

GUEST EDITORIAL PREFACE

Special Issue on Advanced Technology in Education

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The convergence of recent technologies, robot, digital or board game, Internet, mobile technology, smart white board and so on, provides unique chances for different learning environments. In such environments, it is essential to bring together the technology and learning theories to establish meaningful settings for learners.

The goal of this special issue of the *International Journal of Online Pedagogy and Course Design* is to discuss the practice and research trend of integrating different advanced technologies into education. The objective of this special issue is to provide the chance for researchers and scholars from different domains to exchange their views and insights.

First of all, Dr. Friend highlights the way online composition platforms can meet the needs of writing courses, and applies Sally J. McMillan's model of Cyber-Interactivity and Robert R. Johnson's model of User-Centered Design as frameworks to analyze collaborative writing. This study indicates that students in online composition courses need collaborative

tools that allow a single document to be created by a student, edited by others, and commented on by all.

Mr. Alphin in the second article focuses on the e-learning accessibility for disabled students. The author analyzes the data from 22 in-depth interviews with e-learning accessibility researchers, disability specialists, instructional designers, higher education administrators, and disabled current and former higher education students. In the article, a strategic model of e-learning accessibility for disabled college students is developed.

Dr. Dzan and his colleagues in the third use the revised PIPER model to design the project activities and integrated the learning for the course. The results indicated that project-based learning in combination with hands-on learning could guide students in completing the design and building of a real boat. Moreover, this study proposed suggestions for the project process that could inform future interdisciplinary project-based learning in colleges.

Dr. Lin and his colleagues in the forth article focuses on exploring and producing the MAX/MSP computer program which can generate the emotional music automatically. This program can recognize the emotion identified when users play MIDI instruments. The art of music itself will be added a lot of surprises and uncertainties. The results of the usability analysis show that the users were satisfied with the program and are willing to accept this interactive work.

Dr. Bicer in the fifth article aims to investigate the role of television on the lifestyle of people and their cultural and religious understanding. This study examines the dimensions of different soap operas in the context of religious education, cultural and theological perspectives. In the final, the author concluded some characteristics of the television programs in Turkey.

Dr. Shih and his colleagues in the sixth article explore vocational high school students' attitudes toward integrating blended learning into situational writing, and the learning effectiveness of that integration. A quasi-experimental design was adopted in this study.

The findings show that the students' situational writing performance and attitude toward writing are significantly enhanced when employing blended learning and the online writing platform to Chinese writing instruction.

Professor Aral and Yücelyiğit and his colleague in the seventh article investigated whether the visual perception of 60- to 72-month-old kindergarteners attending a special program that included three-dimensional (3D) (stereoscopic) animated movies and interactive applications differed from children who attended only preschool. The results show that, on average, 3D animated movies and interactive applications used as the material of the study may have a positive effect on the development of visual perception.

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