Welcome Message to the Dear GLOKALde Readers,

Dear GLOKALde readers this my the first editorial responsibility for the GLOKALde. First of greetings from Turkey and me that “Welcome to the first issue of the GLOKALde, an official online journal of the UDEEEWANA (United Distance Education foe Eastern Europe, West Asia and Northern Africa) creation which is established in April 2014 and covers new relationships between theoretical, technological and the practices of education in the countries in the tight boarder of the UDEEEWANA map, based on distance education and having a distance education learners population at more than eight million, it is one of the world-wide on distance education association.

The GLOKALde reflects that the disciplines of Distance teaching/ Education/Learning, Open Learning areas are interdependently with another, as education and technology increasingly affects running systems, students, colleagues, distance educators, administrators, researchers and professional practice.

The first issue of the GLOKALde appeared at the begin of January 2015 as Vol: 1 Number: 1. The GLOKALde will aim to establish new channels of communication the for the distance education world in general, but for the regions and countries especially included in UDEEEWANA is suggested as the association for the region for Eastern Europe, Scandinavia, Baltic, Turkic, Caucasians, Middle East, Arab Peninsula and North Africa which are included the countries such as Afghanistan, Algeria, Azerbaijan, Belarus, Bulgaria, Cyprus, Egypt, Estonia, Finland, Greece, Georgia, Jordan, Hungary, Iraq, Iran, Israel, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Morocco, Northern Cyprus Turkish Republic, Norway, Oman, Palestine, Poland, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sweden, Syria, Tajikistan, Tunisia, Turkmenistan, Turkey, Ukraine, United Arab Emirates, Uzbekistan and so on.

Among the goals of the GLOKALde theren are to share experiences on effective use of distance and open education in formal and non-formal education level, to provide a communication network among distance education experts in order to able to define new strategies for dealing with the issues of distance education.

An International in scope, this scholarly e-journal will publish as quarterly, refereed, blind reviewed articles focusing on the issues and challenges of providing research and information services to students enrolled at any of level of distance education. It will particularly strive to meet the continuing education needs of practitioners by providing a forum for the discussion of extended learning policies and practices, and trends in information technologies as they impact the delivery of any kind of the student support services for distance learners and institutions.”
I am as an academics in distance education world as known, I had other academic responsibilities too for my academic life such as giving lectures, conducting researches, course coordinarships presenting papers in national or international seminars and conferences, direct and complete MA or PhD thesis’s, jury memberships of the any level in my field and other administrable responsibilities such as chair department, science and advisory committeemen, organizer ship etc. I am proud to take a new responsibility as an Editor-in-Chief of GLOKALde. Some of you know me very well from my TOJDE experiences in the field since 15 years, I believe that we will be successful with all together for crowning GLOKALde too. I am sure that GLOKALde will keep its regular publishing with its highest academic quality authors, technical team well known editors in distance education field and experienced administration. I believe that the time is the wonderful and best moment to receive this responsibility with a new younger generation.

In this first issue covers 7 articles placed from 7 different countries which are India, Pakistan, Palastine, Thailand, Turkey, Ukraine and USA.with 16 authors.

The 1st article is arrived from Ukraine. Written by Oleksii P. MUKOVIZ, Ph.D. (Pedagogics) Theory of Primary Education chair, Pavlo Tychyna Uman State Pedagogical University, UKRAINE on “System of Distance Learning Administration In Continuing Education For Primary School Teachers”.

The article describes the peculiarities of the organization of primary school teachers’ continuing education by means of web technologies, presents the website of the system of primary school teacher’s continuing education (http://sno.udpu.org.ua), and analyzes its content and structure. The website of the system of primary school teachers’ continuing education is created with the help of four instrumental platforms WordPress, Moodle, PhpBB and “cloud” technologies from Microsoft (SkyDrive, Padlet) which are analyzed and generalized in the article. The system of primary school teachers continuing education consists of program and methodical parts. The program part includes the following modules: registration module, “profile” module, administrative module, course development module, module of organization of educational and scientific methodological activities.

The 2nd article titled as “Educational Innovation in E-Learning: MOOCs and OER Movements in Turkey”, written by Nil GOKSEL CANBEK, from Anadolu University, Eskisehir, TURKEY and Jace HARGIS, San Diego, USA. This paper attempts to present the MOOC phenomenon created a networked milieu designed within the context of e-learning that has not only been providing educational equality, but has also been meeting the demands of higher education in a wider scale. In this study, the authors’ aim is to reinterpret the overview on MOOCs as an educational innovation and discuss its dimensions within e-learning.

The 3rd article is conducted by Sameena FARRUKH fro Training Professional, Department of Education and Research, NITTTR, Bhopal and Shireesh PAL
SINGH, Center for Education, Central University of Punjab, Bathinda, Punjab, INDIA. It is titled as “Teachers Attitude Towards Use of ICT In Technical And Non-Technical Institutes”. This paper conducted on the group of teachers working in technical colleges and non-technical colleges both are selected to find out their attitudes towards use of ICT as their instructional resources in classrooms. As it is the fact that normally in technical colleges the teachers themselves have quite a good knowledge and are well aware with new technologies and therefore for these teachers the use of ICT as their instructional resource is not a big deal whereas the teachers of non-technical background may or may not be well aware of these new technological issues and therefore for these teachers it can be little difficult to adopt ICT as their instructional resources and they feel more convenient with the traditional mode of instructions in classrooms. Results revealed that there is a significant difference between the Mean attitude scores towards use of ICT of technical and non-technical institute teachers.

The fourth article written on “Online Education, Active Learning, And Andragogy: An approach for Student Engagement”, by Gail D. CARUTH, Adjunct Faculty, Department of Educational Leadership and Texas A& M University, USA. This paper she mentions Online Education, Active Learning, And Andragogy as an approach for Student Engagement by relating existing extensive evidence to support the notion that active learning enhances learning of course content in comparison to more conventional learning approaches. Effective active learning activities and assignments enhance the likelihood that a deeper understanding of the subject matter will emerge. Technology also works harmoniously with andragogy. Technology offers multiple choices for adult learners to be self-directed and in control of learning, connect new learning with past experiences, and link new learning to real-world problems. A deeper understanding of why active learning approaches to learning in online classes have a positive effect on student engagement will help educators with the design of online classes. In addition, an understanding of andragogical principle of learning and how they connect to active learning approaches will assist in engaging students in the learning process.

5th article arrived from THAILAND and titled as “Peer Feedback On Facebook: The Use of Social Networking Websites to Develop Writing Ability of Undergraduate Students”, written by Saovapa WICHADEE, from Language Institute Bangkok University. The current study explores how integrating a social networking website called Facebook with peer feedback in groups supports student learning, investigates the nature of feedback students received on their writing, and examines their attitudes towards the use of Facebook for peer feedback. Data were collected from the first and final drafts of writing assignments, written peer comments, a questionnaire and an interview. While the document analysis was the main data collection method, a questionnaire and an interview provided crucial information.

6th article is from PAKISTAN on “Swot Analysis Of M.Phil Education Program of Allama Iqbal Open University” written by Sumaira LIAQUAT, Muhammad Asif
CHUADHRY, Almas KIANI and Mudassar SAJJAD. The study was aimed at evaluation of M. Phil Education programme of Allama Iqbal Open University (AIOU) through SWOT analysis. It was a descriptive research and was based on various perceptions about the programme. It was observed that majority of the student reported that they joined M.Phil Education to enhance their professional qualification and M. Phil Education courses were relevant to their requirements.

7th article is titled as "A Feasibility Study Of Mobile Learning Implementation In Iranian Universities" written by Massomeh KORD and Faranak OMIDAN, from Islamic Azad University, Dezfoul, IRAN. The present research aims to study the feasibility of educational system implementation based on mobile learning in Islamic Azad and Payam Noor universities in the north of Khuzestan Province with the emphasis upon the investigation of technical, legal and human resources provision fields. The research methodology was descriptive-survey. The results showed that at the 95% confidence level, Islamic Azad and Payam Noor universities in the north of Khuzestan Province had enough facilities and were well-prepared to implement the educational system based on mobile learning in technical, legal and human resources provision terms.

The last one arrived from Greece which is written by Dimitrios GOULIMARIS and Evangelos BEBETSOS and titled as "Investigation of Students’ Intention For Possible Participation In A "Music and Dance" Distance Education Master Program". The study uses the “theory of planned behavior” as a theoretical framework. The aim of this research is to ascertain if the demographic characteristics of students differentiate the factors of “planned behavior theory” concerning students’ participation in a music and dance distance education master program. The results confirmed that women express a stronger intention to participate in a “music and dance” distance education master program, than men. Further, students who had previous dance experience present higher levels of self identity and attitude strength.

As you will notice that we sometimes give a place "re-publishing/edg" materials in our journal coincidently for to inform and benefit our readers from earlier or researches and published studies or newest reports which are related our field by receiving their official permission and giving its original cite in the literature. Here, in this issue I would like announce and to give a place two the latest, very well designed and published reports which are permitted officially written by re-publish in our medium for to inform our readers directly. These are entitled as "E-learning market report” and “Mobile Learning Report", prepared and published by by Docebo as the source of the documents, linking homepage as (www.docebo.com).

Hope to stay happy and remembering each other forever.

Happy 2015 for all you. . .

Cordially,

Ugur DEMIRAY, professor.
Editor-in-Chief of the GLOKAKde
http://www.glokalde.com