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Editorial - Volume 24, Issue 1

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Associate Editor

The IRRODL editors welcome our readership to 2023 and to the upcoming year of research publications, literature, and book reviews. As this issue highlights, the world of open and distributed learning continues to change and develop.

We begin this issue with "Using Survival Analysis to Identify Populations of Learners at Risk of Withdrawal: Conceptualization and Impact of Demographics." **Martínez-Carrascal**, **Hlosta,** and **Sancho-Vinuesa** identify and analyze learners who may withdraw from online courses, and then offer intervention strategies to support learner success.

Wang offers MOOC research findings that apply the Technology Acceptance Model in tandem with the theory of planned behavior in the article "The Perception and Behavioral Intention Toward MOOCs: Undergraduates in China."

"An Online Physics Laboratory Delivered Through Live Broadcasting Media: A COVID-19 Teaching Experience" explores the experiences of Indonesian learners with an online nuclear physics laboratory. **Setiaji** and **Santoso's** research extends online learning to a new space and offers insights for successful laboratory learning experiences using Instagram as a broadcasting tool.

"The Design and Psychometric Properties of a Peer Observation Tool for Use in LMS-Based Classrooms in Medical Sciences" is a mixed methods study. The authors, **Mirmoghtadaie**, **Keshavarz**, and **Rasouli** examined medical school instructors and how they used a learning management system and a blended approach as perceived through peer observations.

With the global pandemic, there was a heightened role for parents and caregivers in the online education of their children. **Hanny**, **Graham**, **West**, and **Borup** apply the Academic Communities of Engagement framework in their qualitative study: "'Someone in Their Corner': Parental Support in Online Secondary Education."

This issue provides three *Book Reviews*. The first reviewer, **Parhar,** examines *The Encyclopedia of Female Pioneers in Online Learning* by Athabasca University authors Susan Bainbridge and Norine Wark. Bainbridge and Wark contribute to the history of education with interviews of 30 females with the specialty of online and distance education. The second review considers the open access book *Powering a Learning Society During an Age of Disruption* edited by Sungsup Ra, Shanti Jagannathan, and Rupert Maclean. The comprehensive review by **Misra** encourages IRRODL readers to take some time and learn from this book's

contributing authors about the ongoing changes to our national and international understanding of the learning society. In the final review, **Dey** examines the recent book by Martha Cleveland-Innes and Nathaniel Ostashewski, both professors from Athabasca University. *Participant Experience in an Inquiry-Based Massive Open Online Course* provides insights about designing and delivering successful MOOCs for professional development garnered through 10 iterations of the Introduction to Technology-Enabled Learning MOOC (TELMOOC).

This issue also includes a *Literature Review* section with three offerings. The first literature review, "What Are the Indicators of Student Engagement in Learning Management Systems? A Systematized Review of the Literature," is authored by **Ahmadi**, **Mohammadi**, **Asadzandi**, **Shah**, and **Mojtahedzadeh.** Graduate students and supervisors will be interested in "The Online PhD Experience: A Qualitative Systematic Review" by **Melián**, **Reyes**, and **Meneses**. Instructional designers and educational developers will be curious to read **Wilson** and **Berge**'s literature review, "Educational Experience and Instructional Design Effectiveness Within the Community of Inquiry Framework."

These IRRODL articles contribute to the ongoing developments in the world of open and distributed learning. Please read, enjoy, and share with your learning networks.