Greetings Dear readers of TOJDE,

TOJDE is appeared on your screen now as Volume 10, Number: 2. This is the second issue of the year 2009 and 10th anniversary of TOJDE. In this issue it is published four notes for Editor, 13 articles, 2 reviews. And this time, 28 authors from 8 different countries are placed. These published articles are from Canada, Gana, India, Iran, Malaysia, Pakistan, United Kingdom and Turkey.

 "Reflective Approach In Teaching Pre-Degree Chemistry" has sent to editor of TOJDE from India and written by B. Venkateswara RAO and D. Samrajya LAKSHMI from Andhra Pradesh University, Their paper involve an investigation of a chemistry teacher in two years intermediate education in Vijayawada, Andhra Pradesh, India. The teacher was successful in his goal of teaching for understanding because he was effective classroom manager and he had strong science content knowledge that enabled him to focus on instructional strategies that facilitated student understanding. He asked appropriate questions, responded to student questions, and used effective cognitive monitoring strategies. The teacher was able to teach effectively because he had adequate content knowledge and pedagogical content knowledge.

The second notes for editor is titled as Study Of Learning Styles And Their Roles In The Academic Achievement Of The Students Of Payame Noor University (PNU)" which is written by Mahdi Moeni KIA, Ahmad ALIAPOUR and Esmaeil GHADERI, from Human college, Payame Noor University, Tehran, IRAN. Their paper mentioned that most of male students use verbal and solitary learning styles. Most of female student use aural and verbal learning styles. The academic achievement of female students is more than the academic achievement of male students. Among the students of Payame Noor University, those who use visual learning style have the greatest achievement. Students with social, aural, verbal, and solitary learning styles are in the following ranks respectively. Students with logical and physical learning styles have the least academic achievement.

"The Use of Information and Communications Technology (ICT) to Improve Access In-Service Teacher Education Programmes for Educational Development In Pakistan" is the third paper for "Notes for Editor" section of TOJDE's this issue. It has written by Melaine PERPETUAL D'CRUZE, from Institute for Educational Development Pakistan. An article points out that the use of ICT and distance education in the delivery of professional development programmers for in-service teachers to improve access to educational opportunities is explored in this article. Further, the link between teacher development and the development of human capital to aid educational and national development is discussed. The role of ICT and distance education is highlighted in enabling this venture which eventually leads to overall educational and national development.

The last one for Note for editor titled as "Effectiveness of Distance Education in Teacher Training Program of Allama Iqbal Open University" is third paper for "Notes for Editor" section of TOJDE's this issue. It has written by Muhammad AKHLAQ from Department of Education Preston University Islamabad Pakistan. This research attempts to evaluate the effectiveness of B.Ed programme offered by AIOU. For this purpose B.Ed programme of AIOU is divided into methodology, material, assignments, tutorials, media support, workshop, teaching practice and evaluation. A 38-item questionnaire of s 5 stages (Likert scale) was constructed for both teachers and students; the reliability of the questionnaire was 0.987 (Cornbach Alpha). 100 tutors and 300 hundred students from Multan and Bahawalpur regions were considered the sample of the study. The study found that tutors are good at methodology and students verify it.

The first two articles are from Turkey which on English language teaching evaluation, applied by Anadolu University. The first article of this issue is coming on "Does Frequency Of Online Support Use Have An Effect On Overall Grades?", written by Dr. Handan KOPKALLI-YAVUZ and M. Emin MUTLU. In their study they state that online support in the Distance English Language Teaching (DELT) Program within the open education system at Anadolu University and whether the frequency of online support use has an effect on student grades. The DELT Program is a blended program in that it has both face-to-face and distance education components.

The Second article is on "Online Course Support In Distance Learning: Student Evaluation of English Language Teaching Bachelor of Arts Program", written by Dr. Nurhan SAKAR Anadolu University, Faculty of Open Education, Eskisehir, TURKEY. In this article is mentioned that the opinions of the senior students, who took course support through web based asynchronous communication methods in the academic year 2007–2008 at the Open Education Faculty, English Language Teaching Bachelor of Arts Program (OEF ELT BA) at Anadolu University. According to Sakar, 58,2% of students have computer and internet connection in their houses. Students generally attend online courses once or twice a week. Attendance to online courses increases during examination terms. Students, who don't believe in the contribution of online courses don't attend those courses.

The third articles are from India. The third one is on "Teaching Practice for Student Teachers of B.ED Programme: Issues, Predicaments & Suggestions, written by Anupama BHARGAVA, from India. In her paper teacher training programme (B.Ed) period of teaching practice is considered as very demanding, hectic and exhaustive. Yet the essence of teacher training lies in it. Every year student teachers are sent for teaching practice to different schools. This paper takes into account the various predicaments faced by student teachers and ways to strengthen the teaching practice so that reflective teaching practice can be encouraged.

The 4th articles arrived from Turkey which is prepared on "Creating Web-Based Math Learning Tool For Turkish Middle School Students: Webquest, written by Dr. Aytaç KURTULUS Faculty of Education, Department of Elementary Education, Osmangazi University, Eskisehir, TURKEY. In her study, the information to be aimed at is to introduce the WebQuest system, which was developed at San Diego State University by Bernie Dodge.

A webQuest can be used web-based math learning tool for Turkish middle school students. Therefore, an example of geometry education WebQuest is given to introduce WebQuest system because WebQuest will be active in geometry teaching similar to the other subjects. An overview of WebQuest technology application and several resources for teachers and students interested in creating WebQuests can be found on The WebQutest Page.

The fifth article came from Malaysia and written on Localisation Of The E-Educator Module The Malaysian experience, by Siew Ming THANG, School of Language Studies and Linguistics FSSK, Universiti Kebangsaan Malaysia and Gordon JOYES School of Education University of Nottingham, United Kingdom. The aim of their study is to share the results of the first three focus group interviews and the Blogs. The findings revealed that the eEducator module curriculum was perceived as highly relevant to the tutors and impacted on their personal and professional development establishing a community of practice for the tutors involved

The sixth article which is entitled as "Distance Education Potential For A Canadian Rural Island Community", written by Tom JONES, Centre for Distance Education Athabasca University, Athabasca, Alberta, CANADA. The purpose of the study was to investigate the potential impact of distance education on a small, rural, Canadian island community. Presently, the population of small, rural island communities on the west coast of Canada are facing numerous challenges to retain and to attract permanent residents and families and to provide support and direction for those residents who wish to pursue K-12 accreditation, post-secondary education, vocational/trades training and up-grading or life-long learning. The results indicated that there were four general areas of purported benefit: academic advancement, an improved quality of life, support for young families and a stabilizing affect on the local economy. Suggestions for the implementation of a suitable distance education resource are noted.

"Status of Face-To-Face Instruction In Distance Education At AIOU", send by Prof. Dr. Muhammad RASHID, Dean Education and Dean Doctoral Programme Preston University. Islamabad, PAKISTAN. In his paper, the status of face-to-face instruction in distance education is highlighted. Conditions under which it may be effective and made to contribute towards the goals of distance education are examined; finally, suggestions are given as to the future direction of face-to-face instruction as a component of distance education.

The eight article is again came from Pakistan AIOU. Titled article is on Experiences and Tensions Of Tuturing At Allama Iqbal Open University Pakistan, written by Dr. Nabi Bux JUMANI, Shahinshah BABAR KHAN and M. Athar HUSSAIN. Their paper addresses presents data from a study of experiences of distance education tutors at Allama Iqbal Open University (AIOU), Pakistan, in the use of face-to-face tuition to support their students undertaking teacher training programmes at a distance. It explores the tensions for 'face-to-face' teachers involved in 'distance teaching' courses, and discusses these in terms of the tutors' perceptions of the ways in which face-to-face tutorials are used to manage these tensions.

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The 9th article is arrived to us from Malaysia again and written by Azilah KASIM and Hisham DZAKIRIA on Encouraging Environmental Management Among Small And Medium Accommodations (SMAs) Through E-Learning Initiative. The study concludes those respondents' perceptions on the meaning, marketability and practicality of environmental management that SMAs are generally positive about the relevance of environmental issues in their operations and their role in it. However, the SMAs do not go beyond the basic common sense of cutting their water and energy costs.

Next and the tenth article are written K. SIABI-MENSAH, S. K. BADU-NYARKO and BEATRICE A. TORTO from GHANA. The paper is entitled as "Problems Of Part-Time Students In Ghana: Implications For Distance Education". They introduce the part-time students have problems relating to family responsibilities, work, institutional commitments and finance among others. The findings indicated that course deliveries at the distance need to be flexible in terms of structure and time. Distance education provision must consider fee payments in installments in order to retain the students in the learning activities.

The eleventh article arrived from Oxford University, UK, which is titled as "Rethinking the Competencies Of Instructional Designers As Information Architects", written by Ayse KOK. She focused on an overview of the main definitions of the information architect along with the major information architecture designs by describing the changing landscape in more detail from the perspective of the Articulation theory. It then moves into a discussion of the similarities between an information architect and an instructional designer. The paper concludes that the instructional designers should adopt a multidisciplinary perspective in order to design effective learning spaces and that there must be a link between the information architecture and the previously un-articulated disciplines in order to develop a disciplinary identity of instructional designers.

The article is which numbered as 12, from Malaysia. Article is entitled as "Malaysian Learners and Their Perceptions Towards Online English Language Courses, written by N. Pramela KRISH from Universiti Kebangsaan and Bee Eng WONG from Universiti Putra. Their paper reports the findings of a study on the teaching and learning and technology factors of online English language courses at UNITAR (University Tun Abdul Razak), a virtual university in Malaysia. Both quantitative and qualitative approaches were employed in eliciting data via a questionnaire survey and in-depth interviews. Specifically, the paper reports on learners' perceptions towards the teaching and learning as well as technology factors during the online English course they were engaged in.

The thirteenth article is from Anadolu University, the communication Faculty on "Teacher Immediacy Behaviors and Participation in Computer Mediated Communication" which is written by Mestan KUCUK.He mention ih his article that affective and interactive indicators were the least used immediacy behaviors while cohesive indicators were mostly used by teacher in this case. Also data show that teachers' interactive immediacy behaviors and immediate feedback determine students' participation in asynchronous computer-mediated communication environment.

Two books are reviewed in this issue. The first one is about "Narrative Research on Learning comparative and international perspectives", Edited by Sheila Trahar" The first section of the book considers different perspectives on narrative as methodology, including its value in particular cultural contexts. The second section provides readers with international and comparative perspectives on the practical application of narrative methodology in a wide range of arenas worldwide. This combination of methodological issues with practical examples provides opportunities to examine how narrative as a methodology is applied in a range of 'real world' situations.

The second reviewed book is titled as ONLINE SCIENCE LEARNING: Best Practices and Technologies andwritten by Kevin F. Downing and Jennifer K. Holtz This book will also benefit audiences within the science education community of practice and others interested in STEM education, virtual schools, e-learning, m-learning, natural sciences, physical sciences, biological sciences, geosciences, online learning models, virtual laboratories, virtual field trips, cyberinfrastructure, neurological learning and the neuro-cognitive model.

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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

Hope to stay in touch and meeting in our next Issue, 1st of January 2009
Cordially,

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