



# Introduction to *Open Praxis* volume 14 issue 2

**EDITORIAL**

**INÉS GIL-JAURENA** 



## **ABSTRACT**

This *Open Praxis* issue includes five research papers, one innovative practice paper and one book review.

## **CORRESPONDING AUTHOR:**

**Inés Gil-Jaurena**

Editor for *Open Praxis*,  
Universidad Nacional de  
Educación a Distancia – UNED,  
Spain

[editor@openpraxis.org](mailto:editor@openpraxis.org)

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## **KEYWORDS:**

open education; distance  
education; e-learning; online  
education; LMS; engagement;  
ebook; OER; technology  
acceptance; learning design

## **TO CITE THIS ARTICLE:**

Gil-Jaurena, I. (2022).  
Introduction to *Open Praxis*  
volume 14 issue 2. *Open  
Praxis*, 14(2), pp. 93–95. DOI:  
[https://doi.org/10.55982/  
openpraxis.14.2.530](https://doi.org/10.55982/openpraxis.14.2.530)

This *Open Praxis* issue includes seven articles: five research papers, one innovative practice paper and one book review, authored by 12 researchers from 7 different countries: Turkey, Kyrgyzstan, Mozambique, Portugal, Slovenia, Ireland, USA.

The first four papers are studies about students' perspectives in relation to different aspects of open and online education.

The first two articles analyze students' experiences with online learning due to the COVID-19 pandemic.

In the first article (*Comparison of the Satisfaction of Students Who Use Different Learning Management Systems in Distance Education Processes*), Erdi Okan Yilmaz presents a comparative study about the use of two LMS –Moodle and Google Classroom– in a Turkish University from the students' perspective, who in general shown a greater satisfaction with Classroom. The author highlights some specific aspects and functionalities, and establishes some recommendations for decision-makers.

In the second research paper (*Investigation of Kyrgyz Learners' Engagement in Online Courses*), Gülgün Afacan Adanır, Gulshat Muhametjanova and Azat Akmatbekova explore cognitive, emotional and behavioural engagement during the shift to online courses and analyze the effects on achievement and the experienced challenges, among other aspects. These papers contribute to the literature about the cases of online education that appeared in 2020.

In the third paper (*Instructional Design of Online Courses in Mozambique: The Use of eBooks as a Strategy to Improve Learning*), David Franco and José Bidarra also report about students' perspectives. In this paper they present a study undertaken at the Open University ISCED–UnISCED in Mozambique about students' perspectives on the use of eBooks as interactive resources for mobile and e-learning. Despite reporting an overall positive experience, the authors also highlight some limitations related to technical compatibility and pedagogical integration of eBooks.

In the fourth research paper (*The Role of Perceived Ease of Use and Perceived Usefulness on Personality Traits among Adults*), Hursit Cem Salar and Nazire Burcin Hamutoglu use the Theory of Acceptance Model and structural equation as a method to explore the relationship between the BIG 5 and the Perceived Ease of Use, Perceived Usefulness and Behavioural Intention in the use of Cloud computing systems by students at a Turkish University. The authors conclude that there is little effect and remark the found relations.

Finally, in the last research paper (*The role of teamwork in the creation of Open Educational Resources for closing SDG-related knowledge gaps*), Mojca Drevensek and Tanja Urbancic explore the relationship between OER and the Sustainable Development Goals through the case of the international mentoring program OE4BW (*Open Education for a Better World*). They describe the program evolution and analyze its connection with education for sustainability competences as well as benefits in terms of creating and sharing OER. The findings are being considered in next editions of the OE4BW program.

In the innovative practice paper (*Learning design in the time of Covid-19: The Digital Learning Design Unit story*), Orna Farrell reports about the experience at Dublin City University in providing support to overcome the challenge of shifting to online education during the pandemic. This case study highlights the relevant role of learning designers and shows the different steps and challenges faced in this difficult period, along with a series of lessons learned.

The issue closes with a book review. Xinyue Ren presents the Book review of *Learning to Learn Online*, an open access book published by Kwantlen Polytechnic University Learning Centres to prepare students for online learning success.

We hope our readers will find these articles of interest, and we encourage all our readers to register in <https://openpraxis.org> to keep informed about news issues and announcements and to contribute as authors and/or reviewers.

Special thanks from *Open Praxis* to the authors and reviewers who have contributed to this issue.

## COMPETING INTERESTS

The author has no competing interests to declare.

Gil-Jaurena  
*Open Praxis*  
DOI: 10.55982/  
openpraxis.14.2.530

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## AUTHOR AFFILIATION

Inés Gil-Jaurena  [orcid.org/0000-0001-7045-0689](https://orcid.org/0000-0001-7045-0689)

Editor for *Open Praxis*, Universidad Nacional de Educación a Distancia – UNED, Spain

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Introduction to *Open Praxis*  
volume 14 issue 2. *Open  
Praxis*, 14(2), pp. 93–95. DOI:  
[https://doi.org/10.55982/  
openpraxis.14.2.530](https://doi.org/10.55982/openpraxis.14.2.530)

**Submitted:** 23 June 2022

**Accepted:** 23 June 2022

**Published:** 09 December 2022

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