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From Guest Editor

Greetings Dear readers of WJET,

The World Journal of Educational Technology (WJET) in Volume 7, Number 1 was published as a special issue. In this special issue, we focused on the studies of “New Possibilities with Information Technologies”. The goal of this issue is to focus the role of technology in education, explore new forms of technology and new applications of technology. This special issue aims to find out ways to diffuse of information with the emerging technology in the field as well. Beside to these, the issue includes interdisciplinary studies such as language, physics, marketing etc.

For our readers, we selected and published seven special articles in this issue for April. The first article titled “**Visiting digital fluency for pre-service teachers in Turkey**” aims to visit pre-service teachers in Turkey from the perspective of digital fluency, give insights about digital fluency, scrutinize its difference from digital literacy and provide literature review on the previous studies about digital fluency. In this article at first, the connection between digital fluency and the 21st century analyzed, then the differences between digital literacy and digital fluency are described. According to the study worldwide and specifically Turkish literature review revealed that, certain studies foresaw the increasing importance of digital fluency based on development of digital devices, and Turkish literature was limited to some scale development and descriptive studies solely determining the digital literacy level of the participants.

The second article titled “**Prospective teachers’ information and communication technology metaphors**” by Akdemir, Biçer and Parmaksız from Bülent Ecevit University. The purpose of this study is to discover the metaphors constructed by prospective teachers for ICT terms. The most common conceptual categories reached in study are “developing and changing” for technology, “making life easy” for computers and search engines, “limitless and endless” for the Internet, “means of communication” for social networks, and “addictive items” for video games.

The third article carried out by Bagheri, Gheshlaghi and Nezhad from Arak University. The title of the article is “**Effect of self-directed learning process on multimedia competencies of educational technology students**” which aimed to investigate the effectiveness of the self-directed learning process on multimedia competencies of educational technology students at Arak University in Iran. The results of the article showed that there was a significant difference between students’ scores in pre-test and post-test; and there was no significant difference between male and female students’ scores on multimedia competencies.

The fourth article titled **“New trends on mobile learning area: The review of published articles on mobile learning in science direct database”** authored by Soykan and Uzunboylu from Near East University. Articles published in Science Direct between 2009 and 2014 were examined in this research with the keyword of mobile learning. As a result of this research, it is determined that the most studies in the field of mobile learning were published in 2013 in Malaysia, UK and Taiwan. Particularly undergraduate students was selected as the sample group of the researches. It is emerged that, experimental research was used maximum as a research model. Quantitative data collection tools were used most as a means of data collection. It was emerged that foreign language education is the most widely used field in mobile learning. It is seen that smart phones as mobile learning devices and IOS operating system as an operating system were used in the most researches.

The fifth article carried out by Lake and Ross from Johns Hopkins University, titled **“Technology-Enhanced instruction in learning world languages: The middlebury interactive learning program”**. In the present paper, they described the Middlebury Interactive Language (MIL) program and the results of a mixed-methods survey and case-study evaluation of its implementation in a broad sample of schools. Technology application is examined with regard to MIL instructional strategies and the present evaluation approach relative to those employed in the literature.

The sixth article titled **“Do teachers and students get the ed-tech products they need: The challenges of ed-tech procurement in a rapidly growing market”** carried out by Morrison, Ross and Corcoran from John University. The study presents the experiences with and perceptions about the procurement process from 47 superintendents representing diverse school districts in the U. S. Results indicate that, while improvements are desired in many aspects of the procurement process, the superintendents, overall, believe that, once desired products are identified, they are generally able to acquire them. The findings in the article are presented and interpreted in relation to five major “Action Points” in the procurement process, and also with regard to implications for evaluating how educational technology impacts K-12 instruction.

The seventh and last article authored by Hursen and Asiksoy from Near East University. The title of the article is **“The effect of simulation methods in teaching physics on students’ academic success”** which aimed to determine the effect of simulation methods in teaching physics on students’ academic success. The results showed that students of the experimental group who were taught using simulations were more successful than the students of the control group who were taught by the traditional approach. Also, it was determined that students of the experimental group were satisfied by simulation-based Physics education.

Consequently, I would like to express my thanks to all the authors for sending their studies to WJET and sharing them with us as well as to all the reviewers for their participation in the review process of the articles for this special issue. I also appreciate to Professor Doctor Huseyin Uzunboylu for his kind support and cooperation in the Guest Editor process as well as to Executive Editor Associate Professor Fezile Ozdamli for her contributions.

Sincerely yours,

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