

Dear TOJDE Readers,

Welcome to Volume 17, Number 3 of TOJDE,

There are 10 articles and 2 book reviews in July 2016 issue. 27 authors write these articles from 7 different countries, which are Ghana, India, Iran, Malaysia, Pakistan, Turkey and USA.

LEARNER'S SATISFACTION: A CASE STUDY ON IGNOU'S ENGINEERING DIPLOMA PROGRAMME is the 1st article. Dr. Neelam VENKATESHWARLU and Dr. Ashish AGARWAL are the authors of this article. This article emphasizes that distance learners face some problems in the distance courses. On the other hand, learner satisfaction is one of the important issues in distance education field. The article describes the importance of Engineering programs offered through Open and Distance Learning for working technicians (ITI certificate holders) and working technical supervisors (Engineering Diploma holders) in IGNOU. Moreover, the learner satisfaction is analyzed for students of engineering diploma programs in IGNOU.

The 2nd article is written by Dr. Glenn J. FORTE, Dr. David R. SCHWANDT, Dr. Susan SWAYZE, Dr. Joan BUTLER and Dr. Merrill ASHCRAFT. The title of this article is **DISTANCE EDUCATION IN THE U.S.: A PARADOX**. According to the authors distance education class offerings at U.S. universities and colleges have been increasing at a rate of approximately 10% or more per year over the last several years. The question of this study is based on Transactional distance Theory. Is there a significant difference between student evaluations of the Teaching Methods and Styles of distance education and face-to-face classes as measured on a student completed class and instructor survey, examined through the lens of Moore's Transactional Distance Theory constructs of student autonomy, dialogue and structure? Based on the results of the study, authors have concluded that psychological and pedagogical separation, or transactional distance between student and instructor is reduced when the distance education course structure encourages and requires increased dialogue and interaction.

The 3rd article is written by Dr. Jesus TRESPALACIOS and Dr. Ross PERKINS. The title of the article is **SENSE OF COMMUNITY, PERCEIVED LEARNING, AND ACHIEVEMENT RELATIONSHIPS IN AN ONLINE GRADUATE COURSE**. The authors examine students' perceptions of sense of community and learning, as well as academic achievement, using grades obtained from a final project and participation in asynchronous discussion forums. Findings indicate a significant correlation between perceived learning and the sense of community connectedness subscale.

Dr. Firat SARSAR and Dr. Tarik KISLA write the 4th article. **EMOTIONAL PRESENCE IN ONLINE LEARNING SCALE: A SCALE DEVELOPMENT STUDY** is the title of this article. In this study, there is a design to develop a survey to assist online instructors to understand students' emotional statement in online learning environment. The study highlights, there

are many ways to interact between instructors and students in online learning environment. The survey serves (i) to provide evidences about students' emotional presence, (ii) to assists online instructors for determining efficient ways of communication, and (iii) to helps instructors for recognizing their students' communicational skills.

INFORMATION NEEDS OF DISTANCE LEARNERS: A CASE OF WINNEBA STUDY CENTRE, UNIVERSITY OF EDUCATION, WINNEBA, GHANA is the title of the 5th article. Agatha Gifty LARSON and Michael OWUSU-ACHEAW are the authors of this article. The study focuses on the information needs of distance learners of the Winneba Study Centre of the University of Education, Winneba. The main objective was to investigate the information needs of this group of students who live far away from their host institution and have minimal interaction with their tutors. The findings indicate that it is recommended tutors should endeavor to give assignments that would require the use of libraries, efforts should also be made by library management in partnership with distance education administrators to run mobile library services, instruction on library use, negotiate for space in public and school libraries to keep library materials for use by the learners and also provide instruction on how to access and use both print and electronic resources in libraries.

The 6th article's title is **E-MENTORING FOR PROFESSIONAL DEVELOPMENT OF PRE-SERVICE TEACHERS: A CASE STUDY**. Dr. Mehmet KAHRAMAN and Dr. Abdullah KUZU are the authors of this article. This study focuses on supporting the professional development of information technologies pre-service teachers with e-mentoring approach. The e-mentoring program is conducted in four basic phases; preparation, matching, interaction and finalizing. The data were collected via researcher journals, semi-structured interviews held with the participants, focus-group interviews and reflection reports written at the end of the program. This study underlines that the e-mentoring program had positive influence on their professional development besides the formal education given to the participants. The e-mentoring program helped students, academicians and graduates share their knowledge and experience with each other and develop their social networks.

Dr. Zari Sadat SEYYEDREZAIE, Dr. Behzad GHONSOOLY, Dr. Hesamoddin SHAHRIARI and Dr. Hazar Hosseini FATEMI are the authors of the 7th article. **A MIXED METHODS ANALYSIS OF THE EFFECT OF GOOGLE DOCS ENVIRONMENT ON EFL LEARNERS' WRITING PERFORMANCE AND CAUSAL ATTRIBUTIONS FOR SUCCESS AND FAILURE** is the title of the article. The study investigates the effect of writing process in Google Docs environment on Iranian EFL learners' writing performance. In the end of the study, it is revealed that students generally show positive attitude towards the implication of Google Docs as a factor leading to success in their writing performance.

The 8th article, titled **WHICH ASPECTS OF THE ENGLISH LANGUAGE DO DISTANCE LEARNERS FIND DIFFICULT?**, is written by Dr. George Boon Sai TEOH, Dr. Agnes Liau Wei LIN and Kathy BELAJA. This study reports the findings of a research carried out on distance learners at the School of Distance Education, University Sains Malaysia. In the case of the School of Distance Education learners, their level of proficiency prior to this course, their commitment and hours spent on studying the English language may have affected their perceptions and achievement in the course.

Dr. Munazza AMBREEN, Ambreen HAQDAD and Wajid A. SALEEM are the authors of the 9th article. FOSTERING SELF- REGULATED LEARNING THROUGH DISTANCE EDUCATION: A CASE STUDY OF M.PHIL SECONDARY TEACHER EDUCATION PROGRAM OF ALLAMA IQBAL OPEN UNIVERSITY is the title of this article. This study focuses to explore up to what extent distance education system is successful in fostering self-regulated learning among learners at higher level. Data analysis revealed that teachers are very concerned about development of the skills required to regulate one's own learning among students of MS/ M.Phil program.

The 10th article is written by Meltem KUSCU and Dr. Hasan ARSLAN. The title of the article is VIRTUAL LEADERSHIP AT DISTANCE EDUCATION TEAMS. The purpose of this study is to examine virtual leadership perception of distance learning teams. Three trivets are in question for distance learning teams. The first one is the academicians lecturing, the second one is the students and the third one is coordinator and technical support team. The study highlights that there are different perspectives about virtual leader and leadership at distance education teams.

There are two book reviews in this 3rd issue of 2016. TECHNOLOGY INTEGRATION AND HIGH POSSIBILITY CLASSROOMS: BUILDING FROM TPACK is the title of the 1st book. The author of this book is Jane HUNTER. The reviewer is Dr. Nejdet KARADAG.

Other book's title is INTELLIGENT AND ADAPTIVE EDUCATIONAL-LEARNING SYSTEMS: ACHIEVEMENTS AND TRENDS. This is editorial book and Alejandro PENA-AYALA is the editor. Gamze TUNA is the reviewer of this editorial book.

Hope to meet you in the next issue of TOJDE.

Cordially,

**Dr. T. Volkan YUZER
Editor-in-Chief**