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Welcome to Volume 20 Number 4 of TOJDE

There are 12 articles and 2 book reviews in October 2019 issue. 39 authors write the articles from 8 different countries. Brazil, Colombia, Iran, Italy, Mauritius, Palestine, Turkey and Venezuela are the countries.

The authors of the 1<sup>st</sup> article are Dr. Pierpaolo Limone, Dr. Maria Sinatra, Dr. Giancarlo Tanucci and Dr. Lucia Monaci. The title of the article is THE UTILITARIAN VS. HEDONIC TEACHER ACCEPTANCE OF ICT USE. This research examines which teachers' cognitive and motivational factors, (constructivist beliefs, intrinsic and extrinsic motivation, perceived ease of use and behavioral intention) foster an effective and satisfactory integration of technology into educational practices. The results show differences between the groups in the scores of Perceived usefulness and Behavioral intention to use computer.

WHY DOES COLLABORATIVE LEARNING NOT ALWAYS WORK EVEN WHEN THE APPROPRIATE TOOLS ARE AVAILABLE? is the title of the 2<sup>nd</sup> article. This article is written by Dr. Perienen Appavoo, Dr. Kaviraj Sharma Sukon, Abheenaye Chauhan Gokhool and Vandana Goria. According to this paper, studying at a distance can be problematic for many learners, with the absence of regular traditional face-to-face sessions. Some find that it is difficult to adapt to this new learning environment and become easily isolated. Collaborative Learning (CL) can help overcome this isolation and boost learning performance.

The title of the 3<sup>rd</sup> article is THE EFFECT OF A FLIPPED CLASSROOM ON STUDENTS' ACHIEVEMENTS, ACADEMIC ENGAGEMENT AND SATISFACTION LEVELS. Dr. Tarik Talan and Dr. Sevinc Gulsecen are the authors. In this study, a flipped classroom is compared with blended learning and face-to-face learning environments and the aim is to identify the effect of these learning environments on students' achievements, academic engagement and satisfaction levels. According to this study, the students are generally satisfied with the flipped classroom.

The 4<sup>th</sup> article is written by Dr. Zohrehsadat Mirmoghtadaie, Dr. Soleiman Ahmady, Dr. Noushin Kohan and Dr. Tayebeh Rakhshani. The title is EXPLAINING THE CONCEPT AND DIMENSIONS OF PROFESSIONAL FUNCTIONS IN ONLINE LEARNING SYSTEM OF MEDICAL SCIENCES: A QUALITATIVE CONTENT ANALYSIS. Since e-learning is a new and mutated form of education in Iran, its professional functions approach is different from that of traditional education. The present article aims to explain the concept and dimensions of professional functions in this field. Discovering the dimensions and elements affecting professional functions in the e-learning system of medical sciences, this study provided documented meanings and dimensions of this phenomenon beyond the conventional sense. These dimensions can have direct or indirect impacts on professional functions in this field.

The title of the 5<sup>th</sup> article is THE CO-AUTHORSHIP AND SUBJECT AREAS NETWORK IN MOOCs' SCIENTIFIC PRODUCTION IN WEB OF SCIENCE, and written by Dr. Shadi Asadzandi, Dr. Rita Mojtahedzadeh, Dr. Aeen Mohammadi, Shiva Malgard and Hamed Rashidi. In this study, it is highlighted that Massive Open Online Courses (MOOCs) is a new phenomenon in online learning which are held by higher education institutions and universities. MOOC is larger than normal classes and it is free as well. The present study aims to specify the authors' structure of co-authorship and the required indicators in analyzing co-authorship, co-authorship network of countries, organizations and subject areas in MOOCs. According to the results of this study, MOOCs' network suffers from the lack of collaboration.

Dr. Levent Cetinkaya and Dr. Selim Soner Sutcu are the authors of the 6<sup>th</sup> article. The title of this article is STUDENTS' SUCCESS IN ENGLISH VOCABULARY ACQUISITION THROUGH MULTIMEDIA ANNOTATIONS SENT VIA WHATSAPP. The purpose of this study is to determine the effects of the multimedia annotations which were sent through instant messaging application WhatsApp on students' success in English vocabulary acquisition together with their opinions on the educational use of WhatsApp and the multimedia annotations.

The title of the 7<sup>th</sup> article is PROMOTING ACADEMIC WRITING PROFICIENCY OF IRANIAN EFL LEARNERS THROUGH BLENDED LEARNING. The authors of this article are Nafiseh Hosseinpour, Dr. Reza Biria and Dr. Ehsan Rezvani. This study intends to investigate the effects of blended learning through implementing Edmodo mobile application on the academic writing proficiency and perceptions of Iranian intermediate EFL learners in higher education. The results of the study indicate students have positive opinions and perceived mobile application as an innovative, engaging and helpful activity.

ATTITUDES TOWARDS ONLINE LEARNING: WHAT DO BRAZILIAN STUDENTS THINK ABOUT? is the title of the 8<sup>th</sup> article. This article is written by Dr. Francisco Antonio Coelho Junior, Erica de Aguiar Botelho, Dr. Mariana Carolina Barbosa Rego, Dr. Cristiane Faiad and Dr. Wilsa Maria Ramos. The purpose of this study is twofold. First, it aims to determine whether there are differences in Brazilian students' attitudes towards online learning compared to their purpose in seeking for this modality and the localization of the pole where they received face-to-face support. The second aim is to identify if Brazilian students' attitudes towards online learning predict their self-perception of performance in the course.

The 9<sup>th</sup> article is written by Naeimeh Asadi, Dr. Farzaneh Khodabandeh and Dr. Razieh Rabbani Yekta. The title of the article is COMPARING THE INTERACTIONAL PERFORMANCE OF TEACHERS AND STUDENTS IN TRADITIONAL AND VIRTUAL CLASSROOMS IN DISTANCE EDUCATION UNIVERSITY. The present study applies the Sinclair and Coulthard's interaction model on the English learners of two traditional and virtual classes in order to investigate the differences between their writing scores in these two classes on the one hand, and the extent to which the interaction model structure occurs in these two classes on the other hand. This study concludes that the participants in the virtual class performed better than their peers in the traditional one.

The 10<sup>th</sup> article is titled SURVIVAL AND RISK ANALYSIS IN MOOCs, by the authors Manuel Medina-Labrador, Dr. Gustavo Garcia-Vargas, Dr. Jorge Alvarado and Dr. Mario Caicedo. This research examines the desertion from 15 MOOCs, the following factors and their relation to desertion were assessed, characteristics of the students (gender, language, educational level, age, interest in the final certificate) and aspects of the courses (data lost at the time of registration, duration of the MOOC, course discipline, number of total questions and by evaluation). The results, based on survival analysis, indicate the probability of desertion is the highest on the first and last weeks of the MOOCs.

Dr. H. Mustafa Donmez and Dr. Ayhan Hakan are the authors of the 11<sup>th</sup> article and the title is EVALUATION OF AN ASSOCIATE DEGREE DISTANCE PROGRAM BASED ON STUDENTS' PERCEPTIONS OF THE PROGRAM COMPONENTS. This study aims to evaluate the Public Relations and Publicity associate degree distance program available to students through Open Education Faculty at Anadolu University, Turkey. The study used Erden's component-oriented model and a convergent mixed methods design employing an online questionnaire form. In the results, some suggestions are made to improve the program like reviewing some of the program components such as the textbooks and measurement and evaluation practices.

Dr. Khitam Shraim is the author of the 12<sup>th</sup> article. The title is ONLINE EXAMINATION PRACTICES IN HIGHER EDUCATION INSTITUTIONS: LEARNERS' PERSPECTIVES. This study examines learners' perceptions of the online examination practices at Palestine Technical University-Kadoorie. The findings indicate that e-exams are particularly suitable for formative assessment, for measuring learning rather than the summative assessment of learning. The successful implementation of online exams depends on designing them to be valid, reliable, secure and flexible.

There are two book reviews in this issue. OPEN AND DISTANCE EDUCATION IN ASIA, AFRICA AND THE MIDDLE EAST NATIONAL PERSPECTIVES IN A DIGITAL AGE is the title of the 1<sup>st</sup> book. Olaf Zawacki-Richter & Adnan Qayyum are the editors of this book. The reviewer is Dr. Alev Ates-Cobanoglu.

Other book's title is MEASUREMENTS IN DISTANCE EDUCATION. This book is written by Written by Amy J. Catalano. Dr. Mehmet Kokoc is the reviewer.

Hope to meet you in the next issue of TOJDE.  
Cordially,

Dr. T. Volkan YUZER  
Editor-in-Chief