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JOURNAL OF TECHNICAL EDUCATION AND TRAINING

Universiti Tun Hussein Onn Malaysia

ISSN: 1985-9732 June 2010 Volume 2 Number 1

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Message from the Chief Editor

Welcome to our first issue of JTET for the year 2010. This issue contains four research articles on teaching and learning in TVET, one research article on TVET leadership and five country reports on the various aspects of TVET from Pakistan, Korea, Finland, the United States of America and Rwanda.

The first research article discusses the positive influence of work-based learning program on the development of problem solving skills among community college students in Malaysia. The authors highlight the importance of industry-institute initiatives in fostering life-long learning skills and problem-solving skills in particular among TVET trainees. The second article focuses on the positive impact of student-centered learning method in general and problem-based learning (PBL) in particular in fostering higher order thinking skills. The difficulties in implementing PBL with regards to fair assessment are highlighted. The article ends with a proposal on a model to be used for the integration of PBL into the existing teaching and learning practices.

Technology is no doubt an important tool in knowledge acquisition and skills developments. The third and fourth articles discuss how technology has been successfully harnessed to meet learners' learning needs resulting in higher potential for learning gain and skills development. Finally, the last research article brings our attention to another aspect of TVET, i.e. the management issue of TVET. In this article the authors highlight the leadership issue in TVET providing us with insights on the relationship between leadership and job satisfaction.

The next group of papers which is from TVET practitioners in five countries provides us with snapshots on the contemporary issues and challenges facing TVET system in these countries. The authors share with us their perspectives on the structure of TVET in Pakistan, the quest for improvement on public TVET provision in Rwanda, the qualities of lifelong learning for career development in Korea, the green-collar workforce curriculum from Idaho, USA and the concept of a sustainable curriculum development in Finland. These articles provide readers with some food for thoughts on the current TVET trends and practices in the various countries around the world.

As closure to this message, I would like to express my sincere gratitude to everyone involved in the production of this issue; especially reviewers, authors and editorial staff whose input has made this issue a success. To our future contributors, we look forward to receiving your papers as well as your suggestions for our next issue.

Professor Dr. Maizam Alias
Chief Editor

