



Dear readers,

It is with pleasure to announce the second issue of the International Journal of Instruction for 2015. This issue covers a wide range of topics, from instructional strategies over classroom assessment to teacher education, covering both, qualitative and quantitative methods.

Hussein Ahmed Litons paper deals with the effectiveness of business schools, and proposes an improved teaching method to prepare students for the workplace, thus trying to close the gap between school and workplace.

Ali Eryılmaz used a before-after control/impact design to improve well-being in class, an important aspect of positive psychology. The analysis is supported by a mixed-method design.

Nilgün Dağ and Halis Adnan Arslantaş's study has a clear focus on acting ethically and acting within the framework of ethical principles and identifies obstacles, thus making an important point teachers'. Obstacles are identified.

Hussain Alkharusi aimed at evaluating the measurement of the perceived classroom assessment, both at the student level and at the class level, showing explained variance at both levels, highlighting the importance of both levels.

Clifford Gomba follows the important question, which factors are responsible for Zimbabwe's teachers in rural areas to not leave the profession. This is an important point given the necessity of teachers especially in rural areas.

Jiří Dostál comes up with a definition of inquiry-based learning, a construct that is still under discussion since many years, and he comes up with a specification of the term inquiry-based instruction from the various points of view.

An Evaluation of the Undergraduate TEFL Program in Iran based on a Multi-Case Study was done by Amin Karimnia and Elham Kay and as a result, it is suggested that teaching material and learning strategies should be changed.

Yunisrina Qismullah Yusuf, Yuliana and Lutfia Hanum looked at Student Teams-Achievement Division (STAD) implementation from a qualitative approach and studied the modified behaviour.

A team from Malaysia and Brunei were looking at the adoption of Mobile Technology for Teaching Preparation, with the aim of Improving Teaching Quality. Aliff Nawil, Mohd Isa Hamzah, Chua Chy Ren, Ab Halim Tamuri found that the use of applications on mobile phones can help teachers smoothen the lesson preparation.

A Multimedia Scenario Based Learning Programme for Enhancing the English Language Efficiency Among Primary School Students was applied by in an experimental setting by Navnath Tupe in India, to improve education for all.

Muhammad Javed, Lin Siew Eng and Abdul Rashid Mohamed established set of 6 Reading Comprehension Modules (RCMs) for Malaysian ESL teachers to facilitate different reading abilities of ESL students effectively. And they showed the participants increased their grade.

Using Online Video Lectures to Enrich Traditional Face-to-Face Courses seems an effective tool for enhancing learner-centred settings, an interesting result found by by Suzanne C. Makarem, to meet the needs of the digital generation.

Evangelos Bebetos worked on the Participation of Undergrads in a Music and Dance Master's Degree Program, and these findings allow a better understanding of the distance learning process.

The effects on Science Achievement, Computer Achievement and Portfolio Assessment in Computer Assisted Project-Based Instruction was studied by Yavuz Erdoğan and Dinçer Dede, and in the end the experimental group performed better.

I hope this issue will be of interest to all readers.

Sincerely,

Prof. Christoph Randler
Associate Editor

Address: University of Education, Im Neuenheimer Feld 561, D-69120 Heidelberg,
GERMANY

Phone: 06221-477-344

E-mail: randler@ph-heidelberg.de

URL: <http://www.ph-heidelberg.de/biologie/personen/lehrende/randler.html>