Dear TOJDE Readers,

Welcome to Volume 19, Number 3 of TOJDE,

There are 13 articles and 2 book reviews in July 2018 issue. 32 authors write the articles from 11 different countries. Bulgaria, Ghana, Indonesia, Iran, Netherlands, Nigeria, Republic of Macedonia, South Africa, Spain, Turkey and Turkish Republic of Northern Cyprus are the countries.

ARE FREE INTERNET TECHNOLOGIES AND SERVICES THE FUTURE OF SYNCHRONOUS DISTANCE LEARNING? is the title of 1st article. Dr. Zoran KOTEVSKI and Aleksandar MILENKOSKI are the authors. In this study the authors elaborate the deployment of a synchronous distance lecturing solution based on free audioconferencing and screen sharing networking technologies, and they discuss the benefits gained in the context of cost, functionalities, effectiveness and users' satisfaction.

The title of the 2nd article is QUALITY ASSURANCE THROUGH EXPERIENTIAL LEARNING IN A DISTANCE EDUCATION CONTEXT: THE VIEWS OF MAJOR STAKEHOLDERS. Dr. Kofi Poku QUAN-BAFFOUR and Dr. Akwasi ARKO-ACHEMFUOR are the authors of this article. This paper use the qualitative research approach to explore the views of major stakeholders from two Provinces in South Africa on quality assurance of experiential learning for teacher trainees in distance education. The findings indicate that all the major stakeholders involved in providing experiential learning in the UNISA teacher training program support the idea of collaboration as the basis of quality teacher training.

The 3rd article is written by Dr. Toni MALINOVSKI, Dr. Vladimir TRAJKOVIK and Dr. Tatjana VASILEVA-STOJANOVSKA. IMPACT OF DIFFERENT QUALITY OF SERVICE MECHANISMS ON STUDENTS' QUALITY OF EXPERIENCE IN VIDEOCONFERENCING LEARNING ENVIRONMENT is the title of the article. According to the authors, videoconferencing technology is a successful tool for expanding possibilities for collaborative and distance learning, while bridging the distance between the teacher and students, providing time and cost savings. Thus, this study evaluates the impact of different Quality of Service mechanisms utilized in the infrastructure on students' Quality of Experience in videoconferencing learning environments.

The 4th article's title is USE OF AUGMENTED REALITY IN SOCIAL SCIENCES AS EDUCATIONAL RESOURCE. Dr. Purificacion TOLEDO-MORALES and Dr. Jose Manuel SANCHEZ-GARCIA are the authors. This study investigates the effects of the use of Augmented Reality (AR) on the academic performance of students, as well as perceptions that are following the use of this new technology resource. In the end, the process of teaching and learning is perceived as positive, incentive and facilitator in the acquisition of knowledge.

The 5th article, titled STUDENTS' REFLECTIONS ON VOCABULARY LEARNING THROUGH SYNCHRONOUS AND ASYNCHRONOUS GAMES AND ACTIVITIES, is written by Dr. Hatice KARAASLAN, Nurseven KILIC, Gamze GUVEN-YALCIN and Abdulkadir GULLU. In this study, the goal is to enhance students' vocabulary learning performance by using synchronous and asynchronous games and activities that will activate and maintain intrinsic motivation in an effort to teach parts of speech and collocations over a period of eight weeks. The

findings are discussed with respect to the efficiency of incorporating synchronous and asynchronous learning materials.

Dr. Rositsa DONEVA, Dr. Silvia GAFTANDZHIEVA and Dr. George TOTKOV are the authors of the 6th article. AUTOMATED QUALITY ASSURANCE OF EDUCATIONAL TESTING is the title. This paper presents a study on known approaches for quality assurance of educational test and test items. On its basis a comprehensive approach to the quality assurance of online educational testing is proposed to address the needs of all stakeholders (authors of online tests, teachers, students, experts, quality managers, etc.). Results are discussed in the end of the article.

DIGITAL DEVICE OWNERSHIP AND LEARNING ENVIRONMENT PREFERENCES OF STUDENTS IN SOUTH AFRICA AND GHANA is the title of the 7th article. Dr. Simon-Peter Kafui AHETO and Dr. Johannes CRONJE are the authors. This paper explores differences in access to technology and configuration of preferences for learning environments among design students in two universities of technology in South Africa (ISA) and Ghana (IG). The authors recommend a blended approach when designing learning environments for Design Education, while promoting the use of media platforms for content management due to device ownership among students.

The 8th article is written by Dr. Esmaeil JAFARI, Dr. Kourosh Fathi VAJARGAH, Dr. Mahboobeh AREFI and Dr. Morteza REZAEIZADEH. The title of this article is MOOC-BASED CURRICULUM MODEL VALIDATION IN HIGHER EDUCATION IN IRAN. The aim of this study is to validate MOOC-based curriculum in higher education in Iran. The research method is mixed and of exploratory type.

Dr. Maximus Gorky SEMBIRING is the author of the 9th article. MODELLING THE DETERMINANTS OF EFFECTIVE ONLINE TUTORING PROGRAMS is the title. Determinants of effective online tutoring program are modelled and elucidated in this report. It is aimed at clarifying influential factors, how and in what behaviors they were interrelated observed by Universitas Terbuka students.

The 10th article is written by Yolande REYNEKE and Christina Cornelia SHUTTLEWORTH. The title of this article is ACCOUNTING EDUCATION IN AN OPEN DISTANCE LEARNING ENVIRONMENT: CASE STUDIES FOR PERVASIVE SKILLS ENHANCEMENT. In the end of this study, it is recommended that the training of distance education accounting students should be adapted to include case studies for pervasive skills development.

THE ROLE OF STUDENT SUPPORT SERVICES IN ENHANCING STUDENT PERSISTENCE IN THE OPEN UNIVERSITY CONTEXT: LESSON FROM INDONESIA OPEN UNIVERSITY is the title of the 11th article. Dr. Muhammad Husni ARIFIN is the author. This study is aimed to explore contribution of student support in increasing student persistence by employing mixed methods approach. In the end, this study suggests the improvement of student support at the level of affective, cognitive, and systemic to enhance student persistence.

Dr. Olga PILLI, Dr. Wilfried ADMIRAAL and Dr. Aysegul SALLI write the 12th article. MOOCS: INNOVATION OR STAGNATION? is the title. This study aims to examine the strengths and weaknesses as well as opportunities and threats of MOOCs in higher education. The data from the document analysis is examined by SWOT method to put insights on MOOCs internal and external standing. Results indicates that it is worth to explore the ways to improve the completion rates, weak pedagogical structure, degree provision, quality

insurance and assessment as well as to discover the needs of new generation in online learning.

The title of the 13th article is STUDENTS AWARENESS AND UTILIZATION OF EDUCATIONAL BROADCASTS TO LEARN IN OGBOMOSO, OYO STATE NIGERIA. Dr. Charles Olubode OLUMORIN, Musiliu Adekola ADEROJU and Amos Ochayi ONOJAH are the authors. The study recommends that teachers in secondary schools should include educational broadcasts as forms of stimulus variation that they could apply to their classes and educational programs producers on both radio and television should create enough awareness about the programs to enable students follow the programs at appropriate time.

There are two book reviews in this issue. MAKING ONLINE TEACHING ACCESSIBLE: INCLUSIVE COURSE DESIGN FOR STUDENTS WITH DISABILITIES is the title of the 1st book. The author of this book is Norman COOMBS. The reviewer is Suleyman ARI.

Other book's title is THE ONE WORLD SCHOOLHOUSE: EDUCATION REIMAGINED. Salman KHAN is the author of this book. Aysun GUNES is the reviewer.

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

Dr. T. Volkan YUZER
Editor-in-Chief