trends in higher education

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Editorial

Editorial for the Special Issue on EdTech in Higher Education: Future Perspectives on Teaching and Learning

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In today's rapidly evolving world, educational technologies have become indispensable tools for transforming the landscape of higher education. This Special Issue seeks to explore the cutting-edge advancements and innovative approaches in educational technology (EdTech) that hold tremendous potential for shaping the future of teaching and learning. The field of educational technologies has witnessed remarkable progress, propelled by the convergence of digital innovations and pedagogical insights. With the advent of online learning platforms, immersive virtual reality experiences, data analytics, and adaptive learning systems, higher education institutions have been presented with unparalleled opportunities to enhance the quality, accessibility, and inclusivity of education.

The articles featured in this Special Issue represent a compilation of recent research accomplishments that bridge the gap between theory and practice in the realm of EdTech. Through rigorous investigation and scholarly discourse, these papers provide valuable insights into key areas of focus in the field. By addressing critical aspects such as equity-focused learning analytics dashboards, web portal design, and student feedback literacy, these articles shed light on the multifaceted challenges and opportunities that lie ahead in higher education.

The rapid proliferation of educational technologies necessitates a comprehensive understanding of their potential impact on teaching and learning outcomes. As educators, administrators, and researchers, it is imperative that we embrace a forward-thinking approach to leverage the full potential of EdTech while ensuring its seamless integration into existing educational frameworks. By exploring the future perspectives of EdTech in higher education, this Special Issue aims to inspire thoughtful discussions and prompt strategic actions that empower institutions to stay at the forefront of educational innovation.

We invite readers to engage with these articles, which not only provide thought-provoking insights but also serve as catalysts for future exploration and collaboration. Through an interdisciplinary lens, we hope to encourage further research, experimentation, and evidence-based practices that drive the continuous evolution and improvement of educational technologies in higher education. Together, let us embark on this journey of discovery, envisioning a future where technology and pedagogy unite harmoniously to foster a transformative educational experience for students, empower educators, and redefine the boundaries of teaching and learning in higher education.

This Special Issue on trends in higher education, titled "EdTech in Higher Education: Future Perspectives on Teaching and Learning", compiles some of the recent research accomplishments in the field of educational technologies. It consists of three papers, which cover both the fundamentals and applications:

1. Article 1: Using Motivation Theory to Design Equity-Focused Learning Analytics Dashboards by Stephen J. Aguilar.

In this article, Stephen J. Aguilar presents an intriguing exploration of learning analytics dashboards designed with a focus on equity. By integrating motivation theory into the

Citation: Leoste, J.; Marjanovic, U.; Andjic, B. Editorial for the Special Issue on EdTech in Higher Education: Future Perspectives on Teaching and Learning. *Trends High. Educ.* **2023**, *2*, 496–497. https://doi.org/10.3390/higheredu2030029

Received: 7 July 2023
Accepted: 14 July 2023
Published: 18 July 2023

design process, Aguilar proposes an approach that addresses the diverse needs of students. The article emphasizes the importance of leveraging data-driven insights to identify potential barriers to learning and foster inclusive educational experiences. Aguilar's work contributes significantly to the ongoing conversation on how learning analytics can be harnessed to promote equity and empower all learners in higher education.

2. Article 2: An Extended Technology Adoption Model with Perceived Visual Attractiveness to Assess Academic Web Portals by Jose Maria S. Garcia II, Melanie M. Himang, Celbert M. Himang, Gerry Ritz R. Densing, Marie Joy B. Alit, Noel P. Burgos, Miriam F. Bongo, and Lanndon A. Ocampo.

The second article authored by Garcia et al. focuses on assessing academic web portals by incorporating the concept of perceived visual attractiveness into the extended technology adoption model (ETAM). This novel approach provides valuable insights into how students' perceptions of the visual design of web portals influence their adoption and usage. By recognizing the significance of aesthetics in technology acceptance, the authors present a framework that aids in the development of visually appealing and user-friendly academic web portals. This research has practical implications for higher education institutions aiming to enhance user experiences and promote effective utilization of digital platforms.

3. Article 3: Improving Student Feedback Literacy in e-Assessments: A Framework for the Higher Education Context by Tarid Wongvorachan, Okan Bulut, Yi-Shan Tsai, and Marlit A. Lindner.

Wongvorachan and colleagues present a framework that addresses the crucial aspect of student feedback literacy in the context of e-assessments. Recognizing the potential of technology to facilitate timely and constructive feedback, the authors emphasize the need to develop students' skills in interpreting and utilizing feedback effectively. Their framework provides a roadmap for educators to enhance students' feedback literacy, guiding them towards becoming more self-regulated learners. By highlighting the importance of feedback as a catalyst for growth and improvement, this article offers valuable insights for educators seeking to optimize the use of e-assessment tools in higher education.

The three articles presented in this Special Issue of trends in higher education shed light on the future perspectives of EdTech in the context of teaching and learning. Aguilar's article emphasizes the importance of equity-focused learning analytics dashboards, while Garcia II et al. explore the role of visual attractiveness in assessing academic web portals. Additionally, Wongvorachan et al. provide a framework for enhancing student feedback literacy in e-assessments. Collectively, these articles contribute to the ongoing dialogue on leveraging technology to create inclusive, engaging, and effective learning experiences in higher education. By embracing these future perspectives, institutions can unlock the full potential of EdTech and propel education into a new era of innovation and student success.

Conflicts of Interest: The authors declare no conflict of interest.