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 the 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 and Cognitive Neuroscience at the Harding University. As a cognitive psychologist, his primary interests are in the learning sciences. His research focuses on emotions with branches extending into learning/educational technologies, pedagogical strategies, tutorial dialogue/interaction, feedback mechanisms, and question-asking.

Welcome to the V19 N3 issue of *IJLT*.

The first paper is titled 'Satisfaction of students and teachers with blended learning during COVID-19 pandemic: an Algerian case study' by Meriem Laifa, Samir Akhrouf, Djamila Mohdeb and Mouhoub Belazzoug. There is a scarcity of research discussing the impact and benefits of the pandemic-induced changes in Algerian higher education. Because of this, the primary goal of this paper was to initiate a deeper conversation about blended learning in Algerian higher education using an exploratory research method based on empirical evidence and quantitative data. The results showed low satisfaction with blended learning on both sides: students and teachers. It is suggested that allocating more resources to reviewing blended learning implementation should be a priority for policymakers to ensure teachers and students are satisfied with their experiences.

The second paper titled 'Effective web technologies integration in e-learning 3.0 courses aiming at smart learning' by Vasiliki Karampa and Foteini Paraskeva

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investigated the effectiveness of Web technologies integration into e-learning 3.0 environments, aiming at SmL. We live in the era of digital challenges, where smart devices and innovative applications find fertile ground for development in every discipline of human activity. Despite international research to integrate Web technologies and tools into e-learning contexts, the success of this endeavour remains a substantial research topic. Findings showed that the integration of Web technologies into an e-course in terms of its learning design can enhance the effectiveness of a meaningful e-learning 3.0 environment. This research pursues to highlight practical evidence for the integration of Web technologies into e-learning 3.0 environments.

The third paper titled 'Developing interactive virtual reality as a tech-based learning media to improve students' geoheritage comprehension' by Robby Hilmi Rachmadian, Alfyananda Kurnia Putra, Sumarmi Sumarmi and Heni Masruroh sought to present learning technology to improve geoheritage understanding' through an open-access website powered by interactive virtual reality. Geography education usually faces the problem of a monotonous learning process. Therefore, educators constantly seek better teaching strategies to present interesting and enjoyable classes. Based on the results from this study, it was discovered that media can increase students' motivation, curiosity, and in-depth experience in studying the process of rock formation and lithosphere dynamics in the Ijen Geopark area. This research serves as a valuable contribution to the field, reflecting efforts to explore the application of IVR technology in studying geography and presenting geosites to a broader audience.

The fourth paper titled 'Analysis of Ghanaian colleges of education lecturers' ICT adoption using structural equation modelling' by Marien Alet Graham, Ugorji Iheanachor Ogbonnaya and Emmanuel Kwasi Boateng examined how Ghanaian lecturers' intentions to incorporate ICTs in T&L are affected by their beliefs and attitudes using the TAM as a theoretical framework. Results revealed the following significant effects: gender on perceived ease of use (PEU), PEU on perceived usefulness (PU), attitude towards use (AU) on behavioural intention to use (BIU), BIU on actual use. Based on these results, the authors recommend that those who train lecturers in ICT integration emphasise certain external variables and constructs.

The fifth paper titled 'Examining gender and urban-rural divide in digital competence among university students' by Kamal Ahmed Soomro, Mahnoor Ansari, Imdad Ali Bughio and Nasrullah Nasrullah aimed to examine the gender and urban-rural divide in the digital competence of university students. Researchers argue that digital competence is one of the most important twenty-first-century skills that are the key to social well-being and economic prosperity for countries across the globe. Results revealed significant differences in digital competence between the students of urban-located and rural-located universities. This evidence of the digital divide supports the argument that there is still a deficiency of applied and credible digital literacy strategies for the populations belonging to rural and remote locations.