CONTEMPORARY EDUCATIONAL TECHNOLOGY

A Quarterly International Journal



October 2017 Volume 8 Issue 4

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/

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 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

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 Gulsun Kurubacak, Anadolu University, Turkey 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 4 – October 2017	
Interactive Whiteboards in Mathematics Spaces: An Examination of Technology Integration in an Urban Middle School	303-318
Jamaal Young, Christina Hamilton, Marti Cason	
Perceptions of Teachers about Information and Communication Technologies (ICT): A Study of Metaphor Analysis	319-337
Gokhan Bas	
EFL Learners' Perceptions, Practices and Achievement with the Online Learning Program Tell Me More	338-358
George Gyamfi, Panida Sukseemuang	
Examining the Relationship between Digital Game Preferences and Computational Thinking Skills	359-369
Hatice Yıldız Durak, Fatma Gizem Karaoglan Yilmaz, Ramazan Yilmaz	
Student Response Systems for Formative Assessment: Literature-based Strategies and Findings from a Middle School Implementation	370-389
Julia S. Fuller, Kara M. Dawson	
Using Videos and 3D Animations for Conceptual Learning in Basic Computer Units Unal Cakiroglu, Huseyin Yilmaz	390-405