Dear TOJDE Readers,

Welcome to the volume 15 number: 3 of TOJDE,
In this issue, 22 articles of 36 authors from 9 different countries around the world have been published. These published articles are arrived to the Tojde from Brazil, Ghana, India, Malaysia, Nigeria, Pakistan, Thailand, Turkey and USA.

The 1st article is arrived from Malaysia. Written by Abdel Rahman IBRAHIM SULEIMAN Educational Researcher Imjtiaz Schools, Jerteh, Besut, Terengganu Darul Iman, MALAYSIA on "Educational Leapfrogging in The mLearning Time". In this theoretical study, researcher tries to shed light on the modern strategy of education, Mobile learning is this strategy, which has become a reality exists in the educational institutions and aims researcher of this study. Trying to figure out the reality of Mobil Determining if the mobile learning   part of the E-Learning. Trying for identify future of mobile learning.

The 2nd article titled as "Facebook Groups As A Supporting Tool For Language Classrooms", written by Arzu EKOÇ, from Yıldız Technical University, Faculty of Education Foreign langue Teaching, Istanbul, TURKEY. This paper attempts to present a review of Facebook group pages as an educational tool for language learning. Social media communication provides occasions for learners to receive input and produce output while engaging in negotiation of meaning.

The 3rd article is join study which is conducted by Anupama BHARGAVA, from St. Xavier`s College, Ranchi, Jharkhand, and former Principal, Dr. MK PATHY, P. M. Institute of Advanced Study in Education, Sambalpur, Orissa, INDIA and titled as "Attitude Of Student Teachers Towards Teaching Profession ". This article is examined teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession.

The fourth article written on "Face To Face or E-Learningin Turkish EFL Context", written by Ekrem SOLAK and Recep CAKIR from Amasya University, TURKEY. Purpose of this study was to understand e-learners and face to face learners' views towards learning English through e-learning in vocational higher school context and to determine the role of academic achievement and gender in e-learning and face to face learning. The results of the study revealed that there was no significant difference between e-learners and face to face learners about the views towards learning English via e-learning. Furthermore, academic achievement and gender were not the strong determiners in e-learning compared with face to face learning.

The 5th article is arrived from Thailand which is written on "The Barriers And Needs Of Online Learners", written by Napaporn SRICHANYACHON, from Language Institute Bangkok University. This study investigated some specific barriers and needs that online students are facing when learning English through WebEx system. It compared students' barriers and needs with their background including gender, computer ownership, and monthly allowance. Students with high computer aptitude had fewer barriers to learn online than those with low computer aptitude.

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6ᵗʰ article is again from India and titled as "Perceived Quality Dimensions In Distance Education: Excerpts from Student Experiences" written by Upasna THAPLIYAL, University School of Open Learning, Panjab University, Chandigarh, INDIA. To study the quality dimensions as perceived by the learners, content analysis was incorporated. The results reveal that the students are satisfied with the overall quality of distance education courses. The areas that emerged to be a matter of concern in the present study are student support services and infrastructural facilities available in the institutions offering distance education courses.

7ᵗʰ article is from Nigeria on "Human Capital Development (HCD) Through Open, Distance And E-Learning: Evidence From Corporate Annual Reports (Cars) of Top South African Listed Companies" written by Dr. MO ADELOWOTAN, Distance Learning Institute, University of Lagos, Lagos, NIGERIA. This paper discusses the role of open, distance and e-learning in the development of human resources by examining human capital development related disclosures in the corporate annual reports (CARs) of top South African listed companies. The study employed content analysis method to analyse the CARs of these companies with the aid of qualitative analysis software known as Atlasti. The results show that open, distance and e-learning plays a significant role in the development of human capital in the new economy organisations.

The **8ᵗʰ** article is titled as "Effects of Students' Characteristics On Online Learning Readiness: A Vocational College Example", Harun CIGDEM and Osman Gazi YILDIRIM, Balıkesir, TURKEY. They mentioned in their article that an educational institution rapidly adopt concepts and practices of online learning systems for students. The study revealed that students surveyed overall ready for online learning but they need to improve themselves especially in CIS and OCS in order to be successful at online learning.

The **9ᵗʰ** article is conducted in Turkey and titled as "Awareness and Cognitive Load Levels of Teacher Candidates Towards Student Products Made By Digital Storytelling " and written by Figen KILIC, Education Faculty, Dept. of Educational Sciences, Mersin University, Mersin, TURKEY. The purpose of this research is to assess the student products created by digital storytelling, and to determine the awareness towards learning the topic and the cognitive loads of students during the process. As a result of the Research, we reached the conclusion that the awareness related to basic concepts and program created by digital storytelling increased, and there was not a cognitive overload. Also, students' opinions were taken on the process and according to acquired data, it was concluded that the students were pleased with the process, their awareness increased, and they made plans to improve what they learned and use them in the future. In line with acquired findings, it was suggested that experimental studies should be made on this topic.

The **10ᵗʰ** article from Turkey which is written by Bahar ISIGUZEL, from Nevsehir Hacı Bektas Veli University, Faculty of Education, Dept. of Foreign Language Education, Nevsehir, TURKEY The subject is on "The Blended Learning Environment on The Foreign Language Learning Process: A Balance for Motivation and Achievement". The purpose of this study is to determine the effects on motivation and success within the application of blended learning environments in the foreign language class. The results reveal that the experimental group of students attending the German classes in blended learning environments has more success and higher motivation compared to the control group attending German language classes in the traditional learning environment.

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11th article from Brazil and written on "Student Satisfaction Process in Virtual Learning System: Considerations Based In Information And Service Quality from Brazil's Experience", written by Fábio Nazareno MACHADO-DA-SILVA, Fernando de Souza MEIRELLES, Douglas FILENGA and Marino Brugnolo FILHO.. The survey was carried out by means of an online program offered to 291 students from public and private institutions from several regions of Brazil. Confirmatory Factor Analysis and Structural Equation Modeling were used for data analysis in order to understand the student satisfaction process in virtual learning system. Findings show that variations in system quality, information quality, and service quality influence the use of the system, and the User Satisfaction construct had 89% of variance explained by Information Quality and Service Quality.

The 12th article is from Ghana written by Kwame BEDIAKO ASARE, NCU, Arizona, U. S. A., Institute of Education, University of Cape Coast, GHANA, on "Looking Beyond The Residential Education And Distance Education Debate, What Matters In Education Is . . ". The purpose of the study is to investigate how pre-service teachers benefit from learning objects repositories while preparing course content. Qualitative and quantitative data collection methods were used in a mixed methods approach. In this article, the author offers some reflections on traditional education and undertakes a review of distance education. Based on analysis of scholarly literature, the author highlights an important element that must steer any debate on education.

The 13th article on "Modern Languages And Distance Education: Thirteen Days in the Cloud" and written by Elfe DONA, German Modern Languages and Teacher Education, Sheri STOVER, Instructional Design, and Nancy BROUGHTON, Spanish Modern Languages, Wright State University, USA. This research study documents the journey of two modern language faculties (Spanish and German) from their original beliefs that teaching foreign languages can only be conducted in a face-to-face format to their eventual development of an online class using Web 2.0 technologies to encourage their students' active skills of reading and speaking in their target language.

The 14th article is from Turkey on "What Are The Usage Conditions of Web 2.0 Tools Faculty of Education Students?", which is written by Ahmet AGIR, Hasan Ali Yucel Educational Faculty, Department of Computer Education and Instructional Technology, Istanbul University, Istanbul, TURKEY. The purpose of the study is to be examined faculty of education students' the usage condition of Web 2.0 tools in terms of various variables. This is a descriptive style study with a survey model that aims to present faculty of education students' the usage condition of Web 2.0 tools. As comparison can be made between students of different faculties, analyses can be thoroughly made by being benefited from qualitative research method.

The 15th and last article is on "Relationship Between Nursing Students' Views About Web-Based Patient Education Course And Anxiety In Turkey" and written by Gülsün TASOCAK, Hülya KAYA, Emine SENYUVA, Burcin ISIK, from Istanbul University, Florence Nightingale Nursing Faculty, Nursing Education Department, Istanbul, and Gönül BODUR, from Zirve University, Faculty of Health Sciences Nursing Department, Gaziantep, TURKEY. Findings were thought to be due to the fact that the students' experiences distance education course for first time. As a result students had positive views about web-based patient education course, there is relation between state anxiety before course and views about course.

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The findings suggested that the students had positive views about the web-based education, but they were anxious as they had a new experience, and the distance education could be used particularly in theoretical courses in nursing education, but the necessary changes needed to be made on the basis of the results of the longitudinal assessments.

The 16th article is on "Dual Mode Offering As Viable Approach For Promotion of Higher Education In Pakistan", written by Irshad HUSSAIN, Department of Educational Training, The Islamia University of Bahawalpur, PAKISTAN. More than eight hundred applications were received by potential learners against 275 seats. However, after test and interview 189 students were enrolled in M.Phill programme in Applied Psychology, Arabic, Education, English, Media Studies, Islamic Studies, Pakistan Studies, History, Persian, and Urdu. At the end of the course work the instructors rated performance of learners' to be good.

The 17th article is titled as "Student Opinions On Management of Distance Education Applications", written by Celal GULSEN, Fatih University Faculty of Education, Department of Educational Sciences, Head of the Department of Educational Management, Supervision, Planning and Economics, Istanbul, TURKEY. This study, which was conducted by general survey method in view of this importance, aims to learn opinions of "masters' students on the efficiency of distance education applications. As a result of the study, masters' students believe that "distance education applications" fills a very important void for individuals that experience difficulties especially in time management despite some of its inconveniencies. By looking at the results of the study, it is suggested that measures, which provide further dissemination of distance education application by will improve their technical competencies, should be taken.

The 18th and the last article is again from India which is titled as "ICT Usage By Distance Learners in India", written by Ashish Kumar AWADHIYA, Anshu MIGLANI Assistant Director (Research & Development) Inter University Consortium (IUC)IGNOU, and K. GOWTHAMAN, Deputy Director (Training and Development) Inter University Consortium (IUC), Indira Gandhi National Open University, New Delhi, INDIA. The aim of the study is to reveal the students' views who are studying in different departments of distant education programs provided by Anadolu University in TURKEY. Qualitative research method was used in the study and purposeful sampling was followed. The research was conducted with 10 students who were working in different jobs and taking distance education courses in different departments. The findings obtained as a result of data analysis were examined; the students taking distance education courses in different departments stated that this education method was a great opportunity and chance for them.

The 19th and the last article is on "The Effect Of Distance Education Applications Based On Smart Board On Students' Achievement And Skills In Pattern Preparation Techniques" and it is written by Nadir CELIKOZ, Yildiz Technical University Faculty of Education, Istanbul and Fatma GURSOY from Selcuk University, Faculty of Art & Design, Konya, TURKEY. The aim of this study is to find out the effect of distance education applications based on smart board in teaching pattern preparation techniques and its contribution to students' achievement and skills. The findings obtained after a four-week-application indicate that the synchronous distance education model by using smart board has been more effective on student achievements than the traditional way. 8

In the 20**th** and the last article is on "Task Relevance in The Design of Online Professional Development For Teachers Of Ells: A Q Methodology Study", written by Linda J. COLLINS and Xin LIANG from The University of Akron, Akron Ohio, USA. They mention in their paper that an online professional development (oPD) for teachers should focus on designing web-based learning opportunities that help practicing educators solve the tough problems of practice when working in their schools.

"A Research On Identifying The Need For Distance Education For National Athletes Who Study In School Oof Physical Education And Sport" is conducted as The 21**st** and the last article by Taner BOZKUS, from School of Physical Education and Sport Bartın University, Bartın, TURKEY. The purpose of this study was to identify the problems which national athletes, who study in School of Physical Education and Sport in universities, encounter in formal education and to determine their need for distance learning. Qualitative research, which is one the techniques of researching the method of the study, forms a structured deliberation technique.

The 22**nd** and the last article is about "Language Learning Strategies Used By Distance Learners of English: A study with a Group of Turkish Distance Learners of EFL", written by Dilek ALTUNAY, from Mustafa Kemal University, Faculty of Education, Antakya, TURKEY.

She mentions her article that uses of language learning strategies are important for language learning. Effective uses of language learning strategies have particular importance for distance language learners who do not have direct face-to-face contact with their tutors. This study investigates the use of language learning strategies by a group of Turkish distance learners of English. Oxford (1990) Strategy Inventory for Language Learning was used and interviews were conducted to collect data.

The questionnaire results show that affective strategies are used less than the other types of strategies. The reasons for the ignorance of the affective strategies are also mentioned in the study.

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 1**st** of October, 2014.
Cordially,

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