

## Greetings Dear readers of TOJDE,

TOJDE is appeared on your screen now again after 3 months as Volume 11, Number: 2. This is the second issue of the year 2010. In this issue it is published four Notes for Editor, fourteen articles and four book reviews. And this time, 37 authors from 8 different countries are placed. These published articles are from Greece, Indonesia, Iran, Malaysia, Pakistan, Saudi Arabia, USA and Turkey.

Again Kevin YEE & Jace HARGIS have sent a good and short note to editor of TOJDE from USA. Their paper involve on YouTube and Video Quizzes. They mentioned YouTube videos can be employed to introduce a subject, such as framing the context, or simply to pique curiosity. Or, they may be shown after a principle has been taught, and now needs to be applied in a case study and defense the advantages of this type of formative assessment include both increasing the stimuli and subsequent attention of the student, as well as requiring continual engagement, which produces critical information, and allows students to more fully self-regulate their own conceptual understanding, so they can move forward in their learning with an increased level of awareness of what they know and do not know.

The second notes for editor is titled as "COMPARATIVE STUDY OF THE USE OF ICT IN ENGLISH TEACHING-LEARNING PROCESSES" which is written by Abbas ZARE-EE and Abbas SHEKAREY, from the University of Kashan, Kashan, Iran. They mentioned in their paper to compare the amount and quality of ICT use in English teaching-learning processes among the faculty members of Medical and Non-medical Universities in Kashan, Iran and to explore the dimensions in which the two groups can benefit from one another and from ICT training in this respect. The results of the analyses showed that there was a significant difference in the amount of ICT use among the faculty members of medical and non-medical universities. Results also indicated that there was a significant difference between the two types of universities with regard to the availability of computers and the amount of ICT training and use.

"PILOTING A VOCATIONAL E-COURSE AT A UK COLLEGE: Developing strategies to support non-native English speaking learners to complete the essay-type questions of their assignments" is the third paper for "Notes for Editor" section of TOJDE's in this issue. It has written by Stavroula BIBILA from Istanbul Bilgi University, Turkey. Her paper presents a study of practice that was conducted during the piloting of a vocational (health care) e-course at the Distance Learning department of a College of Further and Higher Education in England. The purpose of the study was to establish a course of action aiming to support non-native English speaking learners to successfully complete the essay-type questions of the e-course assignments. The findings includes implications for providing additional English for Speakers of Other Languages (ESOL) support to distance learners, suggestions for further improvements to the e-course and recommendations for further research.

The fourth note is very interesting that tells us a new application of Anadolu University Open Education Faculty's on educating people as a digital photographer via distance method. A note is titled as "EDUCATING THE PEOPLE AS A DIGITAL PHOTOGRAPHER AND CAMERA OPERATOR VIA OPEN EDUCATION SYSTEM STUDIES FROM TURKEY: Anadolu University Open Education Faculty Case" which, written by Huseyin ERYILMAZ, Anadolu University, from the Faculty of Fine Arts and Department of Graphic Design, Turkey.

The first article is a joint study which its authors are from neighbor of Turkey. The title is "Physical Educators' Perspectives on Instructional Methodology Of Synchronous Distance Professional Development", written by Kyriaki EMMANOUILIDOU, Panagiotis ANTONIOU and Vassiliki DERRI from the Department of Physical Education and Sport Science Democritus University of Thrace, Komotini, Greece. The purpose of the paper is to investigate the perspectives of physical educators for the synchronous online teaching method process. The participants were 15 in-service teachers of elementary physical education who took part in a training program which was conducted with the synchronous Centra software. The results show the participants' satisfaction from the particular instructive method and their conviction that it allows the active presence and the collaborative learning, without influences by the lack of physical presence in the same space of instructor and learners.

The Second article is on "THE LEARNERS' SATISFACTION TOWARD ONLINE E-LEARNING IMPLEMENTED IN THE COLLEGE OF APPLIED STUDIES AND COMMUNITY SERVICE, KING SAUD UNIVERSITY, SAUDI ARABIA: Can E-Learning Replace the Conventional System of Education?", written by Fahad N. AL-FAHAD, from King Saud University, College of Applied Studies and Community Service, Saudi Arabia. In this study was conducted to assess whether substitution of conventional learning with e-learning can improve the educational standard and knowledge of people especially in this information world. The target group consists of 201 university students (female) from the College of Applied Studies and Community Service. The results of the statistical analysis demonstrate that students' satisfaction has been very positive toward e-learning as a teaching assisted tool, and provides more benefits than conventional learning.

The third articles are from Turkey. The third one is on "MOTIVATIONAL MEASURE OF THE INSTRUCTION COMPARED: Instruction Based on the ARCS Motivation Theory V.S. Traditional Instruction in Blended Courses", written by Ozgur M. COLAKOGLU and Omur AKDEMIR, from the Computer Education and Instructional Technology Department, Zonguldak Karaelmas University, Ereğli Education Faculty, Zonguldak. In their paper was conducted and discussed to compare the students' motivational evaluation of blended course modules developed based on the ARCS Motivation Theory and students' motivational evaluation of blended course modules developed following the standard instructional design procedure. The results of the study indicated that designing instruction in blended courses based on the ARCS Motivation Theory provides more motivational benefits for students and consequently contributes student learning.

The 4<sup>th</sup> articles arrived from again from Turkey on "THE INTERNET, LANGUAGE LEARNING, AND INTERNATIONAL DIALOG: Constructing Online Foreign Language Learning Websites", which is prepared by Erdogan KARTAL and Levent UZUN form Uludag University, Faculty of Education ELT Department. In their study they try to focus on to the attention to the close connection between languages and globalization, and we also emphasize the importance of the Internet and online websites in foreign language teaching and learning as unavoidable elements of computer assisted language learning (CALL). As a result of the analyses of language teaching websites is observed that they were lacking physically, contextually and pedagogically. Consequently, we build a model foreign language website frame considering the feedback that we received from the subjects. We believe that our website evaluation checklist and model website frame might greatly serve the CALL field.

The fifth article came from USA and written on NOT TOO DISTANT: A Survey of Strategies for Teacher Support In Distance Education Programs, written by Mary BURNS, Education Development Center, Boston, Massachusetts.

The aim of this study is to focus on a recent historical and global overview of the types of supports provided to distance education programs across the globe. Because of the diversity of distance-education programs, the paper includes a range of such modalities (print-based instruction, radio, television, and online learning).

The sixth article which is entitled as "The Impact of Web Based Resource Material on Learning Outcome In Open Distance Higher Education", written by Rehana MASRUR. She is Dean Faculty of Education Allama Iqbal Open University, Islamabad, PAKISTAN. The purpose of her study reported here investigated the impact of web based resource material practices on MPhil, Teacher Education course of Allama Iqbal Open University. A sample of 68 students was selected and the study concluded that integration of IT in teaching-learning increased the understanding of subject related knowledge.

**ASSESSING THE ATTITUDES OF DISTANCE LEARNERS TOWARD THE USE OF ICT IN EDUCATION",** send by Rugayah HASHIM, Hashim AHMAD and Che Zainab ABDULLAH, from the Faculty of Administrative Science & Policy Studies, Institute of Education Development, University Technology Mara (UiTM), MALAYSIA. The objective of this study is to assess the attitudes of distance education students toward the use of ICT in learning and teaching. The sample and units of analysis were 500 adult students undertaking distance education studies at the Institute of Education Development (InED), UiTM. The variables studied were computer anxiety, confidence, liking and, usefulness. The findings of the study showed that even in this K-economy, there are still some students who are uncomfortable with using ICT, that is, the students do not favor the use of ICT through InED's learning management system. The findings are important to gauge the students' performance as well as to modify and strengthen InED's policy for using ICT and other technologies to impart knowledge and education.

The eight article is again came from Turkey. This article is on The Effects of Scenario Based Blended Learning Environment on Attitudes of Preservice Technologies Teachers Toward Teaching Profession, written by Serap SAMSA, Halil Ibrahim AKYUZ, Hafize KESER and Gülcan NUMANOĞLU from the Department of Computer Education and Instructional Technology Faculty of Educational Sciences, Ankara University, Turkey. The purpose of this study was to define the effects of experiences that have been acquired at the Teacher Experience Course and skills acquired at the Blended Learning Environment on attitudes of preservice technologies teachers toward teaching profession. And also, Scenarios and solutions were discussed at the face to face courses, semiweekly. The period of Teaching Practice and generated solutions according to presented problems were assessed with students at the last week of the study. Descriptive statistics and t-test statistical technique were used to analysis of data. The result of the study indicated that there is a significant difference in favor of average points of posttest.

The 9th article is on **TECHNOLOGY SUPPORTED LEARNING PLATFORM: Moodle Integrated Academic Course** which is written by Saziye YAMAN, from English Language Teacher Education Department, Faculty of Education, University of Mersin, Turkey.

In this study, Moodle was used to support the 4th grade pre-service language teachers' (student teachers) one of the academic courses, named as "Field Experience". The student teachers were expected to prepare graduation theses in the field of English language teaching. Moodle was integrated as a technological learning aid and used as online support throughout a semester course. So, we will discuss how Moodle was integrated as a learning platform, while discussing, the use of Moodle as a "course supporter" process, steps and the sample activities will be presented as well.

Next and the tenth article are written Amalia SAPRIATI and Aminudin ZUHAIRI, from Universitas Terbuka, Indonesia. The paper is entitled as "Using Computer-Based Testing as Alternative Assessment Method of Student Learning In Distance Education". They present the use of computer-based testing in distance education, based on the experience of Universitas Terbuka (UT), Indonesia. The result of the research is mentioned that Students were enthusiastic in taking computer-based testing and they expected that the test method would be provided by UT as alternative to the traditional paper and pencil test method. The number of students taking CBT and the number of courses with CBT registration increased from semester to semester. The students expected that they could arrange examination schedule, manage and monitor themselves in their study, get flexibility, and have immediate feedback.

The eleventh article arrived from Turkey. The title of the article is "ROUGH WAY FOR ACADEMICS: Distance Education" written by Fatih GURSU, from Informatics Department, of Istanbul University. The study aims to compare the academics' perceptions about face to face and distance education, besides finding out the contributions of distance education to them, difficulties they experience in synchronous and asynchronous distance education environments and suggestions for possible solutions of the existing problems. In the analysis of the data, content analysis, frequency distribution, independent and paired samples T tests and pearson correlation were used.

The article is which numbered as 12, from Iran. Article is entitled as "A Blended Education Program Based On Critical Thinking And Its Effect on Personality Type And Attribution Style of The Students" which is written by Leili MOSALANEJAD, from Department of Nursing, Jahrom University of Medical Sciences Jahrom and Ahmad ALIPOR, from Department of psychology, Paymnoor University and Bahman ZANDI, from Department of Educational Curriculum Development, Paymnoor University, Tehran, Iran. Their paper report evaluating of the interaction between type of teaching , student's final scores and personality type based on MANOVA TEST revealed that, there was a significant relationship between all personality factors(openness, extraversion, agreeableness and conscientiousness), except neuroticism criterion. The use of this educational method with standard designing strategies is recommended for teaching medical sciences.

In 13ht article theme is very interesting on these days for our planet during globalization via mobile tools. The article is titled as "A SIMULTANEOUS MOBILE E-LEARNING ENVIRONMENT AND APPLICATION", which is conducted by Hasan KARAL and Ekrem BAHÇEKAPILI from the department of Computer and Instructional Technology Faculty of Education, and Adil YILDIZ, from the department of Technical Programs Ardeşen Vocational High School, Rize University, Turkey. The purpose of the present study was to design a mobile learning environment that enables the use of a teleconference application used in simultaneous e-learning with mobile devices and to evaluate this mobile learning environment based on students' views. With the mobile learning environment developed in the study, the students are able to follow a teleconference application realized by using appropriate mobile devices. The environment enables interaction; in particular, the problem of resolution caused by screen size is a disadvantage for the system. When this mobile learning application is compared to conventional education environments, it was found that mobile learning does have a role in helping the students overcome the problems of participating in learning activities caused by time and space constraints.

The last article is on web-based management, which is written by Adnan BOYACI, Anadolu University, Faculty of Education, Eskisehir, TURKEY. The purpose of this study is to find out views of pre-service teachers about web based classroom management.

With qualitative research method, particularly descriptive technique 20 pre-service teachers' views were evaluated. Research findings revealed that students defined web-based classroom management with extra workloads of the students thus effectiveness is associated with students' roles. Guiding/mentoring on technical issues, on the field knowledge, classroom interaction were defined by the students as the essential leadership roles of teachers.

Four review paced in this issue. The first one dealt with a very famous webpage MERLOT. The title of review is MULTIMEDIA EDUCATIONAL RESOURCE FOR LEARNING AND ONLINE TEACHING (MERLOT), reviewed by Tamer KUTLUCA, University of Dicle, Diyarbakir, Turkey. As known MERLOT is one of the most famous learning object repositories that contain thousands of learning materials in various formats which can be accessed and used for faculty, staff and students on the Web, freely. With a continually growing collection of online learning materials, peer reviews and assignments, MERLOT helps faculty enhance instruction.

The second one about "CASES ON DISTANCE DELIVERY AND LEARNING OUTCOMES Emerging Trends and Programs". Edited by Deb Gearhart and Reviewed by Adile Askim KURT, Faculty of Education, Anadolu University, Eskisehir, Turkey. Objective of this book is to provide a reference source for the practitioners in the field of distance education and blended course delivery, cost effectiveness of e-learning, distance learning programs, distance technologies, e-learning for commercial and academic use, e-tutorials for test preparation, object-oriented assessment in Desire2Learn, online education studies, online program growth management and wikis in blended learning are the topics covered by the book.

The third book review reviewed by Ozlem OZAN, Computer Education and Instructional Technologies, Eskisehir Osmangazi University, Eskisehir, Turkey and titled as ARCHITECTURES FOR DISTRIBUTED AND COMPLEX M-LEARNING SYSTEMS: Applying Intelligent Technologies, and written by Caballé, S., Xhafa, F., Daradoumis, T. and Angel A. Juan. The book's broader audience is anyone who is interested in mobile learning systems' architecture. Beside this, it gives valuable information for mobile learning designers.

The last and the fourth reviewed book is DISTANCE AND BLENDED LEARNING IN ASIA, written by Latchem, C. & I. Jung, M. and reviewed by Yasin OZARSLAN, Computer Education and Instructional Technologies, Eskisehir Osmangazi University, Eskisehir, Turkey. The book's broader audience is anyone who is interested in ODL. If you are looking for on developments in ODL in Asia, this book is primarily for you. The book is consisted of 266 pages (+xiv) covering 12 chapters with a conclusion part in each chapter.

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Hope to stay in touch and meeting in our next Issue, 1<sup>st</sup> of July 2010, Cordially,

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