Editorial for the Special ICEL Issue of EJEL

The papers in this issue of EJEL have been selected from those presented at the 8th International Conference on e-Learning, which was held in June this year at the Cape Peninsula University of Technology in Cape Town, South Africa.

The research presented at the conference represented a diverse range of topics and this is reflected in the papers that have been selected for this issue of the journal. A feature of the issue is the role of e-learning and blended learning in the developing world.

The paper by Susan Crichton looks at the design of learning systems and focuses on the issues involved in developing Innovative Learning Centres (ILC) in challenging contexts. In particular this research describes the thinking behind the ILC concept and the value placed on the cultivation of partnerships among institutions in order to build models of practice and create places for pedagogical exploration and educational change.

The second paper by Johannes Cronje is a reflective piece that gives a comprehensive overview of research into computers and education in Africa that has been undertaken at a the University of Pretoria since 1995. It explores the patterns that have emerged and it is interesting to see that key areas of interest over the past 15 years include "Didactic/Pedagogical Issues and Teaching/Learning Strategies" as well as "Architectures for Educational Technology Systems". In addition to analyzing the past the paper suggests research direction for the future.

The paper by Gachago et al is about digital storytelling and counter-storytelling. Drawing on theories of resistance, counter-storytelling and multimodality, the study set out to explore five pre-service teacher educators' perceptions on types of resistance, functions of counter-storytelling and considered what a multimodal analysis could reveal about students' relationship between modes, learning and identity.

Kebaetse et al have tackled the topic of integrating eLearning to support medical education at the New University of Botswana School of Medicine. The authors critically reflect on the strategies used to implement e-learning and highlight some of the challenges experienced and, as this is an ongoing project, they acknowledged that the evaluation of efficacy, effectiveness and cost-effectiveness of the elearning agenda is important to follow.

Kruger and Bester 's paper on mobile learning looks at an interesting project to use e-textbooks and tablet computers to deliver course material with the aim of improving the quality of education by transforming outdated teaching and learning practices.

The paper by Brown Bully Onguko looks at a sustainable blended learning approach to Teachers' Professional Development. The approach discussed in the paper looks at how to develop and then work with regional experts to create blended learning content, using appropriate technology and building content repositories that can be sustained over time.

Penman and Thalluli present a model to improve the learning experiences of science students and increase student retention and success rates. The paper investigates the introduction of a range of

online activities including electronic learning communities, online self-assessments, a virtual classroom, and social media to offer practically oriented science learning to urban and regional science students.

The final paper in this issue by Tshabalala et al looks at the implementation of blended learning at a developing university in South Africa. Using a technology acceptance model the paper presents a case study that investigates the perceptions of academic staff about blended learning and identifies some of the challenges that face them in the adoption of blended learning.