This editorial preface introduces the inaugural issue of the International Journal of Online Pedagogy and Course Design (IJOPCD) and its focus areas. Given the trends in application of online or blended learning, effective online teaching methods are needed for students, teachers, and schools. The primary mission of the IJOPCD is to provide a forum for the improvement of online education for schools and teachers planning to implement, or currently engaged in, e-learning. IJOPCD covers the pedagogical design aspects of science education and computing education, as well as courses in all subject areas that are supported by educational technologies. Targeting academic researchers and educators who work in the field, this journal focuses on the importance of developments in online course design and teaching methods to improve teachers’ teaching and students’ learning.

FOCUS AREAS FOR IJOPCD

IJOPCD focuses on pedagogical, theoretical, practical, and technical issues in online learning. This journal will cover research in all areas of online learning and learners’ behavior. Research on online course design, online pedagogy, web-based training, and evaluation of online learning are appropriate for the journal. Practical experiences and experiments in using web-based learning technologies are also welcome. The founding Editors-In-Chief look forward to contributions from academicians, researchers, and educators worldwide.

Submissions are welcome in areas of pedagogy and teaching with technology, online course design, e-learning, blended learning, computer-mediated communication, science education, computing education and business training. In particular, IJOPCD seeks submission proposals supporting multidisciplinary research in web-based or web-enhanced teaching methods, multimedia and interactive learning systems, evaluation of online learning effects, and online learners’ behavior.

ARTICLES IN THIS ISSUE

The articles in this issue are intended to serve as a starting point for continued efforts in online pedagogy and course design. The first two articles in this issue are invited papers. The first one is written by the Editor-in-Chief of Innova-
This inaugural issue begins with a paper entitled *Pictorial Pedagogy* by Philip Barker, which discusses the issues of pictures in the context of teachers’ use for developing and promoting online picture pedagogy through the medium of computers. Professor Barker indicates the importance of considering how pictures can best be used within an educational context for knowledge acquisition and transfer. In addition, the role of a digital object repository is discussed and a case study involving the use of a very large image collection is briefly introduced.

In the second article entitled *Top Technologies for Integrating Online Instruction*, Lawrence A. Tomei indicates that technology should be integrated into as many levels of the online curriculum as possible; then, online learning would be the epitome of applied technology. In this paper, Professor Tomei reviews the literature regarding podcasting, interactive whiteboards, blogs, wikis, social networking, virtual classrooms, and others as the latest in instructional technologies. He analyzes results of a survey conducted among practitioners of online learning, which indicate that technologies are found to be strongest in supporting effective teaching practice when they encourage active learning and weakest in ensuring prompt feedback from the instructor.

As students have varied patterns of learning dimensions, Arora, Raisinghani (the Editor-in-Chief of an Inspec-indexed journal, *International Journal of Web-Based Learning and Teaching Technologies*), Thompson, and Leseane’s article entitled *Personality Scales and Learning Styles: Pedagogy for Creating an Adaptive Web-Based Learning System* explores the behavior and learning style of the human mind and its capacity in different learning environments, and examines the theory, similarities, differences, and implications of five relevant learning models. This article focuses on the reliability and validity of these scales along with the evaluation of their strengths and weaknesses for creating a WBLE, as a means of overcoming students’ learning disabilities. This could help readers employ the best scale or combination of scales to be used in the creation of web-based learning environments (WBLE) for students and adapting WBLE to students’ specific learning styles and preferences.

*Stay Out of the Way! My Kid is Video Blogging Through a Phone!* *A Lesson Learned from Math Tutoring Social Media for Children in Underserved Communities* by Dr. Paul Kim, who is Chief Technology Officer and Technology Dean for Stanford University School of Education. His article explores a mobile video blogging model embedded in a learning support community as a means of addressing learning needs among underperforming students of low socioeconomic status. The results indicate that the mobile video blogging community was generally found to be a viable learning support model for children in underserved communities.

The final article, entitled *Reflecting on Portfolio Development: How Does the Portfolio Facilitate a Preservice Teacher’s Growth?* by Hea-Jin Lee and Leah Herner-Patnode, is an adopted portfolio assessment to deepen pre-service teachers’ understanding of teaching and learning. In this paper, they indicate that pre-service teachers considered the capstone portfolio as a tool for reflection, which helped them improve critical thinking skills, self-assessment, and advancement. The processes of portfolio creation helped these teacher candidates to meet the state’s requirements for obtaining licensure, as well as reinforcing the knowledge, skills and dispositions of successful teachers.

This collection of five articles for the inaugural issue of IJOPCD provides a look at
cutting edge work from a variety of areas where online pedagogy and course design is currently being applied among students, teachers, and schools. We expect that the designs in these articles and their findings may provide references for those engaged in online teaching. We look forward to receiving more articles featuring innovative online teaching methods and practical designs.

Pei-Di Shen
Chia-Wen Tsai
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Pei-Di Shen now works as Director of the Teacher Education Center and professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. Dr. Shen’s primary interest areas are E-learning, Knowledge Management, and Management Information Systems. Her research focus is distance education in higher education.

Chia-Wen Tsai is an assistant professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is also one of the Editors-in-Chief of International Journal of Technology and Human Interaction (EI indexed), and the Associate Editor of Cyberpsychology, Behavior, and Social Networking (SSCI indexed). He is interested in online teaching methods and knowledge management.