

EDITORIAL

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We are excited to announce the release of the latest set of articles published in the *Lonaka Journal of Learning and Teaching* (JoLT), i.e., Volume 13, Issue 2 for November/December 2024. As we remain committed to a rigorous, double-blind review process, JoLT continues to attract article submissions on a vast range of pertinent issues/topics that address matters of learning and teaching in higher education and elsewhere. Indeed, authors are constantly inviting us, editors and reviewers of Lonaka, to their new research that either confronts old agendas with new insights and approaches or explores new agendas from a wide variety of exciting perspectives. These new studies not only highlight pieces of new knowledge discoveries but also offer critical, empirical, theoretical or methodological contributions to the field of teaching and learning. As editors, it is our responsibility to continue to ensure that the Journal's high standard review process leads to the publishing of high-quality articles from the submissions received. The current Issue contains six (6) articles and one (1) book review, all of which have open access and can be accessed freely in the Journal's webpage. While the copyright of the publications remains with the authors, we, as editors of Lonaka, reserved the right to make editorial revisions to them, even after authors have incorporated reviewer suggestions.

The first article by Ogunjimi, Atoba and Raheem assesses the classroom teaching readiness of pre-service teachers in three universities in Ilorin, Nigeria. The study is premised on the idea that pre-service teacher readiness could have a positive impact on teachers' effective instructional strategies and overall classroom teaching. The authors establish that previous studies on effective classroom teaching paid attention to such issues as teacher qualification, classroom resources, social engagement/behaviour, and learning outcomes, without focusing attention on the role of pre-service teacher readiness. Ogunjimi et al therefore set out to explore pre-service teachers' levels of pedagogical content knowledge, classroom management skills, and instructional strategies to ascertain their overall readiness for effective classroom teaching.

The second article by Soluade, Idowu and Rosenje addresses a similar concern as the first article, when they make a case for adequately preparing teachers for teaching practice and for the teaching profession. The authors argue that student teachers' pedagogical readiness in terms of content knowledge acquisition and various teaching strategies and skills, while in training, can positively impact on their attitudes and perceptions of the

teaching profession and their overall performance as teachers. They further argue that by establishing a strong pedagogical background, educationists and teacher trainers stand a better chance of producing highly effective teachers who see themselves not as knowledge transmitters but as facilitators of knowledge acquisition.

The third article by Bedada, Bahta and Prozesky examines the knowledge, attitudes, practices and stressors of medical students and medical practitioners at the Princess Marina Hospital in Botswana. The authors address medico-legal issues, a topic that, according to the authors, has been relatively underexplored. Their study adopts a cross-sectional quantitative approach, aiming to understand four main issues among medical students, medical officers and residents: (1) their knowledge of medico-legal issues, (2) their attitudes towards medico-legal issues, (3) their practices in medico-legal issues, and (4) what constitutes their medico-legal stressors. The authors believe that an understanding into these issues has the potential to shape healthcare policy decisions which can also contribute to the provision of quality healthcare services.

The fourth article is by Orifah, Orifah, Owodunni, Taiwo and Usman, who explore the place of Instructional Models and how they impact on secondary school learners' academic achievement and ability in Engineering Drawing (ED) in Nigeria. The authors draw attention to the lack of quality teachers teaching technical drawing in Nigerian schools and colleges and highlight the problems of teaching the subject in Nigeria. Based on the experiments they conducted, the authors propose the use of Instructional Models, over the traditional/conventional methods of teaching technical drawing, as an improved method that can yield better achievements of students in ED and enhance students' abilities in the subject.

The fifth article is by Muguwe, Manzunzu and Shoko who explore a pertinent topic of equity and inclusivity in education and their focus is on the distribution of resources in both urban and rural area schools in Zimbabwe. Their study investigated strategies used by teachers in rural areas to address the gap between rural and urban schools in terms of impartation of literacy skills in order to achieve equity. The authors argue that inequitable distribution of resources remains a barrier in providing quality education and hamper proper acquisition of literacy skills among early childhood learners in rural areas.

The last article by Mphale, Motshobi, Mosinki and Botlhomile addresses another pertinent topic of technology adoption founded upon the ASSURE model of technology integration. The authors provide an innovative and practical application of the ASSURE design model and how it could be applied in UB. They propose an engaging and interactive programme that could be utilised to equip academic staff with essential knowledge and skills to utilize online platforms, such as Teams, for lesson delivery and thus facilitate students' learning experiences. The article deserves the attention of

educationists and academic instructors who are concerned about the place of digital learning platforms in higher education.

We would like to congratulate the authors for their success in getting their articles published in this Issue, and welcome readers to engage with the content of each article and the review of Leal's "A Voice for Maria Favela" by Segomelo. It is our hope that members of the academic community of teaching and learning research, both locally and internationally, will find this Issue a worthy addition to the knowledge of the field.