

## **Message from the Editors**

Doing research in academia is a must. Some academics prefer to do “Conventional Basic Research” and others prefer to do “Action Research”. Of course, both are needed and are equally important. In our discipline, the later is more important as it seems. According to John Elliot, the major features of educational action research can be characterized as follows:

- To realize a worth while process of teaching and learning.
- Educational activities should be defined in terms of value concepts, such as autonomous learning, learning with understanding, critical thinking, and learning through discovery.
- The manner in which learning of specific facts and skills are acquired, makes it educational rather than just social or economical.
- Educational activity should be evaluated by virtue of the extent to which it embodies in itself criteria and standards which are implicit in the educational ends to which it is directed.

In 1995, Hammersley argued against those who criticize conventional research and promote action research on the ground that the action research unifies educational theory and practice. This however, does not mean that Hammersley is against action research. The number of academics, specifically IT academics, who prefer to replace conventional academic research by action research, is increasing considerably. This type of academics is now known as “Educational Practitioners”. The most important thing is that we scientists, engineers, and academics must do more and more moral scientific research, whether action or conventional.

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Editors,

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