

Message from the Editor-in-Chief

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To all our Journal's readers and followers, an acknowledgement of how quickly a year passes, and a warm welcome to the final issue of 2023! This year has provided many events for us to contemplate and take into consideration when formulating research proposals responding to gaps in higher education. The ramifications of reduced funding allocations, time restrictions and the unspoken expectation to do 'more with less,' presents challenges to us all. I congratulate those who were successful in securing research funding in such competitive times and encourage those contemplating applying for funding to persevere with confidence. It is through our collective research efforts that we are able to disseminate best practices through our journal. In this issue, 14 papers on higher education practices by authors from the United States of America, Thailand, Belgium, Oman, China and Israel, share their focus on teaching, learning and assessment in education, and issues of training and human resources in industry and learning institutions.

The first article by Gillespie et al. identified how incorporating in-person interprofessional field trips into graduate programs benefit students' exposures to real world experiences, with a focus on occupational safety and health, so they could incorporate that knowledge as they completed their program. Overall, they found that the field trips offered concrete experiences in occupational safety and health. Students found personal value in the field trips, observed health and safety procedures and policies in action, learned about various work environments, and provided input on the logistics and planning of field trips. The second article by Namchaidee and colleagues created an administrative model for developing a primary education office area. They assessed the current situation and desirable conditions of primary education service area offices, and identified the need for developing an effective management model. Their management model that comprised eight components, could help primary education service area offices become high-performance organizations was implemented and evaluated, with recommendations for improvement. The third article by Nauwelaerts and Doumen explored how to enhance incoming first-year student's academic achievement in higher education through the use of the Learning Strategies and Motivation Questionnaire (LEMO). Their study examined the reliability and predictive validity of the LEMO questionnaire in a sample of 416 first-year university students in Belgium. They reported that Self-Efficacy was the most important predictor of academic performance, whilst the other 11 scales had no significant contribution to the prediction of academic performance. The fourth article by Al Jardani and Al-Maskery investigated the A'Sharqiyah University's Institutional Accreditation Application, and presents key conclusions and recommendations based on this journey from two members of the University's Writing Team.

The fifth article by Somchan, Chusorn, and Prasertphorn explored the components and indicators of leadership among district directors of non-formal and informal education in the digital era. They found that effective leadership among these district directors consisted of five components and fifteen indicators. They prioritised the five components of creativity, participation, digital citizenship, digital vision, and digital professionalism, and concluded that they play a pivotal role in driving substantial progress in the field of education as our world becomes increasingly digital.

The sixth article by Al Shandhudi and Miah investigated and explored both teacher and students' acceptance of written corrective feedback, and concerted effort towards observable improvement. Their study evaluated related narratives, methods, and constraints that prevented or augmented such effectiveness. Their findings focussed on designing and implementing the written corrective feedback as an observable improvement strategy in the General Foundation Program (GFP) English writing classrooms in Oman. The seventh article by Hughes and colleagues applied an engineering design process to compile graduate programs that other institutions looking to develop quality,

digitally delivered programs, may consider. They ensured clear connections were made between the needs of employers and employees, learning science, and research design. Future research will explore how these courses and projects are created, tested, and improved through course development, review and revision processes, that incorporate regularly cadenced instructor and student feedback. Based on social cognitive theory, the eighth article by Chen and Huang examined the influence of students' perception of university entrepreneurial support (UES) on their entrepreneurial intention (EI); additionally investigating the mediating role of psychological capital in the relationship between students' perception of UES and EI. Their findings offer theoretical and empirical evidence for university administrators and educators seeking to enhance university students' entrepreneurial intention. The ninth article by Sherman and colleagues explored the structure, process, and outcomes of interprofessional collaboration, and proposed recommendations to create a culture of interprofessional collaboration in higher education. Their findings included the drawbacks and benefits of intrapersonal, interpersonal, and institutional facilitators and barriers. The tenth article by Yazhou and colleagues identified the factors that hindered the implementation of Communicative Language Teaching (CLT) in secondary schools in rural areas of Bangladesh and China. Their findings highlight several obstacles including a shortage of qualified teachers, excessively large class sizes, and a lack of modern classroom materials that may have implications for language policymakers and practitioners seeking ways to enhance CLT practices in rural Bangladesh and China.

The eleventh article by Rotnitsky and colleagues examined the association between the heterogeneity of groups of learners, specifically in terms of dominant intelligences, and the novelty and originality of their learning projects in an entrepreneurship project, based on Gardner's multiple intelligence theory. The main predictors of product novelty and originality were found to be motivation for learning and the number of dominant intelligences in a group. Their findings may have implications for entrepreneurship education and for teaching, learning and project assessment practices, with teachers implementing diverse teaching strategies directed at the needs of different learners. The twelfth article by Kaoutar Benchouk explored the historical development of the United States and Moroccan higher education systems, with a specific focus on the colonial influences that have shaped their evolution, and scrutinizing the initiatives aimed at internationalizing higher education within these systems. The next article from Zhang and colleagues explored how higher education institutions innovate and integrate their knowledge from four perspectives: peer support, external support, collaborative development, and continuous online professional development. They recommend that a clear plan for the continuation of teachers' professional development should be proposed, along with the establishment of a professional development centre. At the same time, university teachers should take the initiative to enhance their personal growth, and university administrators' foresight should not be ignored. The final article in this issue is from Gao and colleagues who organized and analyzed the existing literature from 2015 to 2023 on the evolution of trauma-informed practices in higher education, elucidated its current developmental status, underscored its significance, and engaged in a discussion regarding the implications and future directions for research in the field of trauma-informed higher education.

With that, I would like to thank all authors, reviewers and editors for making this issue possible. Please continue to support us for publications of future issues. On behalf of all the staff at IJHE, we wish you all a very Merry Christmas and a prosperous New Year!

Warm regards,

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