Dear GLOKALde Readers,

We are pleased to offer GLOKALde Volume 10, Issue 1 to our readers. Six articles by authors from the USA are published in the April 2024 issue of GLOKALde. We are thankful to the writers for their insightful contributions.

The first article, entitled '**Using Generative Artificial Intelligence to Design a College Environmental Science Course**' was written by Dr. Jace HARGIS. The abstract of the first article details the use of generative artificial intelligence (GenAI) services, like OpenAI's ChatGPT, to design a college environmental science course. The process utilizes a foundational backward design model involving steps like Results (learning outcomes), Evidence (assessment), and Experience (teaching methods and curriculum). The effectiveness of GenAI in course design is tested by creating a concept outline, learning outcomes, authentic assessments with rubrics, and course materials. The paper aims to determine GenAI's efficiency in designing an educational course.

The second paper, entitled "**Exploring Pedagogical Strategies for Integrating Generative Technology in Education**," by Dr. Brooke A. Carlson, delves into the transformative effects of Generative Technology (GenTech) on education, particularly emphasizing a pedagogical approach that maximizes GenTech use in the classroom. It focuses on the pedagogical frameworks of Open Educational Resources (OER), Universal Design for Learning (UDL), and backward course design to effectively utilize GenTech's capabilities. The paper discusses the need for educational systems that balance automation and human agency and proposes a blended methodology that incorporates GenTech with metacognitive strategies for enhanced learning outcomes.

The third paper, entitled "**Enhancing Undergraduate UX Education with Wizard of Oz and Paper Prototyping**," authored by Dr. Anas Elhag, illustrates the pedagogical benefits of combining the Wizard of Oz (WoZ) usability testing method with paper prototyping in undergraduate user experience (UX) courses. This combination enables students to conduct user-centered design and make informed decisions during the initial stages of product development. Through real-world assignment examples, the paper advocates for a hands-on teaching approach that incorporates these methods to foster iterative design, active participation, and collaborative learning, preparing students for practical UX challenges.

The fourth article, entitled "**Identifying and Integrating Meaningful Technology Created Through the Pandemic**" by Dr.Hans Chun, examines the enduring impact of online collaboration tools like Zoom in post-pandemic higher education. The study highlights the use of Zoom for interactive role-playing assignments, discussing how it enhances student engagement and collaboration. It reflects on the instructor's experience transitioning from phone calls to Zoom for interactive assignments and how this method has proven more efficient and engaging. The feedback from students supports the continued use of such platforms, underscoring their preference for interactive, group-based learning environments over one-on-one calls.

The fifth article, entitled "**How Task Analysis Fosters Equity and Accessibility for Multilingual Learners**" by Dr. Alex GUZMAN, addresses the importance of task analysis in education to ensure equity and accessibility, especially for multilingual learners. The paper argues for the systematic dissection of academic tasks to uncover inherent language demands, which, if unaddressed, can impede comprehension and academic success. By tailoring instruction to overcome these linguistic barriers, educators can create inclusive learning environments that support all students' needs, regardless of linguistic background.

The sixth article, entitled "**The Use of Immersive and Interactive Films to Amplify Traditional Pedagogy and Ethnography**" by Dr. Mohamed Yunus Rafiq, Dr. Jace Hargis, and Dr. Hannah Wheatley discusses the development and evaluation of immersive and interactive films intended to

enhance ethnographic and pedagogical methods. The study aimed to create films that allow undergraduate anthropology students to experience fieldwork through media, extending beyond traditional classroom settings. The research incorporated foundational learning theories and utilized advanced technology like 360-degree video cameras. The films were designed to support students in processing information from short-term to long-term memory and to help them generate detailed descriptions of social contexts they studied. The study highlights potential challenges related to using virtual reality (VR) technology, such as disorientation and discomfort.

Our special issue will be out in August 2024, and the next issue will be out in October 2024 so we hope to stay in touch and meet then.

Cordially,

Editors of GLOKALde

Assoc. Prof. Dr. Nil GÖKSEL
Dr. Ayşe TAŞKIRAN
PhDc. Hüseyin ALTUNLU

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