

**Dear TOJDE Readers,**

**Welcome to the Volume 13 Number: 2 of TOJDE!**

**In this issue, 7 notes for Editor and 22 articles one book review of 57 authors from 12 different countries have been published. These published articles are from, Barbados, Ethiopia, India, Indonesia, Iran, Nigeria, Pakistan, Russia, Saudi Arabia, Turkey, USA and Zimbabwe.**

**In general, around 13 articles and 4 notes for editors have been published in TOJDE so far. I would like to explain, why this time 22 articles and 8 submissions published in the articles and in notes for Editor Section respectively.**

**First all, you should know that if a submission picks up from 3 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. These submissions were waiting for publishing in TOJDE in the future. In this issue, we decided to give them a chance to be published. For this reason, the current issue includes more papers than the previous issues.**

**The 1<sup>st</sup> Notes for editor arrived from Russia written by Galina ARTYUSHINA and Olga SHEYPAK on Impacting Motivation In The Virtual Classroom. They mentioned that teachers, educational managers and learners must realize that new opportunities are offered by modern on-line communication. A person with basic Internet and Web skills is open to a new world of knowledge, from free Web surfing and self-organized education - through on-line resources and familiarization with Internet culture, its places, sites, search engines etc. - up to a more structured approach.**

**The 2<sup>nd</sup> notes for editor is titled as "Use Of Libraries In Open And Distance Learning System: Barriers to the Use of AIOU Libraries by Tutors and Students" which is written by Abdul Jabbar BHATTI and Nabi BUX JUMANI, International Islamic University Islamabad from Pakistan. This study explores; the library needs of students and tutors of Allama Iqbal Open University (AIOU), utilization level of the library facilities and resources, the problems in the use of library, and suggestions for improvement of library facilities for students and tutors.**

**"Designing And Implementing A Situated Learning Program And Determining Its Impact On The Students' Motivation And Learning " is the 3<sup>rd</sup> paper for "Notes for Editor" section in this issue. It has written by Fakhrozaman N. HOSSAINY, Hossein ZARE, Mahmud HORMOZI and Mohamad H. KAVEH from, Shiraz, Iran. The purpose of this study is to determine the effect of situated learning on students' school motivation and achievement.**

**The 4<sup>th</sup> notes for editor titled "Social Relation Networks In Ut-Online Community Forum" written by Mohammad Imam FARISI, from Universitas Terbuka, Indonesia. This study examines and explains the contents of relation, social ties and structures of social relation networks in UT-Online Community Forum. The results of the study are important to the distance education institutions for building sense of community to DE students.**

The 5<sup>th</sup> notes for editor written by Tichaona MAPOLISA, from Zimbabwe Open University, on "Provision of Research Support Services To ODL learners by Tutors: A Focus on the Zimbabwe Open University's Bachelor of Education (Educational Management) Research Students' Supervision Experiences". The study examined the ODL learners' perceptions of the quality of provision of research support services to the ODL learners by tutors. It focused on the Zimbabwe Open University's (ZOU) Bachelor of Education (Educational Management) research students' experiences.

The 6<sup>th</sup> article is from Iran again titled "The Effect of Virtual Versus Traditional Learning in Achieving Competency-Based Skills" written by Leili MOSALANEJAD, Sakine SHAHSAVARI, Saed Sobhanian and Mehdi DASTPAK, from Jahrom, Iran. The purpose of this study was to determine the effectiveness of virtual systems on competency-based skills of first-year nursing students.

The 7<sup>th</sup> article is "Enhancing Spiritualism in Virtual World", written by Kiran Lata DANGWAL and Shireesh Pal SINGH from Indira Gandhi National Open University, Bhopal, India. They mentioned on their article about Technology and Spirituality together forms the material to which man can incline on to and work for the development of a globe in which war will be considered a taboo and violence a rejected dogma. Therefore there is an urgent need to make the world a safe place to live in and the spiritual reconstruction can help us in achieving this.

In the article section, the 1<sup>st</sup> article titled as "Faculty Perceptions of Cooperative Learning And Traditional Discussion Strategies in Online Courses" and written by Lori KUPCZYNSKI, Marie-Anne MUNDY and Gerri MAXWELL from Kingsville, USA. This qualitative case study examined how instructors of online courses perceived the effectiveness of proven traditional teaching methods as well as cooperative learning strategies in the virtual classroom.

The 2<sup>nd</sup> article is "The Effects of Animated Agents on "Students' Achievement And Attitudes", written by Figen UNAL-COLAK, Anadolu University and Ozlem OZAN Eskisehir Osmangazi University, Eskisehir, Turkey. The aim of this study is to analyze the effect of the use of pedagogical agents in learning materials designed in multimedia on the achievement and attitudes of students. A general evaluation of the research findings indicate that the use of multimedia software developed by using pedagogical agents positively affects student achievement and attitude.

The 3<sup>rd</sup> one is "Multiple Intelligence And Digital Learning Awareness of Prospective B.Ed Teachers" from India, written by F. L. Antony GRACIOUS, Muttom and F. L. Jasmine Anne SHYLA, Manavalakurichy, India. This present study discuss Multiple Intelligence and Digital Learning Awareness of prospective B.Ed teachers was probed to find the relationship between Multiple Intelligence and Digital Learning Awareness of Prospective B.Ed Teachers.

The 4<sup>th</sup> articles are from, USA which is on "eFACT: Formative Assessment of Classroom Teaching For Online Classes", conducted by Gina G. BERRIDGE and Judy WELLS from University of Southern Indiana and Samantha PENNEY, from Indiana State University. Their paper explores the pilot of an evaluation of student learning through anonymous feedback at mid-semester in seven online courses. Electronic Formative Assessment of Classroom Teaching (eFACT) is a process of gathering anonymous student feedback through a faculty consultant using e-mail.

The 5<sup>th</sup> article again from Turkey which is titled as "Language Learning in Second Life: American and Turkish Students' Experiences" written by Cem BALCIKANLI, Gazi University, Ankara. This study reports the Second Life experiences of American students learning Turkish as a foreign language in the University of Florida, the USA and of Turkish students learning English as a foreign language at Gazi University, Turkey.

The 6<sup>th</sup> article from again Zimbabwe on "Examination Management As A Way of Achieving Quality Assurance in ODL Institutions: The Case of Zimbabwe Open University" written by Onias MAFA and Enna Sukutai GUDHLANGA, Zimbabwe Open University. Their paper discusses the examinations management at ZOU with a special focus on the setting, administering, marking right up to the publication of results. It also discusses the challenges that ZOU is facing in conducting examinations. It will finally emerge with some valuable practical suggestions on how ZOU can improve on its examination management and thereby achieve quality assurance in all its programmes.

"Preservice Teachers' Perceptions About Their Problem Solving Skills in The Scenario Based Blended Learning Environment" is the 7<sup>th</sup> article, again from Turkey. Sanded by Serap Samsa YETIK, Pamukkale University, Halil Ibrahim AKYUZ and Hafize KESER, Ankara University, Turkey. The purpose of this study is to determine how to react everyday lives problems in general. In the study, a pretest-posttest quasi-experimental design was used.

The 8<sup>th</sup> article arrived from Saudi Arabia on "The Biggs And Moore Model In E-Learning: The role of motivation and collaboration as moderators" written by Matti J. HAVERILA, Al Faisal University, Riyadh. The purpose of this paper is to report the findings of a research conducted to evaluate the effect of e-learning experience on students' perceived learning outcomes, and more specifically the role of motivation and collaboration as moderators between the e-learning experience and the learning outcome. The perceived learning outcome was measured with whether the students perceived to learn more in e-learning vis-à-vis traditional learning context.

The 9<sup>th</sup> article arrived to us from Barbados and written by Stephanie HUNTE, University of West Indies-UWI Open Campus, Barbados on "First Time Online Learners' Perceptions of Support Services Provided". The purpose of this study therefore was to describe the support services provided first time online learners in the context of Caribbean-SIDS and examine what if any benefit learners derived from them through their perceptions of these services.

The article is which numbered as 10, again from Turkey. Article is titled as "The Domains For The Multi-Criteria Decisions About E-Learning Systems", written by Murat P. UYSAL, Defense Sciences Institute, TMA Ankara, Turkey. In this paper, author discusses a conceptual domain model and a decision activity framework is proposed for E-learning systems. Instructional, technological, and administrative decision domains are included in this model. Finally, an illustrative example is given to show that AHP is an effective MCDA method for E-learning-related decisions.

The 11<sup>th</sup> article is on "The Use of Virtual Ethnography in Distance Education Research", written by Kadriye UZUN and C. Hakan AYDIN, Anadolu University, Eskisehir, Turkey. In this study, the authors have been explained the method of virtual ethnography in detail, inform about data gathering instruments such as participatory virtual observation, online and offline (face to face) interviews touch upon ethical questions related to field studies and highlight the elements that call for attention in the use of virtual ethnography in distance education studies.

In the 12<sup>th</sup> article, Michael K. BARBOUR and his doctorants Angelene McLAREN and Lin ZHANG from Wayne State University, USA present their paper titled "It's Not That Tough: Students Speak About Their Online Learning Experiences".

They declare that students largely enjoyed their virtual school courses and found the synchronous classes, the technology, and the ability to control their own learning as positive aspects of their experience. Students also found the lack of a sense of community, working during their asynchronous class time, and the asynchronous course content to be challenging; and made suggestions for improvement to each, along with advice to future virtual school students.

The 13<sup>th</sup> article written by Inegbedion, JULIET O., National Open University of Nigeria and Adeyemi JULIUS K. from University of Benin, Benin-City, Nigeria on "Cost Drivers In Distance Education: The Values In Nigerian Universities". In their study they mentioned distance university education has come a long way in Nigeria. It started as a dual mode and today has both the dual and single modes. However, the system has been faced majorly with the challenge of inadequate funding. This has hampered the success rate of the system. Therefore for the purpose of appropriate utilizations of the available fund, it is necessary that the knowledge of the unit cost of cost drivers is gained. This will help in re-directing and prioritizing the available fund. To meet this purpose, five research questions were raised and answered. Descriptive survey research design was used. Checklist served as the instrument used to obtain data from the sampled institutions. The data collected were analyzed using econometric formulas and charts.

The article 14, "Capacity Building Of Teachers Through Distance Mode Using Teleconferencing as an Innovative Tool", is written by Manas RANJAN PANIGRAHI, from Haramaya University, Dire Dawa, ETHIOPIA. According to Manas, distance Education Programme (DEP) plays a major role in providing technical support to the states in building capacity among institutions and people at national, state, district and sub-district levels to design, develop, produce and deliver distance learning inputs and materials in a recurrent manner. The main Objective of the study was to find out the effectiveness of the capacity building of teachers through distance mode using teleconferencing as an innovative tool.

The 15<sup>th</sup> article is about "The Strategic Planning (Swot) Analysis Outcomes and Suggestions According to the Students and the Lecturers Within the Distance Education System". Conducted by Tugba Yanpar YELKEN, Figen KILIC and Caner OZDEMIR, Mersin University, Mersin, Turkey. The purpose of this research is to provide SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and to present new suggestions based on the opinions of students in the distance education system. The outcomes of the survey have been evaluated quantitatively along the direction of the survey's fundamental question: "What are your views on strategic planning (SWOT) of distance education?" The suggestions have been made about the distance learning education based on the findings of the survey.

Article 16, "Social Networking In Physical Education: Undergraduate Students' Views on Ning" is written by Gülfem SEZEN BALCIKANLI from Gazi Üniversitesi, Ankara, Turkey. The aim of this study to investigate physical education undergraduate students' views on the use of social networking, one of the most typical representations of Web 2.0 technologies. The findings of the study were the show that increasing student-student and teacher-student interaction, enhancing student motivation and classroom climate, sharing materials with the instructor and students, making use of students' interests and needs, and making learning process more interesting and permanent. The research concluded that social networking could be used in PE classes effectively.

The 17<sup>th</sup> article is "The Primary Student Teachers' Views About A Blended Learning Application in A Basic Physics Course" from Pamukkale University, Denizli, Turkey and written by Fatma EKICI, Izzet KARA and Erhan EKICI.

Their paper is presenting an overview of the undergraduate blended Physics course that has been supported by the Moodle platform. The course that has been applied is a basic physics course for primary student teachers. The aim of Moodle is to create an online learning environment which helps students to have a virtual space where they can share knowledge through different kinds of supervised activities, chats and forums. After the study, results have shown that teacher candidates using Moodle processing have positive thoughts about the course. In the study, it has been emphasized views of prospective primary teachers about MOODLE in some subjects of physics. Students are challenged to doing research. Therefore, they recommend that this application is become widespread in education, especially higher education in Turkey.

Article 18 written by M. SHANMUGHAM and Dr. S. KISHORE on "Integration of Prior Learning and Assessment in The IGNOU Community College System for Skill Development" from IGNOU, India. This work proposes a model for the integration of PLA method in the IGNOU Community College Scheme to bring the desired academic flexibility for skill development. Thus, applying the proposed model, this article also attempts to evolve a working model curriculum at the levels of Base-Line workers, Assistants and Supervisory level workers and Above Supervisory level workers. The integration of PLA with community Colleges is expected to enhance academic flexibility and thus promote skill-based human resources through ODL system in the country.

The 19<sup>th</sup> article titled "Towards Understanding The Successful Learner: A Case Study of IGNOU" arrived from India again and written by Sindhu P. NAIR, Indira Gandhi National Open University, India. The paper delves into those key aspects or factors which would have facilitated the passed out learners in successfully completing their programmes in the open system. The findings are of direct interest, both from an institution perspective and that of a distance learner. It provides inputs to the Open and distance learning system, towards formulating appropriate strategies that further facilitate learners to successfully pass out. Also the findings serve as indicators/guide rules for any learner in the open system.

The 20<sup>th</sup> article is "Development of Usability Criteria For E-Learning Content Development Software" written by Serkan ÇELİK, Kirikkale University Kirikkale, Turkey. In his research the first step towards the definition of criteria for evaluating e-learning tools. A preliminary user study involving a group of pre-service instructional designers, observed during their interaction with e-learning tools, is reported. Throughout the study, specific usability attributes of these e-learning tools were identified. Participants were assigned to rate the importance of functional and pedagogical competences proposed during the criteria development phase. The findings of the study revealed 31 evaluation criteria under the headings of technical, media, and assessment competences.

The 21<sup>st</sup> article is "Epistemological Beliefs and Metacognitive Strategies of ELT Pre-Service Teachers in Distance and Formal Education" written by Meral GUVEN Anadolu University, Eskisehir, Turkey. The aim of the present study was to determine the epistemological beliefs and metacognitive strategies of the pre-service teachers in the distance and formal education English Language Teaching program and to investigate whether there was any difference/ were any differences between them. As a result of study, it was determined that there was a significant relationship between the epistemological beliefs and metacognitive strategy use of ELT pre-service teachers in both formal and distance education programs.

The last article is titled as **Impact of Managerial Skills Learnt Through MA Educational Planning Management Programme of AIOU on The Performance of Institutional Heads**. Written by **Muhammad Asif CHUADHRY** and **Syed Manzoor Hussain SHAH** from **Allama Iqbal Open University, Islamabad, Pakistan**.

The objectives of the proposed study were to assess the contribution of the program towards the learning of the heads of educational institution, to identify the managerial skills competencies of Educational Managers and Heads trained through EPPSL department AIOU and to evaluate the effectiveness of the program and its impact on the skills of the M.A EPM graduates. The finding and conclusions of the data indicated that the impact of the skills on their performance. Majority of the heads were agreed that the programme was beneficial for them. It was recommended on the basis of the conclusions that the selection of the resource person should be on merit; quality of books might be improved; and there should be a separate course for educational budgeting and also recommended that this programme should be compulsory for the institutional heads.

In this issue a book review on "The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning", written by Hopkins, B. In 2011. It is reviewed by Martha A. BROWN, Florida Atlantic University, USA. The book is divided into three sections. Part One, chapters 1-3, provides the reader with a framework for understanding relational and restorative pedagogy based on the Five Key Restorative themes are everyone has their own unique and equally valued perspectives, thoughts influence emotions, emotions influence actions, empathy and consideration, needs and unmet needs and collective responsibility for problem solving and decision making.

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Hope to stay in touch and meet in our next Issue, on 1<sup>st</sup> of July 2012  
Cordially,

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