Editorial

On behalf of the Board of the *Journal of Innovative Teaching & Learning (JRIT&L)*, I am pleased to introduce Volume 16, Issue 1, of the journal. I would like to thank all the authors for their conscientious contributions.

The mission of the journal is to reflect the dynamism in the conceptualization, delivery and assessment of education. Readers can follow developments in this area with articles in the issue. With this issue, we are pleased to present our focused theme of "Innovative designs for future education.

The article "Asynchronous learning: a general review of best practices for the 21st century" explores fully synchronous classroom to fully asynchronous classroom due to the global pandemic.

The article "Underlying factors of student engagement to e-learning" examines the effect of key e-learning factors.

The article "MOOC-based learning for human resource development in organizations during the post-pandemic and war crisis" indicates empirically that MOOC-based learning opportunities have fostessred positive learning outcomes.

The article "Teaching a technical information systems module for distance learning during the COVID-19 pandemic" explores student performance when many educators had to switch to an online mode of teaching.

The article "Remote learning in the context of Covid-19: reviewing the effectiveness of synchronous online delivery" indicates the main areas of conflicts within this socio-education milieu of the past three years.

The article "Mediation analysis of students' perceived benefits in predicting their satisfaction to technology-enhanced learning" examines the concept of mediation between all the technology-enhanced learning factors.

The article "Can online professional development increase teachers' success in implementing project-based learning in South China" states that teachers are comfortable and capable of planning and implementing PBL projects during online professional development.

The article "Promoting students' interest and achievement in mathematics through 'King and Queen of Mathematics' Initiative" found that KQMI has had an impact on improving math performance among students.

While reading the articles, please also engage with our resourceful innovative teaching and publishing content. With the world rapidly changing, especially after the pandemic, our educational challenges are increasingly acute and must be timely addressed. As we pay attention to these changes and challenges, please pay more attention to the impact these changes and challenges have on teaching and learning. Scientific progress and social development will change the knowledge and ability of human beings to adapt to new science

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and technology and new social environments, which will have an impact on teaching and further promote the change of teaching methods. While teachers still play a vital role in teaching, the traditional teacher-centered model will be challenged by the interactive and student-centered instructional model. Under the challenging environment, "how to teach and how to learn" obviously are the important questions yet to be answered with sufficient clarity. New technological developments, such as AI, ML, DL development, ChatGPT coming up, SEL and EDI movement, and discussion of metaverse in education, are all closely related to teaching/learning environments, and educational reform will also be anticipated. We count on our potential authors to emphasize these developments and their implications and look forward to working with all of you.

Zhonghe Wu
Teacher Education, National University, San Diego, California, USA