

Editorial - Volume 23, Issue 2

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May – 2022

Editorial - Volume 23 Issue 2

Constance Blomgren

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Welcome *IRRODL* authors, reviewers, and readers to this second issue of 2022.

We have exciting news that the *IRRODL* article by **Aras Bozkurt** and **Olaf Zawacki-Richter** recently has been twice honoured. [Trends and Patterns in Distance Education \(2014–2019\): A Synthesis of Scholarly Publications and a Visualization of the Intellectual Landscape](#) was selected "Fred Mulder Best Open Education Research Paper" by The Global OER Graduate Network (GO-GN) for 2021. As well, this article was one of ten good reads for 2021 recommended by the [National Institute for Digital Learning \(NIDL\)](#). The NIDL additional reading list included two more *IRRODL* articles: **Debra Dell's** [Resonance and Current Relevance of IRRODL Highly-cited Articles: An Integrative Retrospective](#) and the article by **Jewoong Moon** and **Yujin Park**, [A Scoping Review on Open Educational Resources to Support Interactions of Learners with Disabilities](#). Congratulations to these authors – we are all richer for your exceptional work.

We have fifteen research articles and two book reviews to offer our readership.

Mapping Network Structure and Diversity of Interdisciplinary Knowledge in Recommended MOOC Offerings by **Jingjing Zhang, Yehong Yang, Elena Barbera, and Yu Lu** offers evidence-based analytics. The authors map disciplinary and interdisciplinary network structures and the implications for future online course design.

Wei He, Li Zhao, and Yu-Sheng Su studied the *Effects of Online Self-Regulated Learning on Learning Ineffectiveness in the Context of COVID-19*. Structural equation modelling data from high school students in Jiangsu Province, China indicate that better performance in the three stages of self-regulated learning decreases the perception of online learning ineffectiveness.

From Physical to Virtual: A New Learning Norm in Music Education for Gifted Students by **Md Jais Ismail, Azu Farhana Anuar, and Fung Chiat Loo** provides research into online music education for youth. The quantitative findings indicate that five domains of motivation for student success are enhanced by online distance learning.

Daniel Villar-Onrubia examined open courseware implementation through a qualitative multi-method approach. The study results indicate a disconnect between the implementation and the opportunities academics encounter in this area of open education. Read the details in *"They Have to Combine the Future of the University and Their Own Future": OpenCourseWare (OCW) Authoring as an Academic Practice in Spain*.

Mete Akcaoglu and Mustafa Ozturk Akcaoglu used a cross-sectional survey study to investigate pre-service teachers and their understanding of key components of online distance learning. With the current interest in online distance learning this research provides a timely contribution. Read the findings in their article, *Understanding the Relationship Among Self-efficacy, Utility Value, and the Community of Inquiry Framework in Preservice Teacher Education*.

The Effects and Implications of Using Open Educational Resources in Secondary Schools by **Paul Harvey and John Bond** contributes to the growing scholarship of OER for primary and secondary education. Twenty-eight Washington State schools using math OER with middle school students provided the context that examines OER curriculum effects, whether time duration of curriculum use influences math results, and the influence of other factors on student achievement when using math OER.

Mohsen Keshavarz, Zohrehasadat Mirmoghtadaie, and Somayyeh Nayyeri through their research, designed and evaluated a tool to measure the effective management of the virtual classroom. Read further about this tool in *Design and Validation of the Virtual Classroom Management Questionnaire A Case Study: Iran*.

Maryna Zhenchenko, Oksana Melnyk, Yaroslava Prykhoda, and Igor Zhenchenko authored *Ukrainian E-Learning Platforms for Schools: Evaluation of Their Functionality*. The findings indicate that Ukrainian e-learning platforms need further support for open access development along with improved collaboration and communication tools.

Anita Samuel and Simone C. O. Conceição contribute to instructional design research with their article, *Using the Critical Incident Questionnaire as a Formative Evaluation Tool to Inform Online Course Design: A Qualitative Study*. Their findings indicate that a formative evaluative tool administered mid-semester influenced real-time online course design and delivery.

Fine-tuned BERT Model for Large Scale and Cognitive Classification of MOOCs by **Hanane Sebbaq and Nour-eddine El Faddouli** adds to our understanding of pedagogy within MOOCs. These researchers used Bloom's taxonomy and automated the pedagogical annotation of MOOCs.

Lintang Matahari Hasani, Harry Budi Santoso, and Kasiyah Junus contribute their study, *Designing Asynchronous Online Discussion Forum Interface and Interaction Based on the Community of Inquiry Framework*. The researchers explored asynchronous online discussion forums and the Community of Inquiry applying a user-centered design method.

Are K–12 Teachers Ready for E-learning? by **Elif Polat, Sinan Hopcan, and Ömer Yahşi** examines both Turkish K–12 teachers' e-learning preparedness, and their readiness to teach online, resulting in a scale to measure this readiness.

Yuanyuan Hu, Claire Donald, and Nasser Giacaman take up the Community of Inquiry's cognitive presence in their study, *Cross Validating a Rubric for Automatic Classification of Cognitive Presence in MOOC Discussions*.

The first book review is by **Alexandra Miller**. This review examines *The Hidden Curriculum of Online Learning: Understanding Social Justice through Critical Pedagogy*. **Kelly Hammond** penned our second review and provides comment on *Exploratory Programming in the Arts and Humanities*.

Lots to read in this issue – enjoy!

