

Dear TOJDE Readers,

July 2004 issue of TOJDE is on your screen. This is a special issue on the theme of "Evaluation in Open and Distance Education: Retrospects and Prospects". Preparing this special issue took nearly eight months, from the beginning to the arrival to your screen.

A short story of this special issue is here if you are interested in. First idea and suggestion came from Dr. Patrick Danaher, an associate professor who is the Head of Learning, Evaluation, Innovation and Development (LEID) Centre, Division of Teaching and Learning Services, Central Queensland University, Australia, on Sunday, 19th Oct. 2003 via e-mail. I shared this suggestion with the Steering Committee of TOJDE; this discussion and decision making period took nearly more than a week and then I positively replied to Patrick on Monday, 10th Oct. 2003 and I asked him if he would accept guest editorship responsibility for this special issue.

Patrick's respond was positive and he asked me to contact with his colleague Mr. Fons Nouwens from Development (LEID) Centre, Division of Teaching and Learning Services, Central Queensland University, Australia, to share this responsibility. Fons's decision was also positive. And then, I suggested as third colleague, Dr. Zeynep Erdinc, from Anadolu University, to share this responsibility and act as a communicator between TOJDE and other guest editors. We decided to publish this special issue at Volume: 5 Number: 3 in July 2004 issue of TOJDE. The special issue process has been started.

Patrick, Fons and Zeynep had started initial contacts about "Call for Papers" with colleagues whom are known by them on the distance education field. Later on, abstracts of the manuscripts had arrived to them on determined deadline. A total of eleven abstracts were submitted. Three of them had been withdrawn by the authors due to time limitation. At the end, eight manuscripts were accepted for publishing.

During this eight months period, they served very healthy communication between them. In addition, they spared their valuable time during their other academic activities and responsibilities in the name of distance education field and for TOJDE as well.

The eight articles published in this special issue were written by eighteen authors, sixteen of whom are from the universities of Macquarie, Central Queensland and Charles Sturt, Australia. Only two authors are from University of the Philippines Open University. In addition, five book reviews and five journal reviews are also published.

I would like to express my sincere thanks to each of them, for myself and for my University. I strongly believe that experience gained on this first special issue would encourage us and other interested colleagues in the field in the near future. Below you will find short biodata on my valuable guest editors.

Mr Fons NOUWENS, Lecturer

Learning Evaluation Innovation and Development Centre, Central Queensland University, North Rockhampton, Queensland, Australia.

Qualifications

BE (UQ), BEdSt (UQ), Grad Cert in Technology-Based Distributed Learning (UBC)



Conceptual Theme: Expanding learning

Technical content and discipline focused knowledge and skills are a vital part of education. However we also need to communicate and collaborate productively and to act responsibly and autonomously to transform our worlds.

The increasing complexities of personal, social and work life require educators find better ways of expanding learning from the traditional focus on content knowledge, to place more emphasis on developing each learner's abilities to collaborate productively and to transform their world.

http://dtls.cqu.edu.au/leid_centre/team.html

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Zeynep ERDIC, PhD, Assistant Professor

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PERSONAL DETAILS

Mother Tongue: Turkish

Nationality: Turkish Republic

EDUCATIONAL STATUS

BA Degree: Faculty of Economics and Commercial, Department of Economics.

MA Degree: Economics Theory

PhD Degree: Economics Theory

Among her interests are agricultural reforms, organic agriculture implementations, effects of EU and IMF recommendations on Turkish economy. Her MA thesis is on the labor migration from Turkey and its effects on Turkish economy, while her PhD dissertation is on the effects of sugar industry on Turkish economy. She teaches courses on economics systems and economics history fields. She is married with one child.

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Patrick DANAHER, PhD, Associate Professor

Head, Learning, Evaluation, Innovation and Development (LEID) Centre,
Division of Teaching and Learning Services, Central Queensland University, Australia.

Qualifications

BEd, BA (Hons), Mlitt, GradDipTertiaryEd, PhD.



PATRICK ALAN DANAHER was born in Pretoria, South Africa and grew up in Yeppoon, Central Queensland. He trained as a high school History, French and English teacher, a role that he filled for nine years in five different government and independent schools in Queensland and Victoria. He has worked at Central Queensland University since

1991, first as senior research officer and more recently as foundation senior lecturer in open and distance learning. Patrick Danaher, PhD, is Associate Professor and Head of the Learning, Evaluation, Innovation and Development Centre in the Division of Teaching and Learning Services at Rockhampton Campus of Central Queensland University, Australia, where previously he held the position of Senior Lecturer in Open and Distance Learning in the Faculty of Education and Creative Arts.

His research interests include the education of occupational Travelers, open and distance education, educators' work and identities, rural education and social education. He has edited a book about the education of Queensland show children that received the 1999 Open and Distance Learning Association of Australia Award for Excellence in a Book or Non-Print Production Detailing Research. He has also (co-) edited special theme issues of the INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH (2000), the QUEENSLAND JOURNAL OF EDUCATIONAL RESEARCH (2001, in press), the JOURNAL OF RESEARCH IN RURAL EDUCATION (2003), the TURKISH ONLINE JOURNAL OF DISTANCE EDUCATION, the MALAYSIAN JOURNAL OF DISTANCE EDUCATION (under review) and the INTERNATIONAL REVIEW OF RESEARCH IN OPEN AND DISTANCE LEARNING (in preparation). He has also co-edited refereed proceedings of the 27th Australian Teacher Education Association annual conference (1997) and the 3rd international lifelong learning conference (2004).

Conceptual Theme: Transforming marginalization

Education can just as readily be an ally of marginalization and oppression as an agent of positive social change. A crucial conceptual lens to apply to post compulsory educational policies and programs is therefore their capacity to individual and institutional transformation, through the contestation of, and the movement beyond, limited and limiting social categories. This lens pays particular attention to whose interests are served and whose are elided, and which voices are heard and which silenced, through such policies and programs.

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