Message from the Editor-in-Chief

Dr Ingrid Harrington

To all our Journal's readers and followers, a warm welcome to the August issue of 2021!

In this issue, 21 papers on higher education practices by authors from Thailand, Saudi Arabia, Nigeria, Morocco, and Jordan just to name a few, 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 Spivak et al. identifies the socio-pedagogical circumstances of the future social specialists in education for an effective professional career. The focus analyses the modern directions of vocational education of future social workers. The second article by Peter et al. investigated the impact of entrepreneurship education and venture intention of female engineering students in Nigeria. Their findings reported that female engineering students benefited from the effective implementation of entrepreneurship education elements, that stimulated their entrepreneurial activities. The third article by Sirisuthi and Chantarasombat explored the development process and evaluations of a School-based Supervision of Students (ED8013307) learning module, taught in the Master's degree in Educational Administration in Thailand. The results reported that the efficiency of the learning module was higher than the specified criterion of 80/80, both in the action process and in the efficiency of knowledge. The fourth article by Sookngam et al., investigated the knowledge level differences of student gender and GPA with regard to soil, water and forests conservation, environmental ethics and environmental volunteers using the environmental education training course. The fifth article by Ayad et al., explored the issue of governance models in Moroccan universities finding that the autonomy of Moroccan universities was strengthened and stakeholder involvement been broadened, due to moving from a model of governance controlled by the State, to a model of governance supervised by the State.

The sixth article by Kumar et al., investigated the shift from offline to online advertising of educational institutions, by assessing the impact of Google Adwords in digital advertising campaigns promoting business schools. The seventh article by Monne de la Peña, et al., descriptive study compared the self-perception of the UDL among university students studying in the area of educational sciences. Their study concluded that the implementation of programs and educational resources would improve the perception of UDL, especially among male students. The eighth article by Margie Romer looked at the alignment between the current assessment practices used by Higher Education Industries, and the competencies demanded by the hospitality and tourism industry. The ninth article by Noordin and Khojasteh explored the positive impact of electronic feedback upon the level of medical students' academic writing performance. The tenth article by Sevim and Sofu examined how in the process of foreigners' learning Turkish, the use of micro-teaching practices positively impacted upon their levels of motivation and anxiety.

The eleventh article by Afghani assessed the strengths and weaknesses of the Blackboard E-learning management system used in distance education programs at Taibah University in Madinah, Saudi Arabia. The twelfth article by Suárez, et al., explored the demographics, pre-college characteristics and multi-year (2003-2013) tracking of 53,077 students studying STEM majors in a university in Texas, to predict graduation with a STEM and non-STEM degree through ethnicity, sex, and first-generation status lenses. The thirteenth article by Uba, Irudayasamy and Hankins investigated the use of stance linguistic features in accounting Ph.D. theses in a Nigerian university, and recommended that teaching English for specific purposes in postgraduate programmes in Nigerian universities may encourage authors to use stance linguistic features. The next paper by Abuelenain, et al., explored whether a co-curricular activity incorporated with assessment methods, affected students' competence in Natural Science courses. Their research

supports the recommendation that off-campus co-curricular activities in other courses be taught at the university, as it positively impacted upon student competence. The fifteenth paper by Abdelkareem Al-Ghoweri, et.al., investigated the impact of blended learning on developing habits of mind from the standpoint of students of the Learning and Scientific Research Skills Course at the University of Jordan.

The next article by Abdullah Al-Nofli explored undergraduate students' awareness and experiences of research, in one faculty at Sohar University, Oman, and provides important implications for the research-teaching nexus at Sohar University. The article by Idris explored postgraduate experiences, perceptions, challenges and strategies in accommodating their friends from diverse cultural backgrounds, in their daily academic and social lives. He found that with prior awareness and understanding of cultural intelligence and cultural diversity, international students could be more prepared in adjusting to academia, thus be more successful in their studies. The paper by Taha and Obeidat explored the degree of commitment of postgraduate students to ethical behaviours, and to identify the statistical differences of the reality of academic ethics according to the variables of gender, college and academic degree. They reported that it is imperative for Jordanian universities to enhance and develop the degree of commitment to ethics among students in general, whether inside or outside universities. Okoro explored what entrepreneurship skills are needed by Nigerian tertiary students and graduates to be considered globally relevant. The findings identified significant differences between student and graduate entrepreneurship and essential ICT skills, and recommended that these skills need to be integrated into the tertiary education curriculum. The second last paper by Elzain posed the question whether forensic accounting should be included in the curricula of accounting departments in Saudi Arabia. The findings included that the faculty members in accounting departments at universities in the Kingdom were aware of the significance of forensic accounting, and agreed it should be included in the accounting education curriculum. The research recommendations include that university accounting departments in the Kingdom and other bodies that regulate the profession of accounting, broadly promote the significance of forensic accounting to further demonstrate its real significance to the field. The final paper by Jarrar aimed at exploring the role of Jordanian Universities in supporting innovation among university students within the context of education for sustainable development from the point of view of its students. His study concluded an urgent need for developing appropriate University innovation ecosystems in the university's educational systems, to ensure its students continue with an innovative agenda.

With that, I would like to extend a heart-felt thank to all authors, reviewers and editors for making this issue possible. It is without everyone's dedication, commitment and belief in the journal's worth, that continues to make the IJHE a notable contributor to the field of higher education. We thank you for your support and ask you please continue to support us for publications of future issues.

Warm regards,

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