

## **Message from the Chief Editor**

Once again, welcome to all our readers to the Journal of Technical Education and Training, issue 2 of volume 2. We are happy to have this opportunity to share with our loyal readers six interesting and informative articles on the various aspects of TVET from our global contributors in Germany, Maldives, Malaysia, Singapore and India.

The first article focuses on efforts to enhance knowledge acquisition and learning transfer within TVET content domain. This article shares with our readers the merits of two types of explanatory approaches, often used in a worked-out-problem-based learning. The discussions in this article would be highly relevant to any education practitioners in TVET especially to those who are deeply concerned with designing interventions for enhancing learning transfer.

The second article highlights the relevance of ICT and multimedia in promoting learning in addition to the importance of selecting the appropriate multimedia elements for ensuring learning. Some of the challenges faced by an instructional designer in designing suitable multimedia elements are presented with added discussions on theories for the solution framework. For teachers and practitioners who are interested in using animation elements in their teaching and learning, this article can provide some directions on suitable animation designs for your instructions.

Complementing the first two articles is a third article dedicated to fulfilling the needs of teachers, especially in the area of students' management. The authors of this article highlight the concerns faced by new lecturers and discuss how these concerns were collaboratively resolved through active group reflections. To round up the discussion on the teaching and learning issue, the fourth article discusses an innovative approach to dealing with diverse students' needs through a better teacher-to-student ratio using a dynamic teaching ratio model. This article would be a useful read for a teacher who has to teach a mixed ability classroom and at the same time endeavors to have students reach their full learning potential.

Focusing on teaching and learning is good and wise if the TVET curriculum is established and in place. What about those who are yet to develop their TVET system and curriculum? Article five could be the answer to these TVET practitioners and administrators. Article five is based on a study conducted in Maldives on how TVET practitioners in this country strive to embed TVET in the existing secondary school curriculum in their efforts to establish TVET as part of the education system. Within this article, a framework for best practice on TVET implementation within existing secondary schools is proposed to be further deliberated by JTET readers.

Ultimately, once a TVET system is in place, its TVET institutions must deliver as intended and the issue of quality would then come into considerations. As such the last article has been carefully chosen to provide some practical suggestions on how a TVET institution could be assessed for quality assurance as well as for future improvements.

With the last article summarized, I sincerely hope that this is an issue that provides interesting readings and of benefits to all our readers. We look forward to more sharing of experiences and knowledge from all over the world in future issues.

Last but not least, my sincere thanks to all our conscientious reviewers and supportive contributors who have made this issue possible.

Chief Editor  
Prof. Dr. Maizam Alias.