

Dear TOJDE Readers,

Welcome to Volume 24 Issue 1 of TOJDE.

There are 15 articles in January 2023 issue of TOJDE. 32 authors from 13 different countries contributed to the issue. These countries are Australia, Bahrain, Brazil, Netherlands, Oman, Philippines, Saudi Arabia, Slovenia, Turkish Republic of Northern Cyprus, Turkiye, United Arab Emirates, United Kingdom and USA.

INFLUENCE OF SOCIAL MEDIA ADDICTION ON ACADEMIC ACHIEVEMENT IN DISTANCE LEARNING: INTERVENING ROLE OF ACADEMIC PROCRASTINATION authored by Kevin D. CARATIQUIT and Lovely Jean C. CARATIQUIT is the first article. This study examines the indirect effect of the relationship between learners' social media addiction and academic achievement in distance learning as mediated by academic procrastination. The findings indicates a positive and significant relationship between social media addiction and academic procrastination. There is also a negative and significant relationship between academic procrastination and learners' academic achievement. The findings are discussed in the article.

The title of the 2nd article is METACOGNITIVE AWARENESS, REFLECTIVE THINKING, PROBLEM SOLVING, AND COMMUNITY OF INQUIRY AS PREDICTORS OF ACADEMIC SELF-EFFICACY IN BLENDED LEARNING: A CORRELATIONAL STUDY. The authors are Fatma Gizem KARAOGLAN-YILMAZ, Ahmet Berk USTUN, Ke ZHANG and Ramazan YILMAZ. The purpose of this research is to examine the effect of metacognitive awareness, reflective thinking, problem solving and community of inquiry on students' academic self-efficacy in blended learning. The article discusses the practical and research implications of the study and suggests future research directions.

The 3rd article, INSTITUTIONAL ADOPTION AND IMPLEMENTATION OF BLENDED LEARNING: DIFFERENCES IN STUDENT PERCEPTIONS, is written by Ramiz ALI. This study aims to explore how university students perceive blended learning, and to compare differences in perceptions across subjects. According to results, students are generally happy about the use of blended learning, despite facing multiple barriers in using the learning approach.

TOO MUCH SCREEN? AN EXPLORATORY EXAMINATION OF DIGITAL EXHAUSTION OF EDUCATORS IN TURKIYE is the title of the 4th article, and the authors are Aysegul LIMAN KABAN and Neslihan KAYNAR ZEHİR. The purpose of this study is to analyze the digital exhaustion of educators in Turkiye and its proposed antecedents. Key findings are that educators have digital exhaustion and there are three main types of exhaustion (emotional, social, and physical). Educators offers some practical solutions for digital exhaustion.

Ali AL GHAITHI and Behnam BEHFOROuz are the authors of the 5th article titled THE EFFECT OF CORRECTIVE FEEDBACK VIA A COMPUTERIZED COURSE ON OMANI EFL LEARNERS' WRITING PERFORMANCE. The present research investigates the efficiency of corrective feedback on learners' writing performance through electronic platforms. The survey findings show that participants emphasize the importance of receiving corrective feedback from their teachers.

The title of the 6th article is AN ANALYSIS OF PERSONAL FACTORS AFFECTING LEARNING MOTIVATION: A RESEARCH ON THE ONLINE EDUCATION PROCESS DURING COVID-19 PERIOD IN TURKIYE. Aytekin ISMAN, Ayda SABUNCUOGLU INANC and Nesrin AKINCI COTOK are the authors. This study aims to determine the factors of arousal, beliefs, goals, and needs that affect the students' learning motivations as personal factors during online education in Turkiye during the Covid-19 pandemic. These factors are discussed in the article.

MINORITY EDUCATION DURING THE PANDEMIC: THE CASE OF THE SLOVENE MINORITY IN ITALY is the 7th article. Daniel DOZ and Tina STEMBERGER are the authors. The authors highlight that teachers and students preferred face-to-face classes, since they faced several issues connected with remote learning, such as a lack of interaction during remote learning, technology and connection problem, health issues and psychological distress.

The authors of the 8th article are Oznur GURLEK KISACIK, Munevver SONMEZ and Azize OZDAS. The title is HOW ATTITUDES TOWARDS E-LEARNING AFFECTED THE ACADEMIC ACHIEVEMENT DURING THE COVID-19 PANDEMIC: AN EXAMPLE OF A NURSING SKILLS TEACHING. The aim of the study is to determine the relationship between attitudes toward e-learning and the academic achievements. The results show that negative attitudes and negative satisfaction with e-learning may lead to a decrease in e-learning academic achievement.

Cecilia GORIA and Angelos KONSTANTINIDIS are the authors of the 9th article. The title of this article is A PARTICIPATORY PEDAGOGICAL MODEL FOR ONLINE DISTANCE LEARNING: IDEATION AND IMPLEMENTATION. The authors propose a pedagogical model for distance learning which promotes the synergy of eight ingredients – Community, Openness, Multimodality, Participation, Personalization, Learning, Experience, Technological-Enhancement, with their initial letters generating the acronym COMP-LETE – for the shaping of a highly participatory online learning experience and the creation of an active and cohesive community characterized by a strong sense of commitment towards the learning of the individuals and that of the group.

The 10th article which is authored by Kelmara MENDES VIEIRA, Reisoli BENDER FILHO, Elizeu DA SILVA COSTA JUNIOR and Gilberto MARTINS SANTOS. The title is DETERMINANTS OF DISTANCE EDUCATION DROPOUT: EVIDENCE FOR OPEN UNIVERSITY OF BRAZIL/ FEDERAL UNIVERSITY OF SANTA MARIA COURSES. This research seeks to understand the determinants of student dropout in the courses offered at the Open University of Brazil system at the Federal University of Santa Maria. The authors suggest that the increase in face-to-face activities has a greater impact on the probability of dropout than the physical conditions of the pole.

THE VIEW OF PROSPECTIVE SOCIAL STUDIES TEACHERS ON BLENDED LEARNING is the 11th article authored by Sercan BURSA. The aim of this study is to determine the views of social studies prospective teachers on blended learning. As a result of the study, it is recommended to include blended teaching practices in teacher education.

The 12th article is written by Nisrin ALNAIM and Aeshah ALSARAWI. The title is OBSTACLES TO DISTANCE EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES AND WAYS TO FACE THEM: FROM THE POINT OF VIEW OF FEMALE TEACHERS. This study's aim was to explore the obstacles to distance education for these students and ways to face them based on teachers' opinions. The teachers provide recommendations to support students with learning disabilities, enhance family engagement in making instructional decisions, and provide distance education training to students with learning disabilities and their teachers.

Sule SAHIN DOGRUER is the author of the 13th article titled AT SCHOOL OR HOME? EIGHT GRADERS' FIRST PRACTICES WITH ONLINE GEOMETRY LESSONS. The aim of this study is to obtain whether any changes occur in their geometry attitudes during the process and to reveal their preferences between online distance learning and regular face-to-face education. The results show online distance learning does not cause any change in students' attitudes towards geometry lessons; moreover, students commonly prefer face-to-face education over online distance learning.

The 14th article titled TECHNOLOGY FATIGUE DURING THE COVID-19 PANDEMIC: THE CASE OF DISTANCE PROJECT-BASED LEARNING ENVIRONMENTS is authored by Ensaf Nasser AL MULHIM. This study aims to investigate final-year students' technology fatigue in distance project-based learning environments during the COVID-19 pandemic. The results show that technology does not highly fatigue final-year students in distance project-based learning environments.

The title of the 15th article is STEM FACULTY MEMBERS' PERSPECTIVES AND CHALLENGES TOWARDS DISTANCE LEARNING AND VIRTUAL CLASSES DURING COVID-19 OUTBREAK and the authors are Ali Khaled BAWANEH and Ehab MALKAWI. According to study, the university should continue supporting the current efforts to provide all the requirements of teaching and learning via distance learning and virtual classes such as suitable infrastructure, internet, smart apps, and technical support. There is always a need for continuous updates of the teaching and learning platforms in line with ongoing development and training for instructors and students.

I wish a happy new year for all of you. Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief