

## Dear GLOKALde Readers,

Dear GLOKALde readers, this is my eighth editorial responsibility, first of all, greetings from Turkey. Welcome to the fifth issue of the GLOKALde, as Volume: 2, Number: 3 July 2016 issue as an official online journal of the UDEEEWANA (<http://www.udeeewana.org>) which covers new relationships between the theory, technology and the practices of education in the countries within the borders of the UDEEEWANA map, based on distance education with a population of more than eight million distance education learners. It is one of 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.

As we emphasize in every issue, 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 responsibility as the founder of the UDEEWANA and as the Editor-in-Chief which is an official eJournal of GLOKALde.**

**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 4 articles written by 5 authors from Japan, Turkey, Ukraine, and USA and one review in the "Book Review" section In addition, GLOKALde will republish some useful materials, reports, fact sheets, etc from the past for its readers who may have missed them. This issue four materials are presented in the "Re-published materials" section.**

**Before the "Articles" section, you will notice an announcement that explains the scope of and the reasons for the creation of UDEEWANA.**

**The first article is written by Vita V. BEZLYUDNA, Ph.D. (Pedagogics), Assoc. Prof. Pavlo Tychyna Uman State Pedagogical Universit, Ukraine, and her article is titled as "PROFESSIONAL FUTURE TEACHERS TRAINING OF FOREIGN LANGUAGES OF UKRAINE: Basic Concepts and Terms". Her article analyzes the state of Professional future teachers training of foreign languages in Ukraine has been studied in the paper. It has been stated that foreign language - is the social value because it inclusion in higher education programs aimed at the implementation of the social order of society.**

**It is closely connected with all spheres of society, economy, politics, art, education etc. The basic concepts and terms of future teacher's professional training are opened in the article: "training", "foreign language teacher", "training future teachers of foreign languages". The scientific approaches to the problem of training future teachers in higher education are highlighted here. It has been noted that modern education in foreign languages is aimed not only to gain future teacher's lexical and grammatical knowledge, but also to develop professional skills that will be necessary in their future careers of students.**

**It has been stated that future teachers training of foreign languages include: mastering the basics of theoretical and specialized knowledge and their application in practice; mastering skills and foreign language communication skills to successfully perform professional tasks cognitive, practical, to be used in future professional and educational activities; formation of important for the future specialist professional skills.**

The second article is written on "ROLE OF SOCIAL MEDIA IN LEARNING: Benefits and Drawbacks-How Social Presence Theory Explains Conflicting Findings", written by Paul KAWACHI, from Japan. He mentions that the usage of social media play a powerful role in education to bring initially the outsider to become an accepted member inside an academic group, that develops to become a community of learners. This role essentially allows an incoming student to post up images and ideas gradually and in small steps safely to produce an online identity which is agreeable to others. Many research studies now support such a role in the educative process. After such social presence is achieved then any role quickly becomes a distraction from engaging in academic collaborative learning transactions. Emerging research studies are now revealing these mixed results associated with social media (notably Face book) in education-particularly the drawbacks that time expended on social media leads to weaker academic achievements. In this study the role of social media is opened up using reference to social presence, and other forms of virtual presence, that helps to explain why the benefits of social media are limited to the early stage of a learning cycle, and in later important learning stages that social media should be sidelined into a separate forum for support and counseling, away from the main academic forum where learning takes place. This presentation explains why Face book has shown improved learning was achieved in some studies, and less learning achieved in other studies.

The third article covers very interesting and usable info parallel with our digital world which is titled as "VERSION WITH PHOTOS". It is applied a real practices in Tech High School in San Diego, California. An author Steve says that You Can Learn (Almost) Everything About "Free Websites for Students" From High Tech High School in San Diego, California: *Assumptions, Myths and Tips about Digital Portfolios (with screenshots)* written by Steve McCREA from High school teacher Fort Lauderdale, Florida, USA. He always gives his hand since beginning years up to today of the UDEEEWANA and GLOKALde creations and developments. We accept the first donation from Steve 2 years before as a 200USD.

He mentions in his writings that digital portfolios or Electronic Portfolios have attracted attention from researchers. What can we learn from students at High Tech High Schools (where portfolios are part of the assessment process)? A lot. Problems of motivation and engagement that occupy professors at higher education can sometimes be solved by interviewing younger students. Screenshots are included. Advocates for portfolios have spent years promoting portfolios, defined as "work that a learner has selected and collected to show growth and change over time". The arrival of computers in classrooms made storage of these materials easier. However, numerous obstacles have kept portfolios from being adopted universally.

The fourth article has been submitted from Turkey and titled as " TEACHERS' PERSPECTIVES ON FATIH PROJECT: Movement Of Enhancing Opportunities and Improving Technology" written by Nuray AKMAN SELCUK and Assoc. Prof. Dr. Fatih GURSUL who are from Istanbul University The Institute for Graduate Studies in Science and Engineering Informatics Department Istanbul, TURKEY.

**In this study, they are trying to evaluate of the Movement of Enhancing Opportunities and Improving Technology Project, which is called FATIH Project by the Ministry of National Education and of the components of this project is aimed at. The study was conducted in accordance with quantitative research methods by descriptive approach pattern among general screening models. Working group of the research consists of 103 teachers working at FATIH Project pilot schools in the Anatolian side of Istanbul. Survey was delivered to teachers by the researcher. In data collection, the developed FATIH Project Evaluation Survey for Teachers was used. In addition to the percentage, frequency, and arithmetic mean, also the statistical methods of t-test for Independent Groups, Mann-Whitney U test, and Pearson Correlation analysis were used in the analysis of the data obtained by data collection tool. In consideration of the results obtained from quantitative data, the conclusions that teachers feel competent the most in using interactive board among the technologies offered within the scope of FATIH Project and in the management of the class where interactive board is used, whereas they feel incompetent in the management of the class where tablet PC is used, and regarding the components of FATIH Project, they evaluate the project positively were arrived at. In this evaluation, it was found that there is no significant difference between the sex, age, level of education, years of service, and branches of the teachers.**

**In this issue, we are presenting one book review for our readers. The first book review is titled as "STRATEGIES FOR BUILDING A WEB 2.0 LEARNING ENVIRONMENT", written by Authored by Chih-Hsiung TU. and The first edition of the book was published in 2014 by Libraries Unlimited, an imprint of ABC-CLIO in Santa Barbara, California, the USA. In his book, Chih-Hsiung TU explores the features that globe has been transformed into a digitally networked space where learners can customize their learning environments through Web 2.0 tools and services. Web 2.0 technology empowers learners to create, share, and organize their Personal Learning Environments (PLEs) in open networked environments; and allows learners to engage in social networking and collaborating activities. Considering that networked learning environments are kind of learning ecologies, one way of surviving in these ecologies is building PLEs by using Web 2.0 tools and services.**

**As you will notice that we sometimes include "re-publishing/earlier published material/s" sections in our journal to inform and benefit our GLOKALde readers about earlier research and published studies or newest reports which are related to our field by receiving their official permission and referring to its original citation in the literature.**

**This issue covers four very recent and well-designed reports by Brandon Hall Group. The first report is titled as "2016 Learning Technology Study: Summary of Top Findings are such as the technology employed to deliver Learning and Development has grown increasingly varied and complex. The cloud, social tools, mobile technologies, and other advances have created a host of opportunities for new learning experiences – so much so that technology has become the top L&D priority. Exploring new and different technologies surpassed even the learning strategy as the top focus over the next 12 months."**

The Brandon Hall Group has just released this wonderful report on the LMS trends for 2015. Key Findings of the report are here:

- ✓ 48% of organizations surveyed list exploring new technologies as the top Learning & Development priority over the next 12 months.
- ✓ The top targets for technology exploration are social/collaborative tools (43% of respondents) and mobile delivery (41%).
- ✓ Satisfaction with current learning technology is low -the highest score equates to a C- and the biggest reasons for considering a technology change is user experience and administrative experience.
- ✓ Despite its shortcomings, learning technology has a strong correlation to improved KPIs, such as revenue, productivity, engagement, costs and turnover. Investment in technology is strong and forecasted to increase.



The second report is titled as "The World's Women 2015: Trends and Statistics". The World's Women 2015 has benefited from the growing availability of gender statistics. Because more countries are conducting household surveys, in addition to regular population censuses, the majority of them can produce at present data disaggregated by sex for basic indicators on population, families, health, education and work. Many more surveys are presently available on critical areas such as violence against women: 89 countries collected data on this topic through household surveys during the period 2005–2014 compared to only 44 in the previous decade. Furthermore, gender statistics based on administrative records are becoming more widely available. For instance, statistics on women's representation in lower or single houses of parliament are available for 190 countries in 2015, an increase from 167 countries in 1997. Despite improvements over time, gender statistics are still far from satisfactory and many gaps exist in terms of data availability, quality, comparability and timeliness, even for basic indicators. For example, according to the latest data reporting at the international level, only 46 countries were able to provide reliable statistics on deaths disaggregated by sex, based on civil registration systems, at least once for the period 2011–2014. Less than half of all developing countries have information disaggregated by sex on labour force participation, unemployment, status in employment, and employment by occupation for at least two points over the period 2005–2014.



The third report, done by Docebo, titled as "Research Brief: Measuring the ROI of Informal Learning", written by Kelsey Cochran. We know people learn and retain more information through informal channels, on-the-job experience and coaching, but most companies still expect their people to gain the bulk of their knowledge through more formal, structured means. In fact, studies have shown that most learners forget up to 90% of what they learn over time.

The fourth report on "Code of practice for learning analytics" has completed by Niall Sclater (Consultant and director, Sclater Digital Ltd) and Paul Bailey (Senior). Learning analytics uses data about students and their activities to help institutions understand and improve educational processes, and provide better support to learners. It should be for the benefit of students, whether assisting them individually or using aggregated and anonymized data to help other students or to improve the educational experience more generally.



Ethical and legal objections to learning analytics are barriers to development of the field, thus potentially denying students the benefits of predictive analytics and adaptive learning. Jisc, a charitable organisation which champions the use of digital technologies in UK education and research, has attempted to address this with the development of a Code of Practice for Learning Analytics. The Code covers the main issues institutions need to address in order to progress ethically and in compliance with the law. This paper outlines the extensive research and consultation activities which have been carried out to produce a document which covers the concerns of institutions and, critically, the students they serve. The resulting model for developing a code of practice includes a literature review, setting up appropriate governance structures, developing a

taxonomy of the issues, drafting the code, consulting widely with stakeholders, publication, dissemination, and embedding it in institutions

It is distinct from assessment, and should be used for formative rather than summative purposes.. In particular developing countries and the countries on the UDEEWWANA Map can benefit from Code of practice for learning analytics.

Hope to stay happily in contact and to meet on October 1, 2016.  
Cordially,

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