

Dear TOJDE Readers,

Welcome to Volume 27 Issue 2 of TOJDE.

There are 15 articles in the April 2026 issue of TOJDE. 42 authors from 10 different countries contributed to the issue. These countries are Greece, Indonesia, Jordan, Pakistan, Palestine, Taiwan, Thailand, Turkiye, Ukraine and Vietnam.

The 1st article is written by Aysin Gaye USTUN, Bunyami KAYALI, Mehmet YAVUZ and Aras BOZKURT. SURVEILLANCE OR SUPPORT? A SYSTEMATIC LITERATURE REVIEW OF ARTIFICIAL INTELLIGENCE SUPPORTED PROCTORED ONLINE EXAMS is the title of the article. This study aims to provide an in-depth understanding of the conceptual structure of artificial intelligence-supported proctored online examination research. The study emphasizes the potential of artificial intelligence-supported proctored online examination systems and highlights the importance of ethical and technical improvements.

EXAMINING ENGLISH MAJORS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN TEACHING PRESENCE, SATISFACTION AND ACADEMIC ACHIEVEMENTS IN SYNCHRONOUS ONLINE CLASSES is the 2nd article. This article is written by An Ngoc Minh PHAM, Cao-Tuong DINH and Anh Phuong Ngoc TRAN. The findings indicate that teaching presence is significantly associated with both extrinsic and intrinsic motivation, as well as student satisfaction in synchronous online English classes, although it does not directly influence academic performance.

The title of the 3rd article is DEVELOPING A FRAMEWORK FOR ETHICAL IMPLEMENTATION OF GENERATIVE AI IN EDUCATION. Yousef ABUZIR is the author. This research presents a comprehensive ethical framework designed to guide educational institutions in the responsible implementation of generative AI. Also, the research contributes to the nascent field of ethical AI in education by providing a practical tool for institutions to navigate the complex ethical landscape, fostering a culture of responsible AI adoption and enhancing student learning outcomes while safeguarding fundamental rights and values.

FROM ENTHUSIASM TO INITIAL INTEGRATION: EDUCATORS' PERCEPTIONS AND PROMPT-DESIGN SKILLS IN USING CHATGPT FOR TEACHING is the title of the 4th article. Bakhrul Rizky KURNIAWAN, Dadan SUMARDANI, Chi-Jung SUI and Chun-Yen CHANG are the authors. According to authors, the integration of artificial intelligence tools like ChatGPT into education presents significant opportunities to foster interactive and student-centered learning. The findings of this article provide a unique and timely foundation for guiding artificial intelligence adoption in education by underscoring the necessity.

Can GULER, Yusuf Zafer Can UGURHAN and Emel GULER are the authors of the 5th article. BEHIND-THE-SCREEN BONDS: THE MEDIATING ROLE OF PARASOCIAL RELATIONSHIPS IN PREDICTING LIVE SESSION PARTICIPATION AND EWOM IN OPEN AND DISTANCE LEARNING is the title of the article. This study, conducted within Anadolu University's Open Education System, examines the effects of learners' attitudes, subjective norms, and perceived behavioral control, as conceptualized in the Theory of Planned Behavior, on their intention to participate in live sessions and their intention to engage in electronic word-of-mouth. The study indicates that interactive, learner-centered, and socially engaging strategies are recommended to enhance the effectiveness of live sessions in open and distance learning, capitalizing on digital communication opportunities.

The title of the 6th article is SELF-DIRECTED BLENDED LEARNING MODEL ON EMOTIONAL INTELLIGENCE AND ACHIEVEMENT, and written by Fang LIU, Kanyarat SRIWISATHIYAKUN and Siririat PETSANGSRI. This study develops a Self-Directed Blended Learning model incorporating Intangible Cultural Heritage music to enhance students' emotional intelligence and academic achievement. The findings demonstrate that Self-Directed Blended Learning model incorporating Intangible Cultural Heritage music can enhance emotional intelligence and academic achievement while simultaneously developing cognitive and emotional competencies, offering an innovative solution for preparing students to meet future challenges.

CROSS-CULTURAL ADAPTATION OF THE STUDENTS' SUSTAINABLE ENGAGEMENT IN E-LEARNING SCALE INTO TURKISH: AN EVALUATION OF PSYCHOMETRIC PROPERTIES is the title of the 7th article. This article is written by Sehkar FAYDA KINIK. This study aims to adapt the six-factor Students' Sustainable Engagement in E-Learning Scale from English to Turkish language and culture and validate its psychometric properties to be conducted as a reliable research instrument. The adapted Students' Sustainable Engagement in E-Learning Scale provides a reliable and valid tool to measure sustainable student engagement in e-learning environments in higher education.

The 8th article is written by Ega GRADINI, Julia NOVIANI and MAILIZAR. UNDERSTANDING ACTUAL E-LEARNING ADOPTION: A COMPREHENSIVE TAM-BASED INVESTIGATION OF PRE-SERVICE MATHEMATICS TEACHERS is the title of the article. This study investigates the determinants of e-learning adoption among pre-service mathematics teachers through an extended Technology Acceptance Model framework. The findings highlight the importance of developing accessible, enjoyable mathematics e-learning systems while acknowledging the complex relationship between intention and actual usage behavior.

UNDERSTANDING THE VALUE OF MICROCREDENTIALS IN HIGHER EDUCATION IN PAKISTAN is the title of the 9th article, written by Muhammad EHSAN and Fouzia AJMAL. This research paper investigates the role of micro-credentials in strengthening educational quality and employability by offering targeted, competency-based certifications that complement traditional degree programs. This paper concludes that effective implementation of micro-credentials can bridge the gap between academic training and real-world demands, as a whole contributing to a more resilient and vital economic environment. The insights of the study provide actionable recommendations for the inclusion of micro-credentials in higher education

The title of the 10th article is BEYOND TRADITIONAL LEARNING: A HEUTAGOGICAL APPROACH TO ONLINE LEARNING FOR DOCTORAL STUDENTS. Johan SYAHBRUDIN, Anita ANGGRAINI, Ismu SUKAMTO, SULASMI and Titin Hera Widi HANDAYANI are the authors. This study aims to explore doctoral students' lived experiences with the heutagogical approach in online learning, including their perceptions of its effectiveness and their interpretation of learning outcomes and quality assurance processes. This study highlights the heutagogical approach as a viable pedagogical model for doctoral online learning, emphasizing the critical balance between learner autonomy, structured guidance, and institutional support to ensure sustained academic excellence.

LEARNING NEEDS OF PRISON INMATES AND PERSPECTIVES OF DISTANCE EDUCATION is the title of the 11th article, written by Vasiliki KOUTZEKLIDOU, Antonis LIONARAKIS and Ilias MAVROIDIS. The study presents a review of distance education in prisons, as well as qualitative research examining aspects related to distance education in a prison of central Greece, which includes observation as well as interviews with thirty-six inmates. According to results, distance education is an essential tool for inmates to acquire the necessary skills for social reintegration and smooth professional integration.

Yusuf KARAKOC and Kevser HAVA are the authors of the 12th article and the title of this article is USING FLIPPED LEARNING TO REDUCE MATHEMATICS ANXIETY OF PRIMARY SCHOOL STUDENTS. This study aims to investigate the effects of flipped learning on mathematics anxiety among primary school students. The findings reveal that the incorporation of in-class learning activities in the flipped learning facilitate a better comprehension of mathematical concepts among students and foster positive attitudes toward mathematics lessons.

The 13th article's title is A MULTIDISCIPLINARY UMBRELLA REVIEW ON FLIPPED LEARNING OUTCOMES. Abdullah ARSLAN and Alaettin ISERI are the authors. According to authors, researchers should prioritize discipline-specific investigations, explore outcome-related mechanisms, develop standardized metrics, and bridge the gap between theory and practice through the integration of relevant learning theories into the design of Flipped Learning strategies.

ENSURING ACCESS TO THE EDUCATIONAL PROCESS IN TIMES OF WAR: THE CHALLENGES OF TODAY is the 14th article's title. Nataliia BONDAR, Viktoria STRELNYK and Tetiana RIDEL are the authors of this article. This article is dedicated to analysing access to the educational process during wartime by addressing the following objectives: identifying current challenges and the foundations of the influence of globalization processes and domestic factors on Ukrainian education; exploring the impact of information technologies on the development of education; and outlining the main directions for modernizing national education. The results highlight several key issues in the article.

The 15th article is written by Ahmad Bani MARI, Hussein MISTAREEHI and Jawaher AL-GHOWERI. TEACHERS' PERCEPTIONS OF DIGITAL CURRICULUM IMPLEMENTATION IN JORDAN is the title. This study explores the perceptions of implementing digital curricula in terms of Readiness (technical and pedagogical) and the obstacles to implementation from teachers' perspective in the Directorate of Education of Al-Jami'ah District, Jordan. The study recommends that stakeholders prioritize digital curricula and work towards effective implementation in the educational field.

Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief