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Editorial

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Welcome to the third edition of the *Mount Royal Undergraduate Education Review*. This edition celebrates the work of 2nd year teacher candidates in the *Understanding Current and Emerging Pedagogical Technology* course during the fall 2015 semester. Once again, students in this course completed an inquiry-based learning project that investigated the impact of digital technologies in elementary education. They used Garrison, Anderson and Archer's (2000) Practical Inquiry (PI) model to guide their research studies. The PI model consists of four phases, which are described in Table 1.

Table 1

Practical inquiry phases

Description	Category/Phase	Indicators
The extent to which students are able to construct and confirm meaning through sustained reflection, discourse, and application within a critical community of inquiry.	1. Triggering event	1. Inciting curiosity and defining key questions or issues for investigation
	2. Exploration	2. Exchanging and exploring perspectives and information resources with other learners

	3. Integration	3. Connecting ideas through reflection
	4. Resolution/application	4. Applying new ideas and/or defending solutions

Each of the teacher candidates was part of a peer review team throughout the fall 2015 semester. This team consisted of a class peer and an external reviewer who also acted as a mentor for the research study. In addition, each of the students created a digital story to reflect and document their inquiry-based experiences, which has been linked to their research manuscript. The following eleven manuscripts were selected for publication in the second edition of the *MRU Education Review*.

The first and second articles explore the use of digital technologies to support inquiry and inclusive learning practices. The first paper, "Integrating digital technology with inquiry based learning" explores how digital technologies can support inquiry projects in order to create more authentic learning experiences for students while the second manuscript, "Dyslexia and digital technology" documents how assistive technologies can help students with dyslexia.

The next four papers investigate the potential of digital technologies to inspire students to love Mathematics. The third article entitled "Creativity inspires exploration" demonstrates the various ways of how digital technologies can be used to make the math classroom a creative and engaging place for students and the fourth manuscript, "Traditional or technology: A new twist to learning mathematics" also discusses how digital technologies can instill a passion for Math Education. The fifth and sixth manuscripts focus on how digital technologies can help students develop their Mathematical problem solving skills, "Strengthening mathematical problem

solving skills: Through the use of digital technology" and "Math learning disabilities and digital technology".

There are then four papers that explore how digital technologies can be used to support the development of various forms of literacy in elementary education. The seventh article, "Assistive reading technologies for struggling readers" focuses specifically on the impact of digital technologies on students' reading skills while the eighth paper investigates how digital technologies can be used to support language acquisition "Language acquisition through digital games". The nine and tenth paper demonstrate the potential of digital technologies to support English language learners (ELL), "Digital technology: Supporting the language and literacy development of ELLs" and "Technology and English language learners: Can digital technology enhance the English language learning experience?"

The eleventh and final article, "Defeating the digital divide" investigates how elementary school, educators, and the community can work together to help provide all students with equal access to digital technologies.

References

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.