



Dear readers,

The third issue of the *International Journal of Instruction* offers five articles that range from teachers' credentialing routes to teachers' use of technology. In keeping with the globalization of this publication's tenets, the articles included also represent research from around the world and the distinct issues that each region faces along with how these same issues could be generalized to the reader's own geographic region.

Thienhuong Hoang's study, "The Contributions of Teachers' Credentialing Routes and Experience Levels on Classroom Management," investigates the impact of teachers' credentialing paths on their classroom management orientations. The study investigates the impact of teachers' credentialing routes on their classroom management orientations. "A sound teacher education background acquired through a traditional credentialing program combined with years of experience in the classroom is the best way to cause teachers to reflect upon best practices related to classroom management."

In the second article, "Readiness of Year 1 Students to Learn Science Process Skills in English: A Malaysian Experience," Tajularipin Sulaiman, Aminuddin Hassan, and Roselan Baki investigate the Malaysian Ministry of Education's mandate of the use of English as the main language of instruction at the primary school level begun in 2003. The research findings suggest a significant difference between year 1 students in rural and urban areas. The findings also suggest that pedagogical practices in teaching Science may improve due to process skills that are already used as terminology in English.

Margarita Victoria Gomez's study entitled "Emmanuel Levinas and Paulo Freire: The Ethics of Responsibility for the Face-to-Face Interaction in the Virtual World" fills a gap in the literature concerning the ethics in online education. This article "shows some implications of interaction in the virtual world and questions the possibility of the paradox of face-to-face being virtual". The author concludes "By using both Levinas and Freire, it is argued, against a conservative pedagogy based on an instrumental ethic and in favour of a participatory pedagogy that can help strengthen the learning."

The fourth article, “The Evaluation of Counselling and Guidance Services Based on Teacher Views and Their Predication Based on Some Variables,” Fulya Yuksel-Sahin reports on psychological and counselling services from the perspective of elementary and secondary teachers. Teachers list guidance services from most to least utilized.

The final article, “Factors Affecting Teachers’ Use of Information and Communication Technology,” Mojgan Afshari, Kamariah Abu Bakar, Wong Su Luan, Bahaman Abu Samah, and Foo Say Fook find that ongoing professional development must be provided for ICT to become a natural part of the teaching-learning process and that “a dynamic process involving a set of interrelated factors” determine use of ICT in the classroom.

We hope that you find the articles useful in your research and practice.

Sincerely,

Asst. Prof. Jennifer L. Jolly
Associate Editor

Louisiana State University
College of Education
223 Peabody Hall
Baton Rouge, LA, 70803, USA

Phone: 225.578.2049

Fax: 225.578.9135

Email: jjolly@lsu.edu

URL: http://coe.ednet.lsu.edu/coe/faculty_staff/ETPP/jolly_jennifer.html