

Dear TOJDE Readers,

Welcome to Volume 25 Number 1 of TOJDE

There are 19 articles and a book review in January 2024 issue. 55 authors write the articles from 9 different countries. Bangladesh, Germany, Indonesia, Malaysia, Mexico, Pakistan, Philippines, Turkiye and United Arab Emirates are the countries.

GOTTA CATCH 'EM ALL: UTILIZATION OF IMPROVISED INSECT TRAPS AS HOME-BASED BIOLOGY EXPERIMENT FOR INSECT TAXONOMY is the 1st article and Dave Arthur ROBLEDO, Socorro AGUJA and Maricar PRUDENTE are the authors of the article. This quasi-experimental study aims to determine the effects of using IITs on students' self-efficacy beliefs and perceived levels of engagement. Results show that IITs effectively improved students' self-efficacy belief, while no improvement was noted in students' perceived levels of engagement in teaching and learning insect taxonomy. The study finds that the IITs activity is relevant in teaching insect taxonomy and delivering practical learning experiences among students in a distance learning modality.

The 2nd article which is written by John Y. H. BAI, Olaf ZAWACKI-RICHTER and Wolfgang MUSKENS and titled as RE-EXAMINING THE FUTURE PROSPECTS OF ARTIFICIAL INTELLIGENCE IN EDUCATION IN LIGHT OF THE GDPR AND CHATGPT. In the article, it has been said that artificial intelligence in education (AIEd) is a fast-growing field of research. In this context authors describe efforts to explore the possible future of AIEd by identifying key variables and their prospects considering General Data Protection Regulation (GDPR) and ChatGPT, a generative AI model capable to producing 'human-like' text. Authors emphasize that these concepts raise questions for the future of AIEd and the underlying function of assessment and highlight the importance of active student participation in the integration of AI in education.

The 3rd article is EXPERIENCES OF GIFTED CHILDREN WITH AUTISM SPECTRUM DISORDER, THEIR PARENTS AND TEACHERS IN TURKEY WITH THE COVID-19 PANDEMIC. The authors of the article are Muharrem KOC, Neslisah OMUR, Seray OLCAY and Sezgin VURAN. This phenomenological research aims to determine the experiences of gifted children with autism spectrum disorder, their parents, and teachers with the COVID-19 pandemic and holistically reveal the reflections of the restrictions in this process and the transition to distance education on the lives and especially the education of gifted children with autism spectrum disorder. The results are discussed in different dimensions in the article.

TECHNOLOGY-BASED SELF-REGULATED LEARNING STRATEGIES AND ENGLISH SELF-EFFICACY IN ONLINE LEARNING ENVIRONMENTS is the 4th article which is written by Burcu UNAL and Esra KARAN. This study, which adopts a quantitative research design, aims to present an investigation into the relationship between preparatory school students' use of technology-based self-regulated English learning strategies and their perceived English self-efficacy as well as the predictability of employing the strategies on their self-efficacy beliefs. Through the study, a statistically significant positive relationship has been found between students' use of technology-assisted English learning strategies and their perceived English self-efficacy beliefs. In addition, regression analysis results show that goal setting and learner evaluation, motivational regulation, and technology-based song-movie learning strategies were strong predictors explaining the change in students' self-efficacy in four language skills.

Calyd CERIO, Lielanie BARRION and Evelie SERRANO are the authors of the 5th article which is titled PSYCHOLOGICAL IMPACT OF THE COVID-19 PANDEMIC ON GRADUATE STUDENTS IN THE PHILIPPINES. The purpose of the study is to provide administrators with policy recommendations for developing effective mental health program interventions for graduate students. In this research, the authors have studied and analysed the potential effects of the COVID-19 pandemic on the lives of graduate students. Specifically, they have examined the factors that influence the anxiety level and its relationship to COVID-19 stressors among graduate students. It has been said that the results of the study may contribute to the growing literature on the impact of anxiety among students, particularly graduate students, due to the pandemic.

THE EFFECTIVE USE OF VIRTUAL COMMUNICATION IN AN ONLINE PROFESSIONAL DEVELOPMENT PROGRAM: INVESTIGATING TEACHERS' ATTITUDES is the 6th article in the issue. The article is written by Areej ELSAYARY, Lawrence MEDA, Suha KARAKI and Laila MOHEBI. The study, which adopts concurrent mixed method, investigates the use of virtual communication in an online professional development program through the lens of teachers' attitudes toward technology. The results indicate that teachers' positive attitudes toward using technology due to its ease of use and the usefulness of the topics presented.

The 7th article is titled HOW DO HIGHER EDUCATION INSTITUTIONS OFFER ONLINE COURSES FOR ON-CAMPUS STUDENTS? PULL AND PUSH FACTORS INFLUENCING THEIR DECISIONS. The authors of the study are Aysin Gaye ÜSTÜN, Engin KURSUN and Halil KAYADUMAN. The purpose of the study is to reveal the pull and push factors that influence the decisions of administrators and practitioners about online courses offered to students on campus in terms of teaching-learning, course content procurement, and assessment-evaluation dimensions. The study adopts nested multi-case studies which is a qualitative research method. Results show that factors like the interaction between students and teachers, legislation, budget, human resources, and organized structuring helped the DECAs decide which models to use in the teaching-learning, course content procurement, and assessment-evaluation dimensions.

The 8th article's authors are Zarin Khan MOON, Al AMIN, Hossain ALI and Mahedi HASAN. The article is titled ANTECEDENTS TO THE UNPRIVILEGED UNDERGRADUATE STUDENTS' INTENTION TO PARTICIPATE IN ONLINE CLASSES. This study aims to explore the antecedents to the underprivileged undergraduate students' intention to participate in online classes in Bangladesh through the integration of the Technology Acceptance Model, Information Systems Success Model, and Theory of Planned Behaviour. The study contributes to e-Learning literature by incorporating three models which may guide policymakers in understanding how to integrate students from all social classes into e-learning systems to eliminate academic digital discrimination.

HIERARCHICAL EFFECT OF ACADEMIC SELF-EFFICACY AND SOCIO-DEMOGRAPHIC CHARACTERISTICS ON SATISFACTION AND DROPOUT OF STUDENTS WITH DISABILITY IN HIGHER EDUCATION is the 9th article which is written by Merve BULUT and Yaren BULBUL. This quantitative research is based on development of the scales and hierarchical regression analyses to determine the resources of academic self-efficacy, satisfaction and the tendency to drop out of students with disability in higher education beyond physical accessibility. The results support the decision makers to increase the quality of more inclusive higher education by considering differences based on education fields, types of disability and rate of (personal) disability and gender.

The authors of the 10th article are Almighty Corteza TABUENA and Elena Garcia VILLAREAL and the title of the article is USEFULNESS AND CHALLENGES OF CLUSTERED SELF-DIRECTED LEARNING MODULES IN ENTREPRENEURSHIP FOR SENIOR HIGH SCHOOL DISTANCE LEARNING. This study aims to examine the usefulness and challenges of the implemented clustered self-directed learning modules in entrepreneurship for senior high school distance learning amidst the emerging pandemic using the descriptive-survey research method. The study uses both quantitative and qualitative methods of analysing the data, including descriptive statistics and thematic analysis. As a result, all the modules were inferred to be very effective and very useful in terms of their usefulness for distance learning.

INVESTIGATING TEACHERS' EXPERIENCES WITH DIGITAL CLASSROOM MANAGEMENT AND INCORPORATING SOCIAL AND EMOTIONAL LEARNING is the 11th study and is written by Figen KARAFERYE. The study explores how primary school teachers managed their digital classrooms while incorporating social and emotional learning into their classroom management practices in the remote teaching period. The findings reveal that many teachers led online classroom management processes similar to their face-to-face experiences but were less effective concerning the developmental needs of each student in the digital classroom. Furthermore, the study yields insight into the stress factors and protective factors within the context of classroom management incorporating SEL, and it provides direction for future implementations concerning teachers' professional learning needs and expectations.

AN EVALUATION OF VIRTUAL LEARNING ENVIRONMENTS IN THREE OPEN UNIVERSITIES IN ASIA is the 12th article. The authors of the study are Kamran MIR, Roberto B. FIGUEROA JR and Aminudin ZUHAIRI. This study investigated the implementation of a learning management system among three open universities in Asia before the COVID-19 pandemic began. It highlights general and technical differences that may have explained the varying degrees of information quality, service quality, system quality, user satisfaction, intention to use, and net benefits which are indicators of the successful implementation of their learning management system.

The 13th article is titled E-LEARNING IN MATHEMATICS EDUCATION: A BIBLIOMETRIC ANALYSIS (2012-2022) and the authors of the study are Deniz KAYA and Tamer KUTLUCA. This study aims to create a comprehensive bibliometric map of published scientific articles on e-learning in mathematics education. The findings which are obtained from 341 different articles published by 1018 authors representing 79 countries between 2012 and 2022 are discussed in different dimensions in the article.

Aysun GUNES, Emin OZEN and Mona AYKUL are the authors of the 14th article which is titled THE DETERMINATION OF THE SENSE OF COMMUNITY LEVELS OF UNIVERSITY STUDENTS IN ONLINE DISTANCE EDUCATION ENVIRONMENTS IN TERMS OF DIFFERENT VARIABLES. The study, which adopts cross-sectional scanning model, aims to determine the level of sense of community of learners studying at a public university in online distance education environments in terms of different variables. As a result, in order to make education more efficient in online learning environments, it has been concluded that in order to strengthen the sense of community, learners can be given tasks that they can discuss and negotiate, learners can be made to work in groups in related environments, etc.

TEACHERS' PERCEPTIONS ABOUT THE USE OF LEARNING MANAGEMENT SYSTEMS DURING THE COVID-19 PANDEMIC CONSIDERING DATA SCIENCE is the 15th article which is written by Ricardo Adan SALAS-RUEDA and Clara ALVARADO-ZAMORAN. The study adopts a quantitative research approach and analyzes the teachers' perception about the use of LMS during the COVID-19 pandemic considering data science. In this context, the results of the study emphasize that machine learning technique indicate that the performance of the school activities in LMS positively influences the learning process, motivation and participation of the students during the COVID-19 pandemic. Also, it has been said that LMS represent a technological alternative to transform the teaching-learning conditions and update the school activities of the courses during the COVID-19 pandemic. Researchers recommends that educational institutions and educators use LMS to cover the educational needs under the distance modality.

The study titled DEVELOPMENT OF MOBILE EDUCATIONAL MATERIAL FOR NURSES: A PROCESS IMPROVEMENT STUDY is the 16th study. The authors are Ayse OZKARAMAN, Ozlem KERSU, Fusun UZGOR, Merve CAKIRLI, Ozer CELIK, Burcin DANACI and Mesut AYDEMIR. The purpose of this methodological study is to develop mobile training material to provide nurses working in university hospital with professional literature and also, to evaluate its visual design, reliability and the quality of information in the developed training material. Therefore, this study was planned with the objective of developing mobile training material to provide nurses working in a university hospital with professional information, and a subsequent evaluation of content validity for quality, reliability of information and suitability of visual design.

A COMPARISON OF FOREIGN LANGUAGE ANXIETY IN TWO DIFFERENT SETTINGS: ONLINE VS CLASSROOM is the 17th article which is written by Gizem SIMSEK and Meral CAPAR. This study adopts explanatory mixed-method research model and aims to examine and compare the foreign language anxiety (FLA) levels of English preparatory school students in two settings namely online and in person classroom lessons. The findings show that moderate levels of FLA were present in both online and in person classroom instruction among participants and the results are discussed in different dimensions in the article.

The 18th article titled FLIPPED CLASSROOM MODEL WITH YOUNG LEARNERS' VOCABULARY LEARNING IN PRIMARY ELT CLASSROOMS is written by Pinar SIK and Ece ZEHİR TOPKAYA. This mixed-method study explores the effect of the flipped classroom model (FCM) on vocabulary learning of young English language learners and their perceptions and experiences about FCM practices. The results reveal the levels of vocabulary learning and retention for the experimental group students were statistically significantly higher than those of the control group students. Also, the qualitative data analysis also confirms the effectiveness of the model for vocabulary learning and revealed its efficiency for language classes of young English language learners.

MALAYSIAN ELEMENTARY LEARNERS' SELF-REGULATION, MOTIVATIONAL BELIEFS AND LEARNER CONTROL MOTIVATION WHEN EXPERIENCING ONLINE TUTORIALS is the 19th article. The study is written by Min Hui LEOW and Rafiza ABDUL RAZAK. This study focuses on self-regulation strategies and motivational beliefs in the context of post-pandemic online tutorials. The aim of this study was to discover the influence of self-regulation strategies on learners' motivational beliefs, and the impact of learners' motivational beliefs on their learner control motivation when experiencing online tutorials. The results of this study reveal a significant relationship between self-regulation and motivational beliefs in order to comprehend learners' motivation for learner control when experiencing online tutorials. Also, the results draw attention on self-regulation strategies to guide online instruction that underpins learners' motivational beliefs and enhances learner control motivation.

There is a book review in this issue. RE-ENVISIONING AND RESTRUCTURING BLENDED LEARNING FOR UNDERPRIVILEGED COMMUNITIES is the title of the book. This is an editorial book, and the editors are Chantelle BOSCH, Dorothy LAUBSCHER and Lydia KYEI-BLANKSON. The reviewer is Nur HIDAYAT.

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