Welcome to Volume 2, Number 1 of the *International Journal of Online Pedagogy and Course Design* (IJOPCD) in 2012. We are pleased to invite the readers of IJOPCD to enjoy all the valuable contributions. As the practice and theory of online learning and the learning management systems is developing rapidly and dynamically, few studies have discussed effective online instructional methods for students (Shen, Lee, and Tsai, 2007; Tsai, 2010). However, it is believed that the necessity and importance of online pedagogy and course design will be increasingly recognized in this professional field.

In 2011, IJOPCD has continued to receive numerous valuable and high quality submissions. Each paper submitted to IJOPCD undergoes a pertinent review process with valuable suggestions from the reviewers and the members of editorial board. In this issue, five feature articles addressing interesting online pedagogy, as well as course design, and demonstrating their effects, are published.

The first article, entitled *Evolving On-Line Pedagogy: Developing Research-Based Multimedia Learning Tools for the High School and Undergraduate Biology “Classroom”* by Jacqueline S. McLaughlin (from Pennsylvania State University–Lehigh Valley), and Darin S. Munsell (from Illinois Institute of Technology), present one example of a new type of multimedia learning tool, “research module,” which is being used in high school and undergraduate classrooms in America. The multimedia pedagogical tools offer teachers an up-to-date alternative to traditional professional development and curriculum opportunities. The findings suggest that these multimedia research modules take advantage of the digital propensity of students and teachers.

The second paper, *The Changed Role of Professor in Online Courses* by Scott Reid from Memorial University of Newfoundland conducts semi-structured interviews with 32 professors who have taught online courses. This article indicates how the role of professor changes in asynchronous online courses. It is found that the skills needed, the flow of information, the less centralized role of the professor, variations based on personality, the pre-planning required, and how previous experience impact the degree of role change required.

The third paper, *Enabling Professional Development with E-Portfolios: Creating a Space for the Private and Public Self* by Simon Lygo-Baker (from University of Surrey), and Stylianos Hatzipanagos (from King’s College London), investigated the use of e-portfolios by teaching practitioners to develop a critical portfolio of evidence for an award bearing academic development programme. The results
of this article report that e-portfolios could provide learners with a worthwhile learning experience and result in a resource that is a valid alternative to a paper-based portfolio of evidence.

The fourth article, entitled *Does Online Outshine? Online vs. Campus-Based Degree Withdrawal and Completion Rates within an MBA Program* by Belinda Patterson, William Mallett, and Cheryl McFadden from East Carolina University examines how the method of instructional delivery, face-to-face or online, affected withdrawal and persistence/completion the rates of students who matriculated in the campus-based or online track of the Master’s of Business Administration program. The findings report that online students were more likely to withdraw than those in face-to-face classes. Age was found to have an effect on withdrawal rates. In addition, academic and demographic variables were not found to be associated with withdrawal rates in online delivery.

The final article, entitled *Screening of Students’ Intentions to Adopt Mobile - Learning: A Case from Egypt* by Sohayla, M. Attalla, Reem, M. El sherbiny, Wafaa, A. Mokbel, Rania, M. Elmoursy, and Ahmed Gad Abdel-Wahab explores the possibility of applying mobile learning by looking at the factors that affect students’ intentions to adopt mobile learning. Their findings show that there are four factors (attitude towards mobile learning, perceived usefulness, availability of resources and perceived ease of use) that can be used in modeling students’ intentions to adopt mobile learning.

In closing, the two Editors-in-Chief, Dr. Shen and Dr. Tsai, would like to thank the IGI Global Publisher for their assistance. Moreover, the Editors-in-Chief would like to take this opportunity to thank each reviewer for her/his effort in providing valuable comments. Each submitted paper goes through two rounds of rigorous review. 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. We also look forward to receiving submissions from experts and scholars around the world.

We expect that our readers could enjoy reading the articles published in IJOPCD. We also hope that IJOPCD can serve as a platform for the latest research, analysis, and developments of online education, effective online teaching methods, and course design. Please do not hesitate to send us your thoughts about these papers and IJOPCD. The Editors-in-Chief look forward to receiving readers’ thoughts and suggestions.

*Pei-Di Shen*
*Chia-Wen Tsai*
*Guest Editors*
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**REFERENCES**


Pei-Di Shen now works as Director of the Teacher Education Center and professor in the 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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