Research and Practice in Technology Enhanced Learning
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EDITOR'S INTRODUCTION

The current issue of *Research and Practice in Technology Enhanced Learning* presents three papers inspiring for current practices and future research on the promising models of ubiquitous learning systems, classroom presentation systems, and Intelligent Tutoring Systems. I would like to take this opportunity to sincerely thank Ben Chang (National Chiayi University) and Tanja Mitrovic (University of Canterbury) for serving as the Co-Editors of this issue to provide professional editorial support in preparing this issue.

In the paper *SCROLL: Supporting to Share and Reuse Ubiquitous Learning Log in the Context of Language Learning*, Ogata *et al.* report the design and implementation of a ubiquitous learning log system for supporting the learning of English Language in higher education. The results of the initial evaluation show that the designed system is helpful for students in learning the target knowledge, in particular those less-able students. The study reveals the need of further effort to extend the application domains and evaluation work of learning logs for ubiquitous and mobile learning.

In the paper *Development and Evaluation of a New Presentation Software Program (CodEx) for Teaching Programming Code*, Kaminishi and Murota report their work on developing and evaluating a presentation software program for supporting the learning of computer programming language in higher education. The authors conduct two experiments with teachers and students separately, and identify the positive potential of the designed software program to enhance the efficiency of teacher instruction and effectiveness of student learning in the target topic. The authors also discuss two issues worth of consideration in the development of similar software programs in future.

In the paper *Predicting Student Emotions Resulting from Appraisal of ITS Feedback*, Inventado *et al.* explore an automatic approach to the prediction of student affective reaction toward ITS feedback. The frustration and excitement models created in the study are potential to support the prediction of students' emotions resulting from the appraisal of feedback in ITS. The authors also share the future directions of research on advancing predictive models for automatic feedback adjustment in ITS.

We continue to solicit quality paper submissions from researchers and practitioners around the world to share insights into new theories and innovative practices of the use of technology for quality education.

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Editor-in-Chief