Editorial: Special selection on advances in learning technologies

Recently, we have started selecting articles of similar themes for regular issues and writing editorials to guide readers better to the *Library Hi Tech* and other related literature, such as "Bibliometrics and literature review" (Chiu and Ho, 2021, 2022a, 2023a) in 39(4), 40(3) and 41(2), "Information and Knowledge Management" (Chiu and Ho, 2023c) in 41(4), "Digital culture and reading" (Chiu and Ho, 2022b) in 40(5), "Social Media and Social Network Research" (Chiu and Ho, 2023b) in 41(3) and "40th anniversary: contemporary library research" (Chiu and Ho, 2022a, b) in 40(6). Continuing our previous special issue on contemporary technologies for education (Chan *et al.*, 2022) in 41(5), we select seven more papers on recent advances in learning technology, which should be interesting to the broad readers of *Library Hi Tech*.

In this issue, Dai and Chiu (2023) revealed the effectiveness and problems of high school students' use of electronic resources and discovered changes in the reading behavior of high school students and their parents' attitudes during COVID-19. COVID-19 has seriously affected educational institutions, libraries and museums (Conrad *et al.*, 2022; Fasae *et al.*, 2021; Huang *et al.*, 2021, 2022, 2023; Guo *et al.*, 2021; Meng *et al.*, 2023; Yu *et al.*, 2023; Zhang *et al.*, 2023c), though we are now recovering (Abbass *et al.*, 2022; Suh and Alhaery, 2022; Kumar *et al.*, 2021). Various high-quality online information services have provided information access (Cheng *et al.*, 2023; Cheng, 2023a, b; Ding *et al.*, 2021b; Hsieh *et al.*, 2023; Lo and Chiu, 2015; Lo *et al.*, 2015, 2017; Suen *et al.*, 2020; Sun *et al.*, 2022; Wang *et al.*, 2016; Wong and Chiu, 2023b; Fan and Liu, 2022; Zuo *et al.*, 2023; Wang *et al.*, 2022; Wong *et al.*, 2023b), facilitating access during the lockdown, as supported by ubiquitous mobile Internet services, social media, apps and devices (Dong *et al.*, 2021; Dukic *et al.*, 2015; Ezeamuzie *et al.*, 2022; Fan *et al.*, 2020; Fung *et al.*, 2016; Gong *et al.*, 2017; Hui *et al.*, 2023; Lau *et al.*, 2017, 2020; Law *et al.*, 2019; Ni *et al.*, 2022; Yip *et al.*, 2021; Zhang *et al.*, 2021, 2022). Thus, students and teachers have changed their information and communication habits to digital, particularly for the newer generation (Cheung *et al.*, 2023; Guo *et al.*, 2022; Ho *et al.*, 2023; Nguyen and Le, 2021; Leung *et al.*, 2022; Li *et al.*, 2021; Lu *et al.*, 2023; Soroya and Faiola, 2023; Sung and Chiu, 2022; Yin *et al.*, 2023; Yu *et al.*, 2022; Yuan *et al.*, 2023; Wang and Xie, 2022; Chiu and Wong, 2023; Wong *et al.*, 2023a; Wu and Zhang, 2022; Zhou *et al.*, 2022).

Next, in this issue, Senthil Kumaran and Latha (2023) improved the accuracy and efficiency of predicting and recommending personalized learning resources in digital libraries with a novel method using an ontology-supported collaborative filtering recommendation system to facilitate a personalized digital learning environment. Using ontological framework knowledge for semantic similarity and considering multiple attributes apart from learner preferences for the learning resources improve the accuracy of the proposed model. Readers, please note digitalization technology enables libraries and scholars to share links and content on social media to attract users (Banshal *et al.*, 2022; Lo *et al.*, 2019; Ocran and Afful-Arthur, 2022; Pianzola *et al.*, 2022; Yang *et al.*, 2022; Wu *et al.*, 2022a, b; Xu and Du, 2022). In particular, e-loyalty and e-trust are essential for digital service adoption and usage continuance (Chan *et al.*, 2022; Wang *et al.*, 2021, 2022; Yin *et al.*, 2023), where good personalization and recommendations are often good strategies.

As for using bibliometrics technology in learning, Inaam ul haq *et al.* (2023) reflected the trends in the academic landscape of special education using probabilistic dynamic topic modeling. They identified the hottest topic of research in this domain, including children's communication and speech using gaming techniques, mental retardation, cost effect on infant birth, involvement of special education children and their families, assistive technology

information for special education, syndrome epilepsy and the impact of group study on skill development peers or self. Zárate *et al.* (2023) presented SciBR-M, a novel method to identify scientific interest evolution from bibliographic material based on Formal Concept Analysis for Educational Data Mining, considering 23 years since the first publications. In the digital libraries context, SciBR-M allows the integration of the academy, education and cultural memory concerning a study domain. Readers may also be interested in other bibliometrics research and reviews on library-related subjects (Alcaraz Martínez *et al.*, 2022; Borgohain *et al.*, 2022; Nadi-Ravandi and Batooli, 2023; Ding *et al.*, 2021a; Feng *et al.*, 2022a, b; Kim *et al.*, 2021; Lee, 2021; Nugroho *et al.*, 2023; Nwankwo *et al.*, 2022; Shahzad and Khan, 2022; Wijewickrema, 2023; Zhang *et al.*, 2023a).

Moreover, the pandemic has accelerated service transformation (Chan and Chiu, 2022; Cheng *et al.*, 2023; Chin and Chiu, 2023; Hsu and Lin, 2021; Khan and Ayesha, 2022; Kelner *et al.*, 2022; Li *et al.*, 2023a, b; Lin *et al.*, 2022; Lo *et al.*, 2020; Noh, 2022; Nwagwu and Matobako, 2022; Okunlaya *et al.*, 2022; Tsang and Chiu, 2022; Tse *et al.*, 2022; Yao *et al.*, 2023; Wong and Chiu, 2023a; Wu *et al.*, 2022a, b, c, 2023; Xue *et al.*, 2023), leading to recent advancements in learning technologies. In this issue, Shang and Du (2023) identified with interpretive structural modeling and cross-impact matrix multiplication 50 factors that potentially affect the quality of online courses, together with the hierarchical relationships and dependent correlations between the factors. Readers may also be interested in other online education aids, platforms and related issues (Cheng, 2023a, b; Cheng *et al.*, 2023; Chung *et al.*, 2020; Kabigting *et al.*, 2023; Jiang *et al.*, 2023a, b; Lei *et al.*, 2021; Leung *et al.*, 2023; Mak *et al.*, 2022; Wang *et al.*, 2023; Xie *et al.*, 2023a, b) as well as service promotion issues (Chan *et al.*, 2020; Cheng *et al.*, 2020; Fong *et al.*, 2020; Kwan *et al.*, 2023; Lam *et al.*, 2019, 2023; Liu *et al.*, 2023; Nabi *et al.*, 2023; Sahli *et al.*, 2023; Wójcik, 2022; Wu and Yang, 2022; Zhang *et al.*, 2023b).

As for Massive Open Online Courses (MOOC) technologies, Cheng (2023a) discovered with a survey and structure equation modeling that students' perceived knowledge quality, system quality, interface design quality, learner–instructor interaction quality and collaboration quality all positively caused students' perceived usefulness, confirmation and learning effectiveness in MOOCs, which jointly explained students' satisfaction with MOOCs and subsequently resulted in students' continuance intention of MOOCs. Cheng (2023b) further demonstrated that learners' perceived gamification, learner–instructor interaction and learner–learner interaction in MOOCs positively affected their cognitive presence, teaching presence and social presence elicited by MOOCs, which jointly expounded their continuance intention of MOOCs. Readers may also be interested in Cheng *et al.* (2023), which summarized the research foci (e.g. themes, methods, contexts, etc.) and discussed the new trends of massive open online courses (MOOCs) research in Mainland China.

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