Editorial

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This issue includes several case studies, one model, and a brief discussion about hacking. The latter article, 'The Game of Hacking Academic Websites' by Mehdi Dadkhah, Mohammad Lagzian, and Glenn Borchardt, is particularly timely. A portion of the German commercial internet was out for several days because of an attack, and universities experience attacks and hacking attempts with such frequency that it has become almost normal. Some universities have been able to set up external defenses in the form of machines that check each incoming packet for attack signatures. This comes at a cost, but the cost from hacking damage is also high. As the authors write: "All websites are subject to cyber crime and academic websites are no exception. We need to rethink the security threats in scholarly publishing and web-based academia as they are now becoming known as especially easy targets" (p. 132).

The case study by Jagjit Singh dwells on 'Usage of Electronic Resources by Faculty Members of Doaba College, Jalandhar: A Case Study'. Electronic resources are a standard part of teaching today, especially at a time when more and more institutions are providing electronic course options for students who, for whatever reason, cannot come to classes. The case study takes place at "Doaba College, Jalandhar, [which is] affiliated with Guru Nanak Dev University (GNDU), Amritsar…" (p. 112). The authors used a survey to find out the attitude of faculty toward electronic resources, especially their awareness, the usage, and the importance they place on them.

A similar study is the survey by Suneel Kumar Bhat on 'Usage and Attitude of Teacher Educators Towards Educational Technology'. The author chose his sample carefully from "…150 teacher educators from different colleges of education of Jammu region. …The researcher selected 150 teacher educators (75 male and 75 female) from 10 colleges of education …" (p. 91). The results showed that a "lack of time was the problem in utilization of educational technology for 72% of teacher educators" and that "88.7% teacher educators lacked the confidence." (p. 99). The two factors interact, of course, since people who lack confidence with a tool will need to spend more time to use it.

The article 'University Library Websites in Nigeria: An Analysis of Content' by Abubakar Mohammed, Aminu Garba, and Hafiz Umar describes the results of a survey where "10 university libraries with functional library websites were randomly chosen for the study."

(p. 124). There were some surprising results, such as "[o]nly one out of all the libraries studied provided information about its parent institution while majority failed to adequately give information about themselves on their websites..." (p.128). Other results are likely shared by institutions outside of Nigeria: "...it is evident that none of the library websites gave links to any of the directory of open access repositories." (p. 129). The author concludes "that library website development in Nigerian university libraries is still in its infancy. These websites were developed as a routine organizational matter instead of a conscious process of library promotion and marketing…" (p. 129).

'Ontology-based Model for Organizational Knowledge Transactions' by Dimple Patel and Aditya Tripathi takes a different approach. Ontologies can be used by every organization at every level, and the article proposes a "system for managing knowledge within an organization like a university or business organization" (p. 84). The authors build on the Personal Information Model Ontology (PIMO), on the Resource Description Framework and the RDF Data model, and the "Networked Environment for Personalized, Ontology-based Management of Unified Knowledge" (Nepomuk) Representational Language. The authors point out that a widespread adoption of the model "may also prove very helpful in e-governance." (p. 89). The problem, of course, is persuading everyone that the model is in their interests.

I hope you will enjoy reading this issue and will learn from the articles.