Welcome to the third issue of the *International Journal of Online Pedagogy and Course Design* (IJOPCD). After calls for papers in January 2010, IJOPCD received numerous responses and submissions. Each paper was carefully and pertinently reviewed; five featured articles, addressing wide applications of technologies in education, were accepted for inclusion in this issue.

The first article by Xiaolin C. Hu and Edward L. Meyen from the University of Kansas, investigated the preferences of instructors and students for design and pedagogy features of online instruction at the post-secondary level. Significant difference between the preferences of instructors and students on 19 of 63 features was found in their research. They also indicated a high level of agreement on design and pedagogy features among all students as a group and subgroups in this first article.

The second paper, by M. Ángeles Quiroga, Francisco J. Román, Ana Catalán, Herman Rodríguez, Javier Ruiz, María Herranz, Marta Gómez-Abad from Universidad Complutense de Madrid, and Roberto Colom from Universidad Autónoma de Madrid (Spain), tested whether videogame performance requires intelligence. They revealed that performance for some videogames is systematically related to intelligence during the practice period, indicating that basic abilities underlying these videogames cannot be automated easily. For some other videogames, the relationship to intelligence is greatly reduced during the practice period.

The third article, entitled *A Study of the Relationship between Gender and Online Social Presence* by Chih-Hsiung Tu (from Northern Arizona University), Ching-Jyh Yen (from Old Dominion University), and Michael Blocher (from Northern Arizona University), assesses the predictive relationship between gender and online social presence. They indicated that online social presence is not related to gender. This article also raised the importance on gender equity in emerging social media.

The fourth article, *Technology Capacity Building for Preservice Teachers through Methods Courses: Taking Science as an Example* by Dr. George Zhou and Dr. Judy Xu from the University of Windsor, indicates the need for technology proficiency in education. They also argued that the application of technology in education requires integrated knowledge between technology, pedagogy and subject content and this highly blended knowledge is best developed through the methods courses of a teacher education program.

The final article, entitled *The Relationship Between Student Learning Styles and Motivation During Educational Video Game Play* from Dr. Michael R. Findley, of Gwinnett County
Public Schools, determined if students found educational video game play to be a motivating experience and if a relationship existed between student learning styles and levels of motivation. This article revealed that students found playing educational video games to be intrinsically motivating, as determined by the evaluation questionnaire.

In closing, the Editors-in-Chief, Dr. Shen and Dr. Tsai, would like to thank the publisher, IGI-Global, for their assistance. Moreover, since IJOPCD is a collaborative effort from all members of the Editorial Board and the ad hoc reviewers, the Editors-in-Chief would like to take this opportunity to thank each reviewer for her/his valuable effort. Each paper submitted to IJOPCD undergoes a pertinent review process under the valuable suggestions from reviewers. Each submitted paper is reviewed at least two times. The reviewers and Associate Editors ensure all papers receive in-depth reviews before any decision is made. The final decisions are reviewed and made by the Editors-in-Chief. Finally, we would also like to thank the authors who have chosen IJOPCD as a medium through which to publish their research results. We expect that readers will find these articles useful and helpful for designing their online courses.

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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.

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