

Dear GLOKALde Readers,

We present our Volume: 6, Number: 2 of GLOKALde to our valuable readers.

There are ten articles in the October 2020 issue of GLOKALde. 21 authors from different countries contributed to the issue. We thank our writers for their contribution to our journal.

The first article entitled "LEARNING REVOLUTION AND EDUCATION IN PAKISTAN: A REFLECTION" is written by Irshad HUSSAIN and Shahida SAJJAD. In the study, it is explained that Pakistan is a developing country leaping to excellence in education, training, information and communication technologies and entrepreneurship, and the innovative steps taken in the country. In addition, it is emphasized that the educators in Pakistan should benefit from the developments and applications in science and communication technologies in order to increase the education level of the students.

The second article entitled "ELEVATE INSTRUCTION TO AN ONLINE ENVIRONMENT" is written by Heini SHI and Jace HARGIS. This article shares key points to consider when migrating face-to-face courses online. In an attempt to address a broad approach to teaching and learning online, it had used the framework of CREATE, which represents Empathy, Learning Outcomes, Erudite, Value, Assessment, Technology and Emotion.

The third article entitled "MEASURING EFFECTIVENESS OF FORMATIVE ASSESSMENT ON STUDENTS' ENGAGEMENT AND MOTIVATION FOR LEARNING" is written by Junko Tokuda SIMPSON, Paul HADJIPUERIS, Sheena Ghanbari SERSLEV and Jace HARGIS. This article has conducted to investigate the effectiveness of implementing formative assessments in an introductory Japanese class through the use of no-cost Student Response Systems (SRS) to provide timely feedback and monitor their progress of learning. Also correlations between timely feedback using no-cost SRS and student's academic performance has been explored in the study.

The fourth article entitled "RAPID COURSE MIGRATION: COMPARING THE CHANGES OF INSTRUCTOR SELF-EFFICACY" is written by Jace HARGIS, Yanyue YUAN and Guangyu WU. This study aims to offer a glimpse of faculty's perception of such changes by measuring changes of their self-efficacy level in the context of course migration, supplemented by their input in response to open-ended questions that offer an overview of the teaching methods they use and the challenges they face during different stages of teaching online. This study has conducted at a young private research joint US/China university that has in total 120 faculty members and 1600 undergraduate students.

The fifth article entitled "SUPPORTING NUMBER SENSE WITH VIRTUAL MANIPULATIVES: PROFESSIONAL DEVELOPMENT FOCUSED ON PLAY" is written by Melissa SOTO and Jace HARGIS. Study goal is to encourage participants to consider how they might reimagine meaningful, virtual math experiences and provide access when students might not have physical manipulatives.

The sixth article entitled "RECOGNITION, ASSESSMENT, AND ACCREDITATION OF OPEN UNIVERSITIES IN INDIA: A CRITICAL REVIEW" is written by Manjulika SRIVASTAVA, Bijayalaxmi MISHRA, Navita ABROL, Dev Kant RAO and Shekhar SUMAN. In this article an attempt has made to study the impact of the UGC (ODL) Regulations 2017, UGC (Online) Regulations 2018 and the assessment and accreditation processes of NAAC, on the Open Universities (OUs), in bringing about qualitative improvements in their operations.

The seventh article entitled "IMPLIED BENEFITS OF OPEN AND DISTANCE LEARNING IN TANZANIA: A QUALITATIVE APPROACH ON ITS BENEFITS IN TANZANIA" is written by Kezia H. MKWIZU and Deus D. NGARUKO. This paper aimed to provide information on Open and Distance Learning (ODL) in relation to its benefits in Tanzania particularly during the Coronavirus Disease (COVID-19) pandemic which can be used by stakeholders in the education sector to value and support ODL institutions in enhancing access to higher education for graduates.

The eighth article entitled "THE OER – A TEACHING-LEARNING TOOL IN THE TIMES OF COVID-19 IN INDIA" is written by Mushtaq Ahmed I. PATEL. COVID-19 pandemic has forced for developing a system where teachers, students have to maintain social distance and continue their education process. Many efforts have made by government and non-government agencies too in India. This article aims to search at the school level to examine available materials by selecting a few websites and online resources.

The ninth article entitled "ONLINE EDUCATION AND DISTANCE LEARNING: OPPORTUNITIES AND CHALLENGES" is written by Silima NANDA. In this article the salient features of online learning has been analyzed and has been also mentioned some of its challenges and opportunities that the learners, teachers and other users are faced with Case studies of online education in India (IGNOU) and In Japan OIJ have been analyzed with reference to digital growth also in other countries across the globe.

The last article entitled "IMPACT OF FACE-TO-FACE ADMISSION COUNSELLING ON PROSPECTIVE LEARNERS IN ODL: A CASE STUDY" is written by Bini Toms and K. Nilofer. The aim of the study is to examine and analyze the feedback received from the participants of the admissions counseling sessions organized by SSC. In addition, the article tries to understand whether and to what extent such sessions are beneficial for students enrolled in ODL mode and provides suggestions.

As the last content, the book review entitled "MOOCS and Open Education in the Global South: Challenges, Successes, and Opportunities" written by Dr. S. K. PULIST is included. The review, including 28 chapters, focused on the current state of not only design, development and implementation of MOOCS but also evaluation of the effectiveness of such initiatives in democratisation of higher education.

We hope to stay in touch and wish to meet in our next issue, 1st of April 2021.

Cordially

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