Dear TOJDE Readers,

Welcome to Volume 18, Number 2 of TOJDE,

There are 14 articles and 2 book reviews in April 2017 issue. 30 authors write these articles from 9 different countries. These countries are Australia, Brazil, Colombia, Greece, Nigeria, South Africa, Thailand, Turkey and USA.

CURRICULUM DESIGN FOR DISTANCE EDUCATION IN THE TERTIARY SECTOR is the 1st article and Ritesh CHUGH, Shirley LEDGER and Rebecca SHIELDS are the authors of this article. The study highlights a narrative and integrative approach to advance the understanding of curriculum design practices of distance education. In order to effectively design curriculum, this paper views the role of the educator as a conductor, technician and choreographer. In the article, pedagogy, technology and an engaged community of learners as a basis for ensuring curriculum meets contemporary practices.

The 2nd article is written by Eyup YUNKUL and Serkan CANKAYA. The title of this article is STUDENTS' ATTITUDES TOWARDS EDMODO, A SOCIAL LEARNING NETWORK: A SCALE DEVELOPMENT STUDY. The purpose of this article is to develop a scale to determine students' attitudes towards Edmodo, a Social Learning Network (Edmodo Attitude Scale, EAS). There is a scale in the study, developed in Turkish and applied online. At the end of the research process, a scale made up of 18 items and 4 factors is developed. This article indicates that the scale could be said to be a valid and reliable attitude scale that used in learning environments which involves the use of a Social Learning Networks.

Olalere A. ABASS, Samuel A. OLAJIDE and Babafemi O. SAMUEL are the writers of the 3rd article. DEVELOPMENT OF WEB-BASED EXAMINATION SYSTEM USING OPEN SOURCE PROGRAMMING MODEL is the title of the article. According to the article Web-based Examination System (WES) can serve as an effective solution for mass education evaluation and offers many novel features that cannot be implemented in paper-based systems, such as real time data collection, management and analysis, distributed and interactive assessment towards promoting distance education.

The 4th article is titled AN EVALUATIVE STUDY OF AN ICT MODULE FOR A SCHOOL LEADERSHIP AND MANAGEMENT PREPARATION PROGRAM. The writers are Sarietjie MUSGRAVE and Corene DE WET. This study reports on findings of an evaluative study on the effectiveness of an Information and Communication Technology (ICT) module that forms part of the Advanced Certificate in Education: School Leadership and Management program as mentioned in the title.

MOOCs 2.0: THE SOCIAL ERA OF EDUCATION is the 5th article. This article is written by Arda SOYLEV. In this study, the writer reviews the problems and the current solutions associated with MOOC 1.0 era. After this step, the writer analyzes the MOOC 2.0 era and discusses its present and possible future affects to our lives as distance learners.

Marites Piguing HILAO and Saovapa WICHADEE are the writers of the 6th article, titled GENDER DIFFERENCES IN MOBILE PHONE USAGE FOR LANGUAGE LEARNING, ATTITUDE, AND PERFORMANCE. The research in the article compares how male and female students perceive mobile phones as a language learning tool, use mobile phones to learn English and develop their learning performance. A five-point rating scale questionnaire is used to collect data from 122 students, comprising 65 females and 57 males. The findings demonstrate that male and female students do not differ in their usage, attitudes toward mobile phone uses for language learning as well as their learning performance at a significance level.

The 7th article is titled ANALYZING THE EFFICACY OF THE TESTING EFFECT USING KAHOOT™ ON STUDENT PERFORMANCE, and written by Dr. Darren H. IWAMOTO, Dr. Jace HARGIS, Erik Jon TAITANO and Ky VUONG. This research focuses on an alternate approach that will assist students in preparing for high-stakes examinations. Kahoot™, game show-like user interface, is used in this research. The results of this study suggest that creating a fun and an engaging environment support improved academic performance among distance learners.

E-LEARNING AS A TRAINING TOOL FOR CIVIL SERVANTS: A CASE IN THE STATE OF PARANA – BRAZIL is the 8th article. Adriano STADLER, Rosi Teresinha Munaretti de CAMARGO and Marcos Rogerio MAIOLI are the writers. This article aims to answer the main question: What is the perception of Parana civil servants, which undertake the distance e-learning methodology post-graduate programs in relation to the use of technologies and materials? The main results show that there is high familiarity and acceptance to e-learning. On the other hand, the use of teaching materials evidenced conservatism and attachment to printed learning materials, highlighting the printed book as a key to distance learning.

Dr. Olanike Sharon NICHOLAS-OMOREGBE, Dr. Ambrose Agbon AZETA, Dr. Idowu Aigbovo CHIAZOR and Dr. Nicholas OMOREGBE are the writers of the 9th article. The title is PREDICTING THE ADOPTION OF E-LEARNING MANAGEMENT SYSTEM: A CASE OF SELECTED PRIVATE UNIVERSITIES IN NIGERIA. This study aims to investigate the factors that could influence e-learning management system (eLMS) adoption in higher education. The results of this study will provide theoretical information on the intention to adopt eLMS and should be of interest to both researchers and education administrators in terms of planning and decision making.

The 10th article title is STUDENT TEACHERS' EXPERIENCES OF TEACHING PRACTICE AT OPEN AND DISTANCE LEARNING INSTITUTION IN SOUTH AFRICA. Dr. Sello MOKOENA is the writer of this article. This study focuses on the experiences of student teachers towards teaching practice in an open and distance learning (ODL) institution in South Africa. The sample consists of 65 fourth year students enrolled for Bachelor of Education, specialising in secondary school teaching. The mixed-method research design is used in research. The study reveals that student teachers experience challenges with regard to on-time placement in schools, supervision and mentoring.

A COMPOUND LAMS-MOODLE ENVIRONMENT TO SUPPORT COLLABORATIVE PROJECT-BASED LEARNING: A CASE STUDY WITH THE GROUP INVESTIGATION METHOD is the 11th article. Giorgos PASCHALIS is the writer. In this paper, the writer proposes the design of a collaboration script, following the "Group Investigation method", to support the tutors and students of a collaborative project-based course on 'DataBases'. The evaluation of the students' projects and the comparison with the corresponding projects of the previous academic year show a better level of collaboration and performance of the students but also prove that the learning environment offers the tutors a more efficient way to guide their students in Collaborative Project-Based Learning.

The 12th article is written by Dr. Emrah EKMEKCI. THE FLIPPED WRITING CLASSROOM IN TURKISH EFL CONTEXT: A COMPARATIVE STUDY ON A NEW MODEL is the title of the article. Flipped learning transforms classrooms into interactive and dynamic places where the teacher guides the students and facilitates their learning. The study explores the impact of flipped instruction on students' foreign language writing skill which is often perceived as boring, complex and difficult by English as a Foreign Language (EFL) learners.

Oluwole Caleb FALODE and Amosa Isiaka GAMBARI are the writers the 13th article and the title of this article is EVALUATION OF VIRTUAL LABORATORY PACKAGE ON NIGERIAN SECONDARY SCHOOL PHYSICS CONCEPTS. The study evaluates accessibility, flexibility, cost and learning effectiveness of researchers-developed virtual laboratory package for Nigerian secondary school physics.

ASSESSMENT OF STUDENT LEARNING IN VIRTUAL SPACES, USING ORDERS OF COMPLEXITY IN LEVELS OF THINKING is 14th article. Dr. Jose CAPACHO is the writer of this article. This study aims at showing a new methodology to assess student learning in virtual spaces supported by Information and Communications Technology (ICT). The methodology is based on the Conceptual Pedagogy Theory, and is supported both on knowledge instruments (KI) and intellectual operations (IO).

There are two book reviews in this issue. **STUDENT-TEACHER INTERACTION IN ONLINE LEARNING ENVIRONMENTS is the title of the 1st book.** This is an editorial book and the editor is Robert D. WRIGHT. The reviewer is Dr. Harun SERPIL.

Other book's title is **OPEN EDUCATION: FROM OERs to MOOCs.** This book is also an editorial book and the editors are Mohamed JEMNI, KINSHUK & Mohamed Koutheair KHRIBI. Nil GOKSEL CANBEK is the reviewer of this book.

Hope to meet you in the next issue of TOJDE.
Cordially,

Dr. T. Volkan YUZER
Editor-in-Chief