

# **MALAYSIAN JOURNAL OF DISTANCE EDUCATION**

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## **Editorial**

Volume 12 No.1 issue of Malaysian Journal of Distance Education (MJDE) is proud to offer selected best articles and news to help distance learners stay on top of their educational goals. This refereed journal on distance and e-learning publishes the accounts of research, development and teaching in its most inclusive definition, exploring the potentials of borderless education. Our team of editors and advisors are dedicated to helping readers navigate and succeed in the world of academia via MJDE. With experience and an insight knowledge, we strive to answer pressing questions of today's educators as well as students of distance education.

First article in this issue is by Shabnam Ahmad who reports on the experience of offering a course in Health Education at Aga Khan University-Institute for Educational Development (AKU-IED), Pakistan for the first time. Lessons learnt from the experience are used to promote the teaching and learning of health especially via distance education mode.

Second article by Owusu-Boateng et al. of Kwame Nkrumah University of Science and Technology, Ghana also reports on the experience in a distance education environment, but in the perspectives of working students. The challenges and opportunities encountered plus the moral support received are suggested as the likely determinants in the successful of a distant student.

Third article by Fatimah Hassan et al. of the School of Distance Education, USM again looks into the students' perception whereby the development towards an effective e-learning multimedia material is analysed based upon Keller's Model of Motivation. Factors related to construction, strategies and content design elements are put forward in the report.

Fourth article by Mildred and Florence of Maseno University reports on the achievement of ICT implementation in the New Partnership for Africa Development (NEPAD) schools. The writer also inputs several

recommendations to improve the state of ICT education in the secondary schools in Kenya.

Fifth article by Ojokheta of University of Ibadan examines on the policies and practices of open and distance learning (ODL) in Nigeria. The writer recommends a guide for certain areas related to the major components of the ODL towards a renewed invigoration.

Sixth article by Abdulkarim A. Al Saif of Qassim University, Saudi Arabia reviews on the risks associated with the use of internet and its impact upon students' awareness of perverse issues. Although many are concern over the adverse effects on religion and national culture, the writer believes that there are yet learning and educational benefits of the internet use.

Last article by Muqaddas Butt and Saira Kausar of Fatima Jinnah Women University, Pakistan reports on a comparative study of using differentiated instructions of public and private school teachers. Their results indicate that the teachers of private schools are more differentiated in their instructions. Nonetheless the public teachers are aware of the importance of the differentiated instructions but are unable to implement it due to some drawbacks.

Thus, the implications from all of these articles are numerous. Contributors who participate in this issue have clearly defined the roles of the DE system and learners as described by the articles we reviewed.

I would like to thank Professor Hanafi Atan (MJDE Chief Editor 2006-2009) for being supportive throughout my new period of navigating this task. Also a huge applause to all Editorial Board and Advisory Board members who have made this issue deliverable.

Thank you.

**ZURAINI ZAKARIA**  
**Chief Editor**  
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