

Dear IJONTE Readers,

IJONTE appears on your screen now as Volume 3, Number: 1. In this issue it publishes 13 articles. And this time, 24 authors from 5 different countries are placed. These are India, Iran, Nigeria, Turkey and Zimbabwe.

The first article is from TURKEY on “WEB 2.0 TOOLS IN LANGUAGE TEACHING: WHAT DO STUDENT TEACHERS THINK?” written by Paşa Tevfik CEPHE and Cem BALÇIKANLI from Gazi University, Education Faculty, Ankara.. The aim of this study was to explore ELT (English Language Teaching) student teachers’ perspectives on the use of web 2.0 technologies in language learning contexts. In order to do so, 139 student teachers from a state university in Turkey were given training on web technologies along with their practical usages. Three months after this training, a questionnaire adapted from previous instruments was administered to participating student teachers. Moreover, the follow up interviews were carried out with only 20 student teachers in five groups, the aim of which was to take a deeper insight about the items in the questionnaire. Both the questionnaire and the interview results revealed that student teachers seemed to have positive feelings about the use of web technologies despite some challenges such as lack of technological devices encountered.

The second article came from Batman University, TURKEY. Article is titled as “ROLE OF ARTISTIC APPROACH ON LIFELONG LEARNING”, written by Sedat CERECİ. Learning art depends on individual will of someone and learning art is never undertaken by official organisations. But art education is a necessity for every society. Art education is not sufficient in official education for someone who need art and artistic approach in his life in some countries and so he has to use artistic facilities and opportunities in social life in national dimension and also in international dimension. Governments and also private sector must provide facilities and opportunities for people to arrive at art works and to learn artistic approaches.

The third article is from TURKEY. It is on “THE RELATIONSHIP BETWEEN ELEMENTARY STUDENTS' ATTITUDES TOWARDS MATHEMATICS AND STUDYING TO MATHEMATICS”, conducted by Dilek ÇAĞIRGAN GÜLTEN, Cengiz POYRAZ and Gülşah BATDAL KARADUMAN from Istanbul University. In this research it was carried out to examine the relationship between elementary students' attitudes towards mathematics and studying to mathematics lesson. For this purpose, the relationship between elementary students' attitudes towards mathematics and studying to mathematics lesson of 500 primary school students in Istanbul is investigated. It is investigated whether there is a relationship between mathematics attitude and students' gender, and if there is someone that help to study lesson at home, and whether they have their own room and computer, and for what purpose the computer is used, and their family's economic level, and the duration of regular lesson study, and the duration of daily mathematics lesson study. To provide the data that is required for the purpose of the study; questionnaire containing demographic characteristics and "Mathematics Attitude Scale" that is developed by Baykul (1990), were used to collect data.

The fourth article which is entitled as “THE MEETING LEVEL OF STUDENTS' REQUISITIONS FROM SCHOOL AS A LEARNING ENVIRONMENT ” written by Mehmet Arif ÖZERBAŞ from Gazi University, Education Faculty, Ankara, TURKEY. The aim of this research is to determine meeting level of student requests for teaching-learning process, physical environment and social activities of the school, called learning environment. In this descriptive research, 30 item- “Student Aspirations from School” were used as a means of collecting data. The sample of the research is consist of 904 6, 7 and 8 graders from the primary schools in the city center of Ankara.

The fifth article which is entitled as “VIRTUAL INSTRUMENTATION AS AN EFFECTIVE ENHANCEMENT TO AN ELECTRONICS LABORATORY EXPERIMENT” written by Yogendra B.GANDOLE from INDIA. This paper describes a tool to improve the electronics laboratory process. The tools really constitute a virtual electronic laboratory because it is made up of a set of virtual experiments with a user-friendly graphic interface and interactive simulated electronic instruments relating practical concepts with theoretical ones. The combination of the demonstration and the virtual electronic laboratory constitute a bridge between theoretical lessons and laboratory classes. The professor can use the experiments of the virtual laboratory in the classroom to improve student retention. Using this tool, undergraduate students improve their performance and increase their efficiency in the laboratory. A pilot experience has been implemented for Basic Electronics. This work demonstrates that instrumentation experience is greatly enhanced by integration Virtual Instrumentation into the Laboratory. The incorporation of computer data acquisitions into the undergraduate laboratory provides students with a valuable tool for data collection and analysis.

The sixth article arrived from NIGERIA, which is prepared on “EMPIRICAL STUDY OF THE INTEGRATION, APPLICATION AND UTILIZATION OF TECHNOLOGY SUPPORT LEARNING SYSTEM IN OBAFEMI AWOLOWO UNIVERSTY, ILE-IFE, NIGERIA” written by Sofowora Olaniyi ALABA from Obafemi Awolowo University. The specific objectives of this study are to;(i) investigate TSLs adoption and usage among the students of Obafemi Awolowo University, Ile-Ife for both distance and residential learning,(ii) determine the availability and adequacy of the facilities / infrastructures for TSLs,(iii) assess the level of implementation of TSLs (iv) determine the TSL format adopted by the University,(v) find out student’s acceptance to use the type of TSL format adopted, and (vi)investigate the challenges facing the integration and utilization of TSLs .

The seventh article came from IRAN. Article is titled as “RELATIONSHIP AMONG THINKING STYLES OF MATHEMATICS TEACHERS AND THEIR USING OF PROCESS-BASED TEACHING METHODS ”, written by Maliheh Nemati NEGHAD, Yahya KAZEMI and Zahra NIKMANESH. The aim of present study is investigation on relationship among mathematics teachers’ thinking styles and amount of their using of process-based teaching methods. This research is to determine that which one of thinking styles is the strongest predictor for using of methods of Process-based teaching by math teachers. The method of this research is descriptive and correlation one.

The eighth article arrived again from ZIMBABWE and was written on “ASSESSING THE EFFECTIVENESS OF STUDENT REPRESENTATIVE COUNCILS IN OPEN AND DISTANCE LEARNING: A CASE FOR THE ZIMBABWE OPEN UNIVERSITY” by Richard BUKALIYA and Gift RUPANDE in Zimbabwe Open University. The present study aimed at establishing the effectiveness of the Student Representative Council in Open and Distance Learning institutions. A case study was undertaken at the Zimbabwe Open University, in the Mashonaland East region which the researchers selected to understand in depth regardless of number of there being 10 regions in the ZOU. In order to make an assessment of the effectiveness of the Student Representative Council at the Zimbabwe Open University, this current study sought to find out what services were being offered by the SRC, how beneficial these services were and how effective the SRC had been in addressing student concerns. The

Article nine is on “FACTORS THAT AFFECT STUDENTS’ PROGRESS AND THE COMPLETION RATE IN THE RESEARCH PROJECT: A CASE STUDY OF RESEARCH STUDENTS AND THEIR SUPERVISORS AT THE ZIMBABWE OPEN UNIVERSITY” which is written by Caleb KANGAI and Tichaona MAPOLISA, Zimbabwe Open University. The question of why some distance education students in the Department of Education at the Zimbabwe Open University (ZOU) successfully complete their studies while others do not is becoming increasingly important as distance education moves from a marginal to an integral role in the provision of higher education. In order to unravel this issue and initiate some academic debate, the Department of Education at the ZOU mounted a national survey between June 2008 and July 2010 aimed at ascertaining the reasons for low completion rate among research students studying for the Bachelor of Education in Educational Management .

The tenth article is titled as “ANALYZING PRE-SERVICE ELEMENTARY TEACHERS’ PEDAGOGICAL BELIEFS” from TURKEY and was written Vesile Gül BAŞER and Neşet MUTLU. The major aim of the study was to reveal prospective elementary teachers’ pedagogical beliefs. The following research questions were addressed in the study: “What are prospective elementary teachers’ teaching beliefs?” and “Do their teaching beliefs differ based on their gender?”. Data were gathered by using the adopted version of Teacher Beliefs Survey developed by Benjamin (2003).

The eleventh article is titled as “METACOGNITIVE AWARENESS OF PRE-SERVICE TEACHERS” from TURKEY and was written Emine ŞENDURUR, Polat ŞENDURUR, Neşet MUTLU, and Vesile Gul BASER. The purpose of the study is twofold: (1) to investigate the pre-service teachers’ levels of “metacognitive awareness” and comparison of sub-awareness scores, and (2) to explore relationships among metacognitive awareness factors and other independent variables including gender, GPA, course grades, and graduated high school type

Article twelve arrived from TURKEY. The subject of the article is “INVESTIGATING TURKISH EFL LEARNERS’ BELIEFS ABOUT GERMAN, ITALIAN AND FRENCH AS A SECOND FOREIGN LANGUAGE ” and written by Ufuk ATAŞ from Middle East Technical University, Faculty of Education, Ankara. This paper reports on a study that investigated beliefs about second foreign language learning of Turkish EFL learners, compared their beliefs about learning German, Italian and French as a second foreign language and explored within-group variation in these learners’ beliefs.

The last article is from ZIMBABWE. It is entitled as “THE POTENTIAL BENEFITS AND CHALLENGES OF INTERNSHIP PROGRAMMES IN AN ODL INSTITUTION: A CASE FOR THE ZIMBABWE OPEN UNIVERSITY” and written by Richard BUKALIYA from Zimbabwe Open University, Marondera. The study focussed on two of the university’s faculties: the Faculty of Science and technology and that of Applied Social Sciences. Most of the students on internship were from these faculties. Being quantitative in nature, the study employed the use of the questionnaire to solicit data from the 50 respondents chosen through convenience sampling. Results showed that the majority of the students preferred the attachment programme because it exposed them to the real expectations of the world of work. However, a number of challenges militated against the effectiveness of the programmes. Challenges include some fulltime employees being reluctant to disclose important information to students. A number of supervisors are too busy to provide effective supervision. Current duration of attachment is not sufficient for all the disciplines. Moreover, some employees regard interns as a threat to their position and in some cases some supervisors possess inferior qualifications than the student interns.

Cordially,

Editors

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