

From the Editor

I am pleased to inform you that Vol.:5, Number:2 issue of The Turkish Online Journal of Distance Education-TOJDE has been issued on the web site <http://tojde.anadolu.edu.tr> now. TOJDE is meeting with its readers for the 14th time, since 2000 January.

First of all I would like to inform you once more that Volume 5 Number:3 will publish as a special theme issue of TOJDE. This issue will be prepared by Patrick Alan DANAHER, Fons NOUWENS, from Learning, Evaluation, Innovation and Development (LEID) Centre, within the Division of Teaching and Learning Services, at Central Queensland University (CQU) in Australia and Zeynep ERDINC from Anadolu University as a guest co-editors. Call for papers for this issue finished at 15th March. Now, the selected articles are in reviewing and evaluation phase in process.

In this issue, has been given place to two notes for editor, eight articles, three book reviews, news, and as being before three links deal with Anadolu University take place in the literature and introducing a journal dealt with DE application. This issue's articles came from Canada, Greece, Turkey and USA (according to alphabetical order).

"Successful online learning—the five Ps" is sent to TOJDE's editor-in-Chief as a note for editor by Jim Flood, from E-learning Consultant-UK. Flood indicates on key points in his note that "An important aspect of design for online learning is visual ergonomics. Learning theories offer poor predictive power in terms of how learners work and learn. Success at learning is closely related to emotional engagement—and learning designers tend to ignore this aspect. Online learning poses a challenging experience for learners—and they need support to cope with it. A key goal to achieve Praxis—being able to put learning into practice".

Second notes for editor from Asst. Prof. Dr. Karen Hardin. Her article's titled is "Teach them to Fly: Strategies for Encouraging Active Online Learning", from Cameron University of Canada. She defence her thoughts as an indicated her problem statement here that "One of the hot topics in education in the past 10 years has been the shift of the role of the educator. Whereas, he has traditionally been the owner and delivered of the knowledge (Sage on the stage), now his role is shifting to a guide and facilitator (guide by the side). The purpose is to give the students ownership in their own learning process. As technology becomes more sophisticated, automation is replacing students' problem solving skills, critical thinking and sometimes patience. On one of my evaluations in a 1999 online course, a student criticized that, "she's not doing the

teaching, I'm doing the learning." Of course in my desire to encourage active learning, I took the response as a compliment, but the student meant it as a criticism. I began pondering the reluctance of students to take control of the learning process. I've noticed this lack of problem solving, critical thinking and patience with young adults in the workplace. For example, I often visit Sam's, a warehouse store owned by Wal-Mart. When I check out, I pay with a check. The computerized register will print the check for me, so I allow the cashier to do that. I often ask him or her to add \$15 to the total to give me cash back. It's amazing how long it takes these young adults to add \$15 to the total because of their reliance on computers".

The first article from East Carolina University, Greenville, USA, written by Asst. Prof. Dr. Shelia Tucker and Asst. Prof. Dr. Elizabeth Hodge "Quality Assurance of Distance Education: Multiple Assessment Measures Used in a Business, Career, and Technical Education Department". They indicate in their paper that educational institutions are being encouraged by accrediting agencies to move beyond the traditional measures of success such as satisfaction surveys from students, employers, and alumni. They stress the use of a variety of measurement tools to audit students' work. Thus, this study will seek to identify multiple assessment strategies that can be used to evaluate the effectiveness of distance education courses within an entire degree program. Comparisons of three courses being taught simultaneously on line and in the classroom were made. There were no significant differences noted in student outcomes assessments. In Additional, the same assessment measures used for SACS for the traditional classroom were equated with the distance education classes for those in the field of Family and Consumer Sciences, Business Education, the BE/ME program, the MAEd program in Technical teaching, and Information Technologies. No significant differences were noted in student outcomes assessments.

The second article is dealt with "Distance Education In Turkey", sent by Asst. Prof. Dr. Nursel Selver RUZGAR, Technical Education Faculty, Marmara University, Istanbul, Turkey. Her article points out that development of distance education in Turkey has been presented from the beginning. After discussing types and applications for different levels of distance education in Turkey, the distance education was given in the cultural aspect of the view. Then, in order to create the tendencies and thoughts of graduates of Higher Education Institutions and Distance Education Institutions about being competitors in job markets, sufficiency of education level, advantages for education system, continuing education in different Institutions, a face-to-face survey was applied to 1284 graduates, 958 from Higher Education Institutions and 326 from Distance Education Institutions. The results were evaluated and discussed. In the last part of this work, suggestions to become widespread and improve the distance education in the country were made.

The third article arrived from again Turkey. It is entitled as "Dissemination of a Proposed English Preparatory Class Model for The

Black Sea Region Countries Through Internet” by Assist. Prof.Dr. Ismail H. MIRICI, Kirikkale University, Kirikkale-TURKEY and F. Ozlem SAKA, Gazi University, Ankara-TURKEY, They summarize in their paper that “The needs of the students in the same geographical region may have lots of common sights, and the success of one implementation should be shared with the neighboring countries to disseminate the success for a more fruitful world. This is one of the obligations to achieve the objectives of a true globalization process. Internet is the best tool to achieve such an objective.” In this study, a sample English preparatory class model is introduced. This sample model was designed for the students at Gazi University Faculty of Engineering and Architecture in 1996-1997 academic year (about 32 weeks).

The fourth article is from Canada. It is entitled as “Considerations for the Instruction of Research Methodologies In Graduate-Level Distance Education Degree Programs”, sent by Dr. Tom Jones and Dr. M. Cleveland-Innes, Centre for Distance Education, Athabasca University, Athabasca University. In their paper present that the rationale for a general curricular model that attempts to address the sets of research competencies for graduate students in graduate-level distance education programs while at the same time moving students toward an appreciation and understanding of the epistemological foundations for social science research.

The fifth article is focused on “Revisioning Theoretical Framework of Electronic Performance Support Systems (EPSS) within the Software Application Examples”, written by Assoc. Prof. Dr. Servet Bayram. Bayram’s study aims review is to develop a set of theoretical construct that provide descriptive power for explanation of EPSS and its roots and features within the software application examples (i.e., Microsoft SharePoint Server”v2.0” Beta 2, IBM Lotus Notes 6 & Domino 6, Oracle 9i Collaboration Suite, and Mac OS X v10.2). From the educational and training point of view, the paper visualizes a pentagon model for the interrelated domains of the theoretical framework of EPSS. These domains are: learning theories, information processing theories, developmental theories, instructional theories, and acceptance theories. This descriptive framework explains a set of descriptions as to which outcomes occur under given theoretical conditions for a given EPSS model within software examples. It summarizes some of the theoretical concepts supporting to the EPSS’ related features and explains how such concepts sharing same features with the example software programs in education and job training.

The sixth article is dealt with The puzzle of Virtual Learning Environments: “what criteria should be present in the ideal VLE?”, by Dr. Avgoustos Tsinakos, from University of Macedonia Dept. of Applied Informatics, Thessaloniki-Greece. His article attempts that to acknowledge the most useful, operative and educational important features that should be present in a VLE and aims to become a “pre-decision manual” in order to guide all those people, academic or not, who puzzle with the identification

of the ideal VLE.

The seventh article is again from Turkey. An article is entitled as "Project-Based Distributed Learning And Adult Learners". This article is completed by Dr. Erkan Tekinarslan, Abant Izzet Baysal University, Bolu, Turkey. He emphasises in his article that adult learners participating in a project-based distributed learning environment, the MBA Without Boundaries (MBAWB) program at Ohio University. He reports the project-based learning in a distributed learning environment is meaningful for adult learners because of the active involvement in the projects and transferability of the learning issues to the work place.

The last and eighth article is an evaluation of the "Relationship Between Student Characteristics and Academic Achievement in Distance Education and Application on Students of Anadolu University". This evaluation is realized by Dr. Hülya ERGUL, Anadolu University, Eskisehir, Turkey. This article discusses on relationship between academic achievements and student characteristics like demographic properties (age, gender, employed/unemployed), self-efficacy beliefs of distance education, self-regulation, and achievement goals for distance education. Sampling of the study comprised of 124 freshmen year distance education students. Data are presented regarding the relationships between self-efficacy of distance education and academic achievement. Self-regulation and achievement goals of students were not correlated with academic achievement, significantly. Boy and girl students were differing significantly with respect to self-regulation. A significant relationship was seen with respect to self-efficacy of distance education, self-regulation and achievement goals.

In this issue given a 4 book reviews and done two journal reviews. The first book review is about Multimedia-Based Instructional Design: Computer-Based Training, Web-Based Training, And Distance Learning written by William W. Lee & Diana L. Owens and reviewed by Jale BALABAN-SALI, Anadolu University, Eskisehir-TURKEY. The book has 29 chapters and divided into four parts. The first part covers the thirteen chapters at the multimedia needs assessment and analysis. The second part includes the six chapters at the multimedia instructional design. The third part covers the five chapters at the multimedia development and implementation. The book gives detailed descriptions of how to develop multimedia training courses. Therefore, the contents of the chapters present theoretical issues and practical considerations. Each chapter consists of a step-by-step process for completing multimedia training and includes action tables listing activities required at each phase. In this respect, the book is a useful guide for who are interested in instructional technology, instructional design, especially graduate students, practitioners in the field, and organizations in the multimedia-based instructional design and related fields. Overall conclusion is that it is highly usable to beginning instructional design students, including those whose first language may not be English. Because, book is well written and easy to read. Furthermore, the use of tables and figures to explain the written text is a

benefit to the beginning instructional designer.

The book, which is entitled as New Open Source E-Learning Book, Terry Anderson and Fathi Elloumi have edited from Athabasca University. It is entitled Theory and Practice of Online Learning. The book is licensed for educational and non commercial use, download and printing under a Creative Commons license. We have released it as open source so that it can be more easily accessed by professionals and hopefully used in coursework by learners throughout the world. During the two weeks since its release in mid February over 4300 individual downloads were made of the whole book, in addition to many for individual chapters. The parts of book is dealt with: part 1 Role and Function of Theory in Online Education, part 2 Infrastructure and Support for Content Development, part 3 Design and Development of Online Courses and part 4 Delivery, Quality Control, and Student Support of Online Courses

The third book review is arrived to Tojde by Mestan Kucuk, Anadolu University, Turkey. The book is entitled as "Distance Learning and University Effectiveness: Changing Educational Paradigms for Online Learning" Edited by Caroline Howard, Karen Schenk and Richard Discenza", reviewed by Mestan KUCUK, Anadolu University, Eskisehir-TURKEY. This book is published by Idea Group Publishing. The book has three sections which consist of sixteen chapters. In addition of those it has an author bibliography and an index. 28 authors, including editors, have contributed to the book. This book consists of three sections. First section focuses on strategies and paradigms. Second section is about course development instruction and quality issues. Third section is about building an organization for successful distance educations programs.

The fourth book review is reviweded by Figen Unal, Anadolu University, Turkey The book is entitled as "Evaluation and Implementation of Distance Learning: Technologies, Tools and Techniques", written by France Belanger, Dianne H. Jordan in 2000, Hershey and published byPA: Idea Group. The book qiete informative and useful for professionals and educators who are interested in preparing themselves for the transition from traditional learning to the emerging distance learning environment.

The journal "Wirtualna Edukacja" and The institution of Distance Education Centre at Technical University of Gdansk-DECTUG introduced in this issue from Poland, by its editor-in-Chief Ph.D. Anna Grabowska. She stated that Wirtualna Edukacja is the first bimonthly distance education online journal in Poland. Wirtualna Edukacja is engaged in popularisation of distance education among Polish teachers. The journal includes constant and temporary information. He mentioned that DECTUG is an experimental didactical unit, which realizes pilot national and international projects involving computer networks and multimedia techniques in the process of continuing learning about.

Second journal is "Open Education-The Journal for Open and Distance

Education and Educational Technology" from Hellenic Open University, Greece. The Scientific Association "Hellenic Network of Open and Distance Education" intends to launch the publication of a scientific journal in printed form and with a system of referees, entitled "Open Education-The Journal for Open and Distance Education and Educational Technology".

Some columns in the News section of TOJDE are still kept in this issue too. For example, dealing with some Tojde dealers and readers' feelings and their expressions which had been sent to me. This Column will be carried on the following issues in due to. Since your feelings and expressions are always welcome to the TOJDE's Editorial. We believe that you will do your best expression on your feelings and opinions about TOJDE in due course. Columns which are entitled "Advertising in the TOJDE", "Anadolu University's Articles" and "TOJDE's Links Are Getting More" still kept in this issue. As a new subject, TOJDE's links are increasing day by day in the electronic medium.

Dear readers, you can reach us online either directly at <http://tojde.anadolu.edu.tr> or by visiting Anadolu University homepage at <http://www.anadolu.edu.tr> and go to the 'index' page. 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

Happy readings

Happy reading and hope to stay in touch and meet in next special issue of TOJDE on July 2004.

Cordially Yours,

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