

Dear GLOKALde Readers,

First of all greetings from Turkey and me that "Welcome to the second issue of the GLOKALde, which is an official online journal of the UDEEEWANA (United Distance Education for Eastern Europe, West Asia and Northern Africa- for detailed info pls. visit <http://www.udeeewana.org>) 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 border 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 our own professional practice.

The first issue of the GLOKALde appeared at the begin of April 2015 as Vol: 1 Number: 1. The GLOKALde will aim to establish new channels of communication 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 there 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."

As I am 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 thesises, jury memberships of the any level in my field and other administable responsibilities such as chair department, science and advisory committeemen, organizer ship etc. I am proud to take a new responsibility President of the UDEEEWANA and as an Editor-in-Chief of GLOKAKde at the beginning of the process. Some of you know me very well from the Distance Education literature and 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 GLOKAKde will keep its regular publishing with its highest academic quality authors, technical team well known editors in distance education field and experienced administration.

In this second issue covers 8 articles from 6 different countries which are Canada, Guyana, Pakistan, Turkey, UK and USA with 29 authors' participation. In addition, in this issue we gave a place 3 "Notes for Editor", two "Book Reviews" too. Before "Notes for Editor" section given a place for announce and explaining of the UDEEEWANA for what is UDEEEWANA creation and why UDEEEWANA is needed

The 1st notes for editor's article is a join study and arrived from UK and USA. Written by John TRAXLER from University of Wolverhampton & Helen CROMPTON from Old Dominion University. Their study was on "MOBILE LEARNING IN THE UK TODAY: Succesess, Failures, Future". They mentioned in their study that mobile learning has taken an exponential rise in both the scholarly and practitioner community in the United Kingdom. This rise has stemmed from the development of new mobile technologies with unique affordances that offers opportunities to extend pedagogical boundaries. This short paper provides experts perceptions on the mobile learning movement across the UK. The paper beings with a look back in recent history from the first mLearn conference in Birmingham in 2002, then the second part of the paper offers a brief look into the future of mobile learning.

The 2nd notes for editor's article is titled as "STUDENT ENGAGEMENT, E-CONNECTIVITY, AND CREATING RELATIONSHIPS IN THE ONLINE CLASSROOM: Emerging Themes", written by Andree SWANSON, Bill DAVIS, Omar PARKS, Stan ATKINSON, Brenda FORDE, Kunsoo CHOI and Vanessa WASHINGTON from Ashford University, Denver, USA. This join study take a serious with an emphasis on anytime, anywhere learning, students tend to isolate themselves and do not reach out for assistance..

Considering all the factors of student engagement (points to engage students) is difficult, yet, the researchers engaged in a deep review of peer-reviewed literature on the topic. As complex as it is for traditional on ground students to return to school, online adult learners have difficulties engaging with other students, faculty, and administrators.

The 3rd notes for editor's article is conducted by Asim ALI, Muhammad Asif CHUADHRY, Sumaira LIAQUAT and Almas KIANI from Arid University, Islamabad, PAKISTAN on "COMPARISON OF MANAGEMENT SYSTEMS OF ALLAMA IQBAL OPEN UNIVERSITY WITH THE OPEN UNIVERISTY SRI-LANKA". This present study designed to compare the Management Systems of Allama Iqbal Open University with the Open University Sri-Lanka" was conducted as a survey study. To make suggestions to overcome the problems in management systems of both open universities to set the future strategies of management system were also the objectives of the study. After reviewing the related literature the questionnaires were constructed. For the purpose of data collection questionnaires were delivered to 82 managers of A.I.O.U and O.U.S.L. 31 Questionnaire were delivered to the managers of O.U.S.L and 51 were delivered to the managers of A.I.O.U. The managers should take the innovative steps and adopted the innovation in Educational Technologies and quality education should cater to the masses of the country in cheap rates. Measures were identified to overcome shortcoming to provide quality education by these institutions.

The 1st article written by me to tell and mentioned UDEEEWANA developments since a years and what is EDEEEWANA and why creation of UDEEEWANA is needed for the GLOKALde readers and to the all distance educators around the world with its official eJournal GLOKALde.

The 2nd article written on "EXISTENTIALISM AND ITS UNDERPINNINGS FOR ANDRAGOGY" , by Gail D. CARUTH, Adjunct Faculty, Department of Educational Leadership and Texas A& M University, USA. The purpose of this paper was to examine specifically the literature to determine if there is a relationship between the philosophy of existentialism and the assumptions of the practice of andragogy. This examination is important to higher education for improving the education of adults.

3rd article written on "PREPARING TEACHERS TO USE TECHNOLOGY EFFECTIVELY USING THE TECHNOLOGICAL, PEDAGOGICAL, CONTENT KNOWLEDGE (TPACK) FRAMEWORK", written by HELEN CROMPTON, from Old Dominion University, USA She mentioned in her paper that the lack of use can be attributed to teachers' negative beliefs and feelings about technology. She elucidated how these teacher beliefs and feelings are generate and the Technological, Pedagogical, Content knowledge framework framework is presented as a method of ameliorating these negative teacher impressions to work towards the effective use of technology in teaching and learning.

4th article arrived again from PAKISTAN and titled as "A COMPARATIVE STUDY OF PERFORMANCE OF TEACHERS TRAINED FROM AIOU AND THE UNIVERSITY OF EDUCATION LAHORE", written by Aftab SADIQ, Muhammad Asif CHUADHRY, Sumaira LIAQUAT from AIOU, Islamabad, PAKISTAN and Almas KIANI from Arid University, Rwp, PAKISTAN. The study was aimed to compare the Performance of Teachers Trained from AIOU and the University of Education Lahore. All the B.Ed. qualified male SSTs teaching English to 10th class were taken as population. There were total 6 SSTs teaching English to 10th class and trained from the University of Education Lahore. The findings from the collected data showed that there is very minor difference regarding the performance, effectiveness and professional qualities of the teachers trained from AIOU as well as UE.

5th article is from GUYANA, South America on "QUALITY ASSURANCE IN OPEN AND DISTANCE LEARNING THE CASE OF THE INSTITUTE OF DISTANCE AND CONTINUING EDUCATION, UNIVERSITY OF GUYANA", written by Francis GLASGOW. He mentioned in his study that Open and Distance Learning (ODL) started at the University of Guyana with the establishment of the Department of Extra-Mural Studies in 1976. This department was later upgraded to the Institute of Distance and Continuing Education (IDCE).

6th article is from USA on "THE THEORY OF MULTIPLE INTELLIGENCES AND CRITICAL THINKING", written by Paula J. ZOBISCH, Donald G. PLATINE and Andree SWANSON from Ashford University, USA. They are emphasised that mostly educators believe that in order to thrive in the 21st century and the Information Age, individuals must ask questions, challenge assumptions, invent new ways of solving problems, connect new knowledge to information already known, and apply their knowledge and reasoning skills in new situations.

The 7th article from TURKEY and titled as "THE EFFECTS OF INTERACTIVE EXERCISES ON STUDENTS' ACHIEVEMENT: Using the Open Source Authoring Application", written by Omür AKDEMIR, Kürsat KUNT and Inan TEKIN from Bülent Ecevit University, Zonguldak, TURKEY. This study investigated the effects of interactive exercises developed using the open source authoring tool on students' achievement using the pre-test post-test with the control group research design with 35 seventh grade students in the Science and Technology course. Findings showed that the use of interactive exercises embedded in the instruction improves the achievement of students more than the instruction having traditional exercises.

The 8th and last article is again from USA which conducted on "EXPLORING ACTIVE LEARNING TO CONNECT SOCIAL ISSUES AND GAME THEORY", written by Larry LANGLEY from University of the Pacific, Stockton and Jace HARGIS, San Diego, USA. Sound research begins with exploring the unknown to better understand the possibilities. The authors explore three teaching methods to determine their effectiveness in a freshmen seminar course.

The methods are concept mapping, commercial story-boarding and educational wikis. The assessment tools used included pre and post concept maps, as well as a disposition survey. The outcomes revealed that in for a class size of 23 second semester freshman at a small private liberal arts institution, all methods were shown to increase engagement.

In Book Review section, GÖRĞ MALLIA's edited book "THE SOCIAL CLASSROOM: Integrating Social Network Use in Education" is reviewed by me. The book is intended for all those working in or interested in Education and in functional aspects of Social Media. It will be immensely useful to researchers and practitioners both. Topics that are covered in the book include: Educational Environments, Ethical Issues, Professional Development, Social Media in Education, Student-Teacher Interaction, Technology Tools for Education and Virtual Learning Community.

The second book is reviewed by Reviewer Ela AKGUN-OZBEK, from Anadolu University, Eskisehir, TURKEY. The book titled as "CREATING A SENSE OF PRESENCE IN ONLINE TEACHING: "How to Be" There for Distance Learners". Edited by Rosemary M. LEHMAN and Simone C. O. CONCEIÇÃO. Most of the practices that are explained in the book are explained within LMS in mind because LMS was perhaps the most popular platform to teach online when the book was written. However, all these activities can be transferred to other distance learning environments, too.

Happy readings.....

Cordially,

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