

Dear TOJDE Readers,

Welcome to Volume 22 Issue 1 of TOJDE.

There are 15 articles and two book reviews in the January 2021 issue of TOJDE. 40 authors from 9 different countries contributed to the issue. These countries are Egypt, India, Indonesia, Iran, Oman, Saudi Arabia, South Korea, Tanzania, and Turkey.

STUDENTS' EXPERIENCES AND PERCEPTIONS OF ONLINE COLLABORATIVE LEARNING IN HIGHER EDUCATION OF KOREA AND THE UAE authored by Jieun LEE and Gihan OSMAN is the first article. This research compares the experiences and perceptions of UAE and Korean students in campus-based universities of online collaborative learning (OCL) in terms of frequency, assessment, barriers, support, and attitude for OCL in each country. The results reveal that UAE students had more frequent experiences of and more positive attitudes toward OCL than did Korean students, although the two countries have similar cultural propensities.

The title of the 2nd article is A MODEL PROPOSAL ON THE DETERMINATION OF STUDENT ATTENDANCE IN DISTANCE EDUCATION WITH FACE RECOGNITION TECHNOLOGY. The authors are Durmus OZDEMIR and Mehmet Emin UGUR. The authors propose a design model using face recognition algorithms to determine attendance in distance education, to ensure more active participation and to increase success indirectly. It was seen that the proposed design model provided more than 80% accuracy with increasing number of samples.

The 3rd article, THE META-ANALYSIS OF THE STUDIES ABOUT THE EFFECTS OF FLIPPED LEARNING ON STUDENTS' ACHIEVEMENT, is written by Mustafa AYDIN, Burcu OKMEN, Seyma SAHIN, and Abdurrahman KILIC. The aim of this meta-analysis of 25 research articles and theses conducted in Turkey between 2014-2018 is to analyze the effect of the flipped learning model on the academic success of students. The results yielded that flipped classroom had medium effect on success and study type, educational level, and year do not have a significant effect on success.

THE SATISFACTION LEVEL OF UNDERGRADUATE SCIENCE STUDENTS TOWARDS USING E-LEARNING AND VIRTUAL CLASSES IN EXCEPTIONAL CONDITION COVID-19 CRISIS is the title of the 4th article, and the author is Ali Khaled BAWANEH. The study aims at investigating the science students' satisfaction with e-learning and virtual classes during COVID-19 crisis at a university from Eastern Province, Saudi Arabia. The results revealed that the science students' satisfaction level of using e-learning and virtual classes is medium in general with varying degrees across variables.

Ezgi Aydemir ALTAS and Enisa MEDE are the authors of the 5th article titled THE IMPACT OF FLIPPED CLASSROOM APPROACH ON THE WRITING ACHIEVEMENT AND SELF-REGULATED LEARNING OF PRE-SERVICE ENGLISH TEACHERS. This quasi-experimental research investigates the impact of flipped classroom on pre-service English teachers' Advanced Writing achievement and explores whether flipped classroom approach makes a difference on the self-regulated learning of the participants or not. The results demonstrated that the implementation of flipped classroom approach resulted in better writing achievement, yet self-regulated learning showed no significant difference between groups.

The title of the 6th article is MOTIVATIONAL FACTORS UNDERLYING THE USE OF ONLINE LEARNING SYSTEM IN HIGHER EDUCATION: AN ANALYSIS OF MEASUREMENT MODEL. Ridwan Daud MAHANDE and AKRAM are the authors. This quantitative research which aims at empirically developing and testing a measurement model of several motivational constructs, proposes a theoretical model which can be integrated into three motivational theories: ARCS, McClelland's needs, and Self-Determinant Theory (SDT). The results show that the construct of motivation with indicators that built it met validity and reliability requirements. The results of this research present two alternative instruments for explaining the relationship between motivational factors including the indicators that influence the use of online learning systems in tertiary institutions.

MODELING THE CONTRIBUTION OF DISTANCE EDUCATION TO STUDENTS' PREPARATION FOR THE PROFESSIONS is the 7th article. Mustafa CAVUS, Betül KAN KILINC, Berna YAZICI, Seda TEKELI, Guler GUNSOY, Bulent GUNSOY and Caglar KARADUMAN are the authors. The authors investigated the contribution level of open and distance learning to students' career, in order to perceive the pathway for higher quality standards. The analysis of the data obtained from approximately 17,000 associate and undergraduate students at Anadolu University Faculty of Open Education indicate that there is a positive relationship between family size and the contribution level of distance education on students' preparation for the professions. It was also found that the students with moderate and higher socioeconomic levels demonstrated superior levels of contribution.

The authors of the 8th article are Ishaq AL-NAABI, Thuwayba AL BARWANI, Salma AL-HUMAIDI and Otherine NEISLER. The title is ONLINE COURSE DESIGN: TAKING A RIGHT TURN! The authors evaluated a 5-week online course, designed according to Nation and Macalister's (2010) eight-step language curriculum design model, from the perspective of students, instructors and course reviewers at the Arab Open University (Oman). The analyses revealed that most stakeholders were satisfied with course design, yet some modifications were required. The study provides course developers with an evidence-based, enhanced online course design model that will help create online courses.

Sibel Ergun ELVERICI is the author of the 9th article. The title of this article is CAN SOCIAL MEDIA PROMOTE SOCIAL PRESENCE AND ATTITUDE IN EFL CLASSES? This explanatory mixed design study aims to reveal the effects of integrating social media on students' social presence and their attitudes to it when social media is integrated in foreign language classes. In the study, Facebook was used as part of high school students' curriculum in English lessons. The results of the study showed that there was no significant difference in students' attitude to social media, but there was a significant difference in their social presence.

The 10th article which is authored by Esra ACIKGUL FIRAT and Selcuk FIRAT is titled WEB 3.0 IN LEARNING ENVIRONMENTS: A SYSTEMATIC REVIEW. The results of this systematic review of 81 Web 3.0 papers from 2005 to 2020 reveal an increase in the number of studies in 2008 and 2013, a dominance of experimental studies especially in science education. It was also found that the majority of the studies were quantitative; most benefited from surveys, questionnaires and observational information in the data collection process; and the majority of studies focus on the learning usefulness and learning outcomes of the software used in the research.

STUDENTS' BARRIERS TO ONLINE TUTORIAL is the 11th article authored by SUGILAR. This mixed methods study aimed to identify barriers for students to participate in the online tutorial in Universitas Terbuka. The results of the study revealed that the students' barriers to online tutorial reflected in four factors, i.e. (1) information, (2) motivation, (3) technical, and (4) support. The study proposes some recommendations to improve student participation in online tutorials.

The 12th article ASSESSMENT AND EVALUATION IN OPEN EDUCATION SYSTEM: STUDENTS' OPINIONS ABOUT OPEN-ENDED QUESTION (OEQ) PRACTICE is authored by Nejdet KARADAG, Belgin BOZ YUKSEKDAG, Murat AKYILDIZ and Ali İhsan İBİLEME. The aim of this quantitative study is to determine students' opinions about open-ended question exam practice in several programs at Anadolu University Open Education System during 2018-2019. The results of the study showed that majority of the participants find open-ended questions more difficult than multiple-choice questions and have negative opinions about open-ended questions in terms of measuring subject matter competency and fair assessment.

Shirin SADAGHIAN and Susan MARANDI are the authors of the 13th article titled FOSTERING LANGUAGE LEARNER AUTONOMY THROUGH INTERDEPENDENCE: THE POWER OF WIKIS. The present study reports on a collaborative writing project initiated and completed by 18 Iranian English language learners enrolled in an online writing course. The findings of the study revealed student-writers' autonomous contributions, autonomous alterations and peer correction in the final product. In addition, teacher intervention was witnessed throughout the process and the findings from the teacher interviews revealed a need for a teacher as a facilitator and resource.

The 14th article titled EXAMINATION OF SAMPLE COURSE DESIGN STUDIES PERFORMED BY PRE-SERVICE SOCIAL STUDIES TEACHERS BY USING DIGITAL TECHNOLOGIES is authored by Turkan CELIK. The aim of this design-based research study is to examine the sample course design studies performed by pre-service social studies teachers by using digital technologies and to describe the opinions of pre-service teachers about this process. The findings revealed that the pre-service teachers integrated their content knowledge and pedagogical knowledge with digital technologies in their designs. Addition, all of the views of pre-service teachers on the process were found to be positive.

The 15th article, CORRELATION BETWEEN FACEBOOK USE, MENTAL HEALTH AND LEARNING ENGAGEMENT: A CASE OF UNIVERSITIES IN SURABAYA CITY, INDONESIA, is authored by Baraka Manjale NGUSSA, Fifi Khoiril FITRIYAH and Syaiputra Wahyuda Meisa DININGRAT. This descriptive correlational study investigates the perception on and interrelationships between Facebook use, mental health and engagement in learning during COVID 19 Pandemic. The findings yield that students did not consider Facebook as a valuable platform for learning and preferred platforms like Google classroom, WhatsApp and Zoom. Students experienced anxiety and it was not easy for them to cope up with stressful moments. However, they concentrated in learning without any interference from Facebook and took active role in extra-curricular activities, sports and games. Mental health positively influenced students' engagement while Facebook use enhanced mental health.

The first issue of 2021 covers two book reviews.

Monalisa DASH, in her review of the book THE FLIPPED LEARNING SERIES: FLIPPED LEARNING FOR MATH INSTRUCTION written by Jonathan Bergmann and Aaron Sams critically evaluates the authors' methods in guiding the math teachers, both in-service and pre-service, NGOs in education and curriculum experts. While praising the book of being one of the pioneers in the field and judging it to be a valuable guide for several stakeholders, the review points out to the lack of empirical data and recommendations for impediments.

The last contribution to the issue is the second book review. TECHNOLOGY-ENABLED LEARNING: POLICY, PEDAGOGY AND PRACTICE edited by Sanjaya MISHRA and Santosh PANDA is reviewed by Aysun GUNES. The reviewer provides an extensive outline of the book which documents the positive outcomes of the interventions supported by the Commonwealth of Learning.

May 2021 bring health, joy and comfort after all the negative effects of the COVID 19 Pandemic during 2020. I wish you all a happy new year! Hope to meet again in the next issue of TOJDE.

Cordially,

Dr. T. Volkan YUZER

Editor in Chief