

**Dear GLOKALde Readers,**

It is with great pleasure that we present the April 2025 issue of *GLOKALde*, a volume dedicated to advancing scholarly discourse at the intersection of education, innovation, and digital transformation. This issue brings together rigorous studies that reflect the ongoing evolution of educational practices in the post-pandemic era, with particular attention to the integration of cutting-edge technologies such as generative artificial intelligence (GAI) and learning management systems (LMS).

The opening article, “**A Review on the Use of Generative Artificial Intelligence in Open and Distance Education**” by Dr. Emin Özen, provides a comprehensive exploration of how GAI technologies are redefining the design, implementation, and delivery of open and distance education (ODE). The author examines critical domains—including the automation of assessment procedures and the creation of personalized learning environments—while also addressing pressing concerns related to ethical considerations and data privacy. As Dr. Özen articulates, “*GAI provides a more dynamic and interactive learning environment compared to traditional teaching methods,*” underscoring the transformative potential of this technology to empower educators and tailor educational pathways to individual learner needs.

Expanding upon the technological discourse, **Dr. Emel Akay’s** contribution titled “**Benefits, Drawbacks and Future Implications of Using LMS in the Post-Pandemic Process**” investigates the pivotal role of LMS platforms in the contemporary educational landscape. Her analysis thoughtfully reflects on how LMS—enriched by innovations such as artificial intelligence, virtual and augmented reality (VR/AR), and gamification—has emerged as a foundational element in student-centered pedagogy. Dr. Akay highlights that LMS platforms “*enable educators to create personalized learning paths*” and “*provide real-time support for students with disabilities or language barriers,*” positioning these systems as catalysts for enhancing inclusivity and adaptability in digital education, while simultaneously demanding renewed pedagogical strategies and technical competencies.

Collectively, these articles contribute to a nuanced understanding of the multifaceted digital transformation underway in education. They not only illuminate the pedagogical and operational advantages of technological integration but also prompt critical reflection on the ethical, equitable, and quality-oriented imperatives that accompany such innovations. As the boundaries between physical and digital learning environments increasingly converge, educators, administrators, and policymakers are called upon to embrace thoughtful and future-oriented approaches.

We extend our sincere gratitude to our contributing authors for their scholarly insights, and to our readership for their continued engagement with *GLOKALde*. We invite you to join us again in our October 2025 issue, where we will continue to explore emergent trends and transformative developments shaping both global and local educational contexts.

**Warm regards,**

**Editors of GLOKALde**

Assoc. Prof. Dr. Nil GÖKSEL

Assoc. Prof. Dr. Meral CEYLAN

PhDc. Hüseyin ALTUNLU

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