Editorial

Lorna Uden*

Department of Computing,
School of Digital, Technologies and Arts,
University of Staffordshire,
Mellor Building, College Road,
Stoke-on-Trent, ST4 2DE, UK
Email: L.uden@staffs.ac.uk
*Corresponding author

Jeremiah Sullins

Department of Behavioral Sciences,
Center for Cognitive Studies,
Harding University,
915 E. Market Ave., Searcy AR 72149, USA
Email: jsullins@harding.edu

Biographical notes: Lorna Uden is a Professor Emeritus of IT Systems in the Department of Computing at the School of Digital, Technologies and Arts at The University of Staffordshire. Her research interests include artificial intelligence, 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 N4 issue of *IJLT*. This issue consists of five papers.

The first paper is titled 'A novel recommendation of learning items based on deep neural networks and trust relationships' by Yamina Aissaoui, Lamia Berkani and Faiçal Azouaou. With the rapid development of information technologies, online learning platforms have become the most convenient way for users to share their learning content. However, due to the increasing amount of educational content, it is difficult for learners to find the most appropriate items. In this manuscript, the authors were interested in the usage of social learning networks and proposed novel learning items recommended through sentiment analysis. Results from two experiments demonstrated that the proposed approach outperformed the baselines and related work in terms of recommendation accuracy.

The second paper is titled 'Effectiveness of e-learning in higher education' by José Fernández-Cerero and Marta Montenegro-Rueda. The world of higher education is

Copyright © 2024 Inderscience Enterprises Ltd.

constantly evolving and currently undergoing a digital transformation that is changing the way we think about teaching and learning. There is a need to further explore the possibilities and challenges of e-learning in higher education, and to demonstrate whether it is a promising and effective tool for university students. This manuscript explores the results of recent research of the effectiveness of the use of e-learning in higher education to provide a clear synthesis on the state of research, gaps, and trends in the use of e-learning. The findings of the study show that this is a limited area of research.

The third paper is titled 'Evaluation of web accessibility of an LMS platform: a portuguese university case' by Sara Vilarinho, Dora Simões and João Batista. Education has been challenged to keep up with the constant technological and social changes, transferring part of its activity to the virtual world. In recent years, education has used the Internet to establish communication between students and teachers, to make pedagogical materials available, to conduct assessment tests, and to develop online educational communities. With the increase and regular use of these platforms several problems have emerged about the access and interaction with the platform itself and its contents. This study focuses on the case of University of Aveiro's LMS to analyse and evaluate its level of web accessibility, identify its biggest accessibility and usability issues, and provide suggestions that can be followed to improve the platform's accessibility. The data collected shows that University of Aveiro's LMS still has a very basic level of accessibility and several usability issues and students, generally, find the platform difficult to use.

The fourth paper is titled 'Students' e-learning satisfaction during the pandemic: a Turkish public university example' by Mohammad Naserinia and Aykut Hamit Turan. Since the spread of COVID-19, its effects have become apparent in all parts of the world. Schools and universities have been closed in different countries affected by the pandemic. As a result, traditional learning was limited due to pandemic constraints and so universities were forced to experiment with online education more frequently. This study examined the online education of a university to determine the level of students' satisfaction by using a questionnaire and structural equations model. This study shows that if an e-learning system has a suitable infrastructure, it will increase user satisfaction.

The fifth paper is titled 'Charting the trajectory of digital literacy research: a review of research topics, publication venues, and top cited papers' by Heena Choudhary and Nidhi Bansal. The rapid proliferation of digital technologies in our contemporary society has brought numerous opportunities and challenges. This study contributes to the ongoing development and evolving understanding of digital literacy by offering a comprehensive overview of the digital literacy literature. It identifies the gaps in prior literature and highlights the existing themes, thereby advancing knowledge in the field of digital literacy research. Using bibliometric analysis, this study identifies the most influential journals, authors, countries, and articles in digital literacy. Key authors, influential studies, and the evolution of DL research were identified by employing a coalition of bibliometric and content analysis. Five prominent research themes emerged from the content analysis of top-cited papers, providing insights into the progression of DL research over time.