

EDITOR'S INTRODUCTION

We are delighted to commence publishing our sixth volume of *Research and Practice in Technology Enhanced Learning*. The current issue marks an important milestone for the Journal as an open access online journal starting from 2011. The new publication mode of the Journal aims at providing everyone interested in the use of technology for enhancing learning with opportunities for the prompt and free access to research insights into new theories and innovative practices in the field of computers in education.

I would like to take this opportunity to sincerely thank Fu-Yun Yu (National Cheng Kung University), the President of the Asia-Pacific Society for Computers in Education – the journal's sponsor society, for greatly supporting the journal to migrate to the new publication mode. Special thanks go to the three consultants of the journal – Tak-Wai Chan (National Central University), Kinshuk (Athabasca University) and Daniel Suthers (University of Hawai'i at Manoa) – for their professional advice on the online publication of the journal. My heartfelt thanks also go to the associate editors and the editorial board members of the journal for supporting the preparation of this issue.

The three papers in this issue address the growing concerns on pedagogical design and affective consideration in the research and practice of technology enhanced learning. The paper by Yuen, *Exploring Teaching Approaches in Blended Learning*, explores the pedagogical use of ICT for blended learning in higher education. The author conducts ten intrinsic case studies with teachers and students from different tertiary courses, and identifies four teaching approaches commonly involved in blended learning across different subject disciplines in higher education. The study reveals the need for further research on proven cases of effective blended learning.

The paper by Chuah, Chen and Teh, *Designing a Desktop Virtual Reality-based Learning Environment with Emotional Consideration*, reports the design of a virtual reality-based (VR-based) learning environment that emphasizes the roles of emotions in promoting learning. Based on a Kansei evaluation, the authors reveal the two most influential elements in the design of VR-based learning environments which induce positive emotions of learners in the learning process. The authors also discuss directions for future research on instructional design taking emotions of learners into consideration.

The paper by Rodrigo and Baker, *Comparing Learners' Affect while Using an Intelligent Tutor and an Educational Game*, compares the affective states of learners who learn with an intelligent tutor and those who learn with an educational game. Following quantitative field observations in the classroom context, the authors find that learners experience more positive affect and less negative affect while using the intelligent tutor.

2 *Editor's Introduction*

The authors also share future directions on the design of interactive learning environments which enhance learning engagement.

We keep soliciting an eclectic collection of quality paper submissions from researchers and practitioners around the world to share insights into the theoretical and methodological dimensions of research and practice in technology enhanced learning.

KONG, Siu Cheung
Editor-in-Chief