

Impact of Technology in Higher Education

We are pleased to publish the first regular issue of *Higher Learning Research Communications (HLRC)*, which follows the Special Issue, *Implications of COVID-19 on Higher Education*. The pandemic continues to impact higher education; in many parts of the world, it is still resulting in classes being held remotely, while in other regions, classrooms are slowly reopening to face-to-face or hybrid instruction. As the manuscripts in the special issue, as well as those in the current issue, reflect, the implications of the pandemic on higher education will be far-reaching. We continue to encourage authors to submit empirical research and essays that document ways that higher education will be different as we emerge from the pandemic. The focus of the HLRC is on issues whose importance has been magnified by the pandemic, including digital teaching and learning, higher education and the public good, and the preparation of students in key 21st-century employability skills.

Research Articles

- Gleyvis Coro-Montanet, Julia Sánchez-Ituarte, Ana de la Hoz-Calvo, and María Jesús Pardo-Monedero, in their empirical article *Protocol for Conducting Procedural Skills Training with Simulators: A Critical Proposal*, describe a protocol for teaching dentistry skills in a bachelor's degree program. The authors argue that, with the rapid increase in simulation training, comprehensive protocols are necessary to ensure student learning. The comprehensive protocol, based on psychomotor learning theory, includes prior briefing and pretesting and learning by repetitive practice. These are followed by formative and summative feedback from instructors.
- Rocio E. Duarte and Leticia Rodríguez, in their empirical research study *Self-Perceived Digital Competencies in Educational Online Migration Due to COVID-19 Confinement*, developed a new scale, *Digital Competence for Online Migration*, to assess self-perceived competencies of students migrating to online learning. They based their scale on the European Union Digital Competence Framework. Analysis of data from over 1,000 students resulted in a confirmatory factor analysis that represented an excellent fit to the data. The authors were able to verify reliability and validity of the new scale for Mexican students.

Research Briefs

- Donna Russell, in her study, *Design, Development, Implementation, and Support (DDIS): A Curriculum Supporting Online Doctoral Candidates*, uses a case design approach to describe a model for online doctoral student mentoring. She draws from sociocultural learning, heutagogy, and constructivist frameworks to develop a model of student progress in the doctoral project that includes structured and developmentally phased synchronous interactions. Dr. Russell argues that such an approach increases the development of advanced knowledge and the collaboration between mentor and mentee that are needed for success in completing doctoral studies.
- Ardiyanto Ardiyanto, Taufik Mulyadin, Adinda Mutiara Santi, and I Gusti Bagus Budi Dharma, in their empirical study *Online classrooms during COVID-19 pandemic: A survey of industrial engineering instructors in Indonesia*, sought to examine the experiences of engineering instructors who had to transition to online teaching during the pandemic. Instructors provide their perceptions on methods, perceived quality, and challenges related to online delivery. Results showed that the majority of instructors didn't have experience conducting online classes, experienced challenges of measuring student involvement, and reported concerns about academic integrity. Their findings

illuminate the importance of training instructors in online learning and enhance infrastructure at the university to make this possible.

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