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Editorial

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This edition of IETI demonstrates the truly global nature of the journal with articles from Africa, America, Asia, Australia and Europe all united by a drive to explore innovative education to improve student outcomes and engagement.

How internationalization is impacting on medical education is the subject of Jiang, Sun, Yuan, Duan, Wu and Liu's longitudinal study of medical students mobility. By studying the engagement of medical students over a ten year period in cross-border opportunities, they uncover some trends that can impact on the design of medical education in China.

A common theme uniting a number of the contributions in this edition is the use of technology to support learning. Taking lessons learnt from the experience of online learning during the Covid-19 pandemic, a number of articles look at how technology can be used to support new modes of learning and foster student engagement. Clifft and Assiouras explore how techniques developed by educators in French Business schools during the pandemic can now be utilised for longer term sustainability and innovation. They consider the resistance from teachers and the mindset shift required to adopt new hybrid forms of teaching delivery through the development of a hybrid teaching and learning concept model.

The development of new conceptual models for online teaching is taken up by Kuo, Lin, Wang, Lin, Chen and Huang. Models of the flipped classroom are looked at in relation to peer learning strategies in order to ascertain how to support deep engagement by students in programming. Could adding a peer learning element into the model improve motivation and learning effectiveness? Luo, Arcaute and Muljana continue this theme with a case study of the perceptions of instructors and students on their process orientated guided inquiry learning model which enabled inquiry-based learning in online settings.

Student engagement in flipped classrooms is also a focus for Southam, Zhang, Cao, Fanguy and Costley. The authors use a Community of Inquiry framework as a way of understanding the discussion and interaction between learners with regards to cognitive, social and teaching presence, particularly considering whether there is a correlation between the numbers and types of online postings.

How mobile forms of technology can engage learners is considered in two papers here. Firstly, Conroy and Kidd in their paper that looks at how listening to podcasts can improve rapport between teachers and students. The accessibility of podcasts can enable teachers to build credibility, provided they have appropriate support and guidance. Secondly, the role of emotions and positive attitudes towards mobile learning in relation to continuation is explored by Huang with a group of Taiwanese students.

Picking up the theme of emotions and engagement, a number of articles in this edition look at mindsets and perceptions of learners, researchers and educators. Jones and McConnell report on the findings of a research project with mature students around developing a growth mindset and the role of "grit" in relation to student success. Their findings stretch beyond the educational setting into all aspects of the students' lives. Kayaduman, Battal and Polat explore connections between student digital skillsets and self-regulation, importantly drawing out insights into the impact of positive perceptions of technical ability in relation to online interactions. De Vries, Delnooz, Velthuijsen and Pinxten consider how Engineering students' perceptions of their own creativity changed after taking a rhizomatically designed creative course. Strickland, Price-Blackshear and Bettencourt highlight the impact of mindfulness techniques on conquering writing blockages, with some interesting results.

The relationship between research and educational approaches is the focus of two articles. Sanganyado, Nunu and Sanganyado consider the notion of "doctorateness" in relation to improving doctoral research outcomes. They provide guidance and propose a structured approach as to how supervisors can support the development of "doctorateness" in research students at an early stage in the research design process. Limson, Pagkatipunan and Abrera's article takes a different lens to the theme

of perceptions running through many papers in this edition, by considering challenges around the introduction of research ethics committees in the Philippines. They thoughtfully explore how to educate colleagues in the significance and value of a robust ethical approval process as an integral part of good research design.

Our focus in IETI is innovative educational approaches, yet, we should not adopt these without question. Reynoldson's exploration of the development of micro-credentials raises some thought-provoking questions about the roles and continuing value of educational providers in a neoliberal educational model.

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