

Online Journal for Workforce Education and Development

Volume 1
Issue 1 *Spring 2005*

Article 7

April 2005

From the Editor

Bob Putnam
Southern Illinois University Carbondale

Follow this and additional works at: <https://opensiuc.lib.siu.edu/ojwed>

Recommended Citation

Putnam, Bob (2005) "From the Editor," *Online Journal for Workforce Education and Development*. Vol. 1: Iss. 1, Article 7.

Available at: <https://opensiuc.lib.siu.edu/ojwed/vol1/iss1/7>

This article is brought to you by OpenSIUC. It has been accepted for inclusion in the *Online Journal for Workforce Education and Development* by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

FROM THE EDITOR

Welcome to the inaugural issue of the On-Line Journal for Workforce Education and Development. The journal is a peer-reviewed publication produced by the Department of Workforce Education and Development at Southern Illinois University Carbondale intended to stimulate and disseminate scholarly activity on critical issues in workforce, career, technology and technical education, including training and development. We welcome original manuscripts from practitioners and researchers that will help to inform workforce educators regarding current research, promising practices and significant issues and problems in workforce education.

For this, our first issue, we have relied greatly upon the considerable talents of our doctoral candidates and faculty and we begin this very diverse issue with an article in our *At Issue* section. In the article the author argues that a tremendous opportunity exists for secondary business education curriculum developers to design an integrated contextual curriculum that address reform challenges and revitalizes student interests. The second article presents an instructional development model for use in training in a modern manufacturing environment. The third author discusses challenges for wireless on-demand education and how these challenges could affect post-secondary education and corporate training as we know it.

The next author changes our focus again and argues that basic DACUM principles can be incorporated into Head Start curricula, promoting family and educational values. Our fifth article reviews recent literature to determine if computer-assisted instruction and contextual teaching and learning are compatible. We conclude this issue with a quantitative study to investigate whether work group performance could be improved by forming groups of heterogeneous or homogeneous members and providing training in reaching group consensus.

We hope that you enjoy the Journal, and we invite any comments or suggestions you might have. In this issue we have covered a wide range of topics in an attempt to appeal to a broad spectrum of readers. Future issues may, however, be targeted to a special issue. We look forward to your reactions.