

Dear TOJDE Readers,

Welcome to the Volume 15 Number: 1 of TOJDE!

In this issue, One Note for editor and 15 articles of 31 authors from 11 different countries around the world have been published. These published articles are arrived to the TOJDE from, Argentina, Greece, India, Indonesia, Jordan, Malaysia, Nigeria, Pakistan, Saudi Arabia, Turkey and USA.

Note for editor arrived from Turkey on Twitter As An Educational Environment, written by Selami AYDIN, Balikesir University, TURKEY. Twitter and language teaching and learning and Twitter and libraries were subtitled under the section of Twitter as an educational environment. To conclude, current literature reflects that Twitter has a positive impact on education, while there has been a very serious lack of research on Twitter as an educational environment. Finally, the study ends with practical recommendations for researchers and educators. The purpose of the study is to present a review of Twitter as an educational environment, as research is relatively new. The reviewed studies have been categorized into three sections: reasons to use twitter twitter as an educational environment, and some drawbacks.

The 1st article is arrived from Jordan written by Muhammad K. AL-ALAWNEH, Yarmouk University, on "Examining E-Learning Barriers As Perceived By Faculty Members Of Engineering Colleges In The Jordanian Universities". Employing computer's technology that includes e-learning system in the field of Engineering is a vital issue which needs to be discussed. Therefore, this study purposed to examine e-learning barriers as perceived by faculty members of engineering in three major universities in Jordan (Yarmouk University, Jordan University of Science and Technology, and Al-Balqaa Applied University) in the second semester of 2012. The study's instrument was distributed to collect the data from a sample of 176 faculty members who are involved in delivering online courses through web-based management tool. The finding of the study shows that, overall, the three barriers domains were high. However, the results show that online degree experience and the gender of participants' variables were no significant. Based on the results, the study suggested that institutions of higher education should set a vision and a strategic plan to encourage faculty members to offer online courses and provide them with training and professional development to follow up with technology.

In the 2nd article titled as "MOBIMOOC 2012: A New Tree Structure for The Delivery of Connectivist Moocs", written by C. Osvaldo RODRIGUEZ, from Universidad del CEMA, Ciudad de Buenos Aires, ARGENTINA. Based on the explicit principles of connectivism (autonomy, diversity, openness and interactivity) and on the activities of aggregation, remixing, repurposing and feeding forward resources and learning, connectivist Massive Open Online Courses (c-MOOCs) have made a large impact in online education since 2008. MobiMOOC 2012 and this experimental new organizational structure are described in detail in this paper. We particularly analyze if a more balanced distribution of participants in active and lurkers roles was achieved when compared to previous experiences.

The 3rd article from INDONESIA on Using of Teleconference As A Medium To Establish An "E-Global-Learning-System": An Experience of 1000guru-Association on Facilitates Open and Distance Learning Activities With Schools in Indonesia", written by Ikhfan HARIS.

This paper aims at presenting the experiences on the use of Teleconference as a medium of teaching secondary school pupils new information on different subjects they discovered in international learning environment. This activity is carried out by Indonesian students who study abroad e.g. students who study in Germany, Japan, Canada, Australia and USA. This paper will also analyse the feedback from the beneficiaries of the teleconference program, to gather opinion about the prospect, challenges in the administration, organisation, and the pedagogy implication of the use of information communication and technology in schools in Indonesia. The author will also give suggestions or recommendations on the best strategies of improving the use of information technology in schools. This is important to further promote and establish the e-Global-learning-system in Indonesia.

The fourth article written on "Dual Mode Offering As Viable Approach For Promotion Of Higher Education In Pakistan", written by Irshad HUSSAIN from The Islamia University of Bahawalpur, PAKISTAN. Pakistan is a developing with 148 universities and degree awarding institutions including public and private sector. The enrolment as given in the National Educational Policy 2009 was up to 5% only. It reflects greater demands of higher/tertiary education and calls for alternative strategic measures for addressing the issue. An innovative approach was necessary to address the issue of access. Therefore, the Islamia University of Bahawalpur –a formal mode university took an innovative initiative to become a dual mode university by establishing an Institute of Distance Education (IDE) in 2011.

The 5th article is arrived from Malasia which is written on "Evaluation Of Webquest In Biology: Teachers' Perception", written by Kamisah OSMAN, Faculty of Education The National University of Malaysia. The purpose of paper to teaching and learning based on web or web-based learning is a concept which integrates information and technology in education. Teachers and instructors have to assist their learners to learn to function in this information environment. However, teacher trainers and instructors have limited experience in the integration of ICT by using web in their teaching, mainly for Biology subject. The Indonesian Ministry of Education has started to implement ICT in the process of learning and teaching. Hence, it geared our attention to evaluate the suitability of WebQuest to be used in teacher training among Biology teachers in central Kalimantan. Results showed those teachers' perceptions towards WebQuest on technical, content, as well as teaching and learning structure were on the high level. However, there was no significant difference on teachers' perception towards WebQuest based on their experience. Further evaluation study should be done on students to gauge their perception towards the WebQuest.

6th article is from India, titled as "Cloud Based Educational Systems And Its Challenges And Opportunities And Issues" written by Prantosh Kr. PAUL and Kiran LATA DANGWAL. This study was designed on Cloud Computing (CC) is actually is a set of hardware, software, networks, storage, services an interface combines to deliver aspects of computing as a service. Cloud Computing (CC) actually uses the central remote servers to maintain data and applications. Practically Cloud Computing (CC) is extension of Grid computing with independency and smarter tools and technological gradients. Healthy Cloud Computing helps in sharing of software, hardware, application and other packages with the help of internet tools and wireless media. Cloud Computing, has benefits in several field and applications domain such as Agriculture, Business and Commerce, Health Care, Hospitality and Tourism, Education and Training sector and so on. In Education Systems, it may be applicable in general regular education and other education systems including general and vocational training. This paper is talks about opportunities that provide Cloud Computing (CC); however the intention would be challenges and issues in relation to Education, Education Systems and Training programme.

7th article is from Greece on "A Comparison of Student Knowledge Between Traditional And Blended Instruction In A Physical Education In Early Childhood Course" written by Maria GIANNOUSI, Nikolaos VERNADAKIS, Vassiliki DERRI, Panagiotis ANTONIOU and Efthimis KIOUMOURTZOGLU, Department of Physical Education and Sport Science, Democritus University of Thrace. They mentioned in their article that blended learning model combines different advantages of face to face education and e-learning to ensure an effective learning environment for students. The purpose of this study was to investigate the impact of traditional and blended instruction, in students' knowledge in a Physical Education in Early Childhood course. For the purpose of this study a knowledge test was created and item analysis and validity and reliability tests were conducted. The course was developed to meet the learning needs of students and the course's objectives. The curriculum lasted 13 weeks and included for the traditional instruction 12 face to face lectures and for the mixed 7 face to face lectures and 6 on line lectures. The software platform supporting the operation of blended instruction was the course management system E-Class. The study involved 60 students, (35 men, 25 women) aged 19-23 years old ($M=20,22$, $SD=.98$). Data analysis indicated that the knowledge test was valid and reliable. Although both groups improved their cognitive learning in this course, the blended learning group was more successful than the traditional on students' achievement. Based on the findings, blended instruction appears as an alternative teaching practice that should be embraced by educators, in order to assist students to improve their performance.

The 8th article is titled as "Any Time, Any Place, Any Pace-Really? Examining Mobile Learning In A Virtual School Environment", written by Michael K. BARBOUR Director of Doctoral Studies, Farrington College of Education, Sacred Heart University, Tamme Quinn GRZEBYK, Doctoral Student, Instructional Technology, Wayne State University, and John EYE, Master's Student, Library Sciences, Wayne State University, USA. They mentioned that Over the past decade, the number of K-12 students engaged in online learning has increased from between 40,000 and 50,000 to more than two million. Students have also gained increased access to mobile devices throughout recent years, and educators have actively looked for ways to capitalize on this trend. A case study of students enrolled in an Advanced Placement European History course, offered by a statewide, supplemental virtual school in the Midwest. The students were studied over the course of four weeks, using *Mobi21*, an app that works on mobile devices, and offers an emulated version that runs on a computer. The results showed that despite the fact that existing literature indicated students' perceptions were positive toward mobile technologies; these students' perceptions were negative. The isolated implementation of the project may have affected these perceptions. However, students' access to mobile devices limited the project implementation.

The 9th article is from SAUDI ARABIA and titled as "Effective Principles In Designing E-Course In Light Of Learning Theories" and written by Muhammad K. AFIFI and Saad S. ALAMRI, University of Dammam. So, this study seeks to identify effective principles in the design of courses for internet-based learning in the light of current learning theories, by answering the following question: What are the most effective principles when designing E-learning courses in the light of current learning theories? After an extensive review and analysis of the literature and previous studies relating to quality standards for the instructional design of E-courses delivered via the web, in particular, and quality standards for E-learning, in general, the results of this study revealed a number of principles for course design in E-learning.

The 10th article from Turkey which is written by Unal CAKIROGLU, Karadeniz Technical University, Trabzon, and Mucahit OZTURK, Aksaray University, on "Implementation of Elaboration Theory in Material Design For Distance Education".

Here is mentioned that distance Education is a kind of teaching in which a variety of teaching activities and the communication between students are achieved through peculiarly prepared contents and environments at a certain station in the cases when there is no possibility to conduct in-class activities. One of the most significant constraints of distance education conducted by several universities is the lack of qualified content and the limitations in the presentation of the content. Herein there is a need for reference models that will show how to make material design, constitute an efficient theoretical base for presentation of the course content. Therefore, in this study for material design in Distance Education, Elaboration Theory was employed, and a sample course design was accomplished. With its seven basic components (an Elaborative Sequence, Learning Prerequisite Sequences, Summarizers, Synthesizers, Analogies, Cognitive Strategy Activators, Learner Control) Elaboration Theory guides the teaching designers about how the teaching content and its presentations should be. In this study, a material design including four subjects was conducted for an introductory programming course in the scope of guiding principles of ET, and at every stage of this design, four experts' views were received in order to ensure its validity. The suggested style of material design is hoped to eliminate at a visible level the insufficiencies in favor of synchronous distance learning practices.

11th article from Nigeria and written on "The Perception Of English Literature Students On E-Examination And Online (Web- Based) Learning", written by Onyeka IWUCHUKWU, School of Arts and Social Sciences, Victoria Island Lagos. The purpose of this study is to investigate the perception of students on the implementation of e-examination and their preparedness for facilitation through a web-based learning platform at the National Open University of Nigeria. Information gathered from the year three and year four students who registered for courses in English Literature in the undergraduate English Programme and Law at the Lagos Study Centre of the university was evaluated. This group of students has participated in the e-examination as well as the pen on paper (POP) examinations so are in a better position to evaluate the e-examination.

The 12th article is from USA. Written by Shelia Y. TUCKER, East Carolina University, on "Transforming Pedagogies: Integrating 21st Century Skills And Web 2.0 Technology. She mentioned in her article that in this digital age, students must learn to use tools essential to everyday life and workplace productivity. They live in a world of almost unlimited streams of profound information, difficult choices and enormous opportunity. Teachers can create a 21st century context for learning by taking students out into the world, by bringing the world into the classroom, and by creating opportunities for students to collaboratively interact with each other. One way of accomplishing this task is by employing the use of the Internet to connect Web 2.0 technology and 21st century skills. These skills are essential due to increased global competition, rising workforce capabilities, and accelerated technological change.

The 13th article on "Attitudes Of Distance Learning Students At UKM's Faculty Of Islamic Studies Towards Learning ARABIC LANGUAGE SKILL COURSES" and written by Zamri ARIFIN, Ezad Azraai JAMSARI (Corresponding Author), Khaulah RIDDZWAN, Muhamad Ridzuan ABDUL LATIF and Zulazhan AB. HALIM from Malaysia. The main purpose of this study is to identify the level of integrative orientation, attitudes toward the learning conditions and instrumental orientation among students in a Distance Learning (DL) program at the Faculty of Islamic Studies (FPI), Universiti Kebangsaan Malaysia (UKM, The National University of Malaysia). This study used a quantitative research design. Data were collected through questionnaires and analyzed descriptively. A total of 170 distance learning students were selected using the simple random sampling technique.

Findings show that the students possessed a high level of integrative orientation and their attitudes toward learning environment were positive. The level of instrumental orientation, on the other hand, was very high with the instrumental orientation obtaining the highest mean score. One of the implications that can be drawn from this study is that teachers and students need to take into account and emphasize integrative orientation, attitudes toward learning conditions and instrumental orientation in order to develop a positive attitude in students who aim to master the Arabic language.

The 14th article is from Turkey on "Students' Preferences And Opinions On Design Of A Mobile Marketing Education Application", which is written by F. Zeynep OZATA, and Nilgun OZDAMAR KESKIN from Anadolu University, Open Education Faculty, Eskisehir. The purpose of their study was to define and better understand business school students' opinions and preferences on the design of a mobile marketing education application. To accomplish this purpose an explanatory mixed methods study design was used and the data was collected sequentially. First, a questionnaire was conducted with 168 business school students from Anadolu University to define their learning styles. The learning orientation questionnaire produced five factors: visual, auditory, dependent, collaborative, and reading & writing learning styles. In the second phase of the study, semi-structured in depth interviews were conducted with nine graduate students at Anadolu University to better understand their preferences and explore their opinions on the mobile application. After the coding process three themes emerged: learning styles, content, and tools.

The 15th and last article is on "New Trends of Measurement and Assessment In Distance Education" and written by Dr. Zeki KAYA and Dr. Seref TAN from Gazi University, Faculty of Education, Ankara, TURKEY. In their article is indicated that Distance education, contribute to the solution to the problems such as; inequality of opportunities, lifelong education, the implementation of a series of individual and social goals that can contribute to and benefit from educational technology and self-learning. In distance education, methods of measurement and assessment must be consistent with the objectives and contents of teaching. A major interest of formative assessment is determining the students' learning level of each behavior in the interested unit. In summative assessment, performances of students on some units are measured broader than formative assessment. A computerized adaptive testing, CAT, is the test managed by computer in which each item is introduced and the decision to stop are dynamically imposed based on the students answers and his/her estimated knowledge level.

To receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact TOJDE Secretariat at the below address or e-mail us to tojde@anadolu.edu.tr

Hope to stay in touch and meet in our next issue, on 1st of April 2014.
Cordially,

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