

Editorial

Lo and behold! This issue has steered itself into the realm of the students as all the articles are focused on student issues. I am reminded of the late Alistair Morgan (1997), who in his article, "Still Seeking the Silent Revolution? Research, Theory and Practice in Open and Distance Education", tabled an adaptation from Farnes (1993) the differences between the 'new educational technology' and the 'traditional educational technology'. Among the central issue put forth in the 'new educational technology' which pertains to open and distance learning is the debate on how to improve student learning. That was nearly a decade ago. Think of the implications for research and practice ... and here we have it.

A former colleague at the School of Distance Education, USM, Lucille set the ball rolling through her delightful insight on the problems and coping mechanisms of distance learners in the distance education academic programme of the Universiti Sains Malaysia. Although the analysis was on the Malaysian distance learners, I believe it can mirror the typical distance learner globally. Her study not only revealed the human side of the technologically driven interface to the current teaching and learning scenario but also concretely corroborated the published works in learner characteristics and 'educational transition' of the adult learner.

Zillur Rahman & John Dekkers analysed the student's need of the Bangladesh Open University (BOU) in lieu of the environment of new technology. Identifying and realising the power and capability of information and communication technologies, they have put forth short-term and long-term plans for the future of BOU towards a linked and networked campus.

We are indeed delighted for the contribution from Anadolou University, Turkey, one article being from my dear friend Ugur Demiray et al. Their focus was on the use of TV programmes for examination preparation while the article Curabay & Demiray deliberated on the planning and coordination of the television programmes.

Azilah et al., chose the tourism students from the Universiti Utara Malaysia as their respondents, signifying the diverse application of distance education programmes in Malaysia. Their study presented an intriguing psychological readiness of their students for distance learning in light of the technological dependence of distance education presently.

Lastly, the self-directedness of students in a post-graduate distance education programme at the Universiti Tun Abdul Razak (UNITAR), Malaysia was presented by Daing Zaidah & Abu Daud. They revealed the innovations and activities of the learners in their intrinsic motivational characteristics in the course of their study, giving rise to a more accurate understanding of how adults learn and the manifestation of self-direction.

There is no other way to fully appreciate the highly enlightening articles but to enjoy them yourself, as always.

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References

- Farnes N. (1993). Taking a theoretical approach to course evaluation. *Student Research Centre Report* 77. Milton Keynes, UK: Institute of Educational Technology, Open University.
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