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Introduction

The Journal of Technical Education and Training is a biannual, blind peer reviewed journal supported by a group of esteemed international editorial committee. It is a multidisciplinary journal that publishes articles on the various aspects of Technical Vocational Education and Training (TVET), covering a wide range of areas in both formal and informal sectors of TVET practices from around the world. Articles that are considered for publications include research articles as well as analytical essays.

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Message from the Chief Editor

Welcome to the first issue of the 2011 Journal of Technical Education and Training. In this issue we share six interesting articles from the Technical and Vocational Education community around the globe. The articles encompass a wide ranging content and focus, from historical development of technical education, teaching and learning issues and assessment concerns. The first article which is from Canada by Kathleen Yolande Sharman highlights the dynamic relationship between the efforts to establish a technical school and the subsequent provincial legislation requirements that leads to the changing of the original intention of the school. This article provides useful insights into events that could be lesson-learnt by others from another part of the world that are considering establishing technical education system. The next three articles are from the Malaysian technical education community- the public and private sector- ranging from secondary to tertiary education. The first of these articles is by Abdul Hair Awang et al, highlights the need to be concerned about the negative perceptions towards technical and vocational education among students and trainees in technical schools and technical institutes as it may influence their future participations in this field. Suggestions on curricular improvements given by the authors should be of interest to curriculum developers for secondary technical education. Going into technical tertiary education, the next article by Alias Masek and Sulaiman Yamin provides a critical review of the existing literature on problem based learning. Existing underpinning theories and findings from empirical studies pertaining to the epistemology of engineering competence are discussed and presented. The article is food for thoughts for engineering educators who are on the verge of embarking on problem based learning. There is no teaching without learners and understanding the learners are crucial in ensuring learning do occur. Thus, the fourth paper Mimi Mohaffyza Mohamad et al., looks at the relationship between students' learning preferences and problem solving skills. Of specific interest was on the ability of students to solve problem using creative thinking skills. Continuing on the theme of teaching and learning; the fifth paper by Ahmad Rizal Madar and Mohd Noor Hashim looks at the effect of specific teaching method using graphic animation on students learning in a course on electronic system. Besides studying the effect of the independent on the dependent variables of interest, the study also looks at the moderating effect of students' cognitive style and spatial ability on the causal relationship. Conducted on polytechnic students, the findings would be equally relevant to teachings of engineering students in Universities. Last but not least, the final paper by Ajit Kumar N Shukla from the Indian continent deals with the issue of assessment in engineering education. The author raises the need to deal with the quality issue of question papers which is used to assess education quality. In response to this need, a technique is proposed to enhance the quality of examination papers in engineering education which would be of relevance to engineering educators who are involved in assessments.

Professor Dr. Maizam Alias

