

## EDITORIAL

In Malaysia, at a time when the Ministry of Education has called for greater roles amongst teachers to improve teaching for their students and for teacher educators to educate teachers for a rapidly changing world, it is important that this journal acts as means to increase our understanding for effective organisation, pedagogy, assessment, and use of technology in schools and in teacher education. *Journal of Research, Policy & Practice of Teachers and Teacher Education (JRPPTTE)* has always encouraged authors to contribute articles that can help develop both theoretical and practical understanding of the processes and implications of what teachers and teacher educators do. Topics that have been published over *JRPPTTE* over the last few issues are typically broad and represent diverse orientations towards teachers, teaching and teacher education as well as differing methodologies for studying them. The six articles in this issue continue to follow that pattern and represents varied genres, topics and methodologies.

In the first article, Niuma Mohamed and Murray Fisher talked about the changing educational landscape in the Maldivian classrooms, especially on aspects of aligning assessment with instructions. Their research illustrated evidence of different types of formative assessment used in the Maldivian classrooms. There was evidence from the authors' case studies to show that teachers were encouraging the learners to move their learning forward through the use of assessment for learning practices advocated by the Maldivian National Curriculum.

For any successful implementation of policies in a workplace, the employees within that organisation play important roles. A study by Ahmad A.R. and Marinah A. in the second article finds that how a 'learning organisation' (broadly defined as a learning process in which the individuals continually strive for improvement in the organisation) is accepted, appreciated and practiced are related to how much commitment an individual expand for that organisation. In this study, the authors looked at the public primary schools in Malaysia as the organisation.

In the next four articles, the authors concentrate themselves towards the improvement of higher education in Malaysia. Noor Al-Huda Abdul Karim and Khoo Yin Yin give an analytical paper on the importance of an outcome-based approach to teaching in higher education in the third article. They argue that applying the principles of an outcome-based approach towards learning improves students' level of learning and it is also able to better develop students' skills and values. They contend that an outcome-based system is beneficial to guide instructional planning amongst educators.

Still on higher education but moving towards the use of technology among lecturers, Logendra Stanley Ponniah reports on his study where he focuses on how mathematics lecturers' in one university in Malaysia decide on what technology to use and what factors are involved in their decision-making. This study presents the narrative of five mid-career mathematics lecturers and how they meaningfully selected, used technology and incorporated technology into their instructional designs.

In the fifth article, Kung-Teck Wong, Siti Eshah Mokhsein, Pauline Swee Choo Goh and Hafizul Hanafi explain the processes involved in developing an instrument to

examine the intention of computer use among student teachers and to provide an initial psychometric evaluation of the *Computer Use Intention* (CUI) scale. Despite a positive result indicating that the CUI scale is reliable and valid, the authors caution that future research is needed by using a larger sample and by testing for the scale invariance across other demographic and background factors of student teachers.

As *JRPPTTE* recognises that many disciplines - psychology, sociology, anthropology, economics, political sciences, history, philosophy and music, have important contributions to make, the final article has Andrew Blackburn ruminates a new approach to interpreting a music score. It focuses on the preparation and performance of two compositions for pipe organ by two composers - Gyorg Ligeti *Volumina* (1962) for organ, and Lawrence Harvey *Eight Panels* (2007) for organ and live electronic processing. The author explains that important aspects of learning to play a musical work on an instrument and to understand how the musical gestures notation can semiotically convey, be they stave and stick notation or graphic, is in parallel to teaching the specific instrumental techniques, movements and physical gestures required to play a musical instrument - the central activity in any music teaching studio.

We hope that this issue has expanded ideas about important areas for future study in teachers, teaching and teacher education. We hope too, that these articles have provided an impetus for extended discussion of the implications of the analysis and studies that you have read here for research, policy and practice. As always, we look forward to the future submission of your work in *JRPPTTE*. Please visit our website, <http://jrptte.upsi.edu.my/> for more information on submission.

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