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Welcome to the long awaited issue, MJDE Volume 21(1) 2019. On behalf of the journal production team, my apologies to everyone, especially the authors who have been patiently waiting. There were a few matters that needed to be resolved and hopefully we are now back on track and on our way again. There are six scholarly articles that eventually made it to this volume of MJDE. The articles are on varied topics but nevertheless relevant to the scope and knowledge in the wide area of open and distance education.

In the first article, Mery Noviyanti (Open University, Indonesia) investigates students' satisfaction toward the online tutorial implementation of Education Statistics course by adopting a contextual approach which relates to the quality of tutors, the learning process and the students' learning result. The author also analyses the gap between student needs and satisfaction in the implementation of the online tutorial. She concludes that contextual approach was appropriate and applicable to online tutorial of Education Statistics course.

Washback effect may refer to the impact of testing on curriculum design, teaching practices, and also learning behaviours. Washback effect in testing can typically be seen as either negative, or positive. This second article, by Elahe Moradi (Payame Noor University of Tehran) explores the notion of washback as a prominent concept in language teaching and testing. The results of the study indicate that the centralised final examinations in Payame Noor University (PNU), Iran's distance education university, have more positive than negative washback effect on teaching and learning.

Thirumeni T Subramaniam and Nur Amalina Diyana Suhaimi, (both from the Centre for Research and Innovation, Open University Malaysia, Kuala Lumpur, Malaysia), in the third article, study the learners perceived learning outcomes in order to ensure the continuous quality improvement of the education services offered. The achievement of course learning outcomes can indicate the achievement of programme outcomes. Learners' perceptions are seen important to sustain their motivation and persistence in completing their studies, more so for courses delivered online.

The fourth article by Issham Ismail, Siti Norbaya Azizan (both from the School of Distance Education, Universiti Sains Malaysia) and Thenmolli Gunasegaran (School of Educational Studies, Universiti Sains Malaysia) explore the potential of SMS as a mobile learning tool to promote inquisitive learning skill among distance learners. This is done by examining the implementation of an SMS-based mobile learning system, namely Pocket Education. They conclude that the main inhibitor for distance learners' satisfaction towards the SMS-based query application are the technical hurdles, rather than a perception of the system.

The fifth article is by Noraida Haji Ali (School of Informatics and Applied Mathematics, Universiti Malaysia Terengganu, Terengganu, Malaysia) and Rabiatul Addawiyah Hanim Mohd Rosli (e-Learning Unit, Centre for Academic Planning, Development and Quality, Universiti Malaysia Terengganu, Terengganu, Malaysia). They examine the potential of Apple technology for e-content development to support e-learning environment in terms of digital learning materials. Many applications in Apple technology related to e-learning such as iBooks can be used to create interactive contents, widely used for e-learning purposes.

A flipped classroom is often defined as an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. The final article is by Onojah, Amos Ochayi; Olumorin, Charles Olubode; Adegbija, M. Victoria and Babalola, Temitayo Omolara. (all from the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin Nigeria). They investigate the perception of undergraduate students to the use of flipped classroom for learning, in South west, Nigeria. The findings established that undergraduate students perceive flipped classroom to be useful and easy to use for learning.

Before I end my overview, I would like to thank the authors and reviewers for their contribution. Thank you also to the previous Chief Editor Hanafi Atan and his team and the International Advisory Board members for their role in the production of this journal. I would like to welcome and

congratulate the newly elected Editorial Board and International Advisory Board members and together with the rest of the production team, we will continue to make MJDE a success.

Nazirah Ahmad Azli
Chief Editor
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