Editorial

Lorna Uden*

School of Computing,
Faculty of Computing and Digital Technologies,
Staffordshire University,
Mellor Building, College Road,
Stoke-on-Trent, ST4 2DE, UK
Email: L.uden@staffs.ac.uk
*Corresponding author

Jeremiah Sullins

Center for Cognitive Studies,
Department of Behavioral Sciences,
Harding University,
915 E. Market Ave., Searcy AR 72149, USA
Email: jsullins@harding.edu

Biographical notes: Lorna Uden is a Professor Emeritus of IT Systems in the Faculty of Computing, Engineering and Technology at Staffordshire University. Her research interests include technology learning, HCI, activity theory, big data, knowledge management, web engineering, multimedia, e-business, service science and innovation, mobile computing, cloud computing, neuroscience, social media, intelligent transport systems, internet of things and problem-based learning.

Jeremiah Sullins is a Professor of Psychology at Harding University. As a cognitive psychologist, his primary interests are in the learning sciences. His research focuses on learning/educational technologies, with branches extending into emotions, pedagogical strategies, tutorial dialogue/interaction, feedback mechanisms, and question-asking.

Welcome to the V19, N2 of *IJLT*.

The first paper is titled 'Centring social justice in the TeachLivE™ simulated classroom: pre-service teachers' planning and implementation of culturally relevant and responsive teaching practices' by Jim Carlson, Yuko Iwai, Heidi Masters and Fanica Young. The US K-12 student population is becoming more socio-economically, linguistically, and culturally diverse. Yet, teacher demographics continue to be overwhelmingly white, female, monolingual, and middle-class. Because of this, the authors explored how 12 pre-service teachers planned and implemented culturally relevant and responsive teaching practices in TeachLivE. The findings from the study show how pre-service teachers planned and implemented multiple culturally relevant and responsive teaching practices in TeachLivE such as aligning to students' culture, incorporating real-world connections, establishing and maintaining high behavioural

expectations, promoting respect for differences, and providing multiple modes of communication.

The second paper is titled 'Explore how perception of emotional blackmail affects users to withdraw from online communities: a role of psychological stress' by Thuy Dung Pham Thi and Nam Tien Duong. Due to the anonymity and convenience of online communities, community users may be subjected to emotional blackmail by other community members in the process of participating in online communities, which may lead them to withdraw from the online communities. Therefore, this study attempted to analyse the correlation between the perception of emotional blackmail and the tendency to withdraw from the online community, using the psychological stress of the online communities as a moderator and mediator to further analyse the interaction between the three variables. Past studies on emotional blackmail were mostly applied to the relationship between the workplace, family, and friends, and few related studies on emotional blackmail and withdrawal from the community were applied to the field of online communities. However, according to the results of this study, it was found that perception of emotional blackmail (PEB), psychological stress (PS), and tendency to withdraw (TW) have a significant positive impact.

The third paper is titled 'The impact of teachers' technological knowledge, technological pedagogical knowledge and anxiety on their implementation of MS Teams' by Adil Youssef Sayeh, Hassane Razkane, Mohamed Yeou and Najat Mokhtari. English as a foreign language (EFL) teachers in both private and public institutions in all the educational cycles, from primary school to higher education, are now exploiting diverse e-learning tools and online platforms to deliver lessons and assess their students' progress. The present study investigated the type of influence teachers' technological knowledge, technological pedagogical knowledge, anxiety, age, and years of experience have on their time spent on the MS Teams platform. The results of the current study revealed that teachers' age affects their technological knowledge (TK) and technological pedagogical knowledge (TPK). Younger teachers seem to have developed better ICT proficiency that would allow them to better integrate MS Teams into their teaching. Also, the results indicated that while teachers' TK and TPK have an impact on their implementation of the MS Teams platform, this effect is mediated by their levels of anxiety toward the platform.

The fourth paper is titled 'Analysis of the gap between software testing courses at universities and the needed skills by industry' by Samer Hanna. It is important that software testing courses at universities provide students with testing skills that are close to the skills needed by industry. To investigate if these courses do accomplish this role, this research provides a comparison and empirical analysis of the topics provided by 80 software testing courses in nine countries around the world and the skills that are required by 400 software testing-related job advertisements in the same investigated countries. The results in this paper are different from the results obtained by papers in the related work section in that it compares the percentage of the occurrence of each of the investigated software testing course topics with the percentage of the occurrence of the skills related to the same topic in industry. The target of this paper was to compare the importance of this topic between academia and industry. Accordingly, the results can help universities update their testing courses to make them closer to industry by assigning more time to the topics that are needed by industry.

The fifth paper is titled 'A hybrid structural equation modelling and neural network approach to examine student's acceptance of E-LMS' by Shard, Devesh Kumar and

Sapna Koul. Information systems (IS) have been developed to efficiently manage learning across boundaries of time and location on account of advancements in the information technology (IT) industry, as well as the affordability and extensive usage of IT in numerous areas. Significant changes have been made in education recently, especially in the way that educational materials are delivered. Yet, the purpose for ongoing e-LMS usage has seldom been looked at. This examined the effects of e-learning management system-quality characteristics and student characteristics on continuous intention to use e-LMS. The results of the study are beneficial to the fields of educational technology and online learning because they develop theoretical frameworks, offer useful recommendations for designing and implementing e-LMS, and deepen our understanding of students' perceptions of e-LMS.