Message from the Editor-in-Chief

Dr Ingrid Harrington

To all our Journal's readers and followers, a warm welcome to the August issue of 2022!

In this issue, 19 papers discuss higher education practices, contributions and perspectives from South Africa, Israel, the United Arab Emirates, Tanzania, Zimbabwe, the USA, Saudia Arabia, Australia and Portugal. This issue has a strong focus on learner pedagogy, gender performance, student teacher experiences, and post-COVID adaptations. Research in these areas provide interesting and informative reading on how global educators continue with their core business of delivering relevant and meaningful education to their students in challenging times.

The first article by Diamini et al. explores the current disciplinary practices by primary school teachers in Eswatini, South Africa, and found that the participants were using guidance and counselling to discipline student as a disciplinary measure. Future recommendations include that guidance and counselling training should be given to all teachers in the four regions of Eswatini. The second article by Fattah et al. investigates the many challenges nursing students at the Baccalaureate level in the United Arab Emirates face, regarding the recruitment policies within the nursing colleges. Their findings support the current high school GPA policy, whereby more students are given consideration to be accepted into nursing courses, but were dissatisfied with the requirement of "Band (6)" for the IELTS test score. The third article by Erez Cohen explores the effect of the current world of technology, social networks, and culture of immediate messaging on members of Generation Z born between 1995-2010, in the context of acquiring a higher education and trends involving registration for undergraduate studies. The research found that there was a drop in undergraduate enrolment from the mid-2010s, and that there was a trend to enrol in the fields of medicine and allied health professions, science and mathematics, engineering and architecture, which are considered applied fields, while a decline was evident in the social sciences, the humanities, law, and business administration. The research conclusions call for implementing several regulatory steps in order to adapt the system of higher education to the characteristics and needs of Generation Z, such as expanding the professional training program in less practical disciplines, shortening the duration of studies in technological vocational departments, increasing the use of online teaching, and others. The fourth article by Landa and associates examines the extent of preparedness for managing technological changes in teaching and learning among mid-level academic leaders (MLALs) in selected higher education institutions in Tanzania. The results conclude that preparedness for changes was determined by multi-dimension indicators as suggested by diverse managerial competences, and status of readiness for changes held by MLALs. The MLALs have a relatively low competence level for motivating the adoption and implementation of technological changes in teaching and learning, and the leaders had a low belief that proposed technological changes for innovative teaching and learning were beneficial to them. These results can be used further to design the training and strategies for managing technological changes in education. The fifth article by Petty Silitshena investigates employees' perceptions of the motivational models at selected government primary teacher-education colleges in Zimbabwe. The study concludes that employees need to develop self-identity that would help them to become self-actualised and become permanently motivated beyond the workplace. The sixth article by Ameri and Ghonim proposes a model and practices to develop and unify standards for higher education institutions, in their journey towards building distinctive and dynamic capabilities, and achieving excellence maturity in alignment with the UAE national agenda.

The seventh article by Tribble et al., investigates the challenges due to the unplanned change of shifting to online learning that the COVID-19 pandemic mitigation had on first-year students' perceptions of learning, their connection to the university, and the general USA college experience. The results indicated that participating first-year college students had concerns with making connections, feeling challenged and unfulfilled with their educational experience, struggling to adjust to the pandemic-mandated changes, and experiencing challenges accepting ownership of their learning and navigating ambiguous situations. The eighth article by Azza AlGhamdi reviews a range of scientific studies and research of the role of artificial intelligence has in education, in order to achieve sustainable development in accordance with the foundations of the Kingdom's Vision 2030. The study found that the application of artificial intelligence had proven effective in improving and developing education, simplifying basic teaching tasks, assisting managers of educational institutions, and contributing to solving problems and challenges faced by the education sector. The ninth article by Mavuru and Ramaila considers the impact of the COVID-19 pandemic as a catalyst for fostering reformed pedagogy in science education within the South African context. The COVID-19 pandemic critically exposed socio-economic disparities in science teaching and learning: under-resourced schools represented inappropriate educational entities which rendered encouragement of critical thinking and promotion of innovative pedagogical practices extremely difficult to realize. Science teachers at under-resourced schools were also largely left to their own devices when navigating formidable challenges posed by the prevalence of COVID-19 pandemic. This dilemma represents a structural problem that needs to be addressed as a matter of priority, in order to ensure social justice in terms of the creation of conducive teaching and learning environments at under-resourced schools. The tenth article by Du Plessis and Chung examines the critical reflections on the depth of preservice teachers' pedagogical content and

pedagogical knowledge. Using a reflective case study approach, they investigated (a) preservice teachers' pedagogical challenges, (b) the meaning of pedagogical flexibility and innovative pedagogical mobility, and (c) the application of teacher performance and teaching standards in a teaching and learning environment affected by COVID-19. The critical self-reflective narratives offer insight into lived experiences and multiple contextual challenges that raise questions about well-prepared preservice teachers. The eleventh article by Tomma, Rushwan and Garba is comparative in nature between the impact on students' academic performance in accounting courses which include multiple mathematical calculations, offered as e-learning, when compared with the English Language courses, which are free of mathematical calculations. The study found that there is a statistically significant effect regarding the features of full e-learning on the students' academic performance with respect to the accounting and English Language courses. Future recommendations include that educational institutions should continuously develop the e-learning platform in order to improve student engagement and creativity.

The twelfth article by Padayachi and Maistry assesses the implementation of the Interactive Qualitative Analysis (IQA) methodology during the COVID-19 pandemic, to understand how non-major accounting students learn Accounting 101 in a threshold concepts-inspired tutorial programme. Their study uses a qualitative methodological approach conducted in the fields of education and accounting, known as Interactive Qualitative Analysis (IQA). The thirteenth article by Lebeloane, et al., explores the experiences of former markers of undergraduate assignments and examinations at the University of South Africa. The research findings recommend that the university needs to develop a policy for external markers for marking assignments and examinations in the undergraduate program. All e-tutors must be trained to support students after the official closure of registration and before examinations are set, and trained through a markers' guide to mark assignments and examination books. The fourteenth article by Asmaa Aldulaijan investigates the use of Twitter as an educational environment in which to expand students' informal lifelong learning. The results reported that student's levels of self-confidence were positively impacted, but drawbacks included a lack of information literacy skills. Other results indicated that participants engaged with the course's Twitter account after the course formally finished, leading some students to engage in a broader community. The next paper by Domingos and Sarmento reports on their analysis of the general competences developed by final-year accounting students at courses offered by Portuguese public polytechnics, and compare them with the most evident competencies identified through a literature review for the current accounting profession. They found that the most developed general competences included the ability to use information and communication technologies, and lifelong learning. Their findings conclude that the new practices developed through distance learning facilitated the development of technological competences, producing new reflections for improving the training of accountants. The sixteenth paper by Whiting et.al., compares and contrasts the different factors involved in learning neuroanatomy, and the different modalities that can be used to teach this complex topic. Their review highlights the differences between individual and mixed-model delivery systems, which may influence the current pedagogies surrounding tertiary neuroanatomy in the dynamic educational setting. The next article by Oluwatoyin Akinde explores the impact and efficacy of Post-Secondary Enrolment Options (PSEO) as an early pathway to higher education for academically advanced students, which has served as an effective form of transition to higher education. Her study focusses specifically on the rate of PSEO participant who enter a graduate and or professional degree program, after earning an undergraduate degree, based on admittance in a Mid-western private liberal art university between 2007 to 2019. The result show that 13% are likely to persist to earn a graduate or professional degree after completing their undergraduate degree. The second last article by Maha Al Sudairy explores the impact of using Wiki and Google Classroom on the achievement of female art teachers in drawing and designing training courses in Saudi Arabia. Her results reported that there were statistically significant differences between the group that studied using Google Classroom and the groups that studied using Wiki application, in favour of Google Classroom. The study recommends activating the use of the Google Classroom and Wiki applications in teaching art courses online. The final paper by Cristobal examines the gap between educational research and teaching/learning practices, when addressing the importance of conducting legitimization of knowledge production in Comparative, International, Developing, Educational (CIDE) contexts. The paper highlights the importance of approaching CIDE research from a culturally responsive approach, and to illustrate that research strategies which bridge the either hegemonic or alternative research dichotomy, contribute the legitimacy of knowledge production in contexts including underage subjects.

With that, I would like to extend a heart-felt thank to all authors, reviewers and editors for making this issue possible. It is without everyone's dedication, commitment and belief in the journal's worth, that continues to make the IJHE a notable contributor to the field of higher education. We thank you for your support and ask you please continue to support us for publications of future issues.

Warm regards,

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