Editorial

For the first article in this volume, Dave E. Marcial and Jeambe B. Rendal, both of Silliman University, measured the level of teacher educators' competency in ICT operations and concepts in both public and private HEIs in Philippines. While proven that teachers educators are not technophobic, there is a need to increase their level of ICT competency in order to reach the transforming stage, which involves developing innovative ways of teaching-learning.

In line with the current emphasise to equip graduates with real-world problems solving at the workplace, Omar Majid, Tan Wee Chuen, Nur'aini Abdul Rashid and Hanafi Atan, all of Universiti Sains Malaysia, study the higher order thinking (HOT) skills involved in the delivery of computer science courses which deal with rapidly changing contents. With conventional teaching and learning showing deficiency in HOT skills in the first part, the second part of the study developed and evaluated a Web-based learning system (MELOR) that is intended to promote HOT skills in a technology-enabled learning environment.

Given the importance of energy in daily life, Mohd Ali Samsudin, Abdul Hadi Harun, Noor Hasyimah Haniza (all from Universiti Sains Malaysia), Norfarah Nordin (National Higher Education Research Institute, Malaysia), and Corrienna Abdul-Talib (SEAMEO RECSAM, Malaysia), examine the effect of online project-based learning (e-PBL) on secondary school science students' attitudes towards renewable energy (RE). Unsurprisingly, with increasing positive attitudes towards RE, the students are more comfortable using the social interaction sites to perform collaborative group work outside of school hours.

In the fourth article, Norhafizah Ismail, Wan Zah Wan Ali, Aida Suraya Md Yunus and Ahmad Fauzi Mohd Ayub (all from Universiti Putra Malaysia) compare Polytechnic students' learning achievement with or without the hybrid method, i.e. blended learning. This study finds the existence of a significant difference in learning achievement with the

application of a combined method using Learning Management System (LMS) exploration and assessment using CIDOS.

Fifth article by Habibah Ab Jalil (Universiti Putra Malaysia) and Maarten de Laat (Open University of the Netherlands) discover interaction patterns and participation of tutors and students in a discussion through a learning management system (LMS). Using social network analysis and the concept of a "community of practice", they find that the pattern of assisted performance by a peer or tutor may depend on, among others, the type of task, group formation and the degree of tutor involvement.

Related to the first article in this issue, Charity Onovughakpo Fakinlede, M.O. Yusuf, V.M. Adegbija and G.O. Oputa (all from University of Ilorin, Nigeria) assess lecturers' readiness for online learning in Nigerian universities. The finding show positive situational and functional characteristics of faculty members which support online learning readiness.

I hope, the readers will agree that integrating ICT for effective teaching and learning goes beyond hardware (providing access to resources) and software, curriculum and pedagogy; there are a lot more waiting to be discovered!

Dr. Radziah Adam
Deputy Chief Editor