

Dear TOJDE Readers,

Welcome to Volume 23 Issue 1 of TOJDE.

There are 14 articles and 2 book reviews in the January 2022 issue of TOJDE. 37 authors from 9 different countries contributed to the issue. These countries are Colombia, Indonesia, Jordan, Malaysia, Palestine, Spain, Thailand, Turkey and United Arab Emirates.

EXPLORING UNIVERSITY STUDENTS' LEARNING EXPERIENCES IN THE COVID-19 SEMESTER THROUGH THE COMMUNITY OF INQUIRY FRAMEWORK authored by Mutlu SEN-AKBULUT, Duygu UMUTLU, Diler ONER and Serkan ARIKAN is the first article. This mixed-method study which was conducted to validate the factor structure of the Community of Inquiry (CoI) framework within COVID-19 context revealed that teaching presence predicted social and cognitive presences more significantly in the ERT period than other times and the courses where teaching presence was high were evaluated as effective by participants even when cognitive and social presences in these courses were relatively low.

The title of the 2nd article is THE IMPACT OF THE COVID-19 PANDEMIC ON AUDIOLOGY STUDENTS IN TURKEY: E-LEARNING, KNOWLEDGE OF TELEAUDIOLOGY, PSYCHOLOGICAL AND SOCIAL STATUS AND PERSONAL DEVELOPMENT. The authors are Gul OLCEK, Ilayda CELIK and Yusa BASOGLU. The quantitative study examines the different effects of the COVID-19 pandemic on Audiology students in Turkey in terms of e-learning, tele-Audiology education, psychological-social situations and personal development. The results yielded that the pandemic had a negative effect on the practical knowledge and professional competence and personal development; students had a very high level of anxiety and damage to their social relationships.

The 3rd article, IMPLEMENTATION OF ONLINE LEARNING PROGRAM IN MIGRANT COMMUNITY: TEACHERS' CHALLENGES AND SUGGESTIONS is written by Sandar LWIN, Ekkarin SUNGTONG and Virintorn AUKSORNNIT. This exploratory qualitative case study conducted with administrators and teachers presents the challenges hindering the implementation of an online learning program in a Thai town. Accessibility, support services, attitude, networking, contents, and accreditation were identified as the challenges; and solutions by the participants are proposed.

IMPLEMENTATION OF BLENDED LEARNING IN ENGLISH AS A LINGUA FRANCA (ELF)-AWARE PRE-SERVICE TEACHER EDUCATION is the title of the 4th article, and the authors are Elif KEMALOGLU ER and Yasemin BAYYURT. The study aims to introduce an intensive blended learning model devised to raise ELF-awareness of pre-service teachers. The results indicate a high level of satisfaction about the model. The advantages of the model were also reported along with challenges and the ways to address them.

Nour Awni ALBELBISI, Ahmad Samed AL-ADWAN and Akhmad HABIBI are the authors of the 5th article, titled A SWOT ANALYSIS ON ACCEPTANCE OF MOOC IN MALAYSIAN HIGHER EDUCATION: THE LEARNERS' PERSPECTIVE. The purpose of this quantitative study is to explore the strengths, weaknesses, opportunities, and threats (SWOT) perceived by the learners regarding the acceptance of MOOCs in Malaysian universities. The results show that the students in Malaysian universities are highly interested and willing to accept MOOCs; however, the lack of the learner skills and experience and the heavy workloads of MOOCs are the weaknesses and threats faced by learners.

The title of the 6th article is EXPLORING SELF REGULATED ONLINE LEARNING SKILLS OF EFL LEARNERS IN DISTANCE EDUCATION. Emine KULUSAKLI is the author. The aim of the study is to investigate self-regulated learning skills of EFL learners in online English course. Results revealed that the students could manage their environmental structuring skills at 'good' level. However, they rated themselves moderately successful in metacognitive skills, persistence, help seeking and time management dimensions.

A PLS-SEM APPROACH TO UNDERSTAND ARCS, MCCLELLANDS, AND SDT FOR THE MOTIVATIONAL DESIGN OF ONLINE LEARNING SYSTEM USAGE IN HIGHER EDUCATION

is the 7th article. Ridwan Daud MAHANDE, AKRAM and Edi Suhardi RAHMAN are the authors. This study aims to test the structural models of Attention-Relevance-Confidence-Satisfaction (ARCS), McClelland's needs, and Self-Determination Theory (SDT) constructs empirically. The results of this study demonstrate that two motivational theories with constructs have a direct positive impact on the motivation to use online learning in higher education.

The authors of the 8th article are Carmen RICARDO-BARRETO, Humberto LLINAS-SOLANO, Antonio MEDINA-RIVILLA, Maria Luz CACHEIRO-GONZALEZ, Alexander VILLEGAS-MENDOZA, Andrea LAFaurie and Vanessa NAVARRO ANGARITA. The title is TEACHERS' PERCEPTIONS OF CULTURALLY APPROPRIATE PEDAGOGICAL TRATEGIES IN VIRTUAL LEARNING ENVIRONMENTS: A STUDY IN COLOMBIA. The descriptive study analyzes the perceptions of higher education teachers about their Intercultural Competence "Culturally Appropriate Pedagogical Strategies" in Virtual Learning Environments.

Dilek BAYKAL and Sema KOCTUTUNCU are the authors of the 9th article titled ONLINE EDUCATION EXPERIENCES OF THE STUDENTS STUDYING IN HEALTH CARE DEPARTMENTS DURING THE COVID-19 PANDEMIC. The aim of this qualitative study is to describe the feelings, opinions, and experiences of the students of health departments about online education. Ambivalent feelings, feelings of advantages and disadvantages, differences of online education from face to face education, problems experienced, and recommendations were identified as the categories.

The 10th article, which is authored by Abeer QASHOU, is titled OBSTACLES TO EFFECTIVE USE OF E-LEARNING IN HIGHER EDUCATION FROM THE VIEWPOINT OF FACULTY MEMBERS. This study aims to identify the most important obstacles to using E-learning in higher education in Palestine from the viewpoint of lecturers. Technological infrastructure-related obstacles, university-related obstacles, student-related obstacles, curriculum-related obstacles and lecturer-related obstacles were identified as the obstacles respectively

THE PSYCHOLOGICAL AND SOCIAL EFFECTS OF DISTANCE EDUCATION FROM THE VIEWPOINTS OF STUDENTS' GUARDIANS is the 11th article authored by Salwa A. Al MAJALI and Yousef ABUHMAIDAN. This study aims to identify the psychological and social effects of distance education from the viewpoints of students' guardians in Jordan. Findings showed that the psychological and social effects of distance education on guardians were significant; students' level of social activity was moderate, yet their use of social media sites has increased. The results also indicated that the psychological and social impact significantly differs in terms of parents' level of education.

The 12th article CHEATING IN ONLINE LEARNING PROGRAMS: LEARNERS' PERCEPTIONS AND SOLUTIONS is authored by Mohammadreza VALIZADEH. This mixed methods study examines the Turkish higher education learners' perceptions of, the ways of and causes for cheating in online learning programs, and some suggestions to minimize cheating. The results reveal several reasons for cheating which occurs in different ways.

Huseyin BAYRAM and Fatih TIKMAN are the authors of the 13th article titled DETERMINING STUDENT TEACHERS' RATES OF PLAGIARISM DURING THE DISTANCE EDUCATION AND INVESTIGATING POSSIBLE REASONS FOR PLAGIARISM. This mixed methods study examines the plagiarism rates of student teachers during the distance education process and explores the reasons for plagiarizing. According to the results, unfavorable economic and social conditions were declared as the reasons to plagiarize whereas the students who did not plagiarize declared moral reasons for not plagiarizing.

The last article DISTANCE EDUCATION EXPERIENCES OF MIDDLE SCHOOL 7th GRADE STUDENTS IN THE TURKEY DURING COVID-19 PANDEMIC: VIRTUAL MUSEUM EXAMPLE is authored by Sezgin ELBAY. The purpose of this case study is to analyze the contributions and limitations of virtual museum visits according to 7th grade students. Virtual museum visits have been found to contribute to academic and occupational development, contextualization in terms of past and present. On the other hand, it has been found that virtual museum visits have some limitations in visual elements and socialization.

There are two book reviews in this issue. LEARNING THROUGH ASSESSMENT: AN APPROACH TOWARDS SELF-DIRECTED LEARNING is the title of the first book. The editors of this book are Elsa MENTZ and Anita LUBBE. Nejdet KARADAG is the reviewer.

HANDBOOK OF RESEARCH ON EMERGING PEDAGOGIES FOR THE FUTURE OF EDUCATION: TRAUMA-INFORMED, CARE, AND PANDEMIC PEDAGOGY is the title of the other book. Aras BOZKURT is the editor of this book and the reviewer is Hakan KILINC.

May 2022 bring health, joy and comfort after all the negative effects of the COVID 19 Pandemic during 2020 and 2021. I wish you all a happy new year! Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief