
Editorial

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Biographical notes: Lorna Uden is a Professor Emeritus of IT Systems in the Faculty of Computing, Engineering and Technology at Staffordshire University. Her research interests include technology learning, HCI, activity theory, big data, knowledge management, web engineering, multimedia, e-business, service science and innovation, mobile computing, cloud computing, neuroscience, social media, intelligent transport systems, internet of things and problem-based learning.

Welcome to V17 N4 issue of *IJLT*. This issue consists of four papers.

I would like to thank my associate editor Professor Jeremih Sullins who writes this editorial.

This issue consists of four papers. The first paper is ‘Behavioural reasoning perspectives in e-learning adoption’ by Muhammad Ahsan Sadiq. According to the author, universities have shifted their focus from traditional classroom learning to e-learning. Previous studies on e-learning adoption have focused either on resistance or adoption factors in their frameworks. The novelty of the research presented in this manuscript is the modelling of both in a single framework by using behavioural reasoning theory. Among other results, the author found that the ‘relative advantage’ of using e-learning was the most crucial sub-factor connected with adoption attitudes. These findings are significant in a post-COVID context, where colleges are being compelled to adopt e-learning platforms to conduct the learning process effectively.

The second paper is ‘Student engagement and learning during COVID-19: an empirical analysis’ by Nandini Borah and Pranami Sharma. The COVID-19 pandemic caused widespread disruption of education systems around the globe. To maintain the continuity of education, educators adopted online modes of teaching. This manuscript attempted to test a model to understand the impact of online education on student engagement levels in the context of higher education during COVID-19. It was found that access to digital resources and teacher effectiveness had a positive impact on student engagement and learning, whereas stress had a negative impact on student learning. According to the authors, the findings from the study have important practical implications. For online education to be successful, it is imperative that both teachers and learners are equipped to handle and use online platforms to their maximum advantage.

The third paper is ‘Prediction and classification of churners in online learning using ensemble of distributed iterative classifiers’ by V. Senthil Kumaran. In e-learning domains, the weak learners are known as ‘churn’. These are the ones who underperform

and might drop from a course. To overcome this issue, the authors proposed a distributed iterative classifier that deployed an ensemble learning algorithm to generalise the model for predicting potential churn from personal attributes. The results suggest that the proposed ensemble was able to predict churn effectively. More specifically, it outperformed other algorithms in terms of time complexity, classification performance, and scalability.

The fourth paper is 'Factors related to tertiary education teachers' use of the Microsoft Teams platform' by Adil Youssef Sayeh, Hassane Razkane, Mohamed Yeou and Najat Mokhtari. Learning management systems have emerged in response to the innovation in Internet-based technology and have been developed to handle educational activities to assist teachers in imparting knowledge to their students. However, research shows that teachers faced challenges while using different learning management systems during the COVID-19 pandemic. This study investigated teachers' perceptions of Microsoft Teams functionalities and the extent to which they were related to teachers' time spent on it. Among other results, it was found that gender and teachers' years of experience were found to be associated with their use of Microsoft Teams. The current paper adds to the existing literature by investigating the type of connection between teachers' use of Microsoft Teams and their perception of its functionalities, as well as some factors related to their employment of the platform to cover their curriculum.