

Dear TOJDE Readers,

Welcome to the Volume 14 Number: 2 of TOJDE!

In this issue, 3 Notes for Editor, 2 Book Reviews and 21 articles of 40 authors from 14 different countries around the world have been published. These published articles are arrived to the TOJDE from Argentina, Australia, Bosnia Hersek, Egypt, India, Malaysia, Romania, Saudi Arabia, Tanzania, Thailand, Turkey, United Arab Emirate and USA.

The 1st Notes for Editor is arrived from USA and written by Gail D. CARUTH, Department of Educational Leadership Texas A&M University and Donald L. CARUTH Texas USA, from Independent Management Consultant, on "Understanding Resistance To Change: A Challenge For Universities". This paper explores organizational change and the challenge it poses for universities. Because universities are slow to change due to maintaining a balance of tradition and change successful implementation of change will continue to be a challenge both now and in the future. The challenge of change is real but the task is not impossible. Historically, universities have met the challenges that faced them, they must be prepared to confront this challenge too.

The 2nd Notes for Editor is arrived from UAE, in the context of "iPAD LEARNING ECOSYSTEM: Developing Challenge-Based Learning using Design Thinking" which irritten by Catalina MARIN, Jace HARGIS and Cathy CAVANAUGH,HCT ADWC, Abu Dhabi, UAE. This article describes the course design, which was grounded in design thinking, and provides an overview of the pilot implementation of the course. The course achieved its goals to a great extent in that learners felt that they were beginning to help build a better college community by sharing stories of their learning experience and their insights about the essential question they chose with other students and with other teachers.

Third Notes for Editor titled as " Use of Distance Education By Chritian religion to Train Edify and Educate Adherents" and written by Dr. P. SATYANARAYANA who is Distance Education Consultant of Open Learning Promotion Society, INDIA and Emmanuel DK MEDURI from Krishna Reddy Engineering College, INDIA. Christian educational institutions in all the parts of the world are being benefitted by the Christian distance education programme. Christian websites make up more than 80 percent of the websites of the world's five major religions. Globalisation is facilitating many Christian pioneers of multiple denominations to adopt distance teaching-learning beyond all frontiers and barriers. Baker's guide to Christian Distance Education profiles upto 150 Christian degree programmes. Some of the popular programmes are indicated here. Christians who constitute 2.33 percent of Indian population are educationally benefitted by Christian distance education programmes.

The 1st article is titled as "Scaffolding in Connectivist Mobile Learning Environment" which is written by Ozlem OZAN, from Eskisehir Osmangazi University, Department of Computer Education and Instructional Technology Eskisehir, TURKEY. Social networks and mobile technologies are transforming learning ecology. In this changing learning environment, we find a variety of new learner needs. The aim of this study is to investigate how to provide scaffolding to the learners in connectivist mobile learning environment for to learn in a networked environment, to manage their networked learning process, to interact in a networked society, and to use the tools belonging to the network society. A connectivist mobile learning environment was designed for the research, and the research was executed as a mixed-method study. Data collection tools were Facebook wall entries, personal messages, chat records; Twitter, Diigo, blog entries; emails, mobile learning management system statistics, perceived learning survey and demographic information survey. Results showed that there were four major aspects of scaffolding in connectivist mobile learning environment as type of it, provider of it, and timing of it and strategies of it. Participants preferred mostly social scaffolding, and then preferred respectively, managerial, instructional and technical scaffolding.

The 2nd article is based on "E-Learning-Implications for Adult Learning" subject by Roxana CRIU and Ciprian CEOBANU from Faculty of Psychology and Education Sciences, Al. I. Cuza" University, Iasi, ROMANIA. The passage towards the information society involves mutations in the object of the activities, mainly in terms of selecting, storing, preserving, managing and protecting information.

The 3rd article is from Argentina written by C. Osvaldo RODRIGUEZ from Universidad del on "Two Distinct Course Formats in The Delivery of Connectivist Moocs". In this paper has studied in detail representative courses. From their comparison we establish that connectivist MOOCs delivered with formats A and B share many common features but that their differences are such that the learner's experience and the outcome of the courses are very different depending on the format used.

"An Artificial Intelligence-Based Distance Education System: Artimat is researched by a team under patronage of Prof. Dr. Vasif NABIYEV and paced as 4th article in this issue of TOJDE. Team was established by Hasan KARAL, Selahattin ARSLAN, Ali Kürsat ERUMIT and Ayça CEBI, from Karadeniz Technical University, Trabzon, TURKEY. The purpose of this study is to evaluate the artificial intelligence-based distance education system called as ARTIMAT, which has been prepared in order to improve mathematical problem solving skills of the students, in terms of conceptual proficiency and ease of use with the opinions of teachers and students.

The 5th article on "Discourse Functions and Vocabulary Use in English Language Learners' Synchronous Computer-Mediated Communication" written by Ghaleb RABAB'AH, from Linguistics Department Head & Associate Professor of English Department of Humanities and Social Sciences Alfaisal University, Riyadh, SAUDI ARABIA. This study explores the discourse generated by English as a foreign language (EFL) learners using synchronous computer-mediated communication (CMC) as an approach to help English language learners to create social interaction in the classroom. The findings reveal that gender plays a major role in shaping the quantity of discourse (total words), lexical range (variety), and linguistic output (i.e., the quantity and type of discourse functions) the participants' generated using synchronous CMC mode.

TOJDE was promised for publishing selected papers as a sponsorship which recommended by scientific committee of the 6th International Computer & Instructional Technologies Symposium on October 4-6, 2012 in Gaziantep, Turkey. As we promise we are publishing two selected best paper in the name of Symposium. One of them belongs to Emrah CINKARA and Birsen BAGCECI, from University of Gaziantep, TURKEY. Their paper titled as "Learners' Attitudes Towards Online Language Learning; and Corresponding Success Rates". Their paper purpose was an Online Language Learning Attitude Test (OLLAT) has been constructed and distributed to about 7000 learners who were invited to complete this task online. 3516 of these learners took the OLLAT voluntarily and 1783 were successfully completed the test and were included in this study. The findings showed that there is a statistically significant positive correlation between learners' OLLAT scores and their course success.

The other paper was on "Service Teachers' Academic Achievements in Online Distance Education: The Roles of Online Self-Regulation and Attitudes", writtend and presented by Ahmet Murat UZUN, Erhan UNAL and Ahmet YAMAC from Afyon Kocatepe University, Afyon, TURKEY. The purpose of this study is to examine pre-service teachers' academic achievements in terms of different variables such as online self-regulated learning skills and attitudes towards distance education. This study is descriptive in nature. Survey study design was implemented to examine the relationships among variables.

The 8th article belongs to again rom USA and written by Gail D. CARUTH, Department of Educational Leadership Texas A&M University and Donald L. CARUTH Texas USA, from Independent Management Consultant. Their article titled as "Distance Education in The United States: From Correspondence Courses to the Internet". They mentioned in their paper that This Society was aimed at the education of women and enrolled more than seven thousand women. Education by mail was a quality approach to provide education for all because it allowed universities to access an infinite number of potential students. Today there are institutions that offer only online courses. At the same time, brick and mortar or traditional institutions offer online courses in addition to their face-to-face courses. A review of the literature suggests that as indicated by enrollment figures, the number of students taking online courses is growing and continued growth can be expected in the future

9th article from India on "The Benefits of The E-Learning Agricultural Project KissanKerala To Digital Immigrants And Digital Natives", written by Manoj ROY. V, and Chimoy Kumar GHOSH, INDIA. This paper arose from a two-year study of the KissanKerala, the e-learning project underway in Kerala, a small state in India. It is more conspicuous when we learn that the KissanKerala project is able to disseminate agricultural information also among digital immigrants. Since 2003, the KissanKerala has been providing advisory services to the farming community in Kerala using a combination of technologies. Salient features of the project are discussed. Noteworthy are its interactive web portal and the online agri-video channel that uses the video sharing platform of YouTube.

In this paper, we look at the e-learning strategies adopted; virtual learning environments created and also discuss participative tools used for communication. We have also made an impact-study of the project with a large number of beneficiaries. We learn that the Kissan Kerala is one of the most successful learning projects undertaken in distance mode in India.

10th article is from Turkey, titled as "In Teacher-Talk in ELT Microteachings With Specific Reference To Distance Education Teacher", written by Iskender Hakkı SARIGOZ, from Gazi University, Ankara, TURKEY. In the first part of the study, the pre-service teaching performance from this perspective is being explored in a two-part questionnaire administered subsequent to language-skills microteachings carried out by the trainees attending the third year of college with maximum attention on language level adjustment. A parallel questionnaire was administered to the teacher trainers who observed and evaluated similar microteachings. The second part of the study argues the skill of language level adjustment from the perspective of distant foreign language teacher training. It suggests a set of pre, while, and, post microteaching adjustment strategies primarily for distance training.

The 11th article is titled as "Use Of ICT in Distance Education At Hanyang Cyber University: Possible Best Practices For The Institute of Adult Education", written by Belingtone Eliringia MARIKI, from Institute of Adult Education, Dar es Salaam, TANZANIA. This study was carried out at Hanyang Cyber University (HYCU) in the Republic of Korea. The main purpose of this study was to explore Hanyang Cyber University's experience in the use of ICT in Distance Education (DE) so as to learn best practices that can be adapted by the Institute of Adult Education (IAE) in Tanzania. Findings showed that HYCU use various ICTs such as Learning Management System and online interaction assessment methods to enhance DE. Challenges such as difficulties in meeting online teaching and learning requirements and lack of human and material resource to undertake DE courses were identified to constrain effective use of ICTs in DE at HYCU. It is recommended that IAE should consider contextualization of the Learning Management System that is currently used at HYCU when establishing online study programme to ensure quality DE in the Institute.

The 12th article is from Bosnia hersek and titled as "mHealth For Higher Education, written by Abdurazzag A ABURAS and Müjgan AYRAN from International University of Sarajevo (IUS) Faculty of Engineering and Natural Sciences Computer Sciences Dept. This research paper is introducing and creating new advanced teaching tool for higher education especially medical (Pharmacy) students using smart phone. Advanced MHealth system for basic symptoms applied for training medical student to have the best selection (diagnose). The main goal of this research work is designing smart and simple HMI interacting interface for the Mobile device. The research goal has been achieved. The OTC database size for mobile memory was 400KB. The proposed research work has been completed and new advanced HMI based mHealth application has been introduced.

The 13th article from Turkey and it is written on The Effects of Different Interaction Types in Web-Based Teaching on The Attitudes of Learners Towards Web Based Teaching and Internet", written by Ozgen KORKMAZ, Mevlana University, Konya. His paper looks at the issue of Based on this premise, the objective of present research is to explore the effects of different interaction types in web-based teaching setting on the attitudes of learners towards web-based teaching and internet.

According to the research results, can be say that Web-based training applications with synchronous interaction, compared to web-based training application with learner-content only interaction, have significantly higher contribution on learners' attitudes towards web-based teaching.

The 14th article is from Thailand. It is titled as "Attitudes of Undergraduate Students Towards An Online English Class", written by Napaporn SRICHANYACHON from Language Institute of Bangkok University.

This article aimed to examine students' attitudes toward using WebEx for an online English class, compare students' attitudes toward WebEx system with their background and investigate the relationship between students' computer aptitude and their attitudes towards WebEx system and investigated students' attitude toward WebEx system. It aimed to examine students' attitudes toward using WebEx for an online English class, compare students' attitudes toward WebEx system with their background and investigate the relationship between students' computer aptitude and their attitudes towards WebEx system.

The 15th article is experienced as a case study from Australia. Written by Ria HANEWALD from Deakin University, Faculty of Arts and Education School of Education. About "Learners and Collaborative Learning in Virtual Worlds: A Review of The Literature". This Paper presents selected literature on learners and collaborative learning in virtual worlds. Research in virtual worlds on collaborative learners is gradually emerging and will gain in significance, particularly in online and distance education environments. It will be argued that the design and functionality of virtual worlds provides a platform for collaboration, particularly for learners that have grown up with digitalized learning environments and may have developed a preference for them.

Next and 16th article is about "A Novel Learning Environment: Case Study Of The Pan African E-Network Project" and written by Silima NANDA and Ashlesh SAXENA from Indira Gandhi National Open University, INDIA. Their paper attempts to describe this innovative form of virtual education and look into its impact on the African learning community. The general feedback is that the students have been greatly benefitted and the demand for such form of education has also increased multi fold with the students' enrolment having increased manifold, especially for the management programme.

The 17th article is from USA and entitled as "Strategies For Online Educators", written by Kristy MOTTE from Liberty University. Her explores research regarding some current strategies for teaching online for both new and current online instructors. The practices examined include training, organizing the course, remaining proactive, providing regular and timely communication, maintaining a presence in the classroom, facilitating effective discussion boards, scaffolding, and desiring to improve one's online instruction. By utilizing these techniques in one's courses, online instructors are several steps closer to successful and satisfied students excited to continue learning in the online environment.

The 18th article titled designing instructional activities appropriate to electronic and virtual learning environments. The suggested model is guided by learning principles of cognitivism, constructivism, and connectivism learning theories in order to help online learners to build and acquire meaningful knowledge and experiences.

The proposed model consists of four dynamic dimensions: Cognitive presence activities; Psychological presence activities; Social presence activities; and Mental presence activities.

The 19th article once more from Turkey on "Technology Related Expectations of Turkish As A Second Language Learners At Hacettepe University", written by Dr. Mahir KALFA, Hacettepe University, Turkish Education Center, Ankara, TURKEY.

The presented paper will be focus on mainly for motivation of the current study is to explore the technology enhanced language learning expectations of students attending language courses at HUTOMER (Hacettepe University Turkish And Foreign Language Teaching, Research And Implementation Center). The study is also set out to determine the general perceptions of the HUTOMER students toward the language education they receive.

The 20th article from Malaysia, which is titled as "Distance Learning Students' Need: Evaluating Interactions From Moore's Theory Of Transactional Distance" written by Rusmanizah USTATI, and Sharifah Sariah Syed HASSAN, Institute of Education, International Islamic University Malaysia, MALAYSIA. Study draws on the experience from a focus group interviews under the distance learning programme known as *Program Pensiswazahan Guru* (PPG) organized by the Malaysian Ministry of Education in collaboration with local universities and institutes of education. Its purpose is to uncover students' perception about the platform used by International Islamic University Malaysia (IIUM) which is the Learning Management System (LMS). LMS is a vital instructional medium especially for the varsity distant learners. Michael Moore's *Theory of Transactional Distance* is used as the guiding framework to gain insights on learning and interactions in this e-learning setting. Teacher-student interactions are analyzed for better understanding of the phenomena under study.

The 21st article arrived from Saudi arabia on "E-Governance in Education: Areas of Impact and Proposing A Framework to Measure the Impact", written by Sami ALHOMOD, Department of Management Information Systems, King Saud University and Mohd Mudasir SHAFI, Distance and E-Learning Deanship, King Saud University, SAUDI ARABIA. The present paper focuses and examines the need for implementation of e governance in education sector and its possible advantages. The paper also proposes a framework to measure the success of an e governance initiative in an educational organisation. The aim of this paper is to examine the nature of change in Education with respect to the introduction and growth of IT based e governance.

2 book reviews are presenting to you in this issue. The first on Cognitive Load Theory and written on by John SWELLER, Paul AYRES, and Slava KALYUGA The book reviewed by Kadir KOZAN, College of Education, Purdue University, West Lafayette, IN, USA. The reviewer indicates that this book is very good at providing deep insights into CLT and into further research that would be informed by CLT itself, by other theories, or by possible combinations of these in a variety of fields including distance education.

The second book review from India reviewed by S. K. PULIST, Deputy Director, Distance Education Council, IGNOU, New Delhi, India which written on *Expanding Domains In Indian Higher Education* by K. B. POWAR. The book provides a comprehensive view of the different components of higher education in India.

It gives a broad as well as focused perspective of the developments in the system at the same time. From historical analysis to current practices, different facets of the system have been reasonably covered by the author.

While discussing the emerging trends in Indian Higher Education, the author does not lose sight of the crucial issues which need to be sorted out and resolved favorably in order to help the process of globalisation. The book would be useful to the new entrants to the system and will surely retain interest of the educational planners, policy makers and practitioners. In fact, it is not only a 'must read' for all stakeholders of Indian Higher Education System but also would equally be of interest to the international readers.

Dear readers, 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 send an Email us to tojde@anadolu.edu.tr

Hope to stay in touch and meet in our next Issue, on 1st of July 2013.

Cordially,

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