

## Dear GLOKALde Readers,

Among the goals of the GLOKALde there are to share experiences on effective use of distance and open education, open and blended, 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. 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 founder president ship of the UDEEEWANA and as an Editor-in-Chief of GLOKALde at the beginning of the two-year period process. Some of you know me quite very well from the distance education literature and Anadolu’s online journal TOJDE experiences in the field since 15 years, I believe that we will be successful with all together for crowning GLOKALde too in due course. Again I am quite sure that GLOKALde will keep its regular publishing with its highest academic quality researches, articles with well known experts and authors, technical team well known editors in distance education field and experienced administration.

In this issue covers 4 articles from Indonesia, and USA, with 8 authors’ participation. In addition, in this issue we gave a place one one “notes for Editor”, one republished material and one “Book Review”. Before “Articles” section it is given a place for announce and explaining of the UDEEEWANA dealt with what for UDEEEWANA creation is and why UDEEEWANA is needed. In addition GLOKALde will carry on to give peace republished or older/former materials, reports, fact sheets etc. for its reader who are not catch up them yet which are useful for GLOKALde readers.

Dear GLOKALde readers this my fourth editorial responsibility for the GLOKALde. First of greetings from Turkey and me that "Welcome to the fourth issue of the GLOKALde, as an official online journal of the UDEEEWANA creation (for detailed info please. visit <http://www,udeeewana.org>) 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, education, learning, open, blended learning areas are interdependently, multi and interdisciplinary with another sciences subjects, 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, Libya, 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.

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Some of you know me very well from 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. I believe that the time is the wonderful and best moment to receive this responsibility with a new younger generation.

**"Notes for Editor Section" essay is reached to GLOKALde from Indonesia and written by Yasir RIADY on "ASSISTED LEARNING THROUGH FACEBOOK: A Case Study of Universitas Terbuka's Students Group Communities in Jakarta, Taiwan And Hong Kong" as comparative empirical study". His paper describes and gives insight about the use of Facebook to assist learning in Jakarta and several countries outside Indonesia. There are so many problems that will arise based on the factual sight such users tend to find difficulties in searching, analyzing and accessing information that they need, particularly materials in their academic life. This paper explores how social network site (Facebook) has the potential to creating new resource in information and technology to assist learning in groups for finding information needs and also in distance learning system of Universitas Terbuka's students who live in Jakarta, Taiwan and Hong Kong. Generally, most of students are working from Monday to Friday and even on Saturday and Sunday, they really have problems in having face to face tutorial or even try to get information about their academic life. This paper was conducted with several communities of Facebook groups, the result showed that they specifically used Facebook group to assist them to finish their academic life such as tasks, examination, group discussion or even information. As the most popular social network in Indonesia, Facebook which accessible, effective and efficient is one of many communities to assist students in making new friends and tutors as well as keeping in touch with information on upcoming events, competitions, seminars, library announcements, new books materials, registration, online tutorial, webinar, examination and other general information.**

The 1st article is conducted by Jennifer M. JOY, Visiting Assistant Teaching Professor from University of Denver, USA. This study shows support for social competence, as a strength-based construct, as a precursor to increased self-concept or self-esteem, and increased school readiness. Since positive self-concept has been shown to be a protective factor against negative social influences, and school readiness in Kindergarten has shown to predict later academic and social success, this model demonstrates a need for more focus on social competence in the early years. Social competence was framed as an entirely strength-based construct called positive social competence which incorporated skills, relationships and goals. Self-concept incorporated measures of the child's expression of their accomplishments, how well the child works with peers and how well he or she describes himself or herself, and how well the child copes with correction or failure. Finally, school readiness was an environmentally-focused construct, aimed to relate to the match between the child and the school setting. Data resulted in a well fitting model overall with significant pathways from social competence to both outcome variables

**This study indicates that developing more programs that focus on increased social competence in the early years can help students succeed in school, and make better life choices.**

**The 2nd article written on "THE INTERNAL AND EXTERNAL FACTORS INFLUENCE ON STUDENTS STUDENT PARTICIPATION IN ONLINE TUTORIAL: Case Study in MM-PPs", written by as a join study conducting Eko KUSWANTI, Any MEILANI, Yasir RIADY from Universitas Terbuka, Indonesia. The Online tutorial (Tuton) is one of learning support services provided Open University (UT) to students post graduate study in UT. This activity must be followed by students of Master of Management (MM) UT. In Tuton, students are required to participate actively, both in studying the initiation material, discussing, and writing tasks. The main problems that often occur in the Tuton is a student in following Tuton inactivity. This can be caused by internal factors and external factors of students. The data obtained were analyzed using factor analysis and SEM (Structural Equation Model) assisted by the Statistical Program for Social programs Sciences (SPSS) 17.00. The results showed that the internal and external factors have contributed to student participation rate of 18%. Most variations of this change is more influenced by changes in the internal factors rather than external factors students.**

**3rd article arrived from USA and titled as "VISUAL AND FUNCTIONAL SYLLABUS SCHEDULE: An Infographic for Learners written by Junghwa K. SUH and Jace HARGIS, from Chaminade University of Honolulu. The purpose of this paper is to explore graphic ways to visualize a course syllabus and schedule that exceed the needs of communication in a creative format. A syllabus can be a useful learning resource. Effective educators continuously seek new methods to redesign conventional syllabus into an interactive medium for enhanced communication between educators and learners. The course syllabus is a powerful first impression of a course and instructor, which sets the tone, image and instructional philosophy. Visually effective and functional syllabus can act as a motivating factor for learners. It can encourage learners to engage more with syllabus information, helping them to create and connect meaningful conceptual frameworks. This work focuses on the development of a schedule that provides the overview of one of interior design courses with timeline, lesson topics and learners' tasks in one graphic format. It has explored the transition of how the information can be translated visually for an effective understanding of the information. It presents various possibilities of how dense information of syllabus can be visually designed in an infographics schedule to paint a big picture of the course. It can be developed as an interactive and effective information tool for instructors and learners.**

**4th article is from again USA on "CRITICAL THINKING: An Examination of the Status and Teaching Methods in Higher Education" written by Gail D. CARUTH, from Texas A&M University-Commerce. Research is replete with the importance of critical thinking skills.**

**The challenge for higher education is that the literature on how to teach critical thinking and the methods for teaching critical thinking are minimal by comparison. The purpose of the paper was to examine the current status of**

teaching critical thinking in colleges and universities and to identify effective methods for teaching critical thinking skills to today's students. This examination is significant if higher education is to do an adequate job in teaching critical thinking skills to prepare students for contemporary society. The review of the literature identified methods used to teaching critical thinking skills in higher education. The review also revealed that faculty may be deficient in fundamental knowledge, methods for teaching, and how to teach critical thinking in the academy.

In this issue book review is titled as "MOOCs AND OPEN EDUCATION AROUND THE WORLD, Edited by Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H. Reynolds, published by Routledge in 2015 as 358 pages. In his foreword, George Siemens reminds us that MOOCs are recent phenomenons that have yet to fulfill their initial expectations and hype and likely never will. He counters that this is inconsequential. While the changes that were promised by many MOOC pundits have yet to come to fruition, it is more important to realize that MOOCs reflected the vastly changing societal needs for knowledge and lifelong learning.

As you will notice that we sometimes give a place "book review/s, "republishing/earlier published" material/s in our journal coincidentally for to inform and benefit our GLOKALde readers from earlier or researches and published studies or newest reports which are related our field by receiving their official permission and giving its original cite in the literature. Here, in this issue I would like announce and to give a place one the latest, very well designed and published report titled as "Leading Issues in Social Media: For Researcher, teachers and students", edited by Sue Greener and Asher Rospigliosi, published by Academic Conferences and Publishing International Limited Reading, United Kingdom, where easily available from [www.academic-bookshop.com](http://www.academic-bookshop.com)

Hope to stay happy and remembering each other forever.  
Happy 2015 for all you... and hope to meet 1<sup>st</sup> January 2016.

Cordially,

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