

Dear TOJDE Readers,

Welcome to Volume 26 Issue 2 of TOJDE.

There are 15 articles in the April 2025 issue of TOJDE. 48 authors from 7 different countries contributed to the issue. These countries are Indonesia, Morocco, Sri Lanka, Turkiye, United Arab Emirates, United Kingdom and USA.

AMBIVALENT LEARNER SATISFACTION IN RELATION TO TEACHING, COGNITIVE AND SOCIAL PRESENCE IN DISTANCE EDUCATION, authored by Kadir KOZAN, Sihan JIAN and Kharon GRIMMET, is the first article. The purpose of this mixed-methods study is to investigate learners' satisfaction and presence levels in five fully online graduate courses in special education that were offered in an eight-week semester, and whether there is any teaching, cognitive and social presence differences among the levels of learner satisfaction. All these findings indicate that: (a) learner satisfaction in distance education is a complex construct having multiple dimensions; and (b) achieving positive satisfaction in distance education increases teaching, cognitive and social presence levels, which can enhance learning.

The title of the 2nd article is TOWARDS AN ADAPTIVE LANGUAGE MOOC: EXAMINING DIFFERENCES OF LANGUAGE ERROR PATTERNS ACROSS CULTURAL DOMAINS. The authors are Ozlem OZAN, Yasin OZARSLAN and Sevgi CALISIR ZENCI. This study analyzes linguistic errors as part of the Differentiated Distance Education of Turkish as a Foreign Language Project, which pursues the development of an adaptive MOOC for Turkish as a second language. According to this study, there is a relationship between error frequency and the language family of the learner's mother language.

The 3rd article, IMPROVING ONLINE LEARNING USING DEEP LEARNING AND STUDENT'S INTELLIGENCES, is written by Jamal Eddine RAFIQ, Abdelali ZAKRANI, Mohammed AMRAOUI, Said NOUH and Abdellah BENNANE. This study provides a detailed overview of the APPMLT-CBT model, its data collection methodology, and discusses its potential implications for online teaching. Results suggest that the model can serve as a robust framework for improving online teaching and learning while offering a deep understanding of the underlying mechanisms of online learning.

INVESTIGATING THE FUNCTIONALITY OF FLIPPED VIRTUAL CLASSROOM MODEL SUPPORTED BY MOBILE LEARNING ENVIRONMENTS IN CLASSICAL GUITAR EDUCATION is the title of the 4th article, and the authors are A. Aylin CAN, Umit Kubilay CAN and Kutbettin KUYUMCU. This study aims to reveal how guitar teaching with the flipped virtual classroom model supported by mobile learning environments influences the students' performance skills and the achievement of the lesson outcomes. According to the results of this study, it can be concluded that the guitar education conducted with the flipped virtual classroom model supported by mobile learning environments improved the performance of the students and contributed to their achievement of the program outcomes.

Rusen MEYLANI, Gary G. BITTER and Jane M. LEGACY are the authors of the 5th article titled IMPACTS OF PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION FIDELITY ON ONLINE MIDDLE SCHOOL MATHEMATICS: A QUASI-EXPERIMENTAL QUANTITATIVE STUDY. The primary goal of this study is to evaluate the efficacy of professional development and implementation fidelity on the performance of middle school students in mathematics within an online learning environment. This research enhances the understanding of strategic professional development and its significant role in improving the effectiveness of online mathematics education.

The title of the 6th article is HOW VALID ARE OPEN UNIVERSITY EXAM PASSING STANDARDS? CONSISTENCY OF CLASSIFICATION BY CUT-OFF POINTS. Hakan BARAN and Murat AKYILDIZ are the authors. The purpose of this study is to investigate whether the minimum passing scores used in Open Education examinations differ from the currently used minimum passing scores according to different standard-setting methods and the classification consistency of the cut-off scores obtained by these methods with the currently used cut-off scores and with each other. The authors highlight that the pass or fail decisions based on academic principles differed from those based on administrative decisions.

EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE IN ENHANCING THE EFFECTIVENESS OF DISTANCE EDUCATION: THE MODERATING ROLE OF STUDENT ENGAGEMENT is the 7th article. Blasius Erik SIBARANI is the author. This research aims to examine the impact of artificial intelligence and student engagement in enhancing the effectiveness of distance education and to test whether student engagement strengthens the impact of artificial intelligence usage in improving the effectiveness of distance education. The study shows the importance of synergy between AI technology and student engagement, thus providing insights for educators and policymakers to optimize distance education strategies to improve the effectiveness of distance education.

The authors of the 8th article are Teti SOBARI, WIKANENGSIH, R. Ika MUSTIKA and Diena San FAUZIYA. The title is EFFECTIVENESS OF FLIPPED VIDEO-BASED FEEDBACK IN ONLINE CLASSES AND TRADITIONAL TEACHING ON THE QUALITY OF WRITING COMPONENTS AND STUDENTS' WRITING SKILLS. The aim of this research is to examine the effectiveness of video feedback in improving the quality of writing components and writing skills using flipped in online class and traditional teaching. The implication of this research is that teachers can combine feedback with media to create innovative and effective learning processes in improving product quality and student abilities.

Ibrahim GOKDAS, Fulya TORUN and Serife AK are the authors of the 9th article. The title of this article is DETERMINATION OF FACTORS AFFECTING THE SATISFACTION OF INSTRUCTORS IN DISTANCE EDUCATION USING CHAID ANALYSIS. The findings of this study indicate that the general satisfaction of the instructors is at a good level. Also, it is determined that the suitability of the course for distance education, the willingness to teach online, gender, Internet Access/speed, and age played an important role in instructors' satisfaction levels.

The 10th article which is authored by Duygu GUR and Yalin Kilic TUREL is titled BEYOND PLAY: SYSTEMATIC INSIGHTS INTO GAMIFYING EDUCATION ACROSS PEDAGOGICAL, PERSONAL, AND GAMIFICATION DIMENSIONS. In this study, authors aim to reveal current research trends regarding gamification in education, identify current research needs, and make suggestions to guide future research through the systematic review. In conclusion, they provide practical suggestions for educators and instructional designers on how to apply gamified learning environments.

MULTISTAKEHOLDERS GOVERNANCE FRAMEWORK FOR ONLINE LEARNING MARKETPLACE CONSORTIUM: POWER DYNAMIC PERSPECTIVE is the 11th article authored by Ira GERALDINA, Julia SAFITRI, Paulina PANNEN and Eka JULIANTI. This research paper uses a case study approach to explore a model that is adequate and suitable to be applied in the context of the Indonesia Cyber Education Institute, which was initiated by Universitas Terbuka, Indonesia. This study contributes to distance learning education to promote governance practices and support a high-quality distance learning education for society.

The title of the 12th article is CRITICAL FACTORS INFLUENCING FACULTY'S SWIFT TRANSITION EXPERIENCES TO VIRTUAL LEARNING ENVIRONMENTS DURING EMERGENCIES: A MIXED-METHODS STUDY OF A SEMI-GOVERNMENT EMIRATI UNIVERSITY. The authors are Semiyu Adejare ADERIBIGBE, Maher OMAR, Hussein ELMEHDI, Laura COLUCCI-GRAY, Khaled HAMAD, Abdallah SHANABLEH, Hussein AL-OTHMAN, Mohamed Hassan TAHA and Wiam ELSHAMI. This study offers several recommendations, including customized training programs, policy revisions, reduced teaching loads, enhanced technological support, and the incorporation of innovative teaching methods.

Edgar OCTOYUDA, Hendra Sakti Putra SIAGIAN and Ivon ARISANTI are the authors of the 13th article titled CONFIGURING VIDEO-BASED LEARNING AND ONLINE LEARNING EXPERIENCE TO SHAPE STUDENTS' SATISFACTION. The results of the study offer both theoretical and practical insights that enable institutions to assess the degrees of satisfaction among students, distinguishing between those with high and low levels.

The 14th article titled THE MEASUREMENT OF UNIVERSITY STUDENT'S INTENTION TO USE THE REAL-TIME ONLINE LEARNING IN SRI LANKA is authored by Arthika RAJARATNAM. The findings of this study are beneficial specifically to the policy makers to formulate key strategies to incorporate the real-time online learning in the education system. Thus, the education will become more accessible and affordable.

The 15th article, E-LEARNING STYLES AS A PREDICTOR FOR ATTITUDES TOWARDS DISTANCE EDUCATION: A RELATIONAL RESEARCH WITH THE TEACHER CANDIDATES, is authored by Engin DEMIR and Huseyin CEVIK. The study aims to investigate whether various variables and e-learning styles predict student's attitudes towards distance education. Findings show that the preferred type of education, gender, visual-auditory learning style, and independent learning style predict the attitude toward distance education. In conclusion, this research sheds light on how student-centered distance education models can evolve in the process of digital transformation in education.

Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief