

Dear TOJDE Readers

Welcome to Volume 23 Number 4 of TOJDE

There are 15 articles in October 2022 issue. 29 authors write the articles from 11 different countries. Austria, China, Indonesia, Malaysia, Mexico, Saudi Arabia, South Africa, South Korea, Turkiye, Ukraine and USA are the countries.

The author of the 1st article is Serkan DUZGUN. The title of the article is EXPLORING TEACHERS' VIEWS ON EMOTION TRANSFER IN VIRTUAL CLASSROOMS DURING EMERGENCY REMOTE TEACHING. This study explores emotion transfer-related views of teachers holding online classes in emergency remote teaching during the COVID-19 pandemic. The results highlight that female teachers find virtual classroom applications more effective than their male counterparts, the preschool teachers and classroom teachers find virtual classroom applications more effective in receiving emotions than the high school teachers and middle school teachers, and emotion transfer in virtual classrooms are efficient.

The title of the 2nd article is ATOMIC PHYSICS TEACHING MATERIALS IN BLENDED LEARNING TO IMPROVE SELF-DIRECTED LEARNING SKILLS IN DISTANCE EDUCATION. Nia ERLINA, PRAYEKTI and Iwan WICAKSONO are the authors. The study aims at analyzing the practicality and effectiveness of atomic physics teaching materials in blended learning to improve students' self-directed learning skills in the open and distance education system. The results show the atomic physics teaching materials are proven to be effective in increasing students' self-directed learning. There is no significant difference from all test classes so that atomic physics teaching materials are effective for application to students who have low, medium, and high abilities.

SOUTH KOREAN UNIVERSITY STUDENTS' VIEWS OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC is the title of the 3rd article. This article is written by Andrea Rakushin LEE, Daniel Ryan BAILEY and Norah ALMUSHARRAF. This case study indicates South Korean university students' satisfaction with online learning during the pandemic. As a result, university educators and administrators can better optimize online learning during the COVID-19 pandemic and after the crisis has dissipated.

The 4th article is written by Ricardo-Adan SALAS-RUEDA. The title is USE OF FLIPPED CLASSROOM IN THE TEACHING-LEARNING PROCESS ON DESCRIPTIVE STATISTICS. There is a quantitative research in this article. The implications of this research are the transformation of the educational context through the use of flipped classroom and incorporation of technological tools before, during and after the face-to-face classes.

The title of the 5th article is DISTANCE EDUCATION IN TURKIYE DURING THE COVID-19 PANDEMIC: WHAT DO STAKEHOLDERS THINK?, written by Erhan YAYLAK. This research attempts to assess the status of distance education implemented in Turkiye during the COVID-19 pandemic based on stakeholders' (students, parents, pre-service teachers, teachers, and academics) opinions and is completed in the phenomenological study framework. According to study, though there are negative opinions about the continuation of distance education in the transition to formal education after the COVID-19 pandemic precautions end, findings reveal that it may continue simultaneously with formal education and may provide compensatory or supportive education.

ONLINE LEARNING: THE EFFECTS OF USING E-MODULES ON SELF-EFFICACY, MOTIVATION AND LEARNING OUTCOMES is the title of the 6th article. Fitra DELITA, Nurmala BERUTU and NEFRION are the authors. This research uses a quasi-experimental research design with three pretest-posttest groups. The findings show that the application of e-module in online learning resulted in significant increases in self-efficacy, motivation, and learning outcomes. The e-modules with the collaborative learning option is the most effective.

Matlala V. MAKOKOTLELA is the author of the 7th article. The title of this article is STUDENT TEACHERS' EXPERIENCES IN USING OPEN EDUCATION RESOURCE IN THE OPEN DISTANCE LEARNING CONTEXT. Based on the title, findings show that environmental education student-teachers know about open education resource informally and some students want to use this resource.

UNDERGRADUATES' ATTITUDES TOWARDS DISTANCE EDUCATION AND PERCEPTIONS OF READINESS FOR E-LEARNING DURING THE COVID-19 PANDEMIC is the 8th article, and the author are M. Esad KULOGLU and Sevilya YILDIZ. This research aims to examine the attitudes of undergraduates towards distance education, their perceptions of readiness for e-learning, and the relationship between these two variables during the COVID-19 pandemic, the effects of which are also felt in higher education. The findings of the study provide useful information about the distance education carried out during the COVID-19 pandemic.

The 9th article is written by Siti Haslina Md HARIZAN. The title of the article is DISTANCE EDUCATION EFFECTIVENESS AND BARRIERS IN DEVELOPING A POSITIVE ATTITUDE TOWARDS SUSTAINABILITY: MEDIATION OF INNOVATIVENESS. The objectives of this study are to investigate the effectiveness of distance education in fostering a positive attitude towards sustainability, examine the effects of barriers to sustainability in distance education in terms of the attitude towards sustainability and investigate the mediating effect of innovativeness in the aforesaid relationship. The study attests that distance education is effective in nurturing a positive attitude towards sustainability through the mediation of innovation. Although the barriers related to distance education seemed to pose an inverse effect on the attitude towards sustainability, it did not seem to have any significant effect on innovativeness.

The 10th article is titled DISTANCE LEARNING AND FACE-TO-FACE LEARNING: STUDENT PERCEPTION OF QUALITY ASSURANCE AND PROSPECTS FOR IMPROVEMENT IN EDUCATION MANAGEMENT TECHNOLOGIES, by the authors Volodymyr MOROZ and Svitlana MOROZ. The article offers a classification of distance education instruments and proposes recommendations concerning their application in the training process.

Yilmaz SARIER and Sengul UYSAL are the authors of the 11th article and the title is EMERGENCY REMOTE TEACHING DURING COVID-19 PANDEMIC: CHALLENGES, OPPORTUNITIES AND FUTURE SUGGESTIONS. This article explores the perceptions of high school students of emergency remote teaching in Turkey. Research results reveal that views of the participants on the challenges of emergency remote teaching are developed into 8 themes: Digital pedagogy, technical infrastructure and accessibility, digital competences, compatibility, assessment and evaluation, heavy workload, and lack of learning motivation while their opinions on opportunities of distance education include 5 themes: lifelong learning opportunities, flexibility, experiencing emergency remote teaching or hybrid education, digital transformation in education, and an alternative to student mobility. Also, there are suggestions based on the results.

The 12th article is written by Azkia Muharom ALBANTANI, Ahmad MADKUR and Imam Fitri RAHMADI. The title is AGENCY IN ONLINE FOREIGN LANGUAGE LEARNING AMIDST THE COVID-19 OUTBREAK. The study aims at investigating the agency of first-year university students in online learning of Arabic as a foreign language. Results of the study reveal that first-year university students have a relatively high intention, motivation, self-regulation and self-efficacy in Arabic online learning.

COVID-19 PANDEMIC AND EMERGENCY DISTANCE TURKISH TEACHING is the title of the 13th article. Emrah BOYLU, Pinar ISIK and Omer Faruk ISIK are the authors. The aim of this study is to determine the teachers' views on emergency distance Turkish teaching as a foreign language after Covid-19 pandemic. According to the findings of the research, teachers face with many technological and pedagogical problems.

SCHOOL TEACHERS' BEHAVIOR IN REMOTE LEARNING DURING COVID-19 PANDEMIC: INDONESIA PERSPECTIVE is the 14th article, and the authors are Shine Pintor Siolemba PATIRO and Hety BUDIYANTI. This study aims to uncover the extension of the Technology Acceptance Model in understanding, explaining, and predicting elementary school teachers' behavior in Indonesia to use online learning technology during the covid-19 pandemic. The model in this study is extended by accounting for four additional variables, which are subjective norms, and job relevance as a predictor of perceived usefulness, also, computer self-efficacy and computer anxiety to predict perceived ease of use.

The 15th article is A SNAPSHOT OF FLIPPED INSTRUCTION IN ENGLISH LANGUAGE TEACHING IN TURKIYE: A SYSTEMATIC REVIEW. Hasan Serif BALTACI is the author. The study aims to explore the trends and the perceived benefits and challenges of flipped language instruction regarding student achievement and attitudes in Turkiye. In the light of the findings, implications for practice and recommendations for future research are provided in the article.

Hope to meet you in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief