

**Dear TOJDE Readers,**

**Welcome to the Volume 14 Number: 1 of TOJDE!**

**In this issue, 31 articles of 65 authors from 12 different countries around the world have been published. These published articles are arrived to the TOJDE from Australia, Guyana, India, Indonesia, Iran, Malaysia, Nigeria, Russia, Taiwan, Turkey, USA and Zimbabwe.**

**First all, you should know that if a submission picks up from three TOJDE editors between 4.5 and 9 over all 9 credits, it means that this submission can be published in TOJDE in the coming issue. However, since the publishing priority of the accepted papers belongs to the highest scored ones, submissions which receive a score between 4.5 and 5 or 6 may wait and be archived for publishing later on. TOJDE administration respected this publishing rule up to now. Therefore, some accepted submissions which obtained over 4.5 have not been published up to now. Some of these submissions were waiting for publishing in TOJDE in the future since 2011. In this issue, we decided to give them a chance to be published. For this reason that becoming end of the year of 2012, more papers for this issue included more than the previous issues.**

**The 1<sup>st</sup> article arrived from Nigeria and written by Sunday O. ADEGBESAN, from Training and Research Fellow, National Institute for Educational Planning and Administration (NIEPA), on "Effect Of Principals' Leadership Style On Teachers' Attitude To Work In Ogun State Secondary Schools, Nigeria ". The purpose of this study was to investigate why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work.**

**In the 2<sup>nd</sup> article is mentioned in their context, especially web-based learning comes forward. Web-based learning can be defined as an information technology-enabled and supported form of distance learning in which the traditional restrictions of classroom learning have disappeared. The Internet can be a useful aid in teaching reading, writing, vocabulary activities, and some grammar exercises. Also, including rapid global access at any time from any computer with Internet access, integration of graphics, audio, and text; and ease and low cost of publication are the potential of the web.**

**The 2<sup>nd</sup> article is titled as "Relationship Between Web-Based Learning Time Outside The Classroom And Academic Achievement In German As A Tertiary Language By The Students On Vocational High Schools"" which is written by Orhan HANBAY, from Adiyaman Üniversitesi Kahta MYO, Adiyaman, TURKEY. The purpose of this empirical research is to investigate the relationship between web-based learning time and academic achievement in German. 36 learners of L3 German with L1 Turkish and L2 English from Vocational High School of Kahta at Adiyaman University were the participants of this study. The empirical process of the study continued 6 weeks in 2011-2012 fall semesters. During this time, the German, as tertiary language, course was lectured by traditional face-to-face method in the classroom.**

**But the students studied outside the course the same subjects in interactive form via web page, specifically designed for this study. As a result of this study it is found out that there is a significant relationship between web-based learning time and academic achievement in German as a tertiary language.**

**Other article titled as Guided Assessment or Open Discourse: A Comparative Analysis of Students Interaction on Facebook Groups”, written by Lenandlar SINGH from Faculty of Natural Sciences Department of Computer Science University of Guyana, Turkeyen Campus, Greater Georgetwon, GUYANA, SOUTH AMERICA. This paper explores the use of Facebook Groups in the Undergraduate Computer Science Program at the University of Guyana. Specifically, Guided Assessment strategies using Facebook Groups are compared with unguided and non-assessed Facebook Groups. Specifically, this study provides a comparative outline of the usage patterns of two (2) Instructor-Guided and Assessed Facebook Groups with three (3) student-led, non-assessed Facebook Groups that supported a form of Open Discourse. Results suggest that planned and guided, instructor-directed activities provide more focused responses from students compared to Open Discourse.**

**Developing Effective Learning Material To Students With Hearing Impairment (Hi) Through ODL In Zimbabwe, arriveded a from Zimbabwe Open University, written by John MPOFU, Sylod CHIMHENGA and Onias MAFA from Zimbabwe Open University. The aim of this study is to provide an in-depth exploration of how the learning materials of Deaf and hard of hearing students could be developed and assist them to achieve their full potential in the institutions of higher learning. A secondary aim is to find out what access policies and support services are in place in institutions of higher learning in an effort to make ODL programmes more accessible to Deaf and hard of hearing students.**

**Selami AYDIN has been sent an research article about “SECOND LIFE AS A FOREIGN LANGUAGE LEARNING ENVIRONMENT: A Review of Research from Balikesir University, Balikesir, TURKEY. The purpose of his paper is to present a review of research on Second Life (SL) as a learning environment within English as a foreign language (EFL) context, as research on its use within EFL learning is relatively new. The study is categorized into four main sections. Introduction section introduces the rationale of the paper and SL. Next section reviews the studies on Second Life in EFL learning, and focuses on the effects of SL on affective states, interaction and communication in SL, collaborative and autonomous learning in SL, sharing culture in SL, engagement and participation in SL, some other issues and drawbacks. Third, the study compares SL usage in Turkish EFL context to its use in a global scale. Last, the study concludes that there has been a serious lack of research on the use of SL, as current literature reflects how SL might more readily be utilized as EFL learning environment. Finally, the study ends with recommendations for teachers and researchers.**

**6<sup>th</sup> artic is again from Zimbabwe Open Uiversity. The same authors have been sent very intrestinarticle which evaluated via high score by TOJDE editors. Article is titled as The Impact o ICT i Learning Through Distance Education Programmes At Zimbabwe Open University (ZOU): Roles Of ICT In Learning Through Distance Education Programmes. The purpose of the study is to discuss the challenges that students studying with Zimbabwe Open university in accessing information in order to augment the module that are provided as study material.**

**The paper discusses the contents of distance education in Zimbabwe, the challenges facing ICT usage, especially for students living in rural areas. An analysis of the contrast between the performance of students with access to ICT and those without will be done in order to assess performance. The question of funding, institutional problems, infrastructural problems, human capital problems affect the integration and approach to successful improvement of distance education programs.**

7<sup>th</sup> article is from Russia titled as "Set of Criteria For Efficiency of The Process Forming The Answers To Multiple-Choice Test Items" written by Alexander Aleksandrovich RYBANOV, from Informatics and programming techniques Department, Volzhskii Polytechnic Institute, Branch of the Volgograd State Technical University, Volzhskii, RUSSIA. He is offers the set of criteria for assessing efficiency of the process forming the answers to multiple-choice test items. To increase accuracy of computer-assisted testing results, it is suggested to assess dynamics of the process of forming the final answer using the following factors: loss of time factor and correct choice factor. The model application results show the high efficiency of suggested set of criteria.

The 8<sup>th</sup> article is titled as "Identifying Factors That Contribute To The Satisfaction of Students In E-Learning", written by Levent CALLI, from Sakarya University, Faculty of Computer and Informatics, Department of Information Systems, Cem BALCIKANLI, from Gazi University, Gazi Faculty of Education, Foreign Languages Teaching Department, English Language Teaching Program, Ankara, Fatih CALLI , Halil Ibrahim CEBECI and Msc. Omer Faruk SEYMEN from Sakarya University, Computer and Information Sciences Faculty, Information Sciences Department, Sakarya Universitesi sakarya. This paper set out to investigate the effects of several variables on the learning processes of 930 e-learning students in the Sakarya University distance learning program. The findings of the research indicated that factors perceived playfulness, perceived ease of use and Multimedia Content Effectiveness Had A Significant Effect On Perceived Usefulness.

The 9<sup>h</sup> article is titled as "GRADE INFLATION: An Issue for Higher Education?". Written by Donald L. CARUTH, as coresponding author, Independent Management Consultant Rockwall, Texas and Gail D. CARUTH, Department of Educational Leadership, Texas A&M University-Commerce, Texas USA. This paper aims to evaluate students more accurately; universities must identify the problems in grading and grading practices. Once this is accomplished new practices can be designed and policies implemented.

The 10<sup>th</sup> article from Malaysia has written on Effective Learning Interaction As A Prerequisite To Successful Open Distance Learning (ODL): A Case Study of Learners In The Northern State of Kedah And Perlis, Malaysia". Written by Hisham DZAKIRIA, Azilah KASIM, Abdul Halim MOHAMED and Anne Althea CHRISTOPHER, from Universiti Utara Malaysia, MALAYSIA. This paper looks at the issue of interactivity as reported in this research on students' perspectives and experiences of ODL programs in the northern part of Malaysia. The study supported the widely held belief that a high level of interaction is desirable in ODL environment and positively affects the learning experiences. This study believes to improve ODL experience, decrease dropout rates and maintain success stories for ODL, tutors and all-important stakeholders in ODL must improve the provision of interaction and interactivity. It is evident from the literature that there is a still research gap on interaction issues in ODL which must be pursued and address to improve the learners' educational experience-for they are the primary clientele of ODL.

The 11<sup>th</sup> article is from Turkey. It is titled as "Preservice Mathematics Teachers' Views On Distance Education And Their Web Pedagogical Content Knowledge", written by Dilek CAGIRGAN GULTEN, Istanbul University, TURKEY.

Her research aims to investigate primary preservice mathematics teachers' views on distance education and web pedagogical content knowledge in terms of the subscales of general web, communicative web, pedagogical web, web pedagogical content and attitude towards web based instruction.

The 12<sup>th</sup> article is experienced as a case study from Australia. Written by David CARROLL from, Melbourne, Eric Ng (Corresponding author) from University of Southern Queensland, Toowoomba and Dawn BIRCH, University of the Sunshine Coast, Sippy Downs, AUSTRALIA. About "Strategies To Improve Retention of Postgraduate Business Students In Distance Education Courses: An Australian Case". This paper presents the findings of a qualitative study into the factors affecting the retention of postgraduate business students at a major Australian distance education university. The findings of this study suggest that a range of situational, dispositional and attitudinal factors impact upon student retention on this context, both as enablers of and obstacles to ongoing participation.

Next and 13<sup>th</sup> article is about "A Novel Conceptual Model of Environmental Communal Education: Content Analysis Based On Distance Education Approach" and written by Soheila HAFEZI (Corresponding author), Candidate of Distance Education Planning, Seyed Mohammad SHOBEIRI, Mohammad Reza SARMADI, Department of Education, Payam Nour University, Tehran and Abbas EBADI Tehran, IRAN. The present study, to concept clarification of the ECE, five-step method of Norris was used. Also, a summative content analysis approach is used to interpret meaning from the content of text data. Findings from the content analysis of ECE plotted as a conceptual model. The results of the content analysis led to the extraction of meaning units, sub-codes and the main themes. According to data explication 6 themes extracted. According to extracted operational definition and the Hexa-based model of the ECE, the diversity of the target population and educational content, it seems the most appropriate teaching methods, are the distance education methods.

The 14<sup>th</sup> article is from Turkey, Turkish Military Academy, Ankara, TURKEY and entitled as "Towards The Use of A Novel Method: The First Experiences on Measuring The Cognitive Load of Learned Programming Skills", written by Murat Paşa UYSAL. This paper looks by using the functional near-infrared spectroscopy (fNIRS) method; we measured the cognitive load of participants when executing OOP tasks. The average oxygenation changes in prefrontal cortex of the brain represented their total cognitive response to a set of OOP tasks.

The 15<sup>th</sup> article titled as "Value-Addition For Empowerment And Employability Through Intervention of ODL Mode Of IGNOU" and written by S. KISHORE, Deputy Director, from Indira Gandhi National Open University Regional Centre, Tamilnadu, INDIA. This article analyses the benefits of self-learning through ODL mode of IGNOU. Thus, the short-term programmes of IGNOU extend value-addition to the graduates in the form of transferable skills and the value-added outputs are expected to be employable or self-employable, thus contributing to the growth of the nation.

The 16<sup>th</sup> article once more from India on "Ethical Perspectives In Open And Distance Education System", written by C. ANITHA (Corresponding Author) from Department of Studies in Food Science and Nutrition, and T. S. HARSHA, from Department of Studies in Environmental Science, Karnataka State Open University. The present paper will focus on the ethical values to be followed and implemented in the open distance education system.

The 17<sup>th</sup> article again from Turkey, which is titled as "The Effect Of Internet-Based Education on Student Success In Teaching of 8<sup>th</sup> Grade Triangles Subject" written by Deniz KAYA from MEB, Afyon Provincial Directorate of National Education, Afyonkarahisar, Cenk KESAN from, Izmir and Dilek IZGIOL, from Izmir, TURKEY. The main objective of this paper was carried out over the internet with a computer software program: Vitamin Program. The study was carried out with total 37 8<sup>th</sup> grade students in two separate classes in a study centre in 2011-2012 school years.

The 18<sup>th</sup> article from Zimbabwe, on "Interrogating The Teaching and Learning Modes in Open And Distance Learning (ODL) Within The Context of Quality Education: A Case Study of The Zimbabwe Open University; Department of Education "written by Wellington SAMKANGE and Augustine Zano MURANDA, Zimbabwe Open University. The study focused on the Zimbabwe Open University (ZOU), an ODL university in Zimbabwe. It used the qualitative methodology and the case study design. A purposively selected sample of twenty students on the Bachelor of Education in Educational Management (BEDM) programme, another twenty on the Masters of Education in Educational Management (MEDM) programme and and thirty students on the teacher development programmes were selected from a population of one hundred and sixty two students in the Department of Education in Harare region.

The 19<sup>th</sup> article arrived from India on "Quest for Teaching Experimental Skills", written by B. Samrajya LAKSHMI and B. Venkateswara RAO, Andhra Pradesh, INDIA. The present paper focuses on the thorough quest of one such teacher who strives for his own professional development. He has developed his own method of guiding the students for their improvement of skills in doing experiments in lab.

The 20<sup>th</sup> article arrived to us from Turkey and written by Saye Nihan ÇABUK ANAPER, from Anadolu Üniversitesi , Melike Taner ULUÇAY, Yaşar University, Izmir, and Alper CABUK, Anadolu University, Eskisehir on "Accreditation of Online And Distance Learning Programs". In this study, paper highlights the varying needs and living conditions, advancements in information technologies and internet, easy access and communication opportunities, and increased willingness to share information have given rise to a new form of education called distance learning. Online geographical information systems (GIS) program of Anadolu University is one of the distance education programs awarding an associate degree in the field.

The article is which numbered as 21 from Malaysia. Article is titled as "C Development and Evaluation Of Ning Social Network For Teaching Training Online Surveillance", written by Mohd Aliff MOHD NAWI, Ezad Azraai JAMSARI (Corresponding Author), Adibah SULAIMAN and Mohd Isa HAMZAH from Universiti Kebangsaan Malaysia, Selangor. This study aims to develop and evaluate a social-networking site Ning's platform for the supervision of lecturers to teach on-line training. It found that overall, acceptance of the use of the social-networking site Ning mean score at the highest level of 3.91.

The 22<sup>nd</sup> article is on "A Comparison Of Internet-Based Learning And Traditional Classroom Lecture To Learn Cpr For Continuing Medical Education", written by Nima HEMMATI, Soghra OMRANI and Naser HEMMATI , Tehran, IRAN. The purpose of this study was to compare the satisfaction and effectiveness of Internet-based learning (IBL) and traditional classroom lecture (TCL) for continuing medical education (CME) programs by comparing final resuscitation exam results of physicians who received the newest cardiopulmonary resuscitation (CPR) curriculum guidelines training either by traditional or by an Internet-based CME.

In the 23<sup>th</sup> article, again from Turkey. Written by Mehmet FIRAT from Department of Distance Education, Anadolu University, Eskisehir, on. In this study, these two conditions faced by digital natives were compared, and some suggestions have been put forward for the digital native learners.

The 24<sup>th</sup> article written by Mohammad Imam FARISI on "OER on The Asian Mega Universities: Developments, Motives, Openness, and Sustainability", from Faculty of Education, Department of Social Studies Universitas Terbuka - Surabaya Regional Office, INDONESIA. This study focuses on the developments, motives, openness, and sustainability of OER at the six MUs official websites in Asia.

The article 25th is titled as "R Vitual Classroom Participant Views For Effective Synchronous Education Process", is written by Selçuk KARAMAN, Melike AYDEMİR, Gürkan YILDIRIM from Atatürk University, Erzurum and Sevda KUÇUK from Istanbul University, Istanbul, TURKEY. The aim of this study is to determine the key components which make VC sessions effective in terms of environment and method. Determination of these components and their effects through experiences of VC is important to improve the design and management of VC sessions. In this case study, VC experiences at theology bachelor's completion degree distance education program are examined.

The 27<sup>th</sup> article is about "Meaningful Engagement in Facebook Learning Environments: Merging Social And Academic Lives" written by Jenny WANG, Chun-Fu C. Lin, Wei-Chieh W. Yu, & Emily Wu, Yuin Taiwan. This study compared the effectiveness of different learning environments between interactive Facebook instructional method and non-Facebook instructional method for undergraduate students. Two outcome dimensions were measured: student grades and learning engagement.

Article 27 written by Sangeeta MALIK from Symbiosis Centre for Distance Learning Pune, Maharashtra, INDIA on Distance Educator: A Multiskill Personality, In this article author cover all the responsible areas of a distance educator & why we should consider them as a multiskill personality?

The 28<sup>th</sup> article written by Onias MAFA and Enna Sukutai GUDHLANGA, Zimbabwe Open University, ZIMBABWE on Examination Management As A Way Of Achieving Quality Assurance In Odl InstıtutÜons: The Case Of Zimbabwe Open University. This paper discusses the examinations management at ZOU with a special focus on the setting, administering, marking right up to the publication of results. It will also discuss the challenges that ZOU is facing in conducting examinations.

Then the 29<sup>th</sup> article from Anadolu University Eskisehir, TURKEY. Article is titlaed as "Open Courseware In Design And Planning Education And Utilization of Distance Education Opportunity: Anadolu University Experience" and written by Hicran Hanım HALAC and Prof.Dr. Alper CABUK, Anadolu University, TURKEY. This article evaluates the distance and online education opportunities for design and planning education through the experience of Anadolu University about Open Courseware In Design And Planning Education And Utilization of Distance Education Opportunity.

30<sup>th</sup> and the last article is discussing an application of the one project for distance method, from Akdeniz University, by Merih TAŞKAYA from Antalya, Turkey. Titled as "As Public Relationship Application Countinability of Participated Art Projects via Distance Education Method: A Case Of "Women's Are Meeting With Literature Project" and written by Merih TASKAYA. This study evaluates, through the case of "Women Meets Literature" project as a public relations practice, the project realization process and outputs of the case regarding the use of "participative art" in mass education, within the context of 'participative art', 'mass education' and 'public relations practices'; and it discusses the contributions of distant education to sustainability of project based public relations practices.

31st article from USA written by Zane L. BERGE, UMBC, Baltimore MD 21250, USA On Barriers To Communication In Distance Education It dealt with a exhaustive review of literature regarding communication barriers to distance education summarizes the technical, psychological, social, cultural, and contextual challenges leading to a significant conclusion: that as technology used for distance education improves so does both the opportunities to overcome many of the barriers to ineffective communication and the complexity of the barriers that are faced by the participants. The hierarchy of this structure is described.

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](mailto:tojde@anadolu.edu.tr)

Hope to stay in touch and meet in our next Issue, on 1<sup>st</sup> of April 2013.

Cordially,

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