

EAIT editorial 17–1

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In this first issue of EAIT for 2012 there are a number of papers dealing with issues related to university education, but cover a wide range of issues. One paper deals with issues of web access for people with disabilities. It is good to see this range of topics as the aim of the journal is to cover all aspects of the use of computers and other information and communications technologies in education at all levels.

In 2012 we welcome a new EAIT Editorial Board and thank the retiring members of the previous board for their work over the last 3 years (and longer in some cases). Details of the new Editorial Board appear on the inside cover of the journal, and also on the web site.

The first article in this issue is by Maria José M. Ferreira and is titled: *‘Intelligent classrooms and smart software: Teaching and learning in today’s university’*. In the article the author suggests that the use of information and communication technologies in higher education is surrounded by contradictory, yet interrelated themes that suggest that education is either experiencing a revolution or approaching its own demise. The article goes on to argue that one of the most significant variables in the deployment of an adaptation to information technologies in the university is academic culture and that unless we consider this we cannot fully capture the relationship of technologies to education.

Next, an article by Victor Ralevich and Dragana Martinovic: *‘Organizing and implementing the internship component of undergraduate programs in IS Security’*, describes the authors’ experiences in organizing and running an internship component of an undergraduate program in information systems security at Sheridan College Institute of Technology and Advanced Learning. The research is based on reports, statistics, interviews with the students and other anecdotal data mainly collected through conversations with the involved parties.

The third article: *‘Rolling: A new technique for the practical teaching in computer science university degree’* is by Irene Luque Ruiz and Miguel Ángel Gómez-Nieto.

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The article describes a new methodology for practical teaching in a Computer Science University Degree based on the Rolling technique, which is a technique that consists of assigning, in a rotary process, tasks, activities and responsibilities to students along an established calendar with the aim of developing a software product. The methodology has been tested for 4 years at the University of Córdoba and the results described in this paper have shown an improvement in the students learning as well as in the acquisition of attitudes and skills mandatory for their professional development.

'Learning about web accessibility: A project based tool-mediated approach' is the next article and is by Christos Katsanos & Nikolaos Tselios, Athanasios Tsakoumis and Nikolaos Avouris. The authors note that many websites remain inaccessible for people with disabilities, despite the availability of relevant guidelines and tools, mainly due to lack of appropriate training on accessibility technology for Web designers. The paper presents a project based learning activity designed to instruct Web accessibility guidelines and good design practices.

Childhood obesity is one of the most pressing public health concerns in the United States and schools are a critical site to promote wellness and prevent obesity. Because of this, extensive policy and legislative efforts have focused on school-based food services, nutrition education, physical education, and overall physical activity. This article: *'Assessing a novel application of web-based technology to support implementation of school wellness policies and prevent obesity'* by Paul M. Wright, Weidong Li, Evelyn Okunbor and Clif Mim presents findings from an evaluation of the web-based portion of a program implemented throughout the state of Pennsylvania.

The final article in this issue by Jef C. Verhoeven, Dirk Heerwegh and Kurt De Wit is titled: *'First year university students' self-perception of ICT skills: Do learning styles matter?'* Their research indicated that the ability of the students to maintain a computer and to develop a website improves at university but not the ability to use the Internet or to apply basic ICT skills. The findings also show that having a certain learning style might influence the perception of students of their ICT skills, but learning styles do not allow one to predict the change in the self-perceived ICT skills of the students.

We all believe in the value of ICT to education and these articles have shown more evidence of this.

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