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.

Jeremiah Sullins is a Professor of Psychology at the Harding University. As a cognitive psychologist, his primary interests are in the learning sciences. His research focus is on learning/educational technologies, with branches extending into emotions, pedagogical strategies, tutorial dialogue/interaction, mechanisms of feedback, and question asking. He received his PhD in Psychology from the University of Memphis under the mentorship of Dr. Art Graesser.

The first article is titled 'Identification of qualitative indicators of physical education students' online courses during the COVID-19 outbreak' by Mehdi Salimi and Leila Moslehi. Although lecturing in the classroom, listening to students, taking notes, asking questions, and answering questions have been the body of traditional academic education, advances in technology have changed the form of education into a new type of education and learning, known as e-learning, online learning, virtual learning, and Internet learning. In most countries, e-learning is still a new and emerging phenomenon, and the application of this type of learning is associated with some doubts and challenges, being similar to any other emerging phenomenon regardless of the provided benefits and opportunities. The purpose of this study was to identify the factors affecting the quality of the e-learning of physical education students. Exploratory factor analysis was used to identify the factors affecting the quality of e-learning and confirmatory factor analysis

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was used to confirm the identified factors. Results revealed that the factors that affected the e-learning quality of theoretical and practical courses were 'teachers' characteristics', 'technical characteristics of the educational system', 'content', 'student characteristics', and 'evaluation and feedback'.

The second article is titled 'Strengths and weaknesses of using educational technology in inclusive settings with limited available resources: reflections on a classroom-based computer-mediated collaborative learning approach' by Kyriakos Demetriou. The formation of a school for everyone falls in line with the philosophy of inclusion. However, the heterogeneity of learners in inclusive settings can be a great challenge for the teacher who is expected to adjust their teaching to the features of their students. This study explores the strengths and weaknesses of using educational technology in inclusive settings with limited available resources. A thematic analysis of participants' reflections on their experiences and the reflective journal unveiled several strengths such as that teacher custom-made learning environments, combined with collaboration in groups, can be a possible solution for technology-rich learning experiences for children in inclusive settings.

The third article is titled 'Effectiveness of distance learning of mathematics from the perspective of public-school teachers in the West Bank during the COVID pandemic' by Nabil Assadi and Hisham Bani-Mattar. Distance education is an effective, purposeful, and closely monitored way to obtain knowledge and discoveries at the time of their occurrence, to keep pace with the changes of this era, and to keep pace with its developments simultaneously. Distance learning in times of crisis is an emergent concept that took researchers and scholars alike by surprise during the COVID-19 crisis. This study aimed to identify the effectiveness of distance learning in mathematics from the perspective of schoolteachers during the COVID-19 pandemic. In light of their findings, the authors include recommendations.

The fourth article is titled 'Massive Open Online Courses: a systematic literature review focusing on the achievements and challenges' by Saida Tayoub and Razane Chroqui. Widely used today, Massive Open Online Courses (MOOCs) are considered a means to democratise higher education. Their massive feature is related to their capacity to support many participants. This paper aims to present a systematic literature review (SLR) focusing on MOOCs, their achievements, and the challenges they are facing. The results of the synthesis and analysis of 27 papers show there is a variety of content that MOOCs have dealt with. Most of the published studies focused on the design. Only connectivist MOOCs can be considered an educational innovation. Moreover, the designers of MOOCs do not consider the individual needs of the different participants. Hence, several challenges remain to be overcome.

The fifth article is titled 'Acceptance assessment of the software MOTIVATIC WEB by university educators' by Mileidy Alvarez-Melgarejo, Aura C. Pedraza-Avella and Martha L. Torres-Barreto. More and more teachers are making use of technology for their different academic activities, including communication with colleagues and students, inter-institutional collaborations, classroom content design and classroom dynamisation based on the game-based learning approach. This article presents the results of the technology acceptance evaluation of MOTIVATIC WEB (a software platform) by users. The evaluation considered aspects related to perceived usefulness and ease of use, behavioural intention to use and external variables related to user experience, functionality and web platform visual aesthetics, aspects adapted from the TAM model. A qualitative analysis indicated that the perceived usefulness and ease of use of the

software were related to the intention to use it. It showed that the software is efficient as an educational support resource, allowing the design of certain mechanics for students as well as communication and collaboration among teachers.