

Dear TOJDE Readers,

Welcome to Volume 24 Issue 3 of TOJDE

There are 19 articles and a book review in July 2023 issue. 53 authors from 10 different countries contributed to the issue. These countries are Greece, Indonesia, Nigeria, Philippines, Spain, Taiwan, Thailand, Turkiye, United Kingdom and Vietnam.

The authors of the 1st article are Ozlem UTKU BILICI, Gonca SUBASI and Emrah DOLGUNSOZ. The title of the article is THE EFFECTS OF STRATEGY TRAINING ON THE USE OF GLOBAL READING STRATEGIES: IMPLICATIONS FROM THINK-ALOUD AND EYE-TRACKING DATA. This study aimed to investigate the impact of strategy training on Turkish EFL learners' use of global reading strategies. The results are encouraging for the use of reciprocal teaching, one of the comprehensionenhancing approaches to teach reading, in the EFL contexts.

IMPACT OF SYNCHRONOUS ONLINE LEARNING ENVIRONMENT ON STUDENTS' COGNITIVE ENGAGEMENT AND LEARNING OUTCOMES is the title of the 2nd article. The purpose of this study was to investigate the effects of synchronous online learning environments on students' cognitive engagement, satisfaction, and academic achievement. The results indicate that pedagogical instructions have direct positive medium effects on both deep and shallow cognitive engagements; deep cognitive engagement has a direct positive impact on academic achievement while shallow cognitive engagement do not have any impact on academic achievement and satisfaction.

The title of the 3rd article is THE BIBLIOMETRIC ANALYSIS OF THE AUGMENTED REALITY RESEARCH CARRIED OUT WITH THE EXPERIMENTAL METHOD PUBLISHED IN SCOPUS BETWEEN 2012-2022. Hakan ALTINPULLUK and Yusuf YILDIRIM are the authors. This study aims to make a bibliometric analysis of the augmented reality articles carried out with the experimental method between 2012 and 2022 in the Scopus database. To realize the aim of the research, 255 articles published between 2012-2022 were reached. Obtained results within the scope of the research are shared by discussing with other study findings obtained from the literature.

The 4th article is written by Ojat DAROJAT, Olivia IDRUS and Lidwina Sri ARDIASIH. The title is DISRUPTIVE CHANGE AND LEARNING INNOVATIONS: CHALLENGES AND OPPORTUNITIES FOR UNIVERSITAS TERBUKA. According to this article, with an integrated learning management system and the number of alumni reaching up to 1.9 million, Universitas Terbuka is able to carry out the Indonesia's government mandate in opening the widest possible access to education for Indonesian citizens, both domiciled in Indonesia and abroad.

The title of the 5th article is DISTANCE EDUCATION STUDENTS' INDULGENCE IN SIX SHARP PRACTICES: GENERAL LINEAR MODELLING OF PREDICTIVE PARAMETERS. Valentine J. OWAN, Onyinye CHUKTU, Ann E. DIJEH, Abderrazak ZAAFOUR, Julius U. UKAH, Margaret U. CHUKWURAH, Denis A. UBE, Michael E. ASUQUO, Esuong U. UWASE, Udida J. UDIDA and Cyprian O. OJONG are the authors. This study examines the degree to which students indulge in six prominent misconducts in Distance Education Institutions. The study also quantifies how class size, instructional delivery and institutional policies predict students' indulgence in sharp practices using a general linear modelling approach. The authors discuss key policy and research implications in the conclusion.

Mustafa Tevfik HEBEBCI and Nilay OZER are the authors of the 6th article. The title of this article is BLENDED LEARNING IN HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS. This research aims to analyze the past literature on blended learning in higher education and investigate the research trends on this subject. Thus, it aims to present a roadmap for future studies. Discussions are conducted within the framework of the literature, and suggestions are made related to the findings obtained in the study.

The title of the 7th article is PROFESSIONAL LEARNING NETWORK ACTIVITIES OF INDONESIAN TEACHERS: DIFFERENTIAL ITEM FUNCTIONING ANALYSIS OF TEACHERS' BACKGROUNDS. The authors of this article are Wawan KRISMANTO, Punaji SETYOSARI, Dedi KUSWANDI and Henry PRAHERDHIONO. This research aims to investigate the level and differences

of activity of teachers when engaged in social mediabased professional learning network using a non-experimental quantitative design. The findings indicate that all teachers sampled have a moderate level of social media-based professional learning network activities.

EXAMINING ONLINE DESIGN STUDIO COURSE EXPERIENCES OF STUDENTS, ACADEMIC SUPERVISORS AND COMPANY MENTORS IN INDUSTRIAL DESIGN PROGRAM is the title of the 8th article. This article is written by Nilgun OZDAMAR, Fusun CURAOGLU, Emre TUFEKCIOGLU and Duysal TUTUNCU DEMIRBAS. The aim of this study is to share the experiences and the collaborations carried out within the sector during the pandemic period, in a graduation project which is focused on university-industry cooperation - in order to make the role of the designer in the sector more effective, to transform education into a comprehensive sectoral experience for students and to offer the sector the experience of working with the designer at Department of Industrial Design, Eskisehir Technical University. The result of the study indicate that pandemic opened the door to new educational experiences for design academics, students and companies.

The 9th article is written by Mai Thi Truc LE and Khue Van TRAN. The title of the article is SYNCHRONOUS VIRTUAL LEARNING STUDENTS' EXPERIENCE AND THE PROSPECT IN VIETNAM. The purpose of the study is to examine students' learning experience with Google Meet, a virtual learning tool in tertiary contexts in Vietnam. Based on the results, pedagogical strategies are implicated to maximize the effectiveness of virtual classes.

The 10th article is titled TAKING THE PICTURE OF INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) IN A HIGHER EDUCATION TURKISH EFL CONTEXT by the authors S. Ipek KURU GONEN and Yeliz KIZILAY. This study aims to present Informal Digital Learning of English practices of higher education Turkish English as a Foreign Language learners in detail and investigate the motivations of these learners considering their actual endeavors with digital language learning sources. This study has certain implications and suggestions for language practitioners and teachers to foster Informal Digital Learning of English practices.

Hue NGUYEN is the author of the 11th article and the title is PERCEIVED SUPPORT FROM INSTRUCTOR & PEERS AND STUDENTS' SELF-REGULATED LEARNING DURING TEMPORARY ONLINE PIVOTED LEARNING. The study explores the impact of instructor support and peers support on students' self-regulated learning during temporary online pivoted learning. The research suggests that educators and institutions should provide adequate support for students and facilitate interactive online learning environments for peer-to-peer support.

Kemal NAZLI and Ali CULHA are the authors of the 12th article. The title is REFUGEE STUDENTS IN OPEN AND DISTANCE LEARNING DURING THE COVID-19 PANDEMIC THROUGH THE EYES OF TURKISH TEACHERS. This study is conducted to identify the problems faced by refugee students during Covid-19 pandemic in open and distance learning and the best examples of practices put into effect to cope with these problems cope and solutions recommended to eliminate these problems, in Turkiye. According to the study findings, the refugee students who do not have the necessary educational technology facilities in open and distance learning process and cannot get sufficient family support feel more deeply the language problems which is experienced also by them in face-to-face education.

Hany FARISA, Dyah SUNGGINGWATI and Susilo SUSILO are the authors of the 13th article titled TEACHERS' COMPETENCIES AND STUDENTS' ATTITUDES TOWARD ICT AT AN EFL SECONDARY SCHOOL. This study explores teachers' competencies of information and communication technologies in their teaching and students' attitudes toward information and communication technologies in learning English. Three English teachers and their 90 students of eleven graders at one secondary school in one district in East Kalimantan participated in this study. The results suggest that English teachers need to have more professional development programs related to information and communication technologies in order to understand and be able to operate the information and communication technologies media and tools to teach English. English as a Foreign Language students should aware of their attitude toward information and communication technologies in this modern era and firmly use the advancement of information and communication technologies for educational purposes.

The title of the 14th article is THE EFFECTS OF USING FLIPPED CLOUD LEARNING WITH ADVANCING MATHEMATICAL THINKING APPROACHES ON UNDERGRADUATE STUDENTS' MATHEMATICAL CRITICAL THINKING and the authors are Benjamas CHIMMALEE and Anuchit ANUPAN. In this study, flipped cloud learning, incorporating approach of advancing mathematical thinking, are conducted in Mathematical Analysis course to study students' mathematical critical thinking. According to study, integrating strategy for advancing mathematical thinking into flipped cloud learning positively affect students' mathematical critical thinking. The results also suggest that this reformed learning approach might be usefully employed as an instruction model in the new normal context.

Dilara KESKIN is the author of the 15th article and the title is IMPLEMENTATION OF FLIPPED MODEL IN EFL READING CLASSROOMS. This study presents some tools to provide teachers an idea of how to flip a language classroom and make the learning process more active and communicative. The results reveal that English as a Foreign Language students had positive attitudes towards flipped classroom. Additionally, online assignments and discussion tasks were found to be useful for the implementation of flipped classroom in English as a Foreign Language reading classroom courses.

The 16th article is written by Christopher H. PUNZALAN and Roberto L. RODRIGUEZ JR. The title is ONLINE BIOCHEMISTRY DISTANCE LEARNING: DENTISTRY STUDENTS' PERCEIVED OPPORTUNITIES AND CHALLENGES. This study works to help solve the issues and concerns related to teaching biochemistry as a foundational course for dental and other health-sciences programs in the status of the educational system. The researchers appeal to future researchers and policymakers to anchor forthcoming steps to further augment the online teaching and learning experiences of teachers and learners.

Hatice Saliha CUKUR is the author of the 17th article titled TECHNOLOGY INTEGRATION BELIEFS AND PRACTICES OF TURKISH NOVICE EFL TEACHERS AFTER ONLINE PRACTICUM. This study aims to investigate how novice teachers' online practicum affects their teaching with technology in face-to-face classrooms. The findings reveal that teacher education programs should offer updated content and opportunities for creating digital material to prepare EFL teachers for the future.

The 18th article is authored by Dimitrios GKOROS and Aikaterini PAPAGEORGIU. The title is PRESCHOOL EDUCATION AND DISTANCE EDUCATION: TEACHERS' OPINIONS ABOUT PRESENT STATUS AND FUTURE POSSIBILITIES. The present study attempts to investigate the intergration of distance education in preschool education in the future as well as the factors that promote or inhibit it, by examining the views of kindergarten teachers. According to this study, issues such as teachers' technological readiness, technological equipment and parental involvement need to be addressed.

The title of the 19th article is EFL TEACHERS' VOICE ON THEIR PREFERRED STRATEGIES IN TEACHING EFL WRITING DURING THE PANDEMIC: INVESTIGATING THE ROLE OF TECHNOLOGY. The authors are Bambang Yudi CAHYONO, Faizatul ISTIQOMAH, Ima FITRIYAH and Imelda GOZALI. This study endeavored to gain insights into English as a Foreign Language preferred strategies in teaching English as a Foreign Language writing during the pandemic, particularly dealing with technology use. According to study, It is recommended that the government and educational institutions provide support in terms of infrastructure, facilities, and professional development training in technology usage for teachers, especially for those who teach in remote regions

There is a book review in this issue. The title of the book is ONLINE LANGUAGE LEARNING: TIPS FOR TEACHERS. This book is written by Laurence MANN, Jieun KIAER, and Emine CAKIR. The reviewer is Antony HOYTE-WEST.

Hope to meet you in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief