

Dear GLOKALde Readers,

First of all, greetings from Turkey and me that "Welcome to the second issue of the GLOKALde-2017, being as Volume: 3, Number: 2 April 2017 issue as an official online journal of the UDEEEWANA creation (for detailed info please. visit <http://www.udeeewana.org>) which is 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

So, in this issue we are giving a place five papers, which are from Malaysia, Palestine, Turkey, Ukraine and USA with 10 authors. In addition, in this issue we gave a place one "Notes for Editor" letter and one "Book Review".

The GLOKALde will aim to establish a 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, Iceland Iraq, Iran, Israel, Kazakhstan, Kyrgyzstan, Latvia, Libya, Lithuania, Macedonia, Moldova, Morocco, Northern Cyprus Turkish Republic, Norway, Oman, Palestine, Poland, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sweden, Syria, Tajikistan, The Netherlands, Tunisia, Turkmenistan, Turkey, Ukraine, United Arab Emirates, Uzbekistan and so on.

I believe that we will be successful with all together for crowning GLOKALde too by display a good team work. 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.

The 1st article is conducted by Dr. Gulsun KURUBACAK, from College of Open Education of Anadolu University, Eskisehir, Turkey and Pilot Caner ACARBAY Turkish Airlines, Istanbul, Turkey.

They mention in their paper that eLearning has many important components that can enhance students' situational awareness and, as a result of this, it has come to prominence as an approach that can replace traditional methods in theoretical pilot training.

Thanks to this method it is possible for learners to complete the longest stage of pilot training independent of time and place. Through eLearning that meets present day requirements, and that is supplemented by well-designed educational materials, it is possible to provide theoretical pilot training to the masses in a globally standardized way.

The main purpose of this study is to undertake a needs analysis for providing theoretical pilot training through eLearning and to determine possible opinions about the use of eLearning in these training programs. In accordance with this goal, an open-ended survey and individual interviews have been conducted with trainee pilots and instructor pilots to understand the target group's perspective on providing theoretical pilot training through eLearning. The study also makes an assessment of this new system from the perspective of the target group, and provides some recommendations for developing an eLearning program.

The 2nd article written on "THE CONFUSION BUTTON: A Formative Assessment to Identify Real-Time Student Misconceptions" written by Arnav CHOUDHURY and Jace HARGIS, from the University of California, San Diego, La Jolla, CA USA. This study explores a new approach to gathering real time student understanding of material being presented. A program has been created and currently being piloted, which allows students to indicate their "confusion" on a topic, as it is being taught by pressing the volume button on their mobile phone/device. In this way, instructors can stop discussing and address the confusion and/or proceed and after the class session view and address the problem, knowing precisely on what concept the confusion occurred.

3rd article has sent by Olena SOLOVIOVA whom she is from National University of Life and Environmental Sciences of Ukraine, Kiev, Ukraine. She wrote on "VOYAGE TO UKRAINE'S DISTANCE EDUCATION: Distance Learning For Sustainable Development of All By 2030". She is mentioned that Ukraine is a post-Soviet country and got its independence in August 1991, in 1996 Constitution of Ukraine was adopted (Конституція України, 1996). Since that time all areas of Ukrainian economy have constantly been changing. Education has undergone rapid transformations as well. In 2016, a new Law "On Higher Education" was adopted. Among other principles of this law there is a principle of lifelong learning which enables Ukrainians to obtain higher education at all ages (earlier citizens were allowed to obtain higher education until they were 35 years old)

4th article is reached again Malaysia, titled as Impacting Learning Outcomes For Tourism And Hospitality Open Distance Learning (Odl) Programmes By Enhancing Students' Learning Ergonomics" which written by Hisham DZAKIRIA and Azilah KASIM, from Universiti Utara Malaysia, Sintok.

Their paper is intended to suggest improvement to learning ergonomics to reduce non completion rate among Malaysia students within the government's lifelong learning programmes particularly among tourism and hospitality professionals who are pursuing higher education and continuous professional development (CPD) training via open distance learning (ODL) programmes.

Learning ergonomics relates to the design of the learning characteristics, processes and the environment which is intended to support, influence and impact on learning performance adaptability. Effective learning ergonomics offers improvements to the course design, meaningful learning experiences, student comfort and subsequently higher completion study rates. This chapter believes by understanding our learners (i.e their perspectives and narratives as learners, professionals and member of a given community) by means of profiling, learning ergonomics can be enhanced and improve the learning outcomes.

The tourism and hospitality students' profile and narratives can help to improve the *institutional, physical* and *mindset ergonomics* in their respective vocational programmes. Their lives provide a narrative that could establish learner's voice on the respective learning experiences. This can result in possible improvements in course design, facilitation of meaningful and inviting learning experiences, student comfort and productivity. The accumulation of these attributes could reduce learning frustrations in tourism educational and promote a better structured learning experience and success and reduced attrition rates among the learners.

The fifth paper arrived from Ramallah, Palestine. Paper is titled as "RM and RS": The First QOU MOOCs" which is written by. Randa Elsheik HNAJD, from Math Department, Al-Quds Open University, Palestine. She declared that recent proliferation of massive open online courses (MOOCs) demonstrates that technology continues to transform education in both the traditional and online settings. In May 2014, Queen Rania Foundation (QRF) for Education and Development of Jordan launched a non-profit massive open online course portal, in the Arabic language, called Edraak to promote knowledge in the Arab world. The course portal is hosted by EdX-platform. In 2016 Al-Quds Open University (QOU) introduced its first MOOCs called *Remedial Math (RM)* and *Remedial Statistics (RS)* through Edraak platform; the courses were designed in a simplified manner to provide learners with the fundamental math and statistical information.

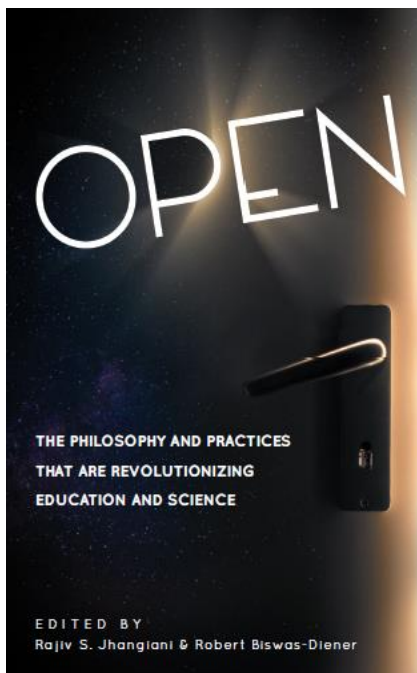
For almost 14 months, the courses teams had spent over 8000 working hours in designing and planning the MOOCs in a way to integrate technology and pedagogy. The courses were sent out on weekly basis where learners watched short-video lectures online and completed the assignments that were automatically graded. Learners were also able to get immediate feedback if questions arose. Over 18,000 nationwide learners, with a variety of qualifications such as PhDs, Mas, BS, middle school education, etc., enrolled in the course from 10 different Arab countries.

In this issue we published one book review from the literature. Book is titled as "OPEN: The Philosophy and Practices that are Revolutionizing Education and Science, Edited by Rajiv S. Jhangiani and Robert Biswas-Diener anmd published 2017, <http://www.ubiquitypress.com> Educational inequalities are as much a reality in affluent and industrialized societies as they are in developing economies.

In countries as diverse as New Zealand, Canada, and the United Kingdom, the histories of colonization and immigration have been associated with disparities in access to high quality education. Kozol (1992) points to racial segregation as a primary source of what he calls 'savage inequalities.'

He traces systematic differences in per pupil expenditure, funding structure, and facilities between affluent and poor minority school districts in the United States. This trend endures in the United States to the present: high schoolers taking advanced placement or international baccalaureate courses consistently outperform their less advanced counterparts on various measures of academic achievement and poor students are underrepresented among the educational elect.⁵

In just the first decade of this century, 2.4 million American students either did not attend, or could not complete, college because of the cost barrier.



The open education movement offers one possible, partial remedy to educational inequality. The most obvious benefit of open education is in its low cost. The word 'open,' in this sense, means 'allowing access to' although it is also often equated with 'free of cost.' In fact, most open education resources are freely available and even in cases where they are low cost, they still help to drive the market toward a lower price point. By removing or substantially reducing the expense normally associated with software, textbooks, and course fees, education becomes more accessible to more people. The open education movement can also help raise the quality of education for all students because instructors are better able to share and build on one another's pedagogical innovations. It is here, in the second sense of 'open,' meaning customizable by and shareable among instructors, that we have the potential to design more engaging, locally relevant, interactive, and effective teaching resources.

Cordially,
Hope to stay happy.

Happy 2017 for all you... and hope to meet 1st Jul 2017.
Cordially,

Ugur DEMIRAY, professor.
Editor-in-Chief of the GLOKALde
Email(s): udemiray33@gmail.com glokalde.editor@gmail.com
URL: <http://www.glokalde.com>