

Message from the Editor-in-Chief

Dr Ingrid Harrington

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The IJHE provides an important platform for the development of theory, the addressing of policy questions, and the dissemination of innovative practice in the field of tertiary education, specifically widening participation and lifelong learning. A strength of the IJHE journal is its global reach featuring 17 research articles in this issue from Iraq, Qatar, Canada, Palestine, South Africa, Kuwait, Zimbabwe, China, the USA and Thailand. The articles cover a range of themes including distance learning tools and strategies adopted in response to the COVID-19 pandemic, features of management structures, and effective teaching and learning processes.

The first article by Fakhrou and Habib explored and reported a positive correlational relationship between special education students' academic self-efficacy levels and academic achievements. The researchers suggest further causal modelling of the relationships between academic self-efficacy, achievement, motivation, and emotion, to further understand and improve the academic self-efficacy and achievement in students in Special Education. The next article by Mullins and Mitchell's study explored the impact of the transition to online learning due to the COVID-19 pandemic for Canadian university students with disabilities. Their findings suggest recommendations for educators to consider when developing online courses to increase the accessibility and engagement for students with disabilities. The third article by Ghafoor and Rabaia conducted a meta-analysis of the most used cognitive stimulant strategies in the teaching-learning process based on a survey of the relevant literature. Their findings identify 22 most used cognitive stimulants and recommend that Ministries of Education, universities and teacher training colleges give special attention to implementing them in their teaching. The fourth article by Mdlalose, et.al. explores the role of Kahoot! as a formative assessment tool to enhance students' academic performance, motivation and engagement, with a view to help them achieve stipulated learning outcomes during remote teaching and learning in undergraduate Physical Sciences teacher education in South Africa. Their findings confirm the positive impact that Kahoot! plays in enhancing student engagement, performance and motivation, and lists a number of technology-enhanced teaching and learning strategies for consideration. The next article by Dorot and Davidovich examines whether and to what degree, the educational system in general and guides of youth trips to Poland as mediators of memory in particular, are prepared for the educational challenge of eradicating antisemitism in the post-Holocaust era. Their research findings identified that education is an essential instrument in the battle against antisemitism, but the formal and informal educational systems in their current forms, is not prepared. Similar to Mdlalose, et.al's. article set in South Africa, the sixth article by Luvuno and Ajani examined if the explicit instruction of modal auxiliary verbs improved students' ability to write English. Their findings confirmed that providing explicit grammar instruction to all students' level of study, would assist them to overcome the challenges they have in writing English. Al-Houli, et.al's research sought to identify the attitudes of Kuwaiti public school teachers at various educational stages, towards their experiences of distance education during the COVID-19 pandemic. The results indicated that teachers had a high levels of positive attitudes towards the distance education experience, and there were statistically significant differences between the study sample members due to their educational district and educational stage.

The eighth article outlines Hove and Dube's study that used a collective behaviour framework to explain the evolution of student activism in Zimbabwe, from the traditional on-campus politics to virtual activism. Their findings explore how activists negotiate the challenges relating to mobilising a constituency in cyberspace, and existing digital infrastructure. The ninth article by Feng, et.al. systematically reviews the data for published literature on graduate public health education, aiming to provide evidence for the optimization of public health postgraduate training mechanisms in China. Their findings identified high-frequency keywords including 'public health and preventive medicine', 'postgraduate training', 'professional degree', 'Master of Public Health', 'curriculum', and 'teaching reform'. Hotspots consisted of 'practical teaching research', 'training', 'educational reform' and 'comparative education research'. Their recommendations highlight existing issues in the graduate public health education,

including authentic and practical learning, a unified approach to cultivate graduate students, organizational change of graduate public health education, and international cooperation and public health education. The tenth article by Mapuya and Rambuda was based on a conceptual study investigating the teaching approaches relevant to the learning styles of first-year accounting student teachers from a theoretical perspective. Their findings from their literature review provides a sound basis to recommend that students must always be at the centre of all teaching and learning, regardless of the pedagogical beliefs and preferred teaching approaches of the accounting lecturer. The next article by Patricia Makoni is an autoethnographic, narrative analysis through self-reflection of her own personal transition from doctoral student to doctoral supervisor in South Africa. Her recommendations include the need for universities to formulate PhD supervision development programmes, as well as to consider alternative supervision models, so as to facilitate mentorship of new doctoral supervisors, and to ensure the attainment of appropriate PhD standards. Kulhavy, et.al.'s study discusses the increased use of Unmanned Aerial Systems (UAS) or drones, within the Arthur Temple College of Forestry and Agriculture at the Stephen F. Austin State University to study the populations of mistletoe, crepe myrtle and fire ants. Their findings confirm how UAS are becoming a viable alternative to smartphones for communication of science, especially for iNaturalist. The thirteenth article by Vondusitburi reviewed the structure of product design management of small and medium industries in Thailand to the international market education. His findings recommend a guideline for business development focusing on creative product design that are in demand among consumers. The fourteenth article in this edition by Makumane, et.al., revisited the concept of pragmatism in scholarly publications. Pragmatism is a philosophy of human actions combined with experiences in order to produce outcomes or consequences, where the reality is about 'what works' according to individual needs based on a specific situation. Their findings concluded that pragmatism saved the 2020 academic year for Higher Education Institutions: pragmatism harmonised the tension between Learning Management Systems and social media sites which existed before the COVID-19 era.

The journal then reports the research findings of Aruleba, Jere and Matarirano that explored the effects of the COVID-19 pandemic on South African Higher Education Institutions. Their research focussed upon historically disadvantaged universities, evaluating the readiness of lecturers to adopt online teaching and learning by applying the Technology Readiness-Acceptance Model (TRAM). Their results showed that there existed both high levels of optimism and innovativeness, together with some discomfort and insecurity among the lecturer's perspectives, towards the readiness of adopting new technologies. The sixteenth article by Mbokazi, et.al., researched South African educators' lived experiences on the promotion requirements espoused by the Department for the appointment of qualified educators as office-based educators. The study uncovered that the promotion process was unfair in the appointment of office-based educators, which essentially disadvantaged many qualified educators. The study recommends that promotion requirements should be adhered to in the selection process, to ensure fairness and social justice for all qualified candidates. The final article in this issue is from Chang, et.al., who identified and analysed various critical success factors with significant impact within the Moroccan public higher education institutions, under the framework of 'Total Quality Management'. Their findings bring an understanding of how certain critical factors are perceived in the Moroccan public higher education context, and their study is the first of its kind to be addressed in a Moroccan setting/North African region.

I sincerely hope that the broad range of topics and information shared are of benefit to our readers. Importantly, I would like to thank all contributors and reviewers who continue to make the timely publication of the current issue possible. I look forward to receiving more contributions from researchers and practitioners for our future issues. Wishing all readers all the very best with their research studies.

Warm regards,

Dr Ingrid Harrington

Senior Lecturer, Classroom Behaviour Management

Coordinator, Commencing Student Success Program

School of Education, Faculty of Humanities, Arts, Social Sciences, Education (HASSE)

University of New England, Australia

& Editor-in-Chief, International Journal of Higher Education

<https://orcid.org/0000-0002-1898-4795>