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Welcome to Volume 21 Number 2 of TOJDE,

There are 13 articles and 2 book reviews in April 2020 issue. 38 authors from 11 different countries contributed to the issue. These countries are Brazil, Ecuador, Indonesia, Iran, Jordan, Morocco, New Zealand, Saudi Arabia, Spain, Turkey and USA.

WHO TAKES A MOOC? PROFILE OF STUDENTS IN THE FRAMEWORK OF A EUROPEAN PROJECT is the 1st article. The authors of this article are Elia FERNANDEZ-DIAZ, Carlos RODRIGUEZ-HOYOS, Jose Luis BELVER DOMINGUEZ and Adelina CALVO SALVADOR. This research analyzes the profile of students on MOOCs within the framework of the ECO project promoted by the European Union. The research shows the tendencies of students enrolled in these types of training and suggests that the design of MOOCs should be based on a sustainable, social and communicative curricular approach while at the same time greatly enhancing interaction and collaborative work.

The title of the 2nd article is A STUDY OF THE GRADUATE THESES ON DISTANCE LEARNING ADMINISTRATION IN TURKEY FROM 1999 TO 2019. Eren KESİM is the author. This qualitative study analyzes a total of 147 graduate theses published in the field of distance learning administration in Turkey between the years of 1999-2019 and analyzes their methodological characteristics, scopes, and policy recommendations. The distribution of subjects within these theses are found to focus on 6 main themes. The policy recommendations of research in distance learning administration focused on three categories.

The 3rd article EFFECT OF WEB-BASED LIFE SKILLS EDUCATION ON NURSES' JOB BURNOUT is written by Shahrzd YEKTATALAB, Khadijeh HONARMANDNEJAD, Roksana JANGHORBAN and Nahid ZARIFSANAIEY. This study aims to assess the effect of web-based life skills education on burnout in nurses. The results show that web-based life skills education is able to reduce level of burnout.

A MACHINE LEARNING BASED APPROACH TO ENHANCE MOOC USERS' CLASSIFICATION is the title of 4th article, and the authors are Youssef MOURDI, Mohammed SADGAL, Wafa BERRADA FATHI and Hamada EL KABTANE. The study addresses the dropout rates in MOOCs and their influence on the efforts made by the moderators for the success of this pedagogical model to improve learners' experience and their supervision. The authors present a solution to classify MOOC learners into three distinct classes based on the most relevant attributes and ensembling methods of machine learning algorithms. In order to prove the performance of the model, a comparative study between the proposed model and other algorithms is made on several performance measures.

Manal BAYYAT is the author of the 5th article titled BLENDED LEARNING: A NEW APPROACH TO TEACH BALLET TECHNIQUE FOR UNDERGRADUATE STUDENTS. This study aims to investigate and compare the effect of the Blended Learning (BL) approach to Face to Face (FTF) teaching method on students' level of performance and sport participation motivation level. The results of the study reveal that BL is an efficient and convenient methodology in terms of enhancing students' level of performance and boost their motivation for sports participation.

The title of the 6th article is ANALYSIS OF DISTANCE EDUCATION BUSINESS MODELS IN BRAZILIAN PRIVATE HIGHER EDUCATION INSTITUTIONS. Lidiane Campos BRITTO and Sergio Feliciano CRISPIM are the authors. This article aims to create and analyze the undergraduate business model taxonomy in Distance Education modality at private Higher Education Institutions in Brazil. The analysis results in the formation of two to three clusters in each of the nine business model building blocks explored in the literature review. From these groupings and the analysis of each group characteristics, their taxonomic classifications are created. Two distinct and recurrent business models in distance education are also identified and analyzed.

COLLABORATION AND VIRTUAL LEARNING IN NEW ZEALAND RURAL PRIMARY SCHOOLS: A REVIEW OF THE LITERATURE is the 7th article. Rachel WHALLEY and Michael K. BARBOUR are the authors. In this literature review, the authors examine three key areas that are chosen as relevant to the challenges faced by small rural schools, and collaborative practice between schools working in virtual learning environments in New Zealand. A comprehensive scope of the current New Zealand education landscape is also included to provide the context in which the review resides.

The author of the 8th article is Reem ALMOEATHER. The title is EFFECTIVENESS OF BLACKBOARD AND EDMODO IN SELF-REGULATED LEARNING AND EDUCATIONAL SATISFACTION.

This study investigates the impact of Blackboard LMS and Edmodo SLN on self-regulated learning and educational satisfaction among the Founding Year students at Princess Nourah Bint Abdulrahman University (PNU). Results show a statistically significant difference between the mean scores of the pre-and post-tests of selfregulated learning scale and educational satisfaction scale for both Blackboard and Edmodo. No statistically significant differences between the mean scores of the experimental group (taught using Blackboard) and the second experimental group (taught using Edmodo) in the post-test of the scale of self-regulation skills and the scale of educational satisfaction are found.

Sri UTAMI, Inggit WINARNI, Sri Kurniati HANDAYANI and Fawzi Rahmadiyan ZUHAIRI are the authors of the 9th article. The title of this article is WHEN AND WHO DROPOUTS FROM DISTANCE EDUCATION? The study aims to determine the median time and determinant of non-active students in distance learning in Indonesia. The results reveal that the percentage of non-active students in this study is 42%, with half of the students becoming non-active in the first two semesters. The results also reveal that demographic characteristics, learning experiences and satisfaction with academic services are listed among the reasons for becoming non-active.

The 10th article is titled PRACTICAL TRAINING OF SECONDARY SCHOOL TEACHERS IN SPAIN: TUTORING AND ASSESSMENT USING ICT. The authors are Daniel MARTINEZ-ROMERA, Daniel CEBRIAN-ROBLES and Rafael PEREZ-GALAN. This study analyses the quality of training and the digital skills taught during the preservice training of teachers, as well as during the master's degree dissertation (TFM in Spanish) in the Degree in Education in Spain. Results show the persistence of different situations and a lack of definition in the guidelines as well as in some teachers' perceptions that have more to do with educational models of the past.

THE IMPACT OF ON LINE ANNOTATION TOOLS ON STUDENTS' ACADEMIC PERFORMANCE IN A DISTANCE UNIVERSITY PROGRAM is the 11th article authored by Carmen BENITEZ, Ana QUINONES, Paul GONZALEZ, Cesar OCHOA and Alba VARGAS. The study aims to test the effectiveness of the Nota Bene (NB) software as an online annotation tool to enhance students' academic performance and to know their perceptions about the use of this tool. The results of the post-test indicate that NB is an effective software to enhance participants' academic performance, and students who used this tool had positive perceptions about the use of NB while doing their academic activities.

The 12th article is written by Wardani Dwi WIHASTYANANG, Shirly Rizki KUSUMANINGRUM, M. Adnan LATIEF and Bambang Yudi CAHYONO. The title is IMPACTS OF PROVIDING ONLINE TEACHER AND PEER FEEDBACK ON STUDENTS' WRITING PERFORMANCE. This study investigates the combination of teacher feedback, peer feedback and Edmodo, and analyzes their impact on the students' writing performance. The results of the study reveal that the students having the online teacher and peer feedback provided through Edmodo did not perform better in writing than those who experienced teacher feedback in the conventional method.

Atefeh ELEKAEI, Hossein Heidari TABRIZI and Azizeh CHALAK are the authors of the 13th article titled EVALUATING LEARNERS' VOCABULARY GAIN AND RETENTION IN AN E-LEARNING CONTEXT USING VOCABULARY PODCASTING TASKS: A CASE STUDY. The study investigates the use of audio podcast plus still pictures and audio podcasts plus animated pictures on learners' vocabulary gain and retention in a process-oriented approach. The results indicate that the participants who received audio plus animated pictures had higher levels of vocabulary gain as well as retention.

There are two book reviews in this issue. OPEN AND DISTANCE EDUCATION THEORY REVISITED IMPLICATIONS FOR THE DIGITAL ERA is the title of the 1st book. The editor of this book is Insung JUNG. The reviewer is Aslihan BAGCI.

The 2nd book's title is MANAGING ONLINE LEARNING THE LIFE-CYCLE OF SUCCESSFUL PROGRAMS. The editor of this book is John VIVOLDO. Istek AKSAK KOMUR is the reviewer.

Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER
Editor in Chief