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Editorial: Volume 29 Issue 3

We are pleased to present Issue 3 of AJET for Volume 29. In this issue you'll find an article that considers factors that influence students' adoption of mobile learning tools (Mac Callum & Jeffery), papers that consider the role of Facebook in students' learning (Ramble; McCarthy) and a paper that reports on factors that lead to successful language learning in 3-D multiuser virtual environments (Tseng, Tsai & Chao). Thomas Cochrane and David Rhodes report on a participatory action research study that considers pedagogical changes in a mobile learning project over a number of years. Dale Holt and his colleagues report on the outcome of an *Australian Learning and Teaching Council* project which presents a quality management framework drawing on models of distributed leadership, while William Boyd and David Ellis reflect on tricky issues of knowledge ownership and creation in the open source world of teaching and learning. One paper reports on primary school teachers' technology adoption (Tondeur, Kershaw, Vanderlinde & van Braak) while a second paper reports on how the performance of primary school students is affected by the timing of scaffold provision (Yu, Tsai & Wu). The final paper in the issue (Sever, Oguz-Unver & Yurumezoglu) reports on an empirical investigation of inquiry based learning environments in science, which employ video-based demonstration methods. The rich tapestry of educational technology research and practice is certainly showcased in this issue.

In presenting our third issue as editors we have decided to take a new approach to editorials. We will limit our commentary on the papers presented to a brief summary and then focus the editorial on a current issue in educational technology or reflect on aspects of publishing AJET we would like to draw to the attention of our readers. This editorial falls into the latter category, focusing on how authors can explain the significance of their research in an article.

Communicating the significance of research to readers is important in any academic paper. The aim is to present a convincing argument demonstrating that the research pursued is of interest to the academic community. In the case of a submission to AJET, this argument should clearly articulate how the work advances our understanding of educational technology in higher education.

There are two aspects to consider when developing this argument.

The first task is to explain how the research undertaken addresses an important problem. This might start from a practical angle, as many of our problems in education have clear practical motivations and goals, but research must also address intellectual problems of the field. Identifying how the particular review or study addresses these more fundamental intellectual problems provides a stronger argument that the research is worth undertaking – and publishing. This kind of justification is particularly important for studies set in a specific, local context. While the results may be confined to that context, readers are more likely to find aspects of the study relevant if the broader problem the research contributes to has been demonstrated. When preparing manuscripts for AJET authors should bear in mind that the journal has an international audience. This audience has a wide range of interests and may not be expert in the particular area of focus. It is vitally important, therefore, to position the work appropriately.

The second task is to explain the particular contribution the study makes. Having made it clear that the research investigates a problem that is important to the field, the way in which it advances knowledge needs to also be explained. This may lie in the conceptual framework adopted; perhaps a new conceptualisation that offers a different way of looking at a familiar problem, or a novel theory or combination of constructs. The authors may have developed an innovative methodology or have focused on new contexts that extend existing empirical work in a substantial way. It is important for authors to be precise about what new ground the study covers. This clarifies how the gap identified in the current literature has been addressed and from there the article needs to explain how addressing this gap improves understanding in the field.

An explanation of the significance of the research should appear near the beginning of the paper to locate the work in the field and set readers' expectations of what is to come. It is also important to refer back to this explanation of significance in the discussion and conclusion sections, so as to position the results in the field and to make the case for what they add to our understanding. By keeping these important aspects of scholarly research in mind when preparing and publishing manuscripts we will, collectively, further understanding in our field.

Sue Bennett, Gregor Kennedy and Barney Dalgarno
Lead Editors Australasian Journal of Education Technology