

Dear TOJDE Readers,

Welcome to Volume 21 Issue 4 of TOJDE.

There are 15 articles and a book review in the October 2020 issue of TOJDE. 34 authors from 9 different countries contributed to the issue. These countries are Brazil, Hungary, Iran, Israel, Saudi Arabia, South Africa, Spain, Turkey, and USA.

EXPLORING BLENDED LEARNING RELATIONSHIPS IN HIGHER EDUCATION USING A SYSTEMS-BASED FRAMEWORK authored by Elisabeth McGEE and Prerna POOJARY is the first article. This qualitative phenomenological study explored the perceived relationships that exist within the Complex Adaptive Blended Learning Systems (CABLS) (CABLS) framework in a higher education blended learning environment. The researchers aim to provide all stakeholders with a better understanding of the complex interdependent relationships within the CABLS framework to optimize a collaborative approach to blended learning.

The title of the 2nd article is THE EFFECT OF FLIPPED CLASSROOMS ON L2 LEARNERS' DEVELOPMENT AND RETENTION OF GRAMMATICAL KNOWLEDGE. The authors are Ahmad NOROOZI, Ehsan REZVANI and Ahmad AMERI-GOLESTAN. This quantitative study was conducted within the framework of sociocultural theory to examine the effect of flipped instruction on Iranian English as a foreign language (EFL) learners' development of conditional sentences. Results revealed that the use of flipped model in grammar teaching augmented through feedback in the face-to-face classroom resulted in significant improvement in learning and retention of conditional sentences.

The 3rd article, EVALUATING THE FLIPPED CLASSROOM MODEL THROUGH THE MULTI-COMPLEMENTARY APPROACH, is written by Tarik TALAN and Veli BATDI. This study was carried out to determine the effectiveness of the Flipped Classroom Model (FCM) in an educational setting. For this purpose, a multi-complementary approach (MCA) was used including both quantitative (meta-analysis) and qualitative (thematic). The results of the study showed that FCM had a positive impact on academic success in general.

EFFECT OF INTERACTIVE VIDEO LENGTH WITHIN E-LEARNING ENVIRONMENTS ON COGNITIVE LOAD, COGNITIVE ACHIEVEMENT AND RETENTION OF LEARNING is the title of the 4th article, and the author is Mohammed Kamal AFIFY. This experimental research examined whether long interactive videos can improve students' performance in tests, retention of learning in the long term, and reduce the cognitive load compared to medium and short videos. The results were analyzed and interpreted in the light of cognitive load theory and Cognitive Theory of Multimedia Learning.

Saif MOHAMMED and László KINYÓ are the authors of the 5th article titled CONSTRUCTIVIST THEORY AS A FOUNDATION FOR THE UTILIZATION OF DIGITAL TECHNOLOGY IN THE LIFELONG LEARNING PROCESS. The authors critically evaluate the utilization of rapidly developing digital technologies within lifelong learning and their role as tools in promoting access to both practical and theoretical knowledge and in facilitating the communication of ideas within a global network, as per the constructivist approach.

The title of the 6th article is DEVELOPMENT OF ONLINE COURSE SATISFACTION SCALE. Fatma BAYRAK, Moanes H. TIBI, Arif ALTUN are the authors. The purpose of this study was to develop a reliable, valid, and practical instrument to measure online students' satisfaction as well as to explore the psychometric and theoretical concerns surrounding the construct validity of existing satisfaction scales. The finalized version of satisfaction scale, consisting of eight items, demonstrated that the scale is suitable for general use.

COMPARING EFL LEARNERS' RESPONSES IN ONLINE AND TRADITIONAL CLASSES: A MIXED METHOD APPROACH is the 7th article. Marjan BANAFSHI, Farzaneh KHODABANDEH and Fatemeh HEMMATI are the authors. The authors first analyzed the effect of Telegram on the vocabulary knowledge of the participants, then compared the participants' responses in IRF (initiation, response, &

feedback) pattern in two different settings (traditional class and the online one). For the second part of the study, the participants' comments were analyzed. The results revealed a significant difference between the two groups, not only in their vocabulary knowledge but also in the way they communicated.

The authors of the 8th article are Sercan BURSA and Tuba CENGELCI KOSE. The title is THE EFFECT OF FLIPPED CLASSROOM PRACTICES ON STUDENTS' ACADEMIC ACHIEVEMENT AND RESPONSIBILITY LEVELS IN SOCIAL STUDIES COURSE. The aim of this study was to investigate the effect of flipped classroom practices on students' academic achievement and responsibility levels in 5th-grade Social Studies course. The researchers found that flipped classroom practices significantly increased the academic achievement and responsibility levels of the students in the experimental group.

Carles DULSAT and Isabel ALVAREZ are the authors of the 9th article. The title of this article is CHANGE AT DISTANCE EDUCATION, WHAT KIND OF RESISTANCE? WHAT IMPROVEMENTS? This descriptive study aimed at training sports technicians in the Spanish state. The results revealed that acceptance of new technologies differed significantly between students with distance education experience. It is also revealed that the online mode allowed learners to apply knowledge immediately although there were difficulties during the first weeks.

The 10th article which is authored by Munevver ESGICE GUNDUZ, Engin KURSUN, Selcuk KARAMAN and Turgay DEMIREL is titled PROBLEMS, EXPECTATIONS, AND AMENDMENTS REGARDING DISTANCE EDUCATION LEGISLATION IN HIGHER EDUCATION INSTITUTIONS IN TURKEY. This qualitative study's goal was to reveal amendments to the Procedures and Principles regarding Distance Education in Higher Education Institutions issued by the Higher Education Institution in Turkey, applications affected by these amendments, and problems and expectations at the system, program, and course levels. The analyses have shown that the amendments to the Procedures and Principles affect especially program and course opening, branching, assignment, and student admission practices.

UNDERSTANDING CULTURAL DETERMINANTS OF MOOCs OFFERING: A CROSS-COUNTRY STUDY is the 11th article authored by Fernanda Francielle de Oliveira MALAQUIAS and Romes Jorge da Silva JUNIOR. The aim of this study was to investigate cultural determinants of MOOCs offering, through a cross-country analysis. The results show that while Individualism presents a significant and positive effect on MOOCs offering; Power Distance, Uncertainty Avoidance and Masculinity dimensions of culture do not present significant effect on MOOCs offering.

The 12th article is written by Emel AKAY and Eylem KORAL GUMUSOGLU. The title is THE IMPACT OF LEARNING MANAGEMENT SYSTEMS ON STUDENTS' ACHIEVEMENT IN LANGUAGE EXAMS. The aim of this mixed methods study was to investigate the relationship between university students' achievement in an English preparatory program and the use of LMS in language learning process. The results revealed that the use of LMS had a much greater impact on midterm exams than the proficiency exam although it had an effect on both. Moreover, participants had mostly positive attitudes towards the use of LMS.

Geesje van den BERG is the author of the 13th article titled CONTEXT MATTERS: STUDENT EXPERIENCES OF INTERACTION IN OPEN DISTANCE LEARNING. The purpose of this case study was to determine first year students' experiences of their learning in order to consider how offering the course online might affect their satisfaction and academic success. Findings confirmed the value of interaction on all levels and pointed towards the challenges in interaction with technology.

The 14th article titled SENSE OF COMMUNITY, PEER FEEDBACK AND COURSE ENGAGEMENT AS PREDICTORS OF LEARNING IN BLOG ENVIRONMENTS is authored by Melih Derya GURER. The aim of this relational study was to investigate the relationship between sense of community, perception of peer feedback, course engagement and learning in a blog-based learning environment. It was found that students' perceived learning, sense of community, peer feedback perceptions and course engagement were at a high level, and in blog environments, students' sense of community, peer feedback perception and course engagement were significant predictors of their learning.

The 15th article, A STUDY ON DIGITAL CITIZENSHIP: PRESCHOOL TEACHER CANDIDATES VS. COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY TEACHER CANDIDATES, is authored by Filiz ELMALI, Ahmet TEKIN, and Ebru POLAT. The main goal of this mixed-methods study was to determine the digital citizenship perceptions and digital citizenship levels of preschool teacher candidates by comparing them with Computer and Instructional Technologies teacher candidates' perception. The results showed that participants' digital citizenship levels were above average and their digital citizenship perceptions supported this result. However, it was observed that teacher candidates had some misconceptions about digital rights and responsibilities, and digital security.

The last contribution to the issue is a book review. 25 YEARS OF ED TECH written By Martin WELLER is reviewed by Hasan UCAR. As noted by the reviewer, Weller examined 25 technologies over 25 years, starting from 1994 until 2018. Using his personal experiences, reflections from the field and preferences in the selection of these technologies, the Weller prioritizes each year in which the related technology was effective, not the year it emerged. The reviewer believes that even though the choice of "one technology per year" seems to have undervalued some other technologies or technological movements, it appears that there is a need for other publications that should accompany this book.

Hope to meet again in the next issue of TOJDE.

Cordially,
Dr. T. Volkan YUZER
Editor in Chief