



Dear Readers,

One theme that is common to many papers in this issue is that of assessment. Educational projects encompass a large and diverse company of stakeholders. While the student is the key stakeholder, others from the teacher/facilitator to the community in which learning occurs have a vested interest in the form, aims and results of any given educational pursuit. In tandem with extra-pedagogical fields, assessment has become an integral aspect of any project. Without the inclusion of an objective and quantifiable assessment our perception of a work's validity is not ever quite total. In recent years, whether in the realm of academic discourse or any other sphere, assessment has moved far beyond its previous incarnation as a simple measurement of results. Today an assessment that pretends validity and is presented as comprehensive must address the consumers' perceptions of value and satisfaction. And of course, consumers in an educational project are not limited to the learners. There are many stakeholders whose sense of satisfaction has a bearing on the success and continuation of a project.

A greater appreciation of the role of satisfaction, read user assessment, in learning outcomes has come to inform the spectrum of discourse in educational studies. There are many elements that determine a participant's satisfaction, and as a growing body of work has suggested, satisfaction while intimately tied to achievement, is not solely derived from the province of outcomes. Satisfaction, or lack thereof, is generated by every aspect of a project. Thus we have contributions in this issue that assess various components of an educational project from how well critical thought is engendered by the content of social studies textbooks to students' assessment of their classroom assessment environment.

As mentioned, an interesting study by Hashemi and Hemmati, uses teachers' critiques, to evaluate the induction of critical thinking skills in social science textbooks. Anderson, Imdieke and Standerford consider the challenges imposed by new media in terms of student feedback, something that was perhaps more easily obtained in a traditional classroom environment. Jumani, Fazal-ur-Rahman and Bibi have produced a paper that assesses the success and potential of a women-centered, non-formal basic education project in India. They were able to identify structural problems within the project not only by measuring educational outcomes, but by having many stakeholders, including the parents

of students, give their assessments of the project. By necessity, the majority of language instruction within a classroom is bound to mock scenarios. Nikitina assesses the value of authentic language learning under the guise of a classroom video project and posits that such a project is applicable to non-language learning situations. Wati's paper on English teacher training in Indonesia will be of interest to anyone involved in training instructors, particularly within the language field. And lastly, I would like to draw your attention to a study that delves into an assessment of assessment. Alkharusi's study regards student perceptions of the assessment environment within their classroom and offers an number of recommendations that impact assessment structure as well as general instruction.

These studies make explicit that project assessment involves a far more intricate and complex measurement than that of outcomes. We hope that these studies will generate further discourse in terms of the structure of, and role of assessment in project or study design.

Sincerely,

Asst. Prof. Sheng-Wen Hsieh  
**Associate Editor**

Address:  
Department of Management Information Systems  
Far East University  
49, Chung Hua Rd., Hsin-Shih. Tainan County 744, Taiwan

Telephone: + 886 6 5979566/7602

Email: [onyxhsw@gmail.com](mailto:onyxhsw@gmail.com)

URL: <http://cc.feu.edu.tw/~onyx/>