

Dear TOJDE Readers,

Welcome to the Volume 17, Number 4 of TOJDE,

There are 14 articles and 2 book reviews in the last issue of the year 2016. The articles are written by 37 authors from 14 different countries. These countries are Canada, Colombia, Egypt, Indonesia, Iran, Kenya, Philippines, Saudi Arabia, Scotland, Spain, Tunisia, Turkey, United Kingdom and USA.

The 1st article is titled **COMMUNITY TRACKING IN A cMOOC AND NOMADIC LEARNER BEHAVIOR IDENTIFICATION ON A CONNECTIVIST RHIZOMATIC LEARNING NETWORK**. Aras BOZKURT, Sarah HONEYCHURCH, Autumm CAINES, Maha BALI, Apostolos KOUTROPOULOS and Dave CORMIER are the writers of this article. This article focuses on the literature on connectivism, connectivist MOOCs (cMOOCs) and rhizomatic learning by examining participant interactions, community formation. Besides, it highlights nomadic learner behavior in a particular cMOOC, #rhizo15, facilitated for 6 weeks by Dave Cormier. Twitter interactions among learners are also observed. The results are important to understand cMOOCs better in community-building dimension.

The 2nd article is written by Dr. Mehmet FIRAT, Dr. A. Nurhan SAKAR and Dr. Isil KABAKCI YURDAKUL. The title of this article is **WEB INTERFACE DESIGN PRINCIPLES FOR ADULTS' SELF-DIRECTED LEARNING**. The aim of this study is to determine interface design principles for the development of educational web interfaces that will support the self-directed learning of adults. Determinations base on the views and recommendations of experts. The results underline five basic features, which include being user-directed, ensuring variety, being supported by learning analytics, being motivational, and being sharing-oriented.

The 3rd article is conducted by Nizar OMHANI, Anis KALBOUSSI, Omar MAZHOUD and Ahmed Hadj KACEM. **ANNOTATION-BASED LEARNER'S PERSONALITY MODELING IN DISTANCE LEARNING CONTEXT** is the title of the article. This study presents a new approach to build learners' personality profiles based on their annotation traces yielded during active reading sessions. The results show the system performance to measure the scores of learner's personality traits.

A COMPARATIVE STUDY ON THE MOTIVATION AND ATTITUDES OF LANGUAGE LEARNERS OF ONLINE DISTANCE AND TRADITIONAL IN-CLASSROOM EDUCATION is the 4th article, and written by Dr. Gulden GENC, Emine KULUSAKLI and Savas AYDIN. This study aims to determine and compare the motivation and attitudes of language learners of online distance and traditional in-classroom education, in a state university in Turkey. The findings of the study shows statistically significant relationships between motivation and attitudes of the participants and some individual variables.

The 5th article, titled **ONLINE METACOGNITIVE TASKS FOR EFL DISTANCE LEARNERS**, is written by Dr. Soraya GARCIA-SANCHEZ. This article proposes a debate on the awareness of strategic knowledge acquisition to particular situations providing interactive scenarios among students of English as a Foreign Language (EFL) in online courses. The findings provides information about useful online tasks for the adequate performance of communicative metacognitive skills required in an EFL language distance course.

The 6th article is written by Dr. Veysel DEMIRER and Cagdas ERBAS. **TRENDS IN STUDIES ON VIRTUAL LEARNING ENVIRONMENTS IN TURKEY BETWEEN 1996-2014 YEARS: A CONTENT ANALYSIS** is title of this article. This study aims to review studies on virtual learning environments in Turkey through the content analysis method. 63 studies

consisting of thesis, articles and proceedings published in Turkish and English between 1996-2014 years are analyzed. According to the writers, this study might guide researchers aiming to employ virtual learning environments in their educational studies.

The 7th article is written by four authors. Dr. Mohammad Reza SARMADI, Dr. Mehran FARAJOLLAHI, Dr. Bahman SAEIDIPOUR and Dr. Mehrdad AHMADIFAR are the authors of the article titled **THE IMPACT OF LECTURERS' THINKING STYLES ON STUDENTS' CREATIVITY IN DISTANCE HIGHER EDUCATION**. This study aims to investigate the group creativity on thinking styles in distance education based on collaborative learning. Based on the results, there is no significant association between the average group member creative ability and the overall group creative performance.

USING BLOGGING SOFTWARE TO PROVIDE ADDITIONAL WRITING INSTRUCTION is the 8th article and written by Dr. Lin B. CARVER and Dr. Carol TODD. This study examined 29 fifth through twelfth grade classroom teachers' survey responses about their perception of the effectiveness of using an online blogging tool, Kidblog, to plan and provide writing instruction for a struggling writer through survey responses and reflective journal entries. The results indicates that teachers like the opportunity for more face-to-face interaction with their students and they also highlight that students may need strong keyboarding skills to effectively use the Kidblog tool. Teachers also underline that practice is important for the teachers who find software difficult to use.

The 9th article is titled **DIGITAL GAME-BASED LANGUAGE LEARNING IN FOREIGN LANGUAGE TEACHER EDUCATION**. Dr. Yunus ALYAZ and Dr. Zubeyde Sinem GENC are the writers of this article. This study is conducted to investigate educational digital games in foreign language teaching, to identify the determining reasons behind the pitfalls in applications and to explore the contribution of a serious game to the development of professional language skills of pre-service teachers. The results are important in foreign language teacher education in terms of enhancing digital game-based language learning pedagogy for teachers.

Ouma OMITO is the writer of the 10th article. The title of this article is **EVALUATING LEARNERS'S ABILITY TO USE TECHNOLOGY IN DISTANCE EDUCATION: THE CASE OF EXTERNAL DEGREE PROGRAMME OF THE UNIVERSITY OF NAIROBI**. The study is aimed at investigating the students' ability to use technology for distance education with specific reference to the University of Nairobi's External Degree Program. The results conclude that any institution aiming at introducing e-learning in their institution should assess students' technology literacy levels and prepare them in advance before the launch of e-learning.

The 11th article is conducted by Fathia LAHWAL, Ajlan S. AL-AJLAN and Mohamad AMAIN. The title is **A PROPOSED FRAMEWORK BETWEEN INTERNAL, EXTERNAL AND PEDAGOGY DIMENSIONS IN ADOPTION OF INTERACTIVE MULTIMEDIA E-LEARNING**. This study focuses on interactive multimedia e-learning aims to improve our understanding about the dynamics of e-learning. The findings supply a precise tool for measuring creative user adoption of interactive multimedia and e-learning services, providing further insights for researchers and may provide to guide research and practice in interactive multimedia and e-learning by using communication media.

THE ICT LEVEL OF CONFIDENCE OF COURSE SPECIALISTS IN DISTANCE EDUCATION: THE POLYTECHNIC UNIVERSITY OF THE PHILIPPINES EXPERIENCE is the title of 12th article. Dr. Caroline T. SUMANDE, Dr. Carmencita L. CASTOLO and Benilda Eleanor V. COMENDADOR are the writers of this article. The study addresses two questions: what is the ICT level of confidence of the course specialists handling Open University classes, and to what extent do course specialists integrated ICT applications such as word processing, electronic spread sheet, presentation software, YouTube and etc. in their OUS classes? Based on the results, this study concludes that creating a long-term vision for the future of DE system in the country can be best achieved if DE providers or universities prepare the faculty members or the course specialists in teaching via online given proper training programs

where technology is best utilized and makes a gratifying experience for both the students and course specialists.

The 13th article is written by Dr. Carmen Ricardo BARRETO and Dr. Jorge Mizzuno HAYDAR. The title is **PEDAGOGICAL INTERCULTURAL PRACTICE OF TEACHERS IN VIRTUAL ENVIROMENTS**. This study presents some of the results of the project "Training and Development of Intercultural Competency of Teachers in Virtual Enviroments", carried out in ten Colombian Caribbean higher education institutions (HEI) offering virtual programs. It is performed in three steps: 1-diagnosis, 2-training, and 3-analysis of the pedagogical practice. Results show a changing process of intercultural conception both in the design and in the implementation and evaluation.

The 14th article, titled **IMPROVING CURRICULUM THROUGH BLENDED LEARNING PEDAGOGY**, is written by Dr. Ojat DAROJAT. The purpose of this study is to understand the issues related to the implementation of blended-learning pedagogy. The study provides practical recommendation that internet-based instruction is now becoming a strategic choice for open and distance learning in developing countries to widening access and to meet challenges for better future.

There are two book reviews in this issue. The title of the 1st book is **OPEN EDUCATIONAL RESOURCES: Policy, Costs and Transformation**. This is an editorial book and the editors are Fengchun MIAO, Sanjaya MISHRA and Rory MCGREAL. The reviewer is lecturer Can GULER.

Other book's title is **E-LEARNING SYSTEMS, ENVIRONMENTS AND APPROACHES: Theory and Implementation**. The editors of this editorial book are Pedro ISAIAS, J. Michael SPECTOR, Dirk IFENTHALER and Demetrios G. SAMPSON. Recep ONDER 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