

Dear TOJDE Readers,

Welcome to the Volume 18, Number 1 of TOJDE,

There are 15 articles and a book review in this first issue of the year 2017. These articles are written by 37 authors from 9 different countries. These countries are Bangladesh, Brazil, Canada, Iran, Mexico, Nigeria, Sweden, Turkey and USA.

The 1st article is written by Katherine J. JANZEN, Beth PERRY and Margaret EDWARDS. The title of the article is **BUILDING BLOCKS: ENMESHING TECHNOLOGY AND CREATIVITY WITH ARTISTIC PEDAGOGICAL TECHNOLOGIES**. Three Artistic Pedagogical Technologies are used in this article. The purpose of the article is to present the results of a research study that explored how selected artistic APTs stimulated interaction, created social presence, and helped develop community in the online post-secondary classroom. Findings are discussed and implications are presented in the end.

The 2nd article is titled **ASSESSMENT OF A MULTINATIONAL ONLINE FACULTY DEVELOPMENT PROGRAMME ON ONLINE TEACHING: REFLECTIONS OF CANDIDATE E-TUTORS** and written by Muge ADNAN, Filiz KALELIOGLU and Yasemin GULBAHAR. This article provides insights into a multinational faculty development programme for teaching online, elaborating on results of expectancy and satisfaction surveys.

PROBLEMS EXPERIENCED IN EVALUATING SUCCESS AND PERFORMANCE IN DISTANCE EDUCATION: A CASE STUDY is the title of the 3rd article. Ramazan YILMAZ is the author. The purpose of this study is to examine the viewpoints of lecturers regarding the evaluation process of academic success and performance of those students who are attending to online distance education program and to compare lecturers' views on assessment and evaluation practices carried out in face-to-face classroom environment with those online assessment and evaluation practices.

Ibrahim ARPACI is the author of the 4th article. **THE ROLE OF SELF-EFFICACY IN PREDICTING USE OF DISTANCE EDUCATION TOOLS AND LEARNING MANAGEMENT SYSTEMS** is the title. This study aims to investigate the role of self-efficacy in predicting students' use of distance education tools and learning management systems (LMSs). A total of 124 undergraduate students who enrolled in a course on Distance Education and selected using convenience sampling willingly participated in the study. The results of the main analysis also suggested that self-efficacy positively affects perceived ease of use, while usefulness and ease of use perceptions positively affect attitudes toward using distance education tools and systems.

The title of the 5th article is **ICTS AND EDUCATIONAL DEVELOPMENT: THE UTILIZATION OF MOBILE PHONES IN DISTANCE EDUCATION IN NIGERIA**, written by Fatima Shehu KABIR and Abdullahi Tukur KADAGE. This article makes a case for implementing mobile learning in Nigeria by showing a number of successful Mobile Learning initiatives. It also identifies challenges that need to be addressed in order to sustain and succeed in the implementation of mobile learning in Nigeria.

The 6th article, titled **READING OPEN EDUCATION IN THE AGE OF MANKIND: REPRODUCTION OF MEANING IN THE DERRIDEAN SENSE**, is written by Gulfem GURSES and Basak KALKAN. This study is aimed identifying students' perception of open and distance education system -being the educational technology of the twenty first century-, the present study has been conducted with 69 students that were presently enrolled to the Anadolu University Faculty of Open Education and entitled to the certificate of honour. At the end of the study, it is established that the students enrolled to the Open Education System regarded open education as a means to access to information.

THE EFFECTS OF SOCIAL MEDIA USE ON COLLABORATIVE LEARNING: A CASE OF TURKEY is the 7th article and written by Aysun BOZANTA and Sona MARDIKYAN. Determining the effects of social media on collaborative learning is the aim of this article. The results of the study might be helpful to students and educational leaders in their efforts to create initiatives to support, promote, and encourage the implementation and usage of social media in blended learning classes and provide adequate training for teachers to increase social media adoption.

Rouhollah MAHDIUN, Davoud MASOUMI and Maghsoud FARASATKHAH are the authors of the 8th article. The title is **QUALITY IMPROVEMENT IN VIRTUAL HIGHER EDUCATION: A GROUNDED THEORY APPROACH**. The article aims to explore the attributes of quality and quality improvement including the process and specific actions associated with these attributes – that contribute enhancing quality in Iranian Virtual Higher Education (VHE) institutions. A total of 16 interviews are conducted with experts and key actors in Iranian virtual higher education in this study.

The 9th article's title is **STUDENTS' PREFERENCES IN ONLINE ASSESSMENT PROCESS: INFLUENCES ON ACADEMIC PERFORMANCES**. Unal CAKIROGLU, Fatih ERDOGDU, Mehmet KOKOC and Melek ATABAY are the authors. The purpose of the study is to investigate relation between students' preferences in assessment process and students' performances. The study was conducted with 67 sophomore students enrolled in Department of Computer Education and Instructional Technologies at a State University. The results indicate that, there are no prominent criteria in the relations between the preferences of students about assessment process and the academic performances.

The 10th article is written by Martin Alonso MERCADO-VARELA, Jesus BELTRAN, Marisol Villegas PEREZ, Nohemi Rivera VAZQUEZ and Maria-Soledad RAMIREZ-MONTOYA. The title is **CONNECTIVITY OF LEARNING IN MOOCs: FACILITATORS' EXPERIENCES IN TEAM TEACHING**. This article specifically discusses the role of the facilitator in Massive Open Online Courses (MOOC), which are characterized by their stimulation of learning connections. The results highlight that the collaborative construction of knowledge is the most widely used strategy to promote learning connections in MOOCs and that its design is the biggest challenge that facilitators faced while carrying out their activities.

A CONCEPTUAL FRAMEWORK OF VIRTUAL INTERACTIVE TEACHER TRAINING THROUGH OPEN AND DISTANCE LEARNING FOR THE REMOTE AREAS ENGLISH TEACHERS OF BANGLADESH is the title of 11th article and written by Irene PARVIN. The main purpose of this study is to identify a suitable technology for developing a virtual interactive teachers' training program for the disadvantaged English teachers of Bangladesh. It is hoped that the result of this study will encourage the policy makers to implement new ODL approaches for the training of disadvantaged rural English teachers.

Airton ZANCANARO, Carolina Schmitt NUNES and Maria Jose Carvalho de Souza DOMINGUES are the authors of the 12th article and titled **EVALUATION OF FREE PLATFORMS FOR DELIVERY OF MASSIVE OPEN ONLINE COURSES (MOOCs)**. This study seeks to identify platforms that make it possible to create, host and provide courses free of charges for the offeror; find in the respective literature, the basic requirements for MOOC platforms and to evaluate the platforms based on the raised requirements. As a result there is the identification of six platforms that allow the free supply of courses, the proposal for 14 requirements for reviewing them and a frame containing the evaluation of the identified platforms.

The title of the 13th article is **MULTIPLE ACCESS POINTS WITHIN THE ONLINE CLASSROOM: WHERE STUDENTS LOOK FOR INFORMATION**. John STEELE, Eric J. NORDIN, Elizabeth LARSON and Daniel MCINTOSH are the authors. The purpose of this study is to examine the impact of information placement within the confines of the online classroom architecture.

Major findings suggest that instructors teaching within the online classroom should have multiple data access points within the classroom architecture. Furthermore, instructors should use a variety of communication venues to enhance the ability for students to access and receive information pertinent to the course.

The 14th article is THE NEED FOR A MORE EFFICIENT USER NOTIFICATION SYSTEM IN USING SOCIAL NETWORKS AS UBIQUITOUS LEARNING PLATFORMS. This article is written by Can MIHCI and Nesrin OZDENER DONMEZ. While carrying out formative assessment activities over social network services (SNS), it has been noted that personalized notifications have a high chance of "the important post getting lost" in the notification feed. In order to highlight this problem, this article compares within a posttest only quasi-experiment, a total of 104 first year undergraduate students, all of which are prospective ICT teachers, in two groups. The results indicate a flaw in message design for using social networks as LMS's. Sensible use of push-messages is advised.

Onur YUMURTACI is the author of the 15th article. This article is titled A RE-EVALUATION OF MOBILE COMMUNICATION TECHNOLOGY: A THEORETICAL APPROACH FOR TECHNOLOGY EVALUATION IN CONTEMPORARY DIGITAL LEARNING. This study aims to provide a theoretical framework for the re-evaluation of the technology we utilize in connectivist learning; more specifically, how to evaluate our perception of mobile communication technology. The implications of possible outcomes of this re-evaluation are discussed with regards to connectivist learning and education as a whole.

A book is reviewed in this issue. The title of the book is RESEARCH ON E-LEARNING AND ICT IN EDUCATION. This book is an editorial book and the editors are Charalampos KARAGIANNIDIS, Panagiotis POLITIS, Ilias KARASAVVIDIS. The reviewer is Harun BOZNA.

**I wish a happy new year for all of you. Hope to meet again in the next issue of TOJDE.
Cordially,**

**Dr. T. Volkan YUZER
Editor-in-Chief**