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Editorial

Welcome to the Vol. 9, No. 2 issue of the Malaysian Journal of Distance Education (MJDE) hosted by the School of Distance Education, Universiti Sains Malaysia and published by the Universiti Sains Malaysia Press. In this issue, we are privileged to publish seven refereed articles of authors from countries all over the world including from the UK (1 article), the Republic of Trinidad and Tobago (1 article), India (2 articles), Kenya (1 article), Canada (1 article) and Bangladesh (1 article). The topics in this issue range from issues related to policy, quality, implementation of new distance education programmes and on technology involving the use of the radio and video conferencing.

The first article is by Cable et al. of the Open University, UK reporting on the challenges involved in developing distance learning courses that have been designed to provide a balance between the development of professionalism and supporting the critical reflective skills.

Thurab-Nkhosi of the University of West Indies, the Republic of Trinidad and Tobago contributed the second article of this issue. She reports on an attempt to bridging the gap between policy and implementation when moving from a single to a dual mode university which provides both the conventional as well as distance education programmes.

The third article is on the evaluation of the administration and the course content of a new computer science course at the Indira Gandhi National Open University and is contributed by Naveen Kumar of the university. He presents various dimensions of evaluation which include the usefulness, other related topics, and the quality of the course, course materials and the delivery system used.

Fozdar et al., also of the Indira Gandhi National Open University contributed the fourth article on an issue related to the effectiveness of the distance education programme from the perspective of the learners. It is interesting to note that the students perceive that the training programme depends on factors such as their expectations, clarity and methodology

used, topics and their appropriateness, level of the resource persons and the quality of subject teaching.

In the subsequent article, Odera of the Maseno University, Kenya, deliberated on the use of radio in the delivery of a language course. The findings generally show that teachers are of the opinion that radio lessons are very useful and assist them in their teaching. But nonetheless, there are also other areas which need improvement such as the availability of radio service as well as the implementation of the delivery system.

The sixth article is on an issue related to the integration of the video conferencing technology into classroom practices and is contributed by Mok and Li of the University of Calgary, Canada. They look at the advantages and challenges of this integration and propose some strategies especially in the teaching of mathematics and science to both rural and urban students.

The last article in this issue is contributed by Sultan and Tarafder of the Bangladesh Open University. They report on an empirical study that aims to develop the performance-based higher education service model that provides direction for quality assurance and enhancement related to ODL.

Many thanks to all contributors in this issue and I look forward to receiving more articles for the consideration of publication in the next issue.

Hanafi Atan
Chief Editor