

Greetings Dear readers of TOJDE,

TOJDE is appeared on your screen now as Volume 11, Number: 4. In this issue it is published 4 notes for Editor, 12 articles, 2 book and one conference reviews. And this time, 27 authors from 10 different countries are placed. These published articles are from Bangladesh, Greece, India, Israel, Malaysia, Nigeria, Portugal, Singapore, Turkey and USA.

The first Notes for editor arrived from USA, written by Kevin YEE and Jace HARGIS. They focused on PREZI: A Different Way to Present. Prezi represents the first step toward other visual tools that are not, strictly speaking, and presentations at all, but may yet find uses in classrooms. Browser-based programs that allow for concept mapping and brainstorming (sometimes with drawing and even inter-user chat functionality) approximate some of prezi's best features yet stand on their own as organizing tools that provide inspiration for the users. Examples include bubble.us, Thinkature, Mindmeister, and Graphic Organizer.

The second notes for editor is titled as "Investigating the Factor Structure if The Blog Attitude Scale" which is written by Zahra SHAHSAVAR, Tan Bee HOON, S. Vahid ARYADOUST from Malaysia. Their study reports the design and development of a blog attitude scale (BAS). In exploratory factor analysis, three factors were discovered: blog anxiety, blog desirability, and blog self-efficacy; 14 items were excluded. The extracted items were subjected to a confirmatory factor analysis which lent further support to the BAS underpinning structure.

"Implementation of An Online Teacher Assessment/Appraisal In Technical Education Institution: A Case Study" is the third paper for "Notes for Editor" section of TOJDE's in this issue. It has written by Sraboni MANDAL, Dr. SANJAY, Dajnish SHRIVASTAVA from National Institute of Technology, Jamshedpur, INDIA. The purpose to discusses a case study of implementation of teacher appraisal system which initially non existed. The implementation of online system had reduced the man-hours required in manual processing of all data significantly, and also reduced chances of erroneous results in the process making the system robust.

The fourth notes for Editor written by Kadir ULUSOY on Open Education Students' Perspectives on Using Virtual Museums Application in Teaching History Subjects. He is from Mersin University Faculty of Education, Mersin, TURKEY. The study was made to determine whether the attitudes of the open education faculty students, will be changed or not by virtual museum application. The pre-test and post-test model of the experimental design was used in the research. A significant difference was determined in the students' opinions concerning the post test data's prepared to measure the attitudes towards the history lesson after the application. As a result, the students had a favourable opinion on the virtual museum application in history lessons by observing variable documents and sources.

The first article is a joint study which its authors are from Israel, on "Indicator For Technological Pedagogical Content Knowledge (Tpack) Evaluation of Online Tasks" written by Anat OSTER-LEVINZ and Aviva KLIEGER, Beit Berl Academic College. The aim of this study was indicated that the Information Communication Technology era teachers will have to wisely use the online environment in order to realize a new pedagogy.

They found in their research that teachers can use this indicator for evaluating the quality of the tasks that were developed as well as to test the improvement that took place in their tasks over time.

The Second article is on "The Use of Facebook For Online Discussions Among Distance Learners", written by Tina LIM, Open University Malaysia, MALAYSIA. Paper describes the use of Facebook as a platform for academic discussions among distance learners. It offers a glimpse into how mobile learning via SMS together with Facebook was used to support and enhance the blended learning approach at Open University Malaysia for three courses: Learning Skills for Open and Distance Learners, Company Law and Renal Nursing. Findings indicate that Facebook does have the potential to draw distance learners to engage in meaningful academic conversations but the quantity and quality of posts very much depends on the timing as well as the topics of discussion.

The third articles are from Anadolu University, Turkey. The third one is on "Choice of Instructional Media of B.Ed. Students of IGNOU from Two Indian Metropolises", conducted by Sutapa BOSE, Faculty, School of Education, Indira Gandhi National Open University, New Delhi, INDIA and Parveen SHARMA, Faculty, Hindu College of Education, INDIA. In their paper; A survey was undertaken to determine the extent of utilization of instructions provided through various media by the students of B.Ed of two Indian metropolises –Delhi and Kolkata, having high penetration of advanced communication technologies. As the students of B.Ed. happen to be teachers who are supposed to be using ICT for teaching in their schools, the survey aimed to determine whether they were also using ICT for learning. The survey was carried out with a questionnaire with closed and open ended questions. It was found that only print medium was used for learning while the other media of the multimedia package remained mostly unused. The reason for this trend was found to be mainly the perception that the print medium is sufficient for assessment purposes.

The 4th article arrived from Bangladesh, which is prepared on "Strategic Intervention of ODL In Bangladesh", written by A. Q. M. Bazlur RASHID, Dept. of Plant Pathology Bangladesh Agricultural University, BANGLADESH and M. Rokibur RAHMAN, School of Agriculture and Rural Development, Bangladesh Open University, Gazipur, BANGLADESH The article outlines the services provided by BOU, and explains how BOU utilizes its infrastructure and support services to deliver formal and non-formal programmes in basic and applied sciences, agriculture, technology, health, environment, education, language, teaching education, literature, population and gender issues to create awareness and promote knowledge. The impact of the programmes are reviewed and evaluated, based on feedback studies with target groups, and with particular reference to ODL in agriculture and rural development.

The fifth article which is entitled as "Enticers And Barriers To E-Learning Based Distance Corporate Training: The Case of a Greek Bank", written by Katerina G. SERAPHIM, Hellenic Open University, GREECE. The purpose of this study is to investigate what influences employees' acceptance and resistance to a corporate e-learning initiative provided by one of the leading Banks in Greece.

The results of the research provide insight into the barriers and enticers in relation to e-learning and identify areas for improvement, with a view to developing and implementing efficient corporate e-learning initiatives.

"Sustainable Assessment and Evaluation Strategies for Open and Distance Learning", send by Charity Akuadi OKONKWO, School of Education, National Open University of Nigeria, NIGERIA. This paper first presents an overview of the concepts of assessment and evaluation in Open and Distance Learning (ODL) environment. The large numbers of students and numerous courses make assessment and evaluation very difficult and administrative nightmare at Distance Learning (DL) institutions. For validity to be high in ODL assessment, assessment must provide the appropriate situation possible for measuring the specific abilities being measured. It is hoped that these strategies if adopted have the potentials to eliminate some of the challenges that ODL institutions are currently facing in assessment. It will also strengthen quality assurance mechanism in ODL institutions.

The seventh article titled as **"learning From First Time elearning Experiences For Continuous Professional Development Of School Leaders In The Maldives: A Case Study"**, written by Sheema SAEED, from University of Leicester, UNITED KINGDOM and Maria Alfredo MOREIRA, from University of Minho, Institute of Education, PORTUGAL Their This paper reports on insights and responses of a group of five school leaders who participated in a web based distance education course. For most of them, this was their first experience in distance education as well as eLearning within a formal University context. By giving voice to the participants, we explore and identify strategies for successful first time eLearning experiences for school leaders. These include student preparedness for academic studies as well as for eLearning, language proficiency, cultural and social dynamics of knowledge construction as well as personal attributes which lead to successful learning.

The eight article is come from Nigeria. Titled article is on **"An Assessment Of The Computer Literacy Level of Open And Distance Learning Students In Lagos State, Nigeria, written by OSUJI, U. S. A., National Open University, NIGERIA.** He mentioned that Nigeria has embraced the Open and Distance Learning (ODL) mode of education in order to make education affordable and to reach the teaming population of qualified citizens yearning to have quality education but are left out of it. Most universities in the country run the single mode conventional system of education; some run the dual mode while two institutions run the single mode distance education.

It was found that 54.20% are computer literate; there exists gender differences in the computer literacy with 23.78% female and 30.42% male. There are also age differences. Some of the problems include lack of access to computers, inadequate electricity supply, and slow broadband and high cost of internet access.

The 9th article is arrived to us from India and written by Pradeep Kumar MISRA on **Internet for Educational Television: An opportunity or threat**, from M. J. P. Rohilkhand University, INDIA. The outcome of this study depicts that instead of threats, Internet offers more opportunities for educational television. This analysis also leads the researcher to propose promotional strategies to use Internet for creating more opportunities for educational television in global perspectives.

The article is which numbered as 10, again from Nigaria. Article is entitled as **"Open Flexible Lifelong Learning As A Catalyst For Sustainable Development In Sub-Saharan Africa"**, written by Felix Kayode OLAKULEHIN, Regional Training & Research Institute for Open and Distance Learning, National Open University of Nigeria, NIGERIA.

His paper examined the potential impact of these OFL initiatives on the achievement of the EFA objectives which is seen as the basis of development planning, administration and implementation in Africa. It identified the various challenges confronting effective implementation of ODL on the continent, amidst the need to expand access to educational opportunities.

The eleventh article arrived from Universiti Kebangsaan, MALAYSIA, which is written Pramela KRISH which is on "Participation In Online Forums: Some insights of Malaysian distance learners" This article reports the responses to a survey carried out with distance learners at a selected institution of higher learning. The learners responded to a questionnaire on their participation in online forums. It also looks at the postings or entries in the learner management system by these learners for the completion of a course. The findings suggest that both learners and instructors need to play their respective roles effectively in the cyber space to promote online interaction which is crucial to the learning.

The eleventh article arrived from USA. It was on "Are You A Dream Come True Or A Nightmare? Desired Characteristics In The Face To Face and Online Instructor", written by Barba Aldis PATTON and Dr. Teresa LESAGE University of Houston-Victoria, USA. The purpose of this study was to determine the characteristics in effective and successful online and/or face-to-face instructors. Survey information was divided into five categories and provided very different information. Although this was a limited study, it provided valuable information that instructors cannot view teaching both online and face to face classes as one-fits all type approach.

Two books and a conference are reviewed in this issue. The first book was about Learning And Instructional Technologies For The 21st Century Leslie Moller, Jason Bond Huett and Douglas M. Harvey (Eds.) and reviewed by Reviewed by Reviewed by Alev ATES, Ege University, Izmir, TURKEY. She summarized that the book helps closing a gap in the instructional technology research for the 21st century with many implications from case studies and experimental studies with students and teachers.

A Conference on An International Symposium On The New Vista Education System Of Open, Distance And E-Learning is reviewed by A. Q. M. Bazlur RASHID, Bangladesh Agricultural University, BANGLADESH International Symposium on Open, Distance and E-Learning held at Discovery Kartika Plaza Hotel at Bali, Indonesia by hosted by ICT Centre for Education, Ministry of National Education of the Republic Indonesia was a unique forum for scientific expositions on the progress of development and implementation on the fast-growing ICT global network, especially in the field of open, distance and e-learning.

The second book is about "Educational Technology In Practice Research and Practical Case Studies from the Field" edited by Edited by Wanjira KINUTHIA and Steward MARSHALL and reviewed by Ozden SAHIN-IZMIRLI, Computer Education and Instructional Technology, Eskisehir Osmangazi University, Eskisehir, TURKEY. The editors stated that when technological tools are used to establish an effective and productive study process in education, the concept of learning technology is used instead of educational technology. The editors of the book considers the field as complex and vague in terms of the fact that the meanings of the concepts are close to each other in the field of educational technology and that the field provides an opportunity for inter-disciplinary studies. However, according to the editors, this vagueness and complexity shows the superiority of the field. This superiority is explained with the fact that the field of educational technology requires upper-level skills of problem solving and critical thinking and that it presents a multi-dimensional and inter-disciplinary study field.

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Hope to stay in touch and meeting in our next Issue, 1st of January 2011

Cordially,

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