

Editorial Preface

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Welcome to volume 13 issue 3 (Q3 2021) of the International Journal of Mobile and Blended Learning. The five articles in this issue combine the work of authors from 5 predominantly Asian countries and cover such diverse topics as collaboration, reading, stress, learning styles and gamification.

Our first article in this issue is “Development Trends and Analysis of Collaborative Learning in e-Learning Environments” by Chun Chao Shih (National Changhua University of Education, Taiwan) and Ying Chih Kuo (Hsing Wu University, New Taipei City, Taiwan). This bibliometric literature review examines trends in collaborative e-learning research. The analysis uncovers research trends in topic-related sequence and geographic differences in sub-topics by space, with further analysis on the structure of knowledge bases. Research topics are revealed to be cross-border, not limited to geographically close nations.

The second article is “Influencing Factors of Intention to Use Mobile Devices for Reading: Moderation Effects of Perceived Sociality and Perceived Risk” by Pinghao Ye and Liqiong Liu of the Wuhan Business University, China. This research used the stimulus–organism–response model as basis to build a causal model of mobile readers and their continuous intention to use this mode of reading. Perceived pleasure, perceived service, immersion and perceived sociality were revealed to have a significant positive effect on intention for continuous use. Several other positive and regulating effects were also explored in the data analysis.

Article 3 is “The Dark Side of Technology-Enabled Teaching: Impact of Technostress on Student Performance” by Sangeeta Mehroliya, Subburaj Alagarsamy and Jeevananda S, all from Christ University, Bangalore, India. This article investigates the impact of technostress on students. The Stimulus, Organism and Response Model is used to analyse the mediating effect of technostress creators and understand how technostress inhibitors influence students’ satisfaction and their performance. It is hoped that insights from this study will enable higher education institutions to identify any students who are finding technology-based education problematic and help them to reduce stress in order to enhance their active participation in learning.

Our fourth article is “Blended Learning in Teaching Technical Teacher Candidates With Various Types of Learning Styles” by Hamonangan Tambunan, Marsangkap Silitonga and Uli Basa Sidabutar, all from the State University of Medan, Indonesia. Although the topic of learning styles is somewhat controversial, the authors of this study note that there are various aspects of learning styles that are still valid to be considered. The authors compare the different impacts of the balance of face to face and online learning in blended learning, along with four learning style type groups of Diverger, Assimilator, Converger, and Accommodator. It was found that both the blend of online and face to face learning and the types of learning styles can significantly impact competence outcomes.

The fifth and final article is “Gamified E-Reading Experiences and Their Impact on Reading Comprehension and Attitude in EFL Classes” by Aysegul Liman Kaban of Bahcesehir University, Istanbul, Turkey. This article looks at the potential benefits of using gamified e-reading tools with secondary school EFL learners. It reports on a study that measured the perceptions and reading comprehension performance of participants in different conditions. The findings revealed that while there were positive outcomes in class, the students still preferred printed books rather than electronic books for leisure, suggesting that the affordances of both reading media have advantages in different contexts.

This issue of the journal underlines that mobile and blended learning are truly global research areas, and we particularly welcome articles that explore that global experience as well as the specific local conditions that can impact on teaching and learning with technology. We look forward to receiving similarly diverse submissions for future issues of IJMBL.

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