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Welcome to Volume 25 Issue 4 of TOJDE

There are 15 articles and a book review in October 2024 issue of TOJDE. 43 authors from 9 different countries contributed to the issue. These countries are Australia, Azerbaijan, Hungary, Indonesia, Malaysia, Morocco, Pakistan, South Africa and Turkiye.

Younes-Aziz BACHIRI, Hicham MOUNCIF, Belaid BOUIKHALENE and Radoine HAMZAOUI are the authors of the first article. INTEGRATING AI-BASED SPEECH RECOGNITION TECHNOLOGY TO ENHANCE READING ASSESSMENTS WITHIN MOROCCO'S TaRL PROGRAM is the title. The purpose of this study is to evaluate the effectiveness of an automated speech recognition tool compared to traditional paper-based assessments in improving reading skills among 100 Moroccan first to third-graders. Results show that students receiving the AI-enabled speech recognition assessments demonstrated significant gains in reading achievement compared to peers assessed via traditional methods.

The title of the 2nd article is ELECTRONIC ASSESSMENT ANXIETY SCALE: DEVELOPMENT, VALIDITY AND RELIABILITY. The authors are Osman TAT and Abdullah Faruk KILIC. The main goal of this study is to develop a Likert-type scale capable of measuring anxiety related to technical issues, social isolation, and the test interface experienced in e-assessment contexts. As a result of the study, a two-factor scale structure comprising 21 items measuring social and technical anxiety was developed.

The 3rd article, EXPLORING ONLINE LEARNERS' PERSPECTIVES IN RELATION TO PROCTORED EXAMS, is written by Mesut AYDEMIR, Erdem ERDOGDU and Hasan UCAR. This study targets to investigate the opinions and perceptions of the online and distance learners regarding to online proctored exams. The findings indicate that while online and distance learners are satisfied with the online proctored exams as they are secure, convenient, accessible, and reliable. They are also dissatisfied because of the technical problems and surveillance. Implications and future research suggestions are discussed in the study.

THE INVIGILATOR APP AND SOME VUCA ELEMENTS IT TRIGGERS IN STUDENTS AND LECTURERS DURING ONLINE EXAMINATIONS: A CASE STUDY OF AN ENGLISH STUDIES MODULE AT UNISA is the title of the 4th article, and the authors are Chaka CHAKA and Thembeka SHANGE. This study reports on the experiences students registered for a first-year, undergraduate English Studies module and English Studies lecturers had with the Invigilator app during an online examination in the first semester of 2023. The findings indicate that lecturers and students struggled with the Invigilator app as an e-proctoring tool. Future research should focus on other less-invasive and better AI-proof assessment methods of maintaining academic integrity in online assessments.

Koon Tatt TAN, Josephine Ie Lyn CHAN, Prakash V. ARUMUGAM and Heng Wei LEE are the authors of the 5th article titled CLOSING THE TALENT GAP: A PROPOSED MICRO-CREDENTIAL MODEL IN MALAYSIAN FORMAL EDUCATION. The purpose of this study is to explore the potential of a proposed micro-credential model for formal education via the Accreditation of Prior Experiential Learning Micro-credentials (APEL.M), to support the talent gap challenges faced by companies in Malaysia. The findings indicate that despite potential challenges and issues towards implementing the new micro-credential model, the proposed model is significant for policymakers, higher education providers, and industry stakeholders interested in addressing the talent gap and creating alternative pathways to formal academic qualifications.

The title of the 6th article is INTRINSIC MOTIVATION OF DISTANCE LEARNERS IN HIGHER EDUCATION INSTITUTIONS. Hakan KILINC and Nil GOKSEL are the authors. The aim of this study is to analyze the intrinsic motivation levels of students who get distance education from higher education institutions concerning factors including age, gender, employment, and educational status. The findings of the study have a guiding nature for the administrators working in higher education institutions.

ADAPTATION OF STUDENTS' ACCEPTANCE OF ONLINE LEARNING SCALE INTO TURKISH: VALIDITY AND RELIABILITY STUDY is the 7th article. Muhammet Ibrahim AKYUREK and Ali BATTAL are the authors. The purpose of this study is to adopt the acceptance of online learning scale into Turkish culture which was developed to determine students' acceptance of online learning. The adapted scale can be used by researchers and educators to detect the acceptance of online learning at different intervals.

The authors of the 8th article are Ozden CANDEMIR and Berrin OZKANAL. The title is AN EXAMINATION OF PERCEPTIONS REGARDING ONLINE STUDENT COMMUNITIES: A METAPHORICAL ANALYSIS FOR LEARNERS AND GRADUATES OF OPEN EDUCATION SYSTEMS. The aim of this study is to determine the metaphorical ideas held by learners/graduates who engage in online student communities within the Anadolu University Open and Distance Education System, specifically with the concept of "online student communities". According the study, the participants have positive views on acquiring information, building social connections, facilitating communication and interaction with other students and alumni, as well as personal enjoyment and benefits.

Eva MARKUS, Dorothee LEHR-BALLO and Bernadett SVRAKA are the authors of the 9th article. The title of this article is DIGITAL LEARNING SUPPORT ELEMENTS IN THE ONLINE TEACHING OF GERMAN AS A FOREIGN LANGUAGE. The goal of the study is to identify the problems that teachers faced in the transition to online teaching during the period of distance learning introduced due to the COVID pandemic in 2020 and since; the forms of support teachers received nationwide; and the measure of success in their work as language teachers. As a result, the authors examine whether teachers are still willing to use online learning support tools when returning to face-to-face teaching.

The 10th article which is authored by Nur W. RAHAYU, Agung Nugroho ADI, Ridi FERDIANA and Sri Suning KUSUMAWARDANI is titled NONLINEAR LEARNING PATH: A SYSTEMATIC REVIEW. This study aims to map out various nonlinear learning paths and explore the potential for personalization within these environments. The findings highlight the importance of promoting nonlinear learning paths in both classrooms and MOOCs, developing learning path recommender systems, and creating supportive MOOC learning materials.

BIBLIOMETRIC ANALYSIS OF SOCIAL MEDIA STUDIES WITHIN EDUCATIONAL RESEARCH is the 11th article. The authors are Murat ARTSIN, Zehra LUY, Funda BAKIRCI, Sercin KARATAS, Neslihan YONDEMIR CALISKAN and Melis SANLI. This study aims to outline the trends in the use of social media platforms by analyzing them within educational research published between 2017-2023. The findings of this study are believed to guide practitioners and researchers in their practice and consideration of social media within educational environments.

The 12th article, PAPERLESS ASSIGNMENTS AND CHALLENGES INVOLVED: VOICE OF DISTANCE LEARNERS, is authored by Muhammad Haseeb UL HASSAN and Zafar IQBAL. This study is planned to explore the challenges faced by distance learners during paperless assignment process. According to study students suggest that textbooks should be revised and delivered in time, connectivity issues should be resolved, free internet packages should be introduced, LMS training should be conducted, in time feedback in descriptive form by instructors must be provided to the distance learners.

Mesut KURULGAN is the author of the 13th article titled A BIBLIOMETRIC ANALYSIS OF RESEARCH ON DROPOUT IN OPEN AND DISTANCE LEARNING. The purpose of this study is to examine research on school dropout in open and distance education in the Web of Science (WoS) database using bibliometric analysis and to reveal trends in this area. In line with this goal, a total of 1,615 studies published between 1980 and 2022 were identified in the Web of Science (WoS) indexes. The results based on the data are discussed in the article.

The 14th article, titled UP-CLOSE AND SOCIAL RISKS IN DISTANCE HIGHER EDUCATION: A QUALITATIVE ANALYSIS OF EMERGENCY REMOTE TEACHING EXPERIENCES, is authored by Hasan TUTAR and Harun SERPIL. This study aims to examine the problem areas of distance education

experienced with Covid-19 by using an interdisciplinary approach in a psychological, sociological, and socio-psychological framework. The results reflect that education is not only an activity of acquiring knowledge but also a socialization process, the educational bureaucracy and environment make a significant contribution to the socialization of students, and that distance education can only be used as a supportive model. According to authors, education isolated from real life that does not contribute to the socialization processes of students may bring important psychological and social problems.

I Putu Indra KUSUMA, Ni Luh Putu Eka Sulistya DEWI and A.A. Gede Yudha PARAMARTHA are the authors of the 15th article. The title of this article is INFORMAL DIGITAL LEARNING OF ENGLISH TO SUPPORT A FORMAL SPEAKING COURSE: EFL PRESERVICE TEACHERS' PERCEPTIONS AND IMPLEMENTATION IDEAS. This study aims at exploring how English as a foreign language preservice teacher who has no teaching experience perceived Informal Digital Learning of English and their perceived Informal Digital Learning of English implementation ideas for their future students' out-of-class activities to support formal classroom instruction. Two implications for English educators and teacher education programs are highlighted in this article: changing teachers' mindsets towards English as a foreign language learning and the insertion of Informal Digital Learning of English as a topic into pedagogy courses.

There is a book review in this issue. ONLINE POSTGRADUATE EDUCATION:RE-IMAGINING OPENNESS, DISTANCE AND INTERACTION is the title of the book. This is an editorial book, and the editors are Katharine STAPLEFORD and Kyungmee LEE. The reviewer is Rangga Alif FARESTA

Hope to meet you in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief