Dear TOJDE Readers,

Welcome to the Volume 14 Number: 4 of TOJDE!

In this issue, 24 articles of 39 authors from 14 different countries around the world have been published. These published articles are arrived to the TOJDE from, Bengaldesh, Ethiopia, Greece, India, Indonesia, Iran, Malaysia, Pakistan, Romania, Russia, South Africa, Thailand, Turkey, UAE, USA and Zimbawbe.

The 1st article is arrived from Russia written by Alexander Aleksandrovich RYBANOV, His article titled as "EDUCATEE'S THESAURUS AS AN OBJECT OF MEASURING LEARNED MATERIAL OF THE DISTANCE LEARNING COURSE", and deals with a monitoring and control over the process of studying the distance learning course are based on solving the problem of making out an adequate integral mark to the educatee for mastering entire study course, by testing results. It is suggested to use the degree of correspondence between educatee's thesaurus and the study course thesaurus as an integral mark for the degree of mastering the distance learning course. Study course thesaurus is a set of the course objects with relations between them specified. The article considers metrics of the study course thesaurus complexity, made on the basis of the graph theory and the information theory. It is suggested to use the amount of information contained in the study course thesaurus graph as the metrics of the study course thesaurus complexity. Educatee's thesaurus is considered as an object of measuring educational material learned at the semantic level and is assessed on the basis of amount of information contained in its graph, taking into account the factors of learning the thesaurus objects.

In the 2nd article titled as "SERVANT LEADERSHIP THROUGH DISTANCE LEARNING: A Case Study" is mentioned in context, study explored the influence a distance learning servant leadership course had on the emergency service students' understanding of leadership. The research study utilized a case study design in order to tell the story of the lived experiences of the participants. The setting for the study was a state university in Utah, with the six participants being declared, undergraduate emergency services majors that underwent a 15-week distance learning servant leadership class. The literature review acknowledged the problem of bureaucracy within the emergency services and identified the practice of servant leadership as a possibility for overcoming the often-bureaucratic approach towards leadership. In addition, the literature review identified commonalities between established constructs of servant leadership and the emergency services. The findings of the study seem to demonstrate that undergoing a class on servant leadership left lasting impressions on becoming a servant leader and overall was a positive experience for the student. This study's findings add to the existing body of knowledge associated with servant leadership within emergency service academia.

The 3rd article from India which is written on "ETHICAL ISSUES IN OPEN ANDDISTANCE EDUCATION WITH SPECIAL REFERENCE TO EXPECTATIONS AND REALITY", written by S. N. Vikram RAJ URS (Coresponding Author), T. S. HARSHA and Vijay RAJU B P.

This current study investigated that distance learner may be suffering from a sense of isolation as he/she makes a return to study after a gap of time or while working. It is there that the distance educator makes a positive, ethical and interventionist role by helping the student to learn beyond the stereotypical classroom situation and can act effectively as the friend, philosopher and guide of the learner. Thus practicing what you preach is the moto of ethics in distance. Some of the more important ethical concerns associated with open and distance learning are not those that may be faced by learners. Instead, the challenges faced by those that design ODL or use it in their teaching can be seen as increasingly important. These challenges include globalization, which has emphasized instrumental rather than social aims of education, and the use of cognitive rather than affective pedagogies. For ODL designers and teachers, this has resulted in a concentration on cognitive tasks and market-driven aspects of open and distance learning at the expense of the social harmony that might otherwise be achieved. The overarching ethical concern for ODL practitioners should be to implement an appropriate pedagogy that will satisfy both instrumental and social aims. While this can be achieved, in part, through the use of the pedagogies outlined in this paper, the problem is seen as being associated with deeply interwoven social and cultural contexts. Consequently, there is a greater responsibility for all ODL practitioners to ensure that the choices that they make are ethical at all times, irrespective of the demands of any employer, institution or authority. This paper deals with ethics in general, its role in distance education and its significance to educational institutions.

The fourth article written on "E-LEARNING CHANGE MANAGEMENT: Challenges and opportunities" and written Alaattin PARLAKKILIC Departmant of Medical Informatics Gülhane Military Medical Academy, Ankara, Turkey. His paper discusses change management in transition to e-learning system considering pedagogical, cost and technical implications. It also discusses challenges and opportunities for integrating these technologies in higher learning institutions with examples from Turkey GATA (Gülhane Askeri Tıp Akademisi-Gülhane Military Medical Academy).

The 5th article is arrived from again from Turkey which is written on " Investigating Distance Education Students' Study Skills", written by Cengiz POYRAZ, From Hasan Ali Yucel Educational Faculty Department of Educational Sciences, Istanbul University, Istanbul He emhasis in his study that distance education, students and instructors reside in different locations. Students can learn at their pace and control their learning path, content and load of what they have learned and evaluate it. However, they should adopt strategies for effective studying in order not to waste their time and efforts. Because study skills, motivation, time management, exam preparation and coping with exam stress have an impact on students' success. In this context, distance education students' study skills are foregrounded in today's widespread use of distance education. In accordance with this, this study aims to investigate some variables which are influential on the dimensions of distance education students' motivation, time management, exam preparation and coping with exam stress. A personal information form and the Study Skills scale were used for data collection. This study was designed in survey model and SPSS16.0 statistical package program was used for the statistical analyses of the research data. The research findings were discussed in line with the literature and some suggestions were presented for further research and researchers.

6th article is from United Arab Emirates-UAE. Article is titled as "USING SOCIAL MEDIA (BLOG) IN THE CLASSROOM: Reflecting Lecturer's Pedagogical Approach and Students (In-Service Teachers) Intrinsic Motivation", written by Dr. Enas S. ABULIBDEH.

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This study was designed in a qualitative approach mainly to explore the extent of interest and enjoyment students experienced during an intensive ICT course. Blog was used as a medium for reflection during the class where students posted their creations of videos, posters and other ICT materials. The three needs investigated were namely autonomy, competence, and relatedness support. The researcher further examined on students' awareness of the usefulness of the ICT skill they learned and how much they can use the blog for teaching and learning. Based on the Basic Psychological Needs Theory framework (BPNT), this study has adopted the direct observation, journal entry, and interviews as a triangulation approach.

7th article is from from Sought Africa, "Linking Emotional Intelligence t Achieve Technology Enhanced Learning In Higher Education" nd written by dr. Janette kruger and prof. Dr. A. Seugnet bliignaut. This research explores and describes links between emotional intelligence and faculty's ability to cope with new learning technologies. The purposive sampling comprised ten participants who completed a set of e-activities. A mixed methods approach triangulated the findings which provided insight into the coping tactics participants used to accomplish tel for odl. Five trends emerged: perception of adequate ability, cognitive decision making; perception of stressful situations; emotional disclosure; and social networking. Although the study identified links between emotional intelligence and coping strategies, the interdependency of coping strategies and emotional intelligence remains elusive.

The 8th article is titled as "THE IMPACT OF DISTANCE EDUCATION On HigHER EUCATION: A Case Study of the United States", written by Gail D. CARUTH (Corresponding Author), Department of Educational Leadership Texas A&M University-Commerce, Commerce, Texas USA and Donald L. CARUTH Independent Management Consultant, Texas USA. This study used a qualitative case study approach to examine the research to determine the impact of distance education on higher education in the United States. This look into the impact of distance education is significant to higher education because informed knowledge of the impact will provide insight into the effects of overall education in the United States. The researchers asked the following two exploratory questions: What happened during the evolution of distance education in the United States? What themes emerged over time? The findings suggested that the impact of distance education on higher education in the United States has been change. It can be anticipated that in the future changes will continue to occur. Consequently, higher education has to be prepared to teach about change and teach students how to handle change.

The 9h article is from Pakistan and titled as "PREPARING FUTURE TEACHERS THROUGH DISTANCE LEARNING: An Empirical Study on Students' Perception of Teacher Education Program Provided by AIOU Pakistan" and written by Lecturer Mohammad NADEEM, Associate Prof. Dr. Akhtar ALI and Lecturer Saira MAQBOOL, The Islamia University of Bahawalpur, PAKISTAN. The purpose of the current study was to analyse the pre service teachers training programs for the distance learners of Allama Iqbal Open University (AIOU) Islamabad, Pakistan. This kind of training is provided to the future teachers enrolled to acquire pre service training to become a teacher in a Government educational institution in Pakistan. The data was collected by administering a 45 items agree disagree four points Likert type scale to the subjects mainly through the scheduled meetings during the workshops. The independent sample t-test, and one way ANOVA along with mean difference was worked out for the data set.

A group of 490 student teachers were randomly selected from the regions of Bahawalpur, Bahawalnagar, Rahimyarkhan, Multan, and D.G.Khan Districts (Southern Punjab). The planning for training is made timely but lacking physical facilities remains dominant in trainings. Although training plays an important role in students learning yet it is considered just a routine activity which made it a useless exercise. Similarly, findings reveal that co-curricular activities and child psychology are those aspects which ignored in the training. Future studies may be aimed at comparing the training system of teachers with teacher training through other channels of formal system of governments.

The 10th article from Bangeldesh which is written by Associate Professor Sharker Md. NUMAN , Assistant Professor Md. Anwarul ISLAM and Associate Professor Md. Anwarul ISLAM , Associate Professor A K M Azad SHAH School of Agriculture and Rural Development Bangladesh Open University, BANGLADESH and titled as "POST-MORTEM AND EFFECTIVE MEASURE OF SCIENCE PROGRAMS: A Study of Bangladesh Open University". The aim of this study was to compare the learners' profile in terms of their attitude and demography between the learners of computer science and health science. A cross-sectional study design was used to collect data using a structured pre-tested self-administrated questionnaire. A total of 612 learners were responded, among them 71.1% were female. The mean age of the learners were 33.2 years and ranged from 21 to 52 years. The monthly family income of the learners of DCSA program was significantly higher than the learners of BSN program. Significantly the highest number of learners (57.9%) of DCSA program were detached from their study than the learners (49.3%) of BSN program (p=0.012). Regarding the media programs, 62.7% of the learners gave their opinion that TV programs were at the level best but they wanted to watch TV program at the evening or night schedule. Based on opinions from the learners, revision of curricula and syllabuses, interactive printed materials, effective coordination between academics and administrative staffs and rescheduling of on-air TV programs are suggested. Results of this study might provide valuable information for the policy makers and future researchers to develop more appropriate learning materials and effective delivery mechanisms for the enhancement of open and distance learning.

11th article from Iran and written on "Is The Mobile Based Learning Can Be Effective In Academic Learning? A Study To Check If Mobile-Based Learning Is Desirable In Presenting Educational Workshops" by Assistant prof. Dr, Leili Mosalanejad (Corresponding autor), Mentalhealth education Department, Jahrom University of Medical Sciences, Jahrom, IRAN, Sedighe NAJAFIPOUR and Mehdi DASTPAK Foreign Language Department, Jahrom University of Medical Sciences, Jahrom, IRAN. The aim of the study is to examine mobile technology has made the effective possibility of using technology to support education and learning in universities and colleges in a way that it makes better chance of e-learning. While mobile devices are becoming increasingly utilized, many researchers and practitioners have incorporated m- learning into educational environments. The aim of this study is to make a mobile-based educational design in workshop plans and investigate its effectiveness from users' point of view.

The 12[h] article is from again Iran. Written by Dr. Faranak OMIDIAN and M Masoomeh SEIFI MALEKI, Islamic Azad University, Dezfool". This study was designed in a qualitative approach mainly to explore the extent of interest and enjoyment students experienced during an intensive ICT course. Blog was used as a medium for reflection during the class where students posted their creations of videos, posters and other ICT materials.

Next and 13th article is about "Academic Dishonesty In Distance Higher Education: Challenges and Models for Moral Education in the Digital Era" written by Mohammad Imam FARISI Faculty of Education, Department of Social Studies Universitas Terbuka, Surabaya Regional Office, INDONESIA. The paper describes academic dishonesty behaviors in Distance Higher Education (DHE) institutions within the context of moral education in the digital era. The paper reviews the results of the research on academic dishonesty behaviors and practices in DHE institutions worldwide; factors which have a very significant role for the emergence of academic dishonesty behaviors and practices. It is also discusses an integrated model of moral education as interdisciplinary strategy in combating academic dishonesty and in promoting academic culture and integrity in DHE.

The 14th article is from INDIA and entiled as "A Conceptual Framework Examining the Antecedents of Career Decisiveness Using Motivation Systems Theory" written by Srabasti CHATTERJEE. The current study shall investigate the antecedents and consequences of career decisiveness using the Motivational Systems Theory (MST). The major rational of applying MST is to understand career choice has its impetus both on the individual and contextual factors.

The 15th article titled as "Electronic Media Learning Materials Of Indira Gandhi National Open University, India: An Analytical Study" and written by Manoj Roy. V Chinmoy Kumar GHOSH, Indira Gandhi National Open University, Maidan Garhi,New Delhi-110068, INDIA. The paper analyses the application of electronic media in IGNOU's course delivery platform.

Next article from Zimbawbe written by Wellington SAMKANGE Zimbabwe Open University. written on "Training Teachers At A Distance: Perceptions And Challenges Of Open And Distance Learning (Odl) In Teacher Education The Zimbabwean Experience". The purpose of the study was to examine the different methods used in the training of teachers and the role of ODL in addressing skills shortages. The study used the qualitative methodology and the case study design. The respondents were purposively selected. Data was collected through lesson observations, document analysis and open-ended questionnaires that were administered to senior teachers, deputy school heads and school heads. These gave a total of twenty respondents from different schools. At the same time twenty trainee teachers in different programmes with the Zimbabwe Open University (ZOU) were observed teaching and were assessed.

The 17th article is conducted on "Information Communication Technology For Educational Quality: Challenges, Prospects in Ethiopian Context", written by Dureiti SANI (Mrs.), Wakgari TASISA and Dr. Manas Ranjan PANIGRAHI, Department of Educational Planning and Management, College of Education and Behavioural Sciences, Haramaya University, ETHIOPIA. The major purpose of this project was to assess and review the principal role of ICT in supplementing the General Quality Improvement program (GEQIP) in Western Harerghe, Ethiopia. The project also further analyzed the contribution of Information Communication Technology (ICT) to the indicators of GEQIP like quality, equity, access and internal efficiency. Challenges and prospects in ICT adoption to educational system was also area of focus in the project. Enabling Policy conditions availability in the GEQIP document to implement ICT for educational quality improvement was also assessed. To investigate the above issue, relevant data were collected from secondary data sources like previous studies, journals, government reports websites, books and other related were used.

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The 18th article from Romania written by Teodora VATUIU and Mioara UDRICĂ, "Titu Maiorescu" University, Bucharest, on"Virtual Learning Environment As Part Of Lifelong Learning". Article meton that Romanian integration strategy 2007-2013 stipulates, through specific objectives, the requirement, that the education should be based on the development of a set of key competences. At the same time, we assume that the development of key competences needs an optimal correlation between the formal and informal learning. The individual performances in the personal and professional field start in the formal environment and can continue by virtual learning environment, as a part of lifelong learning.

The 19th article from Thailand on Peer Feedback On Facebook: The Use of Social Networking Websites to Develop Writing Ability of Undergraduate Students and written by Saovapa WICHADEE from Language Institute Bangkok University, THAILAND. The current study explores how integrating a social networking website called Facebook with peer feedback in groups supports student learning, investigates the nature of feedback students received on their writing, and examines their attitudes towards the use of Facebook for peer feedback. The study involves 30 undergraduate students who participated in giving and receiving feedback on Facebook with an aim to develop their writing competence over the fundamental English course of one-semester study. Data were collected from the first and final drafts of writing assignments, written peer comments, a questionnaire and an interview. While the document analysis was the main data collection method, a questionnaire and an interview provided crucial information. The results revealed that the nature of students' feedback focused on content more than grammatical errors. However, quantitative analyses of the peer comments and revisions to the drafts show that feedback given on Facebook had an effect on improving revised drafts. There was statistically significant improvement in the revised drafts which was linked to peer feedback. Finally, the analysis of interviews indicated positive attitude on the use of Facebook for peer feedback in the English class.

The 20th article is again from India on Assessment Of E-Learning Needs Among Students Of Colleges Of Education, written by Hamid Mohammad AZIMI, Research Scholar in Education Department of Studies in Education, University of Mysore, Mysore. This study is a descriptive and survey type work. Main objective of this research is to explore e-learning system components needs among students of colleges of education (one year Bachelor of Education or B.Ed. degree programme) affiliated by University of Mysore, India. Needs assessment is one of the main investigative tools used by institutions to the identification of actual needs, gaps, and hidden parts in the system and other activities. Through a comprehensive needs assessment process, an institution can establish its e-learning goals. Based on this view, a researcher made questionnaire was designed and validated by experts in teacher education, ICT and e-learning field. For reliability of the tool a pilot test was carried and the Alpha Cronbach value found .8980 and classified as having acceptable. Researcher tried to find out the most high and the lowest ranks in needs of students. Also gender, type of institutions on dependency to government financial aids, types of learning subjects as background variables were studied.

The 21st article written by Angelos KONSTANTINIDIS, Dimitra THEODOSIADOU and hristos PAPPOS from Greece, on WEB 2.0 TOOLS FOR SUPPORTING TEACHING. This paper introduces four Web 2.0 tools; Blogger, StripGenerator, Go!Animate, and Google Forms, that are free and easy to use, in an effort to motivate teachers with low technological skills in integrating them into their instruction practices. from the participants.

The **22nd** article written by Dilek Altunay from Mustafa Kemal University, Faculty of Science & Literature, English Language & Literature. Tayfur Sökmen Campus Alahan, Antakya, Hatay, Turkey. She mention in her study investigates the noncompulsory language learning activities performed by a group of distance EFL learners in the Turkish Open Education System. Performance of these activities has been considered as an indicator of their learner autonomy.

The **23rd** article is from Thailand on WHAT IS SAID AND WHAT IS DONE: EFL Student Writers' Perceptions of Peer Feedback Through Blogs and Their Actual Use whivh is written by Onuma LAKARNCHUA and Punchalee WASANASOMSITHI. This study was designed in a qualitative approach mainly to explore the extent of interest and enjoyment students experienced during an intensive ICT course. Blog was used as a medium for reflection during the class where students posted their creations of videos, posters and other ICT materials. The three needs investigated were namely autonomy, competence, and relatedness support. The researcher further examined on students' awareness of the usefulness of the ICT skill they learned and how much they can use the blog for teaching and learning. Based on the Basic Psychological Needs Theory framework (BPNT), this study has adopted the direct observation, journal entry, and interviews as a triangulation approach.

The **24th** and the last article is again Thailand. Written by Asst. Prof. Dr. A. Napaporn SRICHANYACHON. Her study investigated attitudes toward using the Internet as a learning tool among students at Bangkok University; students' expectation of social networks and search engines in learning English, as well as their perceived usefulness. It also examined their use of the Internet for learning English. The samples were 198 undergraduate students enrolled in Fundamental English course at Bangkok University. The instrument in this study was a questionnaire. Results from the study indicated that the levels of attitudes toward using the Internet as a learning tool and Internet use for learning English in general were moderate.

To receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact TOJDE Secretariat at the below address or e-mail us to **tojde@anadolu.edu.tr**

Hope to stay in touch and meet in our next Issue, on 1st of January 2014.

Cordially,

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