Editors' Introduction[*]

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Welcome to the inaugural Special Issue of AISHE-J in which we present current research from Ireland in the field of technology enhanced learning.

AISHE-J is the open-access journal of scholarly research into teaching and learning of the All Ireland Society for Higher Education (AISHE[1]). AISHE is a professional society whose goal is to bring together and support those people who are concerned to advance higher education in the island of Ireland. It promotes the professional recognition and enhancement of teaching and learning in higher education through a range of activities including seminars, conferences, publications, and provision of online community forums and services.

The publication of our first special issue marks a new phase in the development of the journal in which we will be collaborating with other professional associations in Ireland which exist to advance and promote excellence in specific aspects of Higher Education.

The papers in this issue are drawn from the annual Conference of the Irish Learning Technology Association (ILTA[2]), EDTECH 2009[3]. ILTA is a community of professionals committed to the development and exchange of knowledge by sharing expertise and the promotion of best practice in technology enhanced learning.

The three papers in this issue are representative of the diversity in application of technology to enhance teaching and learning across the higher education sector in Ireland. The papers report findings from projects set in single institutions supporting disciplinary and interdisciplinary student learning through to interdisciplinary national and international collaborations.

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[*] Editorial. URL: http://ojs.aishe.org/index.php/aishe-j/article/view/59

[1] http://www.aishe.org/

[2] http://ilta.net/

[3] http://tinyurl.com/6z94wql

In the first paper, which reports on a collaboration across five higher education institutions, Cosgrave et al. explore students' uptake of virtual learning environments. In paper number two McAvinia & Maguire discuss findings from the evaluation of the National Digital Learning Repository (NDLR) concluding with a new evolutionary pathway model for supporting NDLR users and communities of practice. Ó Broin & Raftery in paper number three, present a case study of the successful application of Google Docs to support project-based learning.

Each research article submitted for this special issue of AISHE-J has been blind peer-reviewed by at least five expert reviewers drawn from the editorial committees of ILTA and AISHE. We would like to take this opportunity to thank these reviewers who have given freely of their valuable time and expertise.

Sincere thanks are also owed to Barry McMullin, Linda King and Nuala Sweeney for their dedication in jointly managing the production of this issue.

Thanks also to those who submitted articles for this issue, not all of which could be accommodated. We acknowledge that the review process took longer than hoped however we believe that the collaborative approach between our two organisations has led to positive outcomes including a clear process for future special issues and for further joint ventures.

We would also like to acknowledge the continuing generous support of the Higher Education Authority, under Ireland's National Development Plan, without which AISHE-J would not have been possible.

Finally, on behalf of our Editorial Committees, we hope you enjoy AISHE-J and if your organisation would like to explore options for producing a special issue of AISHE-J don't hesitate to contact any member of the AISHE editorial board.

As always, should you have any suggestions for improving future issues or you wish to become involved as a reviewer, please don't hesitate to contact me (Sylvia).

Articles in this Issue (AISHE-J, Vol. 3, No 1, Spring 2011)

Cosgrave, R., Rísquez, A., Logan-Phelan, T., Farrelly, T. et al., 2011. Usage and Uptake of Virtual Learning Environments in Ireland: Findings from a Multi Institutional Study. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, 3(1).
URL: http://ojs.aishe.org/index.php/aishe-j/article/view/30

McAvinia, C. & Maguire, T., 2011. Evaluating the National Digital Learning Repository (NDLR): New Models of Communities of Practice. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, 3(1).
URL: http://ojs.aishe.org/index.php/aishe-j/article/view/39

Ó Broin, D. & Raftery, D., 2011. Using Google Docs to Support Project-Based Learning. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, 3(1).
URL: http://ojs.aishe.org/index.php/aishe-j/article/view/35