

Foreword

Dear Colleagues,

I am very glad to write a 'Foreword' to the third issue of the second volume on *The International Journal of New Trends in Education and their Implications* (IJONTE). There are only a few refereed journals in the field of education published from the developing world; and therefore IJONTE and its editors deserve our special congratulations.

As you will see from the past issues, the journal has been covering a wide range of areas and topics, especially those that have currency at the present times, and which teachers, academic managers and researchers are grappling for quite some time. This issue also includes research papers on a variety of areas and issues which should be of interest to all those involved in educational policy and practice of any form.

Quite a few papers deal with constructivism and meta-cognition which are critical areas insofar as quality of teaching and learning is concerned. In general and traditional classroom education and more so in open/distance/online learning it is crucial that we design educational and training programmes which provide for learner construction of knowledge and negotiation of meaning. This encompasses the initial stages of curriculum planning and design through learning resources and instructional facilitation to the stage of assessment and evaluation. Crucial to constructivist curriculum and instruction is that both the teachers and the learners reach a stage of meta-cognitive discourse so that the quality of learning is of high order. Both online learning and social technologies do facilitate this higher order learning. To this can be added the current 'blended learning' which in contexts of both classroom and distance education can be so designed as to accommodate constructivist and meta-cognitive strategies in order that both self-reflection and community-reflection are possible.

You will also find in this issue research papers on special needs education, portfolio assessment, open and distance learning, music in learning, legal education, and quality management. Papers in these areas further enrich the coverage of the journal, and provide avenues to an array of researchers to have a single platform to present their findings. I am sure you will enjoy reading these papers, use those in your practice, and also be motivated to further share your work with this journal.

All my best wishes to you all.

Prof. Dr. Santosh PANDA



Professor Santosh Panda started his teaching career at the Faculty of Education, Kurukshetra University, Haryana in 1984; and is currently a Professor of Distance Education at the Staff Training & Research Institute, Indira Gandhi National Open University.

In the past, he has been, Director, Centre for Flexible & Distance Learning, University of the South Pacific, Fiji. Director, Staff Training & Research Institute, IGNOU twice for six years. Director, Inter-University Consortium for ICT-Enabled Education, IGNOU for three years. Director, Association of Indian Universities for three years. Senior Fulbright Scholar in University of New Mexico, USA. Visiting Professor at: Manchester Metropolitan University, UK; & University of London, UK. Adjunct Professor at University of Maryland, USA.



During the past 26 years of university teaching, he has provided consultancy for: British Council, Commonwealth of Learning, IDRC, UNDP, UNESCO, World Bank, Ford Foundation; and governments of China, Nepal, Lesotho, and Nigeria. He has visited, presented keynotes, and conducted workshops in 25 countries: Bangladesh, Cambodia, Canada, China, Ethiopia, Fiji, France, The Gambia, Ghana, Indonesia, Lesotho, Germany, Hong Kong, Kenya, Nepal, Nigeria, Turkey, Sierra Leone, Singapore, South Africa, Thailand, The Netherlands, UAE, UK, and USA. He sits in the Editorial Board of over 15 internationally refereed journals including: International Journal of Educational Media (USA), International Journal for the Scholarship of Teaching & Learning (USA), Journal of Research in Learning Technology (Routledge, UK). He has extensively published internationally, and his latest books include: Planning and Management in Distance Education (Routledge, London), & Economics of Distance and Online Learning (Routledge, New York).