

CONTEMPORARY EDUCATIONAL TECHNOLOGY

A Quarterly International Journal

e-ISSN: 1309-517X

April 2017
Volume 8
Issue 2



This page is intentionally left blank

CONTEMPORARY EDUCATIONAL TECHNOLOGY

Contemporary Educational Technology is a scholarly international journal focusing on theory, research, and development in the field of educational technology.

The journal assigns highest priority to rigorous studies of quantitative, qualitative, and mixed paradigms on topics related to theories and applications of educational technology as well as instructional design in various educational settings including both formal and non-formal contexts.

The journal also publishes articles on empirically-based evaluation studies and theoretically-based development papers. When appropriate and possible, development papers should highlight links between theory and practice of educational technology.

Moreover, each issue of the journal publishes comprehensive book reviews, interviews, comments, and research abstracts on current issues in the field of educational technology and instructional design.

Editorial Contact

editor@cedtech.net

ABSTRACTING / INDEXING

Contemporary Educational Technology is listed by the following indexes:

Education Research Complete (EBSCO)

<http://www.ebscohost.com>

ERIC

<https://eric.ed.gov/>

Google Scholar

<http://scholar.google.com>

Ulrich's Periodicals Directory

<http://www.ulrichsweb.com/ulrichsweb/>

EDITORIAL BOARD

Editor-in-Chief

Ali Simsek, Anadolu University, Turkey

asimsek@anadolu.edu.tr

Associate Editor

Fahme Dabaj, Eastern Mediterranean University, North Cyprus

fahme.dabaj@emu.edu.tr

Graphic Designer

Duygu Eristi, Anadolu University, Turkey

sdbedir@anadolu.edu.tr

Editorial Team

Yavuz Akbulut, Anadolu University, Turkey

Abdulrahman Al Lily, King Faisal University, Saudi Arabia

Arif Altun, Hacettepe University, Turkey

Hanafi Atan, University of Sains Malaysia, Malaysia

Tony Bates, Tony Bates Associates Ltd, Canada

Barbara A. Bichelmeyer, Indiana University, USA

Hasan Caliskan, Anadolu University, Turkey

Gulsun Eby, Anadolu University, Turkey

Brian Garner, Deakin University, Australia

Dursun Gokdag, Anadolu University, Turkey

Roger Hartley, University of Leeds, United Kingdom

Gregory A. Kearsley, Independent Consultant, USA

EDITORIAL BOARD

John M. Keller, Florida State University, USA
Stephen Kerr, University of Washington, USA
Paul A. Kirschner, Open University of the Netherlands, The Netherlands
Siu Cheung Kong, The Hong Kong Institute of Education, Hong Kong
Rob Koper, Open University of the Netherlands, The Netherlands
Ulku Koymen, Lefke European University, North Cyprus
M. David Merrill, Brigham Young University at Hawaii, USA
Marcelo Milrad, Linnaeus University, Sweden
Gary R. Morrison, Old Dominion University, USA
Balakrishnan Muniandy, Universiti Sains Malaysia, Malaysia
Kiyoshi Nakabayashi, Chiba Institute of Technology, Japan
Charles M. Reigeluth, Indiana University, USA
Steven M. Ross, Johns Hopkins University, USA
Alison Rossett, San Diego State University, USA
Gregory C. Sales, University of Minnesota, Twin Cities, USA
Gilly Salmon, University of Leicester, United Kingdom
Demetrios G. Sampson, University of Piraeus, Greece
Keith Sawyer, Washington University, USA
Richard A. Schwier, University of Saskatchewan, Canada
Norbert M. Seel, University of Freiburg, Germany
David W. Shaffer, University of Wisconsin, USA
George Siemens, Athabasca University, Canada
Michael Simonson, Nova Southeastern University, USA
J. Michael Spector, University of North Texas, USA
Robert D. Tennyson, University of Minnesota, USA
Timothy Teo, University of Macau, China

EDITORIAL BOARD

Chin-Chung Tsai, National Taiwan University of Science and Technology, Taiwan

David Wiley, Brigham Young University, USA

Brent G. Wilson, University of Colorado at Denver, USA

Su Luan Wong, University Putra Malaysia, Malaysia

Rauf Yildiz, Canakkale Onsekiz Mart University, Turkey

CONTENTS

Volume 8 – Issue 2 – April 2017

Concerns of Teachers about the Implementation of Information and Communication Technology Curriculum in Basic Education in Ghana	103-118
<i>Frederick Kwaku Sarfo, Francis Amankwah, Stephen Baafi-Frimpong, Joseph Asomani</i>	
In-service Preschool Teachers' Thoughts about Technology and Technology Use in Early Educational Settings	119-141
<i>Nuri Kara, Kursat Cagiltay</i>	
Investigating Predictors of Pre-service Science Teachers' Behavioral Intention toward e-Resources for Teaching	142-157
<i>Ahmed Tajudeen Shittu, Bamidele Wahab Kareem, Omotayo Olabo Obielodan, Michael Ayodele Fakomogbon</i>	
Effects of Inquiry Types on States Related to Community of Inquiry in Online Learning Environments: An Explanatory Case Study	158-175
<i>Mustafa Serkan Gunbatar, Tolga Guyer</i>	
Designing a Teachable Agent System for Mathematics Learning	176-190
<i>Donggil Song</i>	
Book Review: Analyzing Social Media Networks with NodeXL - Insights from a Connected World	191-194
<i>Aras Bozkurt</i>	