

## Editorial

The May/June 2019 issue of JIRSEA has two main features of the ten normal papers accepted following the due diligence of the double-blind review process and to celebrate the 18<sup>th</sup> SEAAIR 2018 Conference's "Best Paper" and three selected "Outstanding Papers".

The main papers are divided into three main groupings of (1) Student Learning of Virtual Learning Environment, Blended Learning of Mathematical Skills and Classroom-based debates, (2) Student experiences & relationships and (3) HEIs (Higher Education Institutions) governance, and organizational aspects of HEI's philosophical foundations, Organization Communications, Academic Talent, Accreditation and Data Analytics. These papers continued to feature Higher Education and Institutional Research centered in ASEAN, East Asia, and Middle Eastern countries.

JIRSEA that celebrated its recognition of one "Best Paper" and three "Outstanding Papers" was selected from the approved and accepted set of 86 conference papers that were presented in Jakarta, Indonesia in September 2018. Before publication in JIRSEA, these papers were requested with updates and additional revisions and additions to meet JIRSEA requirements. Other papers were published in the 18<sup>th</sup> annual SEAAIR Conference proceeding.

The Key Synopsis of the mainstream papers celebrated SEAAIR 2018 papers are as follows:

- **Lineses and Aguilar** of *De La Salle University-Dasmarias, Cavite, Philippines* examined the use and perception of university students of Schoolbook, the Virtual Learning Environment (VLE) of the university of its "Schoolbook System" learning environment and acquisition of competencies but at varying levels because both students and teacher differ in their skillfulness in the use of new applications that Schoolbook requires.
- **Aldalalah** of *Jadara University, Jordan*, **Shatat** of *Emirates College of Technology (ECT), Abu Dhabi, UAE*, and **Ababneh** of *the Ministry of Education, UAE* determined the impact of blended learning on the development of the cognitive and metacognitive thinking skills of the ECT students using a math achievement test.
- **Alimen and Baynosa** of *JBLFMU-Molo, Iloilo City*, and **Detosil-Alimen** of *University of San Agustin, Iloilo City*, all from the Philippines determined the learnings of the students participating in a classroom-based debate in the Philosophy subject to organize their thoughts, respect others' opinions, decisions, and principles, think fast and handle their emotions, learn to be attentive, and stand for what is right and just.
- **Agrawal, Cheng, Chen, and Hsu** of *the Chaoyang University of Technology*, and **Hou** of *National Taichung University of Science and Technology*, all from Taiwan, R.O.C., studied the students' lack of interest in the process of learning in universities that undermine learning motivation of students, thereby increasing the risk of dropping out.

- **Obeidat and AlKhaza'leh** of *Al Ain University of Science and Technology, Abu Dhabi, UAE* identified the social and cultural perceptions of American students toward Arab international students at a Midwestern university.
- **Hatamleh and Darawsha** of *Jadara University of Excellence, Jordan* identified the challenges of applying the productive university's philosophy in Jordanian universities and finding ways of developing them from the point of view of the academic leaders.
- **Abou Nasser** of *King Faisal University, Saudi Arabia* defined the academic talent management strategies at King Faisal University (KFU) from the perspective of academic staff.
- **Wattanasap** of *Mahachulalongkornrajavidyalaya University, Thailand*, and **Teay** of *King Saud University, Saudi Arabia* aimed to demystify the assessors' myth by probing into the assessors' mindset of their expectations and what and how they normally approach the performance assessment process underscoring the accreditation.
- **Pham, Dao, Doan, and Tran** of *Foreign Trade University, Vietnam*, estimated the predictors of GPA by using the two-stage least squares (2SLS) method to highlight that parents' occupation as farmers and living location in rural areas harm the GPA of students at university (University GPA).
- **SEAAIR 2018 "Best Paper"** of **Jang, Wei, and Kim** of *Sungkyunkwan University, Republic of Korea* explores the possibility of education informatics in higher education by introducing a case study of Sungkyunkwan University in Korea
- **SEAAIR 2018 "Outstanding Paper"** of **Somasundaram and Rasul** of *Central Queensland University and Danaher University of Southern Queensland, Australia* discussed new understandings from the Science of Learning that combines emergent knowledge from neurobiology with social and cultural timelines to propose a nuanced and situated "fishbone" model of human life processes
- **SEAAIR 2018 "Outstanding Paper"** of **Salumintao and Cinches** of *Liceo de Cagayan University, Philippines* aimed to establish a model that explains the personal financial practices of millennial students as indicated by financial knowledge, financial attitude, and financial behavior; financial socialization agents such as parents, peers, school and media; and the Personal Finance Practices. Multiple linear regression
- **SEAAIR 2018 "Outstanding Paper"** of **Ganub, Ramos, Pestaño, and Reyes** of *University of St. La Salle, Philippines* conducted an explanatory sequential mixed-method study that investigated the existential realities of students with absentee parents.

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