

Dear TOJDE Readers,

Welcome to Volume 25 Issue 3 of TOJDE

There are 16 articles in July 2024 issue. 57 authors from 8 different countries contributed to the issue. These countries are India, Indonesia, Kazakhstan, Malaysia, Qatar, Turkish Republic of Northern Cyprus, Turkiye and USA.

ARE ALARM BELLS RINGING IN ACADEMIA? CHATGPT AS A SAMPLE OF USING CHATBOTS IN EDUCATION is the title of the 1st article. Gurhan DURAK and Serkan CANKAYA are the authors. The main aim of this mixed methods study is to determine the evaluations made by academics on an academic text generated with ChatGPT and get their general views on ChatGPT. The convergent parallel design is utilized where the qualitative and quantitative methods are combined to produce triangulated results. Data were collected via an online form from 45 academics. Results are discussed at the end of the study.

The 2nd article is written by Irma DHITASARIFA and Indah Urwatin WUSQO. THE EFFECT OF STEAM APPROACH DIGITAL TEACHING MATERIALS ON INCREASING CREATIVE PROBLEM-SOLVING SKILLS is the title of the article. This study has a quasi-experimental research design with a nonequivalent control group. According to this study, it can be concluded that there is an effect of STEAM digital teaching materials to increase creative problem-solving skills.

The title of the 3rd article is PROVIDING EDUCATIONAL ACCESSIBILITY FOR A PARALYZED STUDENT BY EYE-TRACKING TECHNOLOGY: A DESIGN-BASED RESEARCH STUDY. Mehmet DONMEZ and Kursat CAGILTAY are the authors. This study explores the development of an eye-tracking solution for paralyzed students, enabling them to access and utilize personal computers for their education. The study followed four phases: problem analysis, solution development, evaluation, and documentation. This article highlights the potential of eye-tracking technology for paralyzed students and promotes the development of similar solutions.

INNOVATIONS IN ASSESSING STUDENTS' DIGITAL LITERACY SKILLS IN LEARNING SCIENCE: EFFECTIVE MULTIPLE CHOICE CLOSED-ENDED TESTS USING RASCH MODEL is the title of the 4th article, written by Fitria LAFIFA and Dadan ROSANA. This research goal to develop a multiple-choice closed-ended test to assessing and evaluate students' digital literacy skills. Data have been analyzed descriptively and inferentially using the Rasch version and the assist of Quest software. The results show that eight multiple-choice closed-ended test instruments are declared valid based on expert validation.

Zafer KADIRHAN and Mustafa SAT are the authors of the 5th article. K-12 TEACHERS' PERCEIVED EXPERIENCES WITH DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC: A META-SYNTHESIS STUDY is the title of the study. This study explores the teaching experiences and opinions of K-12 teachers during the COVID-19 pandemic, focusing on challenges, advantages, and suggestions. Search queries were executed in leading databases (DergiPark, ULAKBIM TRDizin) to locate potential studies. Results of this study inform the development of evidence-based practices and policies that can support K-12 teachers in providing quality online education during times of crisis.

3D MODEL'S ONLINE MODULES EFFECTIVENESS IN PRACTICING MASTERY OF SOLAR SYSTEM CONCEPTUAL KNOWLEDGE is the 6th article. Dhanang Setyo ERVANA, RAHARJO, MUNASIR, Eko HARIYONO and Judhistira Aria UTAMA are the authors. This study aims to describe the 3D model's online modules effectiveness in the practicing mastery of conceptual knowledge in solar system learning using an instrument which tested 58 7th-grade respondents from one of the junior high schools in Jombang, East Java, Indonesia. Based on research results, learning the solar system using online modules with 3D models is better than using the official websites.

The title of the 7th article is ONLINE STUDENT ENGAGEMENT IN THE TURKISH CONTEXT: A PRISMA-BASED SYSTEMATIC REVIEW. This article is written by Handan ATUN, Dincer CINAR, Elif SENGUN OZTAS, Yasemin GULBAHAR, Sa'ad LAWS, Alan S. WEBER, Robert BIANCHI and Khawla

KITTANEH. This study investigated previously conducted research in chronological order on student engagement at the post-secondary level in the Turkish context using a PRISMA-based systematic review screening process. The results show that online engagement research and practices have clearly increased and diversified over time.

ACADEMIC DISHONESTY IN DISTANCE EDUCATION COURSES: A QUASI-EXPERIMENTAL STUDY is the title of the 8th article, written by Nayab IQBAL and Kaukab Abid AZHAR. This research study focuses on the growing concern of academic misconduct in distance education courses. A quasi-experimental study was conducted to measure the impact of introducing webcam recording software as an online supervision tool for high-stakes exams in two separate online courses (Management and Accounting). This study reveals online supervision is an effective tool to combat academic dishonesty in distance education courses.

The 9th article is titled LEARNING ANALYTICS FOR PERSONAL LEARNING ENVIRONMENTS: DETERMINING JOURNAL PUBLICATION TRENDS. The authors are Damla MUSTU YALDIZ, Saniye KULELI, Ozlem SOYDAN OKTAY, Nedime Selin COPGEVEN, Elif AKYOL EMMUNGIL, Yusuf YILDIRIM, Firat SOSUNCU and Mehmet FIRAT. According to the study, the e-learning domain has witnessed a shift from the traditional behavioral approach to an individual-centered learning approach based on learning analytics, with the aim of creating personalized and learner-sensitive designs. This study indicates that there is a potential to improve the fields of learning analytics and personal learning environments.

The authors of the 10th article are Mahfudzah OTHMAN, Aznoora OSMAN, Siti Zulaiha AHMAD and Natrah ABDULLAH. INTEGRATING SEGMENTING AND GAMIFICATION PRINCIPLES IN THE DESIGN OF INTERACTIVE GAMIFIED PROGRAMMING ASSESSMENTS FOR LOW ACHIEVERS is the title. This study discusses the design of interactive gamified assessments for an introductory programming course based on the multimedia segmenting principle and gamification. The objective is to develop more engaging online programming assessments for low-achieving students. The results reveal that all participants of this research agree with the usability recommendations integrated into the interactive gamified programming assessments.

AUTOMATED WRITING EVALUATION SYSTEM FOR FEEDBACK IN THE DIGITAL WORLD: AN ONLINE LEARNING OPPORTUNITY FOR ENGLISH AS A FOREIGN LANGUAGE STUDENTS is the 11th article. Hilal YILDIZ and S. Ipek KURU GONEN are the authors. This study aims to investigate the effectiveness of automated writing evaluation (AWE) feedback in error reduction in writing in English and the explore views of students regarding the utility of AWE tools. For this purpose, a total of 38 students at a university in Turkiye participated in the study, and three of their essays were evaluated. The findings of this study in general sheds light on using online digital tools of ubiquitous nature such as AWE to assist language improvement outside the class.

The title of the 12th article is A MIXED-METHODS STUDY OF SCHOOL LANGUAGE TEACHERS' TECHNOLOGY INTEGRATION: ARE THEY COMPETENCE WITH TPACK IN ONLINE LEARNING ENVIRONMENT? The authors are Nur Hanifah INSANI, SUWARNA and Sulis TRIYONO. The current study aims to explore the TPACK levels of Javanese school teachers, identify integrated technologies-based media used by Javanese school teachers in online learning practices and learning assessment, and analyze the benefits and drawbacks of Javanese school teachers integrating technology in online learning. The study suggests that policymakers facilitate Javanese school teachers to develop technological skills in transferring materials in online learning to support the current adapted curriculum.

Serap UGUR, Gokhan Deniz DINCER and Didem PASAOGLU BAS are the authors of the 13th article. The title of the study is AN EVALUATION OF THE MANAGERIAL CONTEXT FOR DIGITAL TRANSFORMATION IN THE CONTEXT OF OPEN EDUCATION IN HIGHER EDUCATION. This article examines the effects of technology in the field of education and management and focuses especially on the effects of technologies used in distance education activities on transformation processes. Based on

research conducted, the article explains how technological developments affect education and management processes, according to the findings obtained as a result of the interviews. As a result, the research emphasizes the need for further research and application to effectively use technologies such as artificial intelligence, blockchain, and metaverse in education and management processes. It is stated that advances in this field can cause significant transformations in education and management.

INTERCULTURAL USABILITY IN E-LEARNING OBJECTS PREPARED FOR TEACHING TURKISH TO FOREIGNERS is the 14th article. The authors are Burak SOZER, Nilgun OZDAMAR and Hulya PILANCI. This research investigates the intercultural usability factor of e-learning products designed for the instruction of Turkish as a foreign language. The subject of study, “Ana Dil Türkçe,” refers to a freely accessible and distant education platform developed by Anadolu University with the purpose of instructing non-native speakers in the Turkish language. The findings indicate that the cultural learning objects inside the e-learning system are deemed adequate, albeit requiring further development and enrichment.

The authors of the 15th article are Ezgi DOGAN and Ferhan SAHIN. MAPPING THE RESEARCH AGENDA IN VIRTUAL REALITY STUDIES WITHIN EDUCATION is the title of the article. This systematic literature review (SLR) scrutinizes the trends and interrelationships prevalent in Virtual Reality (VR) applications within educational frameworks, analyzing a comprehensive pool of 43 theses conducted in a Eurasian country. The primary objectives encompass investigating learning-teaching theories, learning domains, design elements, VR typology, and the departments undertaking VR research. This research emphasizes the critical need for more comprehensive, theory-guided, and design-focused VR studies to propel its integration effectively within educational landscapes.

The 16th article is titled LEARNING LIFE SKILLS THROUGH MULTICULTURAL EXCHANGE: AN EXAMINATION OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS’ EXPERIENCES. Fahriye ALTINAY, Nesrin M. BAHCELERLI, Ramesh Chander SHARMA, Nurdan ATAMTURK, Zehra ALTINAY, Gokmen DAGLI and Mehmet ALTINAY are the authors. According to the study, the student exchange programs are venues for learning opportunities by offering multicultural contexts. This study reports on the experiences of ten prospective English language teachers in a virtual student exchange program to investigate likely skill development in a multicultural and open and distance learning setting. The study poses a few implications for education policymakers, curriculum developers, and teachers. In light of the results, it is posed that adding a multicultural aspect to the teacher training curriculum is imperative for teacher empowerment.

Hope to meet you in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief