EDITOR’S INTRODUCTION

We are delighted to commence the eighth year of publication of Research and Practice in Technology Enhanced Learning. In this issue, we are pleased to offer a Special Issue on the theme “Mobile, Ubiquitous, Seamless and Classroom Learning Environments” with six selected articles, on top of our regular publication of original articles.

The Special Issue on the theme “Mobile, Ubiquitous, Seamless and Classroom Learning Environments”, with Hiroaki Ogata and Tzu-Chien Liu as Guest Editors, assemble a diverse yet representative set of articles addressing the latest development and important concerns on the use of mobile and ubiquitous technologies for orchestrating or setting up a learning environment from an educational design perspective. The Editorial by the Guest Editors elaborates on the theme of the Special Issue as well as introduces the individual articles. I wish to express my sincere gratitude to the Guest Editors for their great effort and professional contribution to the realization of the Special Issue.

In addition to the six Special Issue Articles, this issue presents three Original Articles that focus on collaborative learning using electronic book readers, presentation preparation using machine learning techniques, and engaged lurking in online group learning.

The paper by Liu, Tseng and Wu, A Participatory Learning Framework for Enhancing Children’s Reading Experience with Electronic Book Readers, examines a pedagogical framework with principles for promoting parent-child interaction in the participatory and collaborative reading activities using e-book readers. Through the video analysis of storytelling activities and the post-activity questionnaire survey, the authors identify three main parent-child interaction patterns which apply different types of dialogic reading strategies for facilitating participatory and collaborative reading. The authors also discuss the role of parents in assisting children to engage in reading activities and learner communities in an informal and community-based learning setting.

The paper by Hasegawa and Kashihara, A Mining Technique for Extraction of Presentation Schema from Presentation Documents Accumulated in Laboratory, explores a machine learning technique based on association rule mining for automatically extracting the presentation schema from the repository of the documents accumulated in research laboratories. Based on their experiments with three different research groups, the authors discuss the validity and practicality of the proposed extracting technique in supporting researchers from different laboratories to extract the different schemas reflective of their own presentation styles; and highlight the possibility of future research which addresses research groups across different domains.
The paper by Chen and Chang, *Engaged Lurking – The Less Visible Form of Participation in Online Small Group Learning*, innovatively employ a duality perspective to interpret lurking phenomena in online inquiry-based forum learning among students within small groups. By studying students’ posting frequency and classifying their posting content in an online inquiry-based learning environment, the authors identify the specific nuances and subtle negotiation of engaged lurkers and their team members in small group forums; and reveal the collaborative sense-making capability of engaged lurkers in small group knowledge building. The authors also highlight some new directions for research on lurking phenomena in online learning.

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.

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Editor-in-Chief