

Guest Editorial Preface

Guest Editorial Preface

Special Issue on Nascent Pedagogies: Prospectives and Challenges

Hassen Rabhi, Higher Institute of Applied Studies in Humanities, University of Gafsa, Gafsa, Tunisia

For a long time, policy makers, researchers and educators have lived with enthusiastic debate about the translation of technology in learning, teaching and assessment. Sometimes the talk has been plausible. At other times it has been disappointing. Technology can and often does reproduce and reinforce traditional, didactic relationships of learning. However, today's web-based media also offer functionalities which in many ways we have barely yet explored. They have revolutionised the delivery of online education, making a significant contribution towards the global increase in demand for quality learning.

In support of this nascent trajectory, this special issue of the *International Journal of Web-based Learning and Teaching Technology* (IJWLTT) engages with the epistemological and critical foundations of innovative pedagogies. How then, can we create and use technologies that push the boundaries of the learning experience, engage students more deeply and produce learning outcomes that live up to the high expectations of citizens, governments, and workplaces in the twenty-first century? For this reason, emphasis is put not just on e-learning, but the pedagogical innovations that we hope e-learning environments might support.

Accordingly, the aim of this issue is to explore emerging pedagogies from a wide range of perspectives as regards developing theories, research, and practice in FL education. It is additionally interested in how nascent pedagogies perform on a local level as well as in increasingly interconnected environments, and how digital settings, practices and methodologies are consequently implicated.

The issue contains five revised and extended papers as they extend the theory and practice of translating emerging technologies in educational settings. They also respond to the need to stimulate critical debate on educational change in this wave of digital transformations worldwide.

In his article "Emergency Remote Education and Smart Working at Three European Higher Education Institutions," Gilberto Marzano centers our attention on these transformations and their pedagogical implications in light of the experiences of three higher education institutions in different countries. However, such transformations have put at the forefront major challenges. In their innovative study "Online Synchronous Teaching During the Pandemic: Investigation of Technology Efficacy and College Students Response," Sood, Sharma and Kumar explore the challenge of engaging students.

Mufeeda Irshad further utilizes the Complex Dynamic System Theory to gain insights on the challenges encountered by a heterogeneous group of first year undergraduates during a synchronous online collaborative writing activity conducted through google classroom. Written transcripts of five sub-groups of undergraduates were analysed for patterns of interaction in terms of equality and mutuality. The findings revealed that synchronous on-line collaboration is complex and challenging due to the dynamic patterns of interaction.

In a similar vein, Amponsah, van Wyk and Kolugu center our attention on video conferencing experience. Using a phenomenological exploratory multiple-case study, the authors argued that video

conferencing under COVID-19 lockdown period was an exhausting experience. They suggest that zoom fatigue is a reality check for work-related health management. However, this study requires a longitudinal analysis of multiple technologies, which suggests completely new challenges and new research issues.

Mobile learning is one of the frequently used learning tools as it opens up new virtual online e-instructional modalities rarely visible in traditional classrooms. This is what is already discussed in an article by Rafik and Fatima. They traced a self-directed initiative of a math teacher who taught her students in an open virtual class via Instagram. Using a mixed method sequential exploratory design, the authors showcase a pragmatic framework of the educationalization process that can be leveraged to enhance social-networked e-teaching-learning experience whilst highlighting some context and platform-related limitations.

Finally, thanking all the authors who participated in the special issue of the IJWLTT, “Nascent Pedagogies: Prospectives and Challenges,” I would like to express my hope that their papers will help in further developments by being a valuable source material for researchers, teachers, students, and policymakers.

Hassen Rabhi
Guest Editor