

Dear GLOKALde Readers,

**Welcome to the sixth issue of the GLOKALde,
Volume: 2, Number: 2, April 2016, as an official online journal of the UDEEEWANA**

Among the goals of the GLOKALde are sharing experiences regarding effective use of distance and open education in open, blended, formal and non-formal education contexts, and providing a communication network among distance education experts in order to be able to define new strategies to deal with the issues of distance education. International in scope, this scholarly e-journal will publish quarterly, refereed, blind-reviewed articles focusing on the issues and challenges of providing research and information services to students enrolled at any 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 student support services for distance learners and institutions.

As an academic in the field of distance education, I have been fulfilling many other academic responsibilities throughout my academic life such as giving lectures, conducting research, coordinating courses, presenting papers in national or international seminars and conferences, supervising MA or PhD studies, acting as a jury member in defenses, and assuming other administrative roles as well, including being a department chair, science and advisory committee member, conference organizer, etc.

I am proud to take a new responsibility now as the founder of the UDEEEWANA and as the Editor-in-Chief of GLOKALde. Some of you know me quite well from the distance education literature and Anadolu University's online journal TOJDE experience in the field for 15 years, I believe that we will succeed all together at crowning GLOKALde with such achievement in due course as well. Under its renowned editors and experienced administration, and supported by its professional technical team, I am quite sure that GLOKALde will keep publishing the highest academic quality research by well-known experts and authors in the distance education field.

This issue covers 8 articles written by 14 authors from Australia, Greece, India, Malaysia, Nigeria, Ukraine, Turkey, UK and USA. In addition, this issue includes two papers in the "Notes for the Editor" section. Three reports are published in "Re-published materials" section which GLOKALde aims republish some useful pre-published materials, reports, fact sheets, etc from the past for its readers who may have missed them. And than in this issue published three book reviews in the "Book Review" section. Before the "Articles" section, you will notice an announcement that explains the scope of and the reasons for the creation of UDEEEWANA. The GLOKALde belongs to the most extensive global distance education associations.

The GLOKALde reflects the disciplines of Distance teaching, education, learning, open, blended learning areas that are interdependent and interdisciplinary with other disciplines, as education and technology increasingly drive systems, students, colleagues, distance educators, administrators, researchers and our own professional practice.

The GLOKALde aims to establish new channels of communication for the distance education world in general, but especially for the regions and countries included in UDEEEWANA as the association for the region that covers Eastern Europe, Scandinavia, Baltic, Turkic, Caucasians, Middle East, Arab Peninsula and North Africa which include the countries of 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, and Uzbekistan.

The first paper is reached to the GLOKALde for "Notes for the Editor Section", from Malaysia and written by Professor Dr. Rozhan M. IDRUS, from Open and Distance Learning & Technology Universiti Sains Islam Malaysia & Islamic Science Institute (ISI), on "Teaching & Learning Using Social Media". His paper mentions that today the developing technology has made all these possibilities available for all learners. Many Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Social media also refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. Social Media is the current trend of communication, presenting a countless array of internet based tools and platforms that increase and enhance the sharing of information. This idea and form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users. Websites and applications dedicated to forums, micro blogging, social networking, social book marking, social curation, and wikis are among the different types of social media. This is all well and good..... but how does this play role in the educational landscape.

The second paper for "Notes for Editor Section" is submitted to GLOKALde from India and again written by Asst Prof. Dr. R. SIVAKUMAR, from Education Wing-DDE, Annamalai University, Tamilnadu on "WhatsApp in Education?" His paper mentions and gives insight that everyone is busy in their Schedule, they often don't get time for their relatives, friends and family. But thanks to the technology that it helps to cut the distance between our relatives.

Mobile phones have become a crucial part of our daily life nowadays. Everyone has a personal cell phone of their own. Mobile phones have been developing very fast since 1995. There are number of applications available in the market which people use according to their preference, WhatsApp application is one of them, an application which not only has function of chatting but also other very convenient functions. WhatsApp get famous worldwide with no age boundaries.

The first article is written by Assist. Prof. Dr. Emine SENYUVA and Research Assistant Gönül BODUR from Istanbul University, Florence Nightingale Nursing Faculty Nursing Education Department, Istanbul, TURKEY. and is titled as "Perceptions of Nurses Regarding Online Learning Environments And Socialization:

A Cross-Sectional Study". Their article analyzes the state between the perceptions of nurses regarding online learning environments and socialization in the online learning environment. The study was planned based on descriptive and cross-sectional design method, in order to determine the relation between the perceptions of nurses regarding online learning environments and socialization in the online learning environment. Results showed that nurses have positive opinions about online learning environments, their perception regarding socialization in online learning environment is moderate and there is a positive and moderate relation between the perceptions of nurses regarding online learning environments and socialization in the online learning environment. In the lights of these results, there should be an emphasis on education activities applied with information and communication technologies, scientific studies, different methods and techniques in order to increase online learning environment and sociability in these environments that provide nursing education.

The second article is written on "Self-Efficacy of Teacher Candidates in Designing Call Activities for English Learners Within The Framework of Technological Pedagogical and Content Knowledge (TPACK)", written by Hilal PEKER, M.A .and Kerry PURMENSKY, Ph.D., from University of Central Florida, U.S.A. They mention in their article that the effectiveness of a Computer Assisted Language Learning (CALL) course in improving TC self-efficacy for integrating CALL activities for Non-Native English Speakers (NNES) in the classroom. In this study, 16 TCs in the U.S. designed a variety of CALL activities for 15 Chinese and 16 Turkish students. On the basis of a self-report survey and open-ended questions in the same survey as well as the student perception of instruction (SPI) survey, this non-experimental correlational design study revealed the relationships between different variables: the perception of TCs' pedagogical and content knowledge, CALL technology knowledge, confidence level in motivating students, and assessment and feedback awareness in teaching English in a distance learning environment. Despite the small sample size, the regression procedure predicted 92% of the variation in the dependent criterion, and the qualitative data also supported this large effect size. The results indicated that designing CALL activities as a hands-on experience increased TCs' self-efficacy in technological pedagogical and content knowledge (TPACK). The paper discusses the pedagogical implications for training TCs to teach EFL learners through CALL in the digital age.

The third article has been contributed by Hasan Said TORTOP, from Director of Special Education Research and Application Services, Bulent Ecevit University, TURKEY, on the subject which is titled as "Gifted Mentors' Views About The Use Of Facebook in E-Mentoring Practice At EPGBU: A Case Study". He mentioned in his article that young people's most used online platforms related to a social networking site, such as Facebook, mobilize educators on the use of technology for educational purposes.

In Turkey, Facebook was used in the implementation of e-mentoring at the first stage of the Education Program for the Gifted Students' Bridge with University (EPGBU); which has prepared candidate science teachers as instructors in the academic year between 2013 and 2014. This study aims to investigate the

opinion of candidate science teachers relating to the use of Facebook. In this qualitative study which is designed according to the pattern of the case study, many participants are determined to illustrate the method of samples. In the study, data was collected with an interview form between candidate science teachers (mentors at EPGBU).

The result of the study states that candidate science teachers agree that time spent on the Facebook group page is effective pertaining to the practice of e-mentoring, sharing experience, fast-communication/providing feedback, effective communication between mentors, ensuring EPGBU events and documents reach everyone simultaneously, providing more information about the progress of one's program, guiding new mentors, and accessing many documents easily. It is indicated that the limitations of the mentoring process via Facebook are the long-term use of the Internet, the inability to maintain face to face communication, the inability to attend discussions within a group for each mentor, the difficulty of getting detailed information on complex matters, misunderstanding, and the lack of Internet connection. It can also be emphasized that information about how to use Facebook consciously should be gathered for e-mentoring practice.

The fourth article has been submitted from Ukraine and titled as "Nationality Issue In Proletkult Activities In Ukraine" written by Associate Professor Dr. Oksana O. GOMENIUK from Pavlo Tychyna Uman State Pedagogical University, UKRAINE. The article highlights the social and political conditions under which the proletarian educational organizations of the 1920s functioned in the context of nationality issue, namely the study of political frameworks determining the status of the Ukrainian language and culture in Ukraine. The nationality issue became crucial in Proletkult activities- a proletarian cultural, educational and literary organization in the structure of People's Commissariat, the aim of which was a broad and comprehensive development of the proletarian culture created by the working class. Unlike Russia, Proletkult's organizations in Ukraine were not significantly spread and ceased to exist due to the fact that the national language and culture were not taken into account and the contact with the peasants and indigenous people of non-proletarian origin was limited.

The fifth article is from USA on "Students' Use of Screencasting Technology To Explain Their Mathematical Thinking" written by Assistant Professor Dr. Melissa SOTO, from San Diego State University, USA. This article touches using meaningful technology can enhance teaching and learning. Some of the enhancement today is due to more accessibility by integrating mobile tablets. Students can efficiently generate verbal and visual explanations using screencasting applications (apps) on tablets, which open a window into their formative thought process. In this study, I sought to analyze the benefits of using screencasting when students generated explanations during mathematical problem solving. I interviewed 9 students between the ages of 7 and 10 as they solved problems on a tablet using a screencast app, Explain Everything® (EE).

It analyzed that 45 student-generated screencasts, guided by the SAMR Model to investigate how students used the tool in a transformative manner. Because of the variety of tool options built into the EE app, students were able to role-play as a teacher and generate more robust explanations. It this study conclude that screencasting has the possibility to transform a learning environment by allowing students to create multimedia presentations and reflect and remediate in real time.

The sixth article is on "Trainin Computerized Corpus Analysis Of Key Terminology Use In Engineering Departments In Turkey" and written by Asst. Prof. Dr. Ali Sükrü OZBAY from Karadeniz Technical University, Faculty of Letters, Department of English, Kanuni Campus Trabzon, TURKEY.

Study aims that to find out the existing lexical similarities among these departments (mainly Engineering) in an effort to match these departments according to the degree of lexical similarity. To this end, a descriptive study with eight engineering fields at KTU were done and introductory level reference books from each of these engineering fields were chosen in consultation with the content area instructors from each fields, They are, then, uploaded to AntConc 3.1.0 software for key word analysis. In the second part of the study, the findings (lexical items) were compared with each other and the fields which include the same or most similar content specific words were grouped together. These groups were, then, analyzed in terms of lexical properties and variations. The results of the lexical analysis showed that there are some correspondences among the various the fields in terms of shared lexical items. The correspondences observed between the above fields in terms of content specific lexical terms indicate that these similarities need to be considered seriously while preparing course content and teaching in the mixed classrooms.

The seventh article is written by Ufuk KUCUKCAN from Anadolu university, Turkey on "From Television Broadcasting To Audio-Visual Content Delivery In Distance Education: Strategy, Design, Production". This study aims to report and analyze the whole process of transformation beginning from 2010 and demonstrate what works and studies were carried out, how audio-visual contents were designed, what broadcasting strategy was employed, what techniques were used in the adaptation of broadcasting strategy to other educational tools, with applications and the results obtained through these applications.

The 8th and study is joint study on cross cultural analyzing on prisoner distance learners. This joint study is realized in In Australia, UK, Turkey and Nigeria by Helen FARLEY from Australian Digital Futures Institute, University of Southern Queensland, AUSTRALIA, Anne PIKE, Institute of Educational Technology, Open University, THE UNITED KINGDOM, Ugur DEMIRAY School of Communication Sciences, Anadolu University, TURKEY and TANGLANG, Learner Support Services, National Open University of NIGERIA on "Delivering Digital Higher Education into Prisons: The Cases of Four Universities In Australia, UK, Turkey and Nigeria". Around the world, various correctional jurisdictions are struggling to enable the delivery of higher education into prisons. At a time when universities are moving increasingly online, very often access to the internet is restricted or disallowed in correctional environments.

Four universities, all leading distance education providers in the countries in which they are based, are delivering higher education into prisons using technology to varying extents. This paper reports on regional differences in the provision of distance education into prisons, particularly using technology, in Australia, the United Kingdom, Turkey and Nigeria. In these four jurisdictions, there are significant differences in prisoner access to computer hardware, personal devices and to the internet. How these differences impact on the delivery of distance education is explored with an examination of various learning initiatives and lessons learned.

In this issue, we are presenting two book reviews for our readers. The first book review is titled as "Mobile Learning And Stem: Case Studies In Practice Edited by Helen CROMPTON and John TRAXLER Published in New York, NY: Rutledge, USA. Reviewed by E. Pinar UCA-GUNES, Anadolu University, and Eskisehir, TURKEY. Study based on considering the renewed focus on STEM education in the United States in recent years, scholars and practitioners are beginning to utilize the new pedagogical opportunities offered by mobile learning for STEM subjects. *Mobile Learning and STEM: Case Studies in Practice* presents a comprehensive collection of case studies that explore mobile learning's support of STEM subjects. This book can be a useful resource about mobile learning initiatives for teachers into their classrooms as well as STEM achievement for researchers. Concluding with a summary of STEM research and implications, this book is considered to provide contribution for practitioners, specialists, instructors, and researchers who want to establish better practices.

The the second book is reviewed by Harun SERPIL, from Anadolu University, TURKEY titled as "I Advancing Higher Education With Mobile Learning Technologies", writteb by Marian Maxfield, Jared Keengwe, Publisher: IGI Global, USA. This book is also a great guide for practitioners since it provides many real-time hands-on implementations of various frameworks and models with plenty of visuals and figures. It also enlightens us about the future potential of MLTs to pave the way for educational alternatives to enhance distance learning, especially in higher education. As such, this book serves as an invaluable reference for those who seek to gain deeper insights into the current and future MLT work and for those who wish to get a glimpse into the future of MLTs.

The first report on "WCET Distance Education Enrollment Report 2016 Utilizing U.S. Department of Education Data". Written by Russell POULIN & Terri Taylor STRAUT and published by WICHE-Babson Survey Research Group. The purpose of this Report is to provide summaries and analysis of the Distance Education data from the U.S. Department of Education's IPEDS Fall Enrollment 2014 survey. The Report also discerns trends by comparing the Fall 2014 data to previous years' data, primarily the Fall 2012 Distance Education data.

The second report is titled as "Online Report Card Tracking Online Education in The United States. Written by I. Elaine ALLEN, Jeff SEAMAN, Russell POULIN & Terri Taylor STRAUT and pulished by WICHE-Babson Survey Research Group with Pearson OLC; Tyton and StudyPortals. This report marks the end of a series of annual reports on the state of online education among U.S. institutions of higher education. The series began when Frank Mayadas of the Alfred P. Sloan Foundation posed a simple question: "How many students are learning online?" It was soon evident that no one had an answer, and more importantly, that no one was working on finding one. We took on this task to address a specific question about numbers. A task we thought that, while interesting, would be a one-off.

And third report is published by Magna Publications and titled as "Administrator Leadership And Faculty Support: Best Practices For Supporting Faculty. Being an academic leader is a tough job. It has gotten more challenging as budgets shrink, public scrutiny rises, and responsibilities continue to grow. One of your most important duties is supporting your faculty. This report features 13 articles from *Academic Leader* that aims to provide guidance on how best to support those teaching your institution's students, day-in and day-out.

Being an academic leader comes with multifaceted responsibilities. We hope this report gives you insights on how to better support your institution's faculty..

Hope to stay happy and remember each other forever.

Happy 2016 for all of you... your Season's Greetings card is here, please click on it:
<http://www.jacquielawson.com/viewcard.asp?code=5900417704494>

Hope to meet on July 1, 2016.

Cordially,

Ugur DEMIRAY, professor.

Editor-in-Chief of the GLOKALde

Email(s): udemiray33@gmail.com glokalde.editor@gmail.com

URL: <http://www.glokalde.com>