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From the Editor

Fezile Ozdamli

It is an honour for us to welcome you as Editors of **World Journal on Educational Technology** which has accepted publications indexed in qualified databases since 2009. We are ready to publish the new studies of **World Journal on Educational Technology** which has 5 full length articles written by authors from, Jordan, Iran, Russia and Turkey.

The aim of this issue is to give the researchers an opportunity to share their academic studies. First of all, I would like to thank all who have contributed to this issue. There are different focuses. For example, *Majedah Fawzi Abu Al Rub* examined the types of educational technology practices that kindergarten and elementary teachers in Denver, Colorado, USA, implement in their classrooms and their beliefs concerning the implementation of educational technology in their classrooms. The researcher found that teacher participants integrate a variety of technology into their classrooms. The results also showed that the participants are committed to utilize technology because they strongly believe that it benefits students.

On the other hand, Forouzan Rezaeian Tiyar and Hooshang Khoshsima investigated the Expectation-Confirmation Model (ECM) factors of Post-Adoption Expectation (PAE) which is explored via using language learners' post-adoption experiences in the use of e-learning systems. Learning process, tutor interaction, peer interaction, and course design are the four factors identified used for extending the perception of language learners' experiences in e-learning. Also, *Marina Valeryevna Kuimova, Maksim Anatolyevich Golousenko, Denis Sergeevich Nikiforov and Vladislav Vladimirovich Shcherbakov* aimed in their study of foreign language teaching is to learn to communicate and overcome the language barrier. The article studies the theoretical background of WebQuest as a valuable tool and proves that it helps learners to acquire linguistic and extra-linguistic knowledge. And, *Afsaneh Baharloo and Saeed Mehrpour* aimed to investigate the status quo of critical pedagogy in Iran. It focused on examining language teachers' stances on implementing the principles of critical pedagogy in their classrooms. Also, of particular interest was the study of gender difference in practicing critical pedagogy in language institutes in Iran.

Finally, *Ali Semerci and Hafize Keser* carried out a study on instructors. In this study, instructors' computer self-efficacy perceptions are examined in terms of variables such as age, gender, academic status, teaching experience, computer literacy and computer skills. The study is a descriptive one in which relational scanning method has been utilized.

I would like to express my thanks to all authors preferring **World Journal on Educational Technology** to make their articles published, all reviewers working seriously in the process of publishing, and also quest editors supporting us in this process.

Best regards,
Editor-in-Chief

Assoc. Prof. Dr. Fezile Ozdamli