Dear GLOKALde Readers,

First of all greetings from Turkey and me that "Welcome to the third issue of the GLOKALde, on the net now which is an official online journal of the UDEEEWANA (United Distance Education foe 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 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.

The GLOKALde reflects that the disciplines of Distance teaching, distance 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 January 2015 as Vol: 1 Number: 1. The GLOKALde will aim to establish 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, 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 coordinate, presenting papers in national or international seminars and conferences, direct and complete MA or PhD studies, jury memberships of the any level in my field and other administrable 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 GLOKALde 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 GLOKALde 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 issue covers 3 articles from Turkey, UK and USA with 5 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 UDEEEWANA creation is and why UDEEEWANA is needed. And also two papers added to the notes for editor's section from UK and Australia. And in addition 5 republished materials which are useful for GLOKALde readers.

The 1st notes for editor's is titled as "UDEEEWANA IS IN GOOD PLACE TO MEET THAT GOAL OF GLOBAL COMMUNICATION FOR DISTANCE EDUCATION INSTITUTIIONS", written by Francois VICTOR TOCHON as a letter to the readers of GLOKALde . He is emphasizing tat increasing global understanding is one major reason, which crosses the goals of UDEEEWANA: language learners' step inside the mind and context of the other culture. Intercultural sensitivity builds up trust and understanding, can bridge the gap between peoples, and promote peace and international trade. Economic partnerships, diplomacy and non-English speaking contacts require strong comprehension of the cultural values and belief systems of the partners abroad. Distance Education, among other goals, may enrich learners with contacts abroad, not only with other cultures but with other languages as well. Research indicates that attitudinal benefits of bilingualism: language learners develop a more positive attitude toward the target language and/or the speakers of that language; bilingual people have to know which language to speak with whom, and when. They therefore appear to be more sensitive to the needs of listeners than monolingual people (Lipton, 2004). Proficiency in other languages characterizes global citizenship.

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Distance Education may contribute greatly in this area. For example, Anadolu University, one of the pre-eminent innovative universities in Turkey, is exemplary in its award-winning Turkish Language program, which is a completely online program, intended to help those who would like to learn Turkish internationally. This program offers multimedia learning materials on video as well as various communication and support services for those remote learners.

The 2nd notes for editor's article is arrived from UK, which written by John TRAXLER from University of Wolverhampton. His study was on "DIGITAL LIFE AND MOBILE LEARNING AND ARAB SPRING OF EDUCATION". He mentioned in his study the capacity of mobile technologies to generate, share, store, access and consume ideas, opinions, information and images, specific to people, locations, communities and their contexts means they are a quintessential web2.0 technology, challenging the stability and authority of the established educational forms and stakeholders.

By comparison mobile devices, social networks and other popular digital technologies facilitate the generation, valorization, sharing, dissemination and production of the ideas, images and information and the opinions that constitute much of education and its acquisition but outside the institution, its education professionals and outside their control and jurisdiction, challenging the established practices and standards of education and challenging the older notions of inclusion. And, incidentally in talking to Palestinian educators at the time of the Arab Spring and its immediate aftermath, I did find myself repeating the phrase, 'be careful what you wish'. If we believe the rhetoric of the Arab Spring, it was the professionals and the institutions that were swept away.

The 1st article written by Jace HARGIS, from Chaminade University Honolulu, John MAYBERRY, University of the Pacific, CA, and Kevin YEE, University of Central Florida, USA on "MOOC OBSERVATIONS USING A MODIFIED F2F QUALITY TEACHING RUBRIC". They mention in their article that massive Open Online Courses (MOOCs) have attracted interest from consumers, academics, and venture capitalists. Attention has been given to infrastructure, marketing, and finance. MOOCs participation has grown to engage over 15 million learners and millions of investment dollars. Although hundreds of thousands have enrolled, completion rate is represented by single digit percentages. This study explores the concept of quality and how it can be translated from what we know about high quality face-to-face (F2F) teaching into large-scale online teaching. The study uses a modified quality-teaching rubric by Chism (1999) to evaluate 21 MOOCs selected randomly from the Coursera offerings taught in January 2015. The courses included business, technology, education, science, law, music and the liberal arts. Results indicate that most (81%) of the courses did not attend to quality attributes. The data resulted in a bimodal distribution with only four of the 21 courses observed to offer high quality attributes at least 70% of the time. Recommendations to address current MOOC shortcomings are provided.

The 2nd article written on "DISTANCE EDUCATION IMPLEMENTATIONS AND THE CASE OF RUSSIA" by Muhammet NEGIZ from Erzincan University, TURKEY. 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 "E-LEARNING EXPERIENCE WITH ARTIFICIAL INTELLIGENCE SUPPORTED SOFTWARE: An International Application on English Language Courses", written by Utku KOSE, from Usak University and Ahmet ARSLAN, fom Selcuk University, TURKEY. They indicated in their paper that an artificial intelligence supported e-learning scenarios are widely employed by educational institutions in order to ensure better teaching and learning experiences along educational activities. In the context of performed scientific studies, positive results often encourage such institutions to apply their intelligent e-learning systems on different types of courses and report advantages of artificial intelligent in especially education field. It seems that the future of education will generally depend on important, multidisciplinary research areas like artificial intelligence. At this point, this study aims to report obtained findings regarding to usage of an artificial intelligence based e-learning software in English language courses. In this sense, the e-learning software has been used for one term in three different countries: Turkey, Italy, and Romania. As an international perspective for their intelligent, e-learning software and the approach, the authors are satisfied with the positive results.

In Book Review section, two books are reviewed. The first one is dealth with the subject is "LEARNING WITH 'e's: EDUCATIONAL THEORY AND PRACTICE IN THE DIGITAL AGE" is reviewed by me in the name of GLOKALde J. of UDEEEWANA. This book is written by Steve WHELEER, 2015. Steve Wheeler is emphasized that the proliferation of digital technologies and cultures is having a profound impact on learning, prompting questions which need answers. How will technology change our conceptions of learning? How will new ways of learning impact upon our uses of technology? How will teachers and lecturers roles change; what will they need to know; and what will we see learners doing in the future? Grounded in his research and in pedagogical theory, Steve explores the practical ways in which technology is influencing how we learn, and looks toward emerging trends to examine what the future of learning may look like; learning with technology, theories for the digital age, digital literacy's, pedagogical theories and practices, new and emerging technologies, new learning architectures, changing education, global educators and 21st century curriculum.

The second book is reviewed by reviewer Nilgün Ozdamar Keskin, from Anadolu University, Eskisehir, TURKEY. The book titled as CASES ON PROFESSIONAL DISTANCE EDUCATION DEGREE PROGRAMS AND PRACTICES: Successes, Challenges, and Issues.

The book is edited by Kirk P & H. Sullivan from Umea University, Peter E. Czigler from Örebro University, and Jenny M. Sullivan Hellgren from Umea University, Sweden and published in 2014 by Information Science Reference (Hersey, PA), an imprint of IGI Global. The book (ISBN: 978-1-4666-4487-8) has a total of 411+xxv pages. The book includes a total of 12 chapters and 21 authors have contributed to the chapters. The authors are selected from 7 countries; they are mainly from Sweden, Cyprus, Cayman Islands, Sri Lanka, UK, New Zealand, USA. Distance professional degree is a life-long learning and adult learning event. It offers the working professional a life long learning experience and meets their professional performance needs or gains the new professional skills in order to improve career or find a new job.

In the Re-Published Material (s) section we gave place to the earlier published materials by receiving an official permission of the open access materials for yo inform GLOKALde readers' once more if they escape for reaching this materials which are cover really useful info. These are here: Teaching in A Digital Age. Written by A. W. (Tony) BATES, Student Success In Open, Distance And E-Learning: Internet Trends 2015-Code Conference, May 27, 2015, by Mary; A Report ICDE, April 2015, written by Alan TAIT; Internet Trends 2015-CODE Conference, May 27, 2015, By Mary MEEKER; Enhancing Quality Of Assurance Of Distance Learning: Practices of Distance Learning in the Western Balkans (Report 2.1), completed by Vladan DEVEDŽIĆ, Božo Krstajić, Aleksandra RADULOVIĆ, Suzana LOSKOSKA, Anthony F. CAMILLERI; The Future Of Knowledge Sharing in A Digital Age: Exploring Impacts and Policy Implications for Development, written by Gregson, J., BROWNLEE, J. M., PLAYFORTH, R. and Nason BIMBE, IDS Evidence Report 125, Publisher IDS.

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We wish and believe that these articles will find interesting and useful. Please inform and pass the links and a free subscription suggestion to your colleagues.

Happy readings.....
Cordially,
Hope to meet in 1st October 2015
Ugur DEMIRAY, professor.
Editor-in-Chief of the GLOKALde
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