

## Editorial / Éditorial

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Our first manuscript in this issue, *Teen Culture, Technology and Literacy Instruction: Urban Adolescent Students' Perspectives* explores how teens have pervasively integrated new technologies as an important aspect of teen popular culture. This article reports teens' views about the use of technology for learning and literacy instruction. Focus groups were conducted for data collection among linguistically diverse urban students in grades 6- 8 in a lower income neighborhood in the Northeastern region of the United States. Finding of this study revealed that teens used social media peer socializing, but were also interested in using technology to improve their literacy skills. These findings have important implications for developing effective literacy instruction using social media.

The next manuscript in this issue reviews *models and frameworks for designing mobile learning experiences and environments*. This article categorizes and synthesizes models and frameworks targeted on mobile learning. The models or frameworks reviewed were divided into several categories and discussed. The results of the categories help to inform evaluation, design, and development of curriculum and environments for effective mobile learning experiences for learners.

Our next article, *Pre-Service Perspectives on E-Teaching: Assessing E-Teaching Using the EPEC Hierarchy of Conditions for E-Learning/Teaching Competence* examines pre-service teacher perspectives of teaching using online synchronous tools as a part of their training. This qualitative study explored the participants' experiences using synchronous tools, revealing that students generally favoured the online e-teaching synchronous platform over in-person presentations, with the quality of online presentations was considered at least as good as in person.

Next, the article, *Exploring the Digital Divide: The Use of Digital Technologies in Ontario Public Schools*, sought to develop a better understanding of Information and Communications Technology (ICT) usage in Ontario's K-12 public schools. Findings from this study reveal issues relating to access, early integration, frequent application of ICT, school infrastructure, home access and professional development for teachers adopting ICT enable teaching. Additionally, this study highlights the importance of parent involvement in ICT use and the potential beneficial linkage between ICT use and student learning achievement.

The final article in this issue, *International Students and Digital Mobile Technologies: Towards a Renewed Didactic Contract*, investigated how international students use digital mobile technologies (such as smartphones) in and out of class. The results of a questionnaire revealed the extent of connectedness of students as well as the diversity of their motivations.



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