



Editorial: From Conference Dialogue to Open Scholarship in a Supportive Community

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Abstract

In this issue we are delighted to showcase several research articles that trace their origins to the Irish Learning Technology Association (ILTA)'s EdTech Conference 2024, held this year in ATU Sligo at the end of May. This progression from conference presentation to peer-reviewed publication exemplifies ILTA's commitment to advancing scholarship through the Irish Technology Enhanced Learning (IJTEL). Through the pages of this journal, we can see how initial concepts and dialogues sparked at the conference event have matured into comprehensive research contributions. This natural evolution from conference discourse to scholarly publication demonstrates the vibrant academic ecosystem that exists between practitioners and researchers supporting each other in their scholarship of teaching and learning, making their work more publicly available for peer review and critique, and for these findings to ultimately become reproducible and extensible by others.

Introduction

Within this issue, we present to readers a provocative position paper (Oliver, 2024), two original research manuscripts (Whelan et al., 2024; O'Donnell et al., 2024) and three original research extended reports (Gately, 2024; Scanlan, 2024; Cavaliero et al., 2024). Several common threads are woven throughout these manuscripts, creating a complex tweed of insights into educational technology implementation.

The critical importance of student voice and experience in technological innovation emerges as a foundational theme across this issue. Whether implementing AI tools, learning analytics, or new pedagogical approaches - understanding and incorporating student perspectives

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proves essential for success. This student-centered approach ensures that technological advancements truly serve their intended beneficiaries.

These papers also highlight important tensions that institutions must navigate: between innovation and ethical considerations, between standardisation and personalisation, between efficiency and educational quality. These tensions cannot be simply resolved but must be thoughtfully managed through inclusive dialogue and evidence-based approaches.

Finally, these papers offer pragmatic insights into educational innovations, providing readers with a wealth of transferable knowledge for classroom implementation while highlighting effective strategies that have been successfully tested across diverse learning environments.

With Thanks

As this editorial comes to a close, we would like to use this opportunity to give thanks. Thank you to the authors who submitted articles over the past year. We thank you for engaging so gracefully in the review, revision (and sometimes rejection) process.

Thank you to the Editorial Board for your valuable insights and support of the journal. Your thoughtful guidance and suggestions will help to further move the journal into innovative spaces. We look forward to continuing this collaborative journey of advancing scholarly discourse in our field.

Thank you to scholars who have reviewed articles for the journal over the past year. Peer review is fundamental to maintaining high academic standards, and reviewers make it possible for us to publish research that meaningfully impacts educational practice. We would like to recognise the following reviewers for their invaluable contributions of time, insight, and constructive feedback that have helped shape both individual manuscripts and broader scholarly discourse:

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Karen Buckley - Dublin City University

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Anna Scanlan - iEd Hub, University College Cork

Jacqueline Toal - Dundalk Institute of Technology (DkIT)

Andrea Zellner - Oakland Schools, Michigan, USA

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Finally, we would like to thank you, the readers, for engaging with the scholarship presented to you. Through your reading, reflection, and application of these ideas, you give purpose and meaning to the work we publish.