

Editorial

Welcome to the December volume of the Rangsit Journal of Educational Studies (RJES). In this issue contributors are from five countries: Myanmar, New Zealand, the Philippines, Bhutan, and Thailand. These articles have been selected because they represent a broad scope of educational studies and are thought provoking. The diverse range of topics include English language learning, mathematics education, professional development, and educational administration.

The first article by Khun Htike Aung Po and Vinitwatanakhun reports on the relationship between teachers' perceptions towards professional development in Myanmar. The findings show that there is a high level of collaboration and that teachers are satisfied with the professional development activities which had been provided. The article suggests that school leaders should make the sessions more practical by providing teaching aids and other materials.

The next study is from Thailand. Rittichai and Torat developed an English reading comprehension model by using the Edmodo mind-mapping program. The results show that the model is efficient and students had positive attitudes toward using that model as a tool for learning English. The pedagogical implications are profound and should be a focus for subsequent research.

The enhancement of English speaking skills is the focus of the third study. Om and Chalermnirundorn examine the learning satisfaction levels of Bhutanese students by using a group investigation technique. In Bhutan, English is the second official language. Thus, students are motivated to become more effective speakers of English. The researchers found that the technique helped to reduce student's reluctance to speak in English.

Vinitwatanakhun and Sawatsupaphon applied instructional leadership characteristics in their study of the behavior of senior school administration. Their quantitative analysis of teachers' perceptions, revealed that administrators were effective instructional leaders. They made teaching and learning a rewarding experience. However, there was a suggestion that instructional leaders should improve their approach to other matters, such as the amount of time teachers are required to devote to administrative duties.

In the last article, Nuangpolmak presents perspectives on professional development opportunities for teachers of English as a second/foreign language. Their title is 'Designing a professional development program for English teachers: Insights from the lower Mekong initiative'. The author focuses on the 'Lower Mekong Initiative's English Support Project'. A variety of domains in this project were studied: sustained duration, content focus, professional coherence, active learning, collective participation, coaching and modelling, and feedback and reflection. The concluding remarks touch upon these domains and what can be done to provide in-service learning opportunities for teachers, which in turn could lead to changes in their beliefs and practice.

Finally, Prof. Dr. Jamie Wallin presents a reflection on 'Global education: Important focus for a 21st century curriculum'. The content is in line with the philosophy and vision of global education worldwide. The term 'global education' is clearly defined. He identifies some of the themes which a global education course would address, including identifying many advances that have been made world-wide in reducing extreme poverty and in increasing the number of

girls who are now attending school and becoming literate in their own language. At the end, he poses several challenging questions for readers of RJES.

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Chief Editor