

Dear TOJDE Readers,

Welcome to Volume 24 Issue 2 of TOJDE.

There are 20 articles in April 2023 issue of TOJDE. 54 authors from 15 different countries contributed to the issue. These countries are Greece, Indonesia, Jordan, Kosovo, Malaysia, Pakistan, Philippines, Republic of Korea, Saudi Arabia, Slovakia, Turkiye, Ukraine, United Arab Emirates, USA and Vietnam.

ONLINE DISCUSSION: EFFECTS OF IDENTITY VERSUS ANONYMITY AND INTERACTION WITH PEDAGOGICAL AGENTS authored by Glenn SMITH and Metin BESALTI is the first article. This study investigates: (a) how the task relevance of postings differs between anonymous versus identified online discussions in elementary school, and (b) how game-like conversations with story characters impact the task relevance of postings. Authors employ a mixed-method approach, combining both qualitative and quantitative research data.

The title of the 2nd article QUASI-PROFESSIONAL EDUCATIONAL ENVIRONMENT IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS. The authors are Hanna ALIEKSIEIEVA, Liubov PETUKHOVA, Maryna NESTERENKO, Kristina PETRYK and Renata BERNATOVA. This article substantiates the relevance of quasi-professional educational environment in the system of professional training of future teachers, which implies the creating conditions at the university as close as possible to the realities of the teacher's work. There are motivational, cognitive-operational and reflexive dimensions in the article.

The 3rd article, LONG DISTANCE LAB AFFAIRS: PHYSICS ACHIEVEMENT AND METACOGNITION EFFECTS OF DISTANCE LABORATORIES IN A SENIOR HIGH SCHOOL IN THE PHILIPPINES, is written by Alfredo C. PADIOS, Jr. and Macario V. TOBIA, Jr.. In this study, authors investigate the effects of three physics distance learning modes; the module-only (MO), virtual lab plus module (VLM), and the physical lab plus module (PLM) classes in physics achievement and metacognition employing the pretest-posttest and repeated measures research designs. The study shows that not only do physical and virtual labs supplement distance modular learning, they are also complementary that both must be used in distance learning.

THE EXTENT OF IMPLEMENTATION OF BLENDED LEARNING IN SENIOR HIGH SCHOOL SCIENCE EDUCATION VIS-A-VIS STUDENTS' ACADEMIC ACHIEVEMENT is the title of the 4th article, and the authors are Romel C. MUTYA and Apreyll-Rose L. MASUHAY. This study investigates the extent of implementation of blended learning in senior high school (SHS) science education as to the content, communication, technology, pedagogy, and assessment vis-à-vis students' academic achievement. In the end, the study concludes that several things should be considered in implementing blended learning in the new normal education.

uan Minh Hoang NGUYEN, Thu Hoai Thi DO and Quang Nhat NGUYEN are the authors of the 5th article titled FACTORS CONTRIBUTING TO VIETNAMESE UNIVERSITY LECTURERS' BURNOUT IN ONLINE EMERGENCY CLASSROOMS AMIDST THE COVID-19 PANDEMIC. This large-scale study aimed to investigate the impacts of underlying factors on lecturers' burnout in emergency online classrooms during the outbreak of the COVID-19 pandemic. The results of this study suggest critical pedagogical implications for higher education leaders and administrators to prepare emergency online classes for sustained education in times of crisis.

The title of the 6th article is THE EFFECT OF KNOWLEDGE SHARING, ATTITUDE, AND SATISFACTION ON NOVICE UNIVERSITY STUDENTS' ONLINE LEARNING ACHIEVEMENT. Sinan KESKIN, Mustafa Serkan GUNBATAR and Hayati CAVUS are the authors. The aim of this study is to examine the causal relationship between academic achievement, online course satisfaction, attitudes towards online learning and knowledge sharing behaviors of these novice university students in terms of the emergency remote teaching process. Future avenues and precautions about designing the ERT courses have been suggested in light of the research findings in the study.

DISHONESTY IN ONLINE LEARNING: DISTANCE LEARNING PERSPECTIVES DURING PANDEMIC is the 7th article. Pasca Dwi PUTRA, Andri ZAINAL and Roza THOHIRI are the authors. This study aims to see the level of academic dishonesty that occurs during online lectures. The research was conducted by the Faculty of Economics and Business, public and private universities. The results show that clear administration and good interaction between lecturers and students would increase student learning satisfaction and reduce academic dishonesty.

The authors of the 8th article are George Boon Sai TEOH and Agnes Wei Lin LIAU. The title is DISTANCE LEARNERS' EMOTIONAL INTELLIGENCE AND PERCEPTIONS OF THEIR SITUATIONAL BARRIERS IN LEARNING ENGLISH. The purpose of this explanatory mixed methods study is to collect quantitative and qualitative data regarding students' emotional intelligence (EI) and the situational barriers (SB) they faced in learning English via distance education. The results are discussed with different dimensions in the study.

Mesut DEMIRBILEK and Sitar KESER are the authors of the 9th article. The title of this article is LIFE SATISFACTION OF OPEN EDUCATION HIGH SCHOOL STUDENTS REGARDING VARIOUS DEMOGRAPHIC. In the present study, the descriptive demographic characteristics, life satisfaction levels, and differentiation status of open education high school students according to various variables are revealed. The findings indicate that the life satisfaction levels of open education high school students are low. In addition, life satisfaction differs according to the variables age, families' monthly income, and the reason for choosing open education high school.

The 10th article is authored by George VORVILAS, Alexandros LIAPIS, Alkis KOROVESIS, Dimitra ANGELOPOULOU, Nikos KAROUSOS and Efstathios P. EFSTATHOPOULOS. The title is CONDUCTING REMOTE ELECTRONIC EXAMINATIONS IN DISTANCE HIGHER EDUCATION: STUDENTS' PERCEPTIONS. The study aims to record and analyze students' perceptions of the implementation of remote electronic examinations by the Hellenic Open University. Regarding the examination topics and the duration of the examination sessions, important issues are reported in the article.

A MODEL OF REMOTE TEACHING AND LEARNING UNDER EMERGENCY AND SUSTAINED CRISIS CONDITIONS: A DESCRIPTION OF NOVEL DISTANCE EDUCATION CONTEXTS AND MANIFESTATIONS is the 11th article, authored by William H. STEWART, Patrick R. LOWENTHAL and David J. RICHTER. This conceptual paper discusses key differences between formal distance education, emergency remote teaching, and the evolving practice of Sustained Remote Teaching (SRT). Authors suggest a descriptive contextual model as a research analytic for discussion in the field of distance education.

The 12th article is written by Gaye TOPA CIFTCI, Murat Ertan DOGAN and Burcin UNAL. The title is THE WHATSAPP APPLICATION USE AS A SUPPORT SERVICE IN DISTANCE EDUCATION: A CASE ANALYSIS. This study aims to reveal the strengths and limitations of the WhatsApp application as a support service in distance education, conducted through a learning management system during the COVID-19 pandemic, and make suggestions on improving its use in this capacity. The most important results of the study are that the application supported and strengthened distance learning by allowing instant communication, but that the absence of a moderator caused various limitations in this communication.

Nour Awni ALBELBISI, Ahmad Samed AL-ADWAN and Akhmad HABIBI are the authors of the 13th article titled A QUALITATIVE ANALYSIS OF THE FACTORS INFLUENCING THE ADOPTION OF MOOC IN HIGHER EDUCATION. The purpose of this research is to highlight the factors influencing the adoption of MOOCs in the Malaysian context. The findings indicated in the article are important for improving the implementation of MOOCs in the Malaysian higher education system for MOOC learners and related stakeholders.

The 14th article titled DEVELOPMENT OF LEARNING MODELS IN WEB PROGRAMMING COURSES WITH COMPUTER-BASED LEARNING TUTORIALS is authored by Muhammad

MULTAZAM, Zulfiati SYAHRIAL and RUSMONO. The result of this research shows a web programming learning model computer-based learning tutorial that is effective for improving student learning outcomes in web programming courses.

The title of the 15th article is UNCOVERING CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENTS OF DISTANCE LEARNING IN TEACHER EDUCATION: KOSOVO'S EXPERIENCE and the author is Elmedina NIKOCEVIQ-KURTI. The study aims to investigate the pre-service teachers' experiences with online teaching, but also to uncover the challenges and opportunities for improving the distance education in the future. A qualitative research approach using phenomenology is adapted for the study. Five themes are derived from the analysis of the interview data: quality of teaching activities, positive aspects of online teaching, limitations, factors affecting online teaching, and recommendations to improve online teaching and learning in the future.

The 16th article is written by Aatif IFTIKHAR, Naeem AHMED and Saif ul Mujahid SHAH. The title is ANALYZING DIGITAL DIVIDE AMONG UNIVERSITY STUDENTS OF PAKISTAN. This study has focused on assessing the problems students faced while acquiring online education with special reference to the theoretical background of digital divide. The results of the study indicate that online education further increases an already existing digital divide between have and have nots.

Saif-Ur-REHMAN, Elgilani Eltahir ELSHAREIF and Faisal KHAN are the authors of the 17th article and the title is NEW LEARNERS' SATISFACTION WITH ONLINE EDUCATION: A LONGITUDINAL STUDY. Keeping in view the importance of online education, the current study focuses on pedagogy of how to increase the efficiency of a learner. The authors discuss student-teacher-contact and student-student contact in the article.

The 18th article is authored by Shaden MASADEH, Rabab ABUMALLOH and Noha LABANI. The title is CONTINUOUS INTENTION TO USE ONLINE LEARNING DURING COVID-19 PANDEMIC BASED ON THREE DIFFERENT THEORETICAL MODELS (TAM, SVT, TOE). The study provides directions for designers and developers to establish a more effective online learning environment, which is more suited for the new digitized generation during unexpected conditions.

The title of the 19th article is STUDENTS' DISCOURSES DURING THE ONLINE DISTANCE LEARNING IN THE FIRST WAVE OF THE COVID19 PANDEMIC: AN ACTION RESEARCH WITH STUDENTS AS CO-RESEARCHERS. The author is Konstantinos SIPITANOS. In this paper, an action research is presented with the teacher acting as researcher and the students as co-researchers. According to article, online education is not a success story as promoted by researchers, policymakers, and other stakeholders; rather it lacks human elements like humor, psychological support, and instant interaction.

The 20th article is written by Can SAYGINER. The title is EXAMINING UNIVERSITY STUDENTS' BEHAVIOURAL INTENTION TO DISTANCE LEARNING DURING COVID-19: AN EXTENDED TAM MODEL. This study aims to evaluate the effects of distance learning, deriving independent variables adopted from ETAM. Results indicate that Computer Anxiety had a negative impact on Self-efficacy. Self-efficacy had a positive influence on Experience. Experience and Enjoyment had positive effects on Perceived Ease of Use. Enjoyment had a positive influence on Perceived Usefulness.

Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief