



Editorial

The Journal of Communication and Education (JCE) is an online journal of the Hong Kong Association for Educational Communications and Technology (HKAECT) and publishes research papers in the fields of education, communication, and technology. Since there are many other academic journals in the field of educational technology, why do we need another one?

Herbert Marshall McLuhan (1964) believed that media have effects in that they continually shape and re-shape the ways in which individuals, societies, and cultures perceive and understand the world. Nowadays, the digital technology is deeply embedded in everyday experience (McCarthy & Wright, 2004), and it has been enabling the use of multimodal interfaces that combine speech, touch, gesture, pens, and haptic interfaces (Rowe, 2013). “A technology is not merely a system of machines with certain functions; rather, it is an expression of a social world” (Nye, 2006; p. 47). And human-computer interactions in the future would be more like human-to-human communication (Rowe, 2013). With the advances in information and communication technology (ICT), the Internet and new media are enabling the emergence of new mechanism of human associations as well as social connections which are shaped by – yet also shape – the development of communication and education in a participatory culture (Slevin, 2000; Jenkins, 2009).

As an international forum, the JCE aims to address and publish issues in communication and education – in theory and practice, whereas communication is apprehended as the human communication process of making sense out of the world and sharing that sense with others through technical and non-technical means whereas education is understood in a broad sense as any form of teaching, learning and training occurs in a variety of contexts and environments. The content of this inaugural issue may illustrate the JCE’s emphasis.

“Scholarship before Technology: Re-thinking the Relationship between Technology and Scholars” provides a review of the literature concerned with some of the underlying implications of technology used by academic researchers. “The Influence of Playfulness and Subject Involvement on Focused Attention When Using Social Media” applies flow theory to hypothesize that playfulness and subject involvement predict the flow state of focused attention when using Facebook. “Learning with video representation: A case study on the usage of multimodal elements for explaining community issues” presents a case study on six Hong Kong grade 10 students’ learning with creating video artifacts integrating multimodal elements to explain community issues. “The Impact of Multimedia on Social Learning” illustrates the need of multimedia in education and explains the reason behind the slow development, and describes a practical use of multimedia in social learning, both the pedagogical and pragmatic aspects. Finally, the book review of “The Social Media Bible: Tactics, Tools, and Strategies for Business Success” attempts to address the question: What can a book on social media marketing offer to education?

Allan H.K. Yuen
Editor

References

- Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robison, A. J. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Cambridge, MA: MIT Press.
- McCarthy, J. J. & Wright, P. (2004). *Technology as Experience*. Cambridge, MA: MIT Press.
- McLuhan, H. M. (1964). *Understanding Media: The extensions of man*. New York: McGraw-Hill.
- Nye, D. E. (2006). *Technology matters: questions to live with*. Cambridge, MA: MIT Press.
- Rowe, L. A. (2013). Looking Forward 10 Years to Multimedia Successes, *ACM Transactions on Multimedia Computing, Communications and Applications*, 9, 1s, Article 37 (October 2013), pp. 1-7.
- Slevin, J. (2000). *Internet and Society*. Cambridge, UK: Polity Press.
-