

## A REVIEW OF THE LITERATURE ON THE OPEN EDUCATION FACULTY IN TURKEY 1982-2002

(A revised and expanded fourth editon)

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This study is dedicated to all authors who have studied and will study about The Open Education Faculty and its related subject activities.

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ON DISTANCE EDUCATION CONCEPT AND ITS RUNNING IN THE WORLD

### ON DISTANCE EDUCATION CONCEPT AND ITS RUNNING IN THE WORLD

Communication technologies have a manipulative power and effect on the field of education in general. These technologies have been increasingly used in education and training for many years to meet different needs. This situation, increasingly use of technologies in education and training, have brought up some new disciplines, or study fields, into education field. Distance education is one of the newest forms of education, which basically depends on these communication and information technologies. As a new and modern approach to deliver instruction, distance education has been increasingly used by many corporations and organizations for both formal and non-formal educational settings in the United States and all around the world.

It has been realized by the corporations, institutions, colleges and universities that, when properly and timely used, distance education is one of the most effective, economical, and productive ways of delivering instruction. This fact caused them to employ distance education to deliver training and education to their personnel, clients and students in a cost-effective way at a high quality. That is one of the reasons that DE, has been receiving more attention recently, especially during the late 1980 and 1990. The reason for such a trend is clear: the challenge of delivering more training to more people on more subjects with higher impact and effectiveness, and in a much more effective way can be met efficiently through DE methods and techniques. While a new century is approaching, it seems that distance education is going to be one of the most widely used mode of delivering instruction in almost all areas, but especially in corporate training and education. (Akyürekoglu, 1995).

Distance education system is applied by over than 200 countries which advocates itself as an alternative according to conventional education, inserted modern communication means to its operation for to be functional or to render service meeting needs of masses. Of course it is

not true to say that distance education is unique alternative to all education systems, especially of the conventional education.

"In the last ten or fifteen years, distance learning has boomed in all over the world. Large open universities enrolling over two million students have been established in Asia, including the Chinese Radio and Television University, the Sukhothai Trammathirat Open University (STOU) in Thailand, the Universitas Terbuka (UT) in Indonesia, and half-dozen open universities in India.

Korea continues to rely on correspondence schools to meet its goal of universalizing secondary education - as Japan did until very recently. In the Middle East, distance learning institutions have also expanded. The ANADOLU Open University in Turkey, with its over seven hundred thousand students, has already trained and graduated two hundred thousand teachers, and its programs now reach more than two an half million Turkish citizens who are living in Germany end West Europe Countries. In addition, the Open High School (OHS) started to distance education in 1992-1993 academic year vi 45.000 students and Open Primary School (OPS) in 1998, under Ministry of Education structure. Now OHS has 637.161 students and 143.000 graduates AOL 2002, p.7)

In Africa, smaller institutions and distance programs have taken hold. Following the tradition of Colombian radio phonic schools of the late forties, Latin America displays an exciting array of distance learning intuitions. Some programs are like UNED (Universidad Estatal a Distancia) in Costa Rica and APEC (Centro de Accion Pro Education y Cultura a Distancia) in the Dominican Republic are very small. Other programs like Mexico's more than twenty five-year-old Telesecundaria or Brazil's Telecurso reach several million secondary students day by day (Oliveria, 1988).

Distance Education has proven particularly useful for training people in remote locations who can not attend classes at universities. Studying at home, using distance education materials, allows individual adults to work in various sectors of economy to update their skills, knowledge and continue their own training. Distance education programs

have also become increasingly popular with people in urban areas who want to study at home in their own free time or after work without the long evening commute to campus.

But, it must not be forgotten that distance education system has some certain characteristics as a difference on being functional and reach to its target's aim of this system, according to the conventional systems. For this reason, many countries have adopted and put distance education in to practice for their multi-aimed on multi-functional strategies.

Distance education is described basically as any of the various forms of study, which separates teachers and learners except for supplementary face-to-face contacts and where teaching is conducted through a range of media. Students in distance education are, therefore, responsible for their own progress, in the sense that they must make their own arrangements about where and when to study, work without direct supervision, and basically develop skills in self-pacing and self-evaluation. Most students, however, lack the experience to adapt readily to this kind of study.

Although "there is a great deal of confusion about terminology in the distance education field" (Moore, 1991), there are some definitions which describes distance education. Before giving a definition of distance education, it should be pointed out that distance education is not an opposite form of face-to-face, or conventional, education. It is not synonymous with all learning-teaching arrangements that are not face to face (Wedmeyer) nor to be defined as the opposite of face-to-face education (Perry). Face to face instructional methods can be used in distance education whenever possible and necessary and educationally appropriate (Moore, 1987).

The U.S. Department of Education's Office of Educational Research and Improvement defines distance education as "the application of telecommunications and electronic devices which enable students and learners to receive instruction that originates from some distant location" (Bruder, 1989, p.30). It is "an educational process in which a significant proportion of the teaching is conducted by someone removed in space

and/or time from the learner for Hilary Perraton (1988, p.34). Michael Moore defines (1989) distance teaching as "..The family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices .

Keegan makes one of the meaningful definition of DE. He reached a descriptive definition of distance education by analyzing some previous definitions by different colleagues who are well known in the field. For Keegan, there are six elements to be considered for a unifying definition of distance education:

- The separation of teacher and learner which distinguishes it from face to face lecturing,
- ➤ The influence of an educational organization which distinguishes it from private study,
- The use of technical media, usually print, to unite teacher and learner and carry the educational content,
- The provision of two-way communication so that the student may benefit from or even initiate dialogue,
- ➤ The possibility of occasional meetings for both didactic and socialization purposes,
- ➤ The participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

Distance education, as seen in Keegan's analysis, based on the developing communication technologies. Education and training are delivered through these communication technologies such as video, satellite, television, radio, computers, and interactive systems of the some of these technologies such as video conferencing, audio graphics, teletraining, one way video-two way audio, two way audio-two way video, and some others.

Since recipients of distance education usually differ in their study purpose personal characteristics (including age), learning ability, learning capacity, learning speed, geographical location and social conditions, etc., the establishment of a well-designed and flexibly applicable programs become a basic necessity. Flexibility is necessary to allow the student to pursue study at his/her own pace.

A recent study reports that corporations and organizations, which have successfully implemented distance-learning systems, list a range of benefits for their corporations. Among these benefits, the most frequently cited are the following (Akyürekoglu, 1995).

**Cost effectiveness of distance education:** Distance education enables companies and corporations to train more people, more often, and with reduced travel costs. In addition, when distance education systems are already in place, adding new students may not increase cost at all.

**Effectiveness and productivity of distance education:** Through live and interactive programs/courses with multiple sites interconnected for group learning, learners can be given current knowledge and skills while they stay at their worksite.

Quality through distance education: By using distance education technologies, access to remote experts around the country and indeed around the world can be made possible, bringing information from the original resources into the classroom. Connecting many students from different sites with instructors/experts allows the exchange of perspectives on the subjects so that new ways of looking at problems, productivity, motivation, etc. can be achieved.

As a distance education delivery medium, satellite is able to facilitate the delivery of instruction beyond the traditional classroom setting to the rural learner, the working professional, the homebound, and other students unable to receive on campus instruction (Nouri, 1994). Many corporations use satellite technology to refine operations, improve customer service and secure a competitive market advantage. Satellite technology brings some benefits to the companies such as to cut back on

sending people to school and events, which eventually save both money and time for these companies.

In a rapidly changing environment, satellite-delivered programs allow educational institutions to access the latest information quickly and with a reasonable investment. Programs based around satellite teleconferences can serve faculty, staff and communities. Because satellites can over a large geographic region, specialized and time-sensitive topics can be presented to sites throughout the country and to international sites as well. Even if there are only 10 participants at each site, 50 sites become an audience of 500, and the economy of scale makes faculty training via satellite cost-effective (Crook, 1994).

There are also trends towards a convergence of distance education and the mainstream. This derives from the idea that the best learning methods may well be a mixture of face-to-face instruction and independent learning. At Deaking University in Australia, where both campus-based on distance education modes were implemented, student of the campus-based mode found the notes prepared for the distance education students more reliable than the notes they could take by themselves in lectures.

Consequently, campus-based students were given these course materials, and courses held on the campus became more like tutorials in support of them (Jevons F. R., 1987). At Griffith University in Australia, founders of the university set out to:

- ➤ Develop a completely new programs rather than one which was based on the existing full-time program.
- ➤ Offer a sequence of small units, completion of which was marked by one successful assignment or examination.
- ➤ Replace face-to-face tuition entirely by packaged materials supplemented with other materials.
- > Set flexible dates for enrollment and submission of assignments to allow self-paced learning (Kelly and Smith, 1987).

This program resulted in a very high student success rate as indicated by the grades awarded. Students were generally very pleased with the program. After five years, applications for enrollment in the program retention rate were also remarkably high. On the other hand, some administrative, student behavior and academic problems surfaced. Concerning student behavior, progress-rates remained just on minimum level. For example, some students deliberately held completed assignments until the last possible submission date, working the mover try to ensure as good as possible mark. Moreover, many students waited for an assignment to be returned before stating the next unit in the sequence, even though they could go on to new assignments without waiting for the return of the previous one.

The question which remains is: "at what points should important characteristics of the program be modified in response to difficulties which the team and students perceive?."

Various methods have been tried for linking face-to-face learning with broadcasts and print materials. New tutorial methods, such as ones via telephone, satellite and computer, have also been developed. According to the results of a questionnaire put to satellite-tutors in India, "the differences between satellite and other tutorials lie not in the media but in the tutor" (Distance..., 1986).

In the Dominican Republic, when field teachers were present and working adequately, students enrolled in Radio Santa Maria's adult education system outperformed their counterparts in the conventional adult education program (McAnanay and Mayo, 1980).

In other areas, attempts have been made to set up study centers attached to schools to help correspondence students. In the case, for example, of NHK Gakuen Correspondence High School in Japan, 29 cooperating schools with the main school in Tokyo are used to help correspondence lessons and linked broadcasts.

They can, however, get advice, encouragement, materials and assistance with difficult problems from a teacher who specializes at counselling rather than teaching.

Where the students are motivated to study, they can accept delayed feedback. However, quick turn around time and shorter feedback intervals seem to be effective for distance education in which feedback delay sometimes causes student dropout. For example, in the case of the inservice Course for untrained Primary School Teachers in Kenya, relay in the return of assignments and negative comments were found very discouraging for the students because they did not receive any immediate help apart from that given by the tutors when marking assignments (Matiru, 1987). This had been a very important problem also when NHK Gakuen was established in Japan (Soritsu..,1982). Postal service, face-to-face tutorials and telephone tutorials are most commonly used for feedback delivery, which comprises feedback (including KR-knowledge of result) from the teacher (tutor) to the student.

On the other hand, one problem related to feedback in distance education is how the teacher may find out how students feel if he/she sees them infrequently (and sometimes not at all), and communicates much of the time in writing or e-mailing? This involves two other questions as well: How may student opinions be evaluated when they vary in terms of students' educational and personal backgrounds and expectations? And, how may students be enabled to reconcile feedback, perhaps critical about the course and about tutors who are also their assessors? (Face and Mills, 1987).

Some of these issues seem to be concerned with the forms of feedback (non-verbal communication, "What do you think of it so far? Questionnaires, etc.), Its reliability (its ability to top actual attitudes) and its purposes (for gauging students' feeling of involvement, for tutors' behavioral changes, for organization as a whole, and so on) (Bradshaw, 1987).

Distance education should be flexible, so that the students can "study at times convenient for them and data pace that suit their circumstances and their study habits. They should be able to break from their study for periods without having to sacrifice the work that they have done previously. They should not have to waste their time in unnecessary

activities. This matter most seems to be particularly true for adult students of distance education.

On the other hand, the isolation of the student has been revealed as a great problem in most all kinds of distance education. While providing them with a range of flexibility, their needs to communicate with other students involved in the same program has been realized. Some schooling and group studies have been made compulsory in many distance education institutions, since they were found encouraging for student learning and for keeping them in the program. Moreover, in a survey conducted by Demiray on how students use their leisure time in the Open Education Faculty in Turkey, students expressed a desire for the establishment of Student Cultural-Educational Centers where they could have access to music, drama, sport events, educational activities, and employment counseling. It was also suggested that this kind of provision could "have far-reaching positive influences on other facets of (the students') lives" (Demiray, 1987).

The importance of an appropriate organization of extra curricular activities in response to the student needs is revealed. Consequently, the balance between flexibility provided to the students and schooling and extra curricular activities seems to be an issue for further research.

When general distance education and Turkish literature is scanned, it is seen that many academicians and institutions have studied on some various aspects of distance education/learning system and its applications and results from point of view of theoretical and practical respect. Still, these studies are increasing from day to day or year by year qualitatively and quantitatively. (Demiray and et all, 1997).

# HISTORY OF THE OPEN EDUCATION FACULTY AND ITS RUNNING IN TURKEY

When distance education history is searched in Turkey, it means 1982 the year Anadolu University, called in Turkish as Acikogretim Fakültesi (or in English The Open Education Faculty). It is seen that the

first application goes back to 1970's. Teaching by mail and (correspond education) named (in Turkish as YAY-KUR) was applied in 1970s, but these applications had not been successful at desired level. This result takes place among in discussions from point of view as; applications are administered under the body of the Ministry of Education Strategy, without universities' support and that it depends on government's politics.

Also, in 1970's an institution, named as Eskisehir Academy of Economics and Commercial Sciences (EAECS) was formed. This institution had taken the name as Anadolu University in 1982 after reorganization of the universities in 1981 - according higher to education law, article 2547 and was leaderships for the studies (by organizing researches, symposium and congress) on distance education/learning subjects in its body.

In other words, distance education concept was started to be researched or investigated at national and international level by education technology seminars, conferences. On those years Eskisehir ITIA had a close-circuit TV studios and its technology was built up by Hamburg Studios, Germany.

Developments of distance education in Turkey can be summarized in a general outline as above paragraphs. But after 1980, developments have been more rapid and more planned, have based on science, more functional and more impressive. During reorganization of the Turkish Higher Education in 1981, all universities had dutied for making distance education, by the article 2547 were of Turkish higher Education Council law and it was decided that Anadolu University Open Education Faculty to start immediately to distance education. So that, Anadolu University the Open Education Faculty established and started distance education 1982-83 Academic Year by enrolling 29,445 students, to the Business Administration and Economics Departments. By general lines, OEF reached to its students by printed materials, TV courses and academic counseling (as face-to-face education) at the beginning years. Later on, OEF has added radio programs, video education centers, newspaper, computer centers, CD-ROMs and internet to its operation.

#### **Growth of The Open Education Faculty**

The history of the Open Education Faculty (OEF) at Anadolu University in Eskisehir, Turkey is closely tied to the developments of the 1970's, the reorganization of the Turkish universities and the development of higher education in Turkey (McIsaac, Murphy and Demiray, 1988). Its history is unique in the admission of the first OEF students and the establishment of the first distance education programs in Business Administration and Economics. The beginning of distance education in Turkey can be traced back to several groups of problems; political, social and economic. Not all of these problems were internal. Many were created by external influences.

Politically, Turkey is in a unique position because it is the bridge between Europe and Asia. As a result, Turkey has spent much time in its modernization efforts to become an active member of the 21st century. Many of the country's problems stem from its position as an Eastern culture and society trying to blend into a Western industrial world.

The past 80 years in Turkey have witnessed dramatic changes. The country, since 1920, has changed its alphabet to the Roman one and established the importance of secularism (the complete separation of religion and politics) in the running of the government. In the 1970's Turkey began to search for new ways to develop its own educational strategy in order to expand the opportunities for its citizens. It was believed, and enacted into law, that education should be the main responsibility of the government. Many feel that the concept of educational equality becomes more meaningful in those years.

Economically, advances in science and technology have had their impact on Turkish society. Developments and applications of new technologies have put pressure on Turkey to provide up-to-date education to keep the work force competitive with that of other countries. The knowledge and skills of workers must be constantly updated with new technological information. In addition to learning new technological applications, human resources must also be improved. The present increasing population growth has put pressure on Turkish society to

create new areas for work. Competition demands better qualified workers in order to be successful. Unfortunately, traditional educational institutions are not always able to change to meet these new educational needs using classical teaching environments. Recent developments in mass media and educational technologies have shown that electronic media can be used for educational purposes. Distance education which uses these new technologies for providing further education and training, is particularly useful for:

- Increasing the level of qualifications of new entrants to the work force.
- Updating and upgrading the qualifications of the existing work force through continuing education and training.
- Providing training of a kind, which will lead to, increased rates of participation in the labor force among hitherto under represented groups.
- Securing a greater synergy between education or training and the economic life of contemporary society in order to ensure the relevance, balance and capability of applications of skills and knowledge.

Political events also contributed to the growth of distance education in Turkey. After the 1970's, increasing pressure began on the Turkish government to provide for the growing number of people who wanted higher education opportunities. There was pressure on the government to balance the educational opportunities between the Eastern and Western parts of Turkey, to create greater educational opportunities for the younger generation, and to provide training opportunities for persons who had missed those opportunities in the past. There was also a growing movement to use mass media tools to solve some of the distribution problems involved in providing education and training programs throughout Turkey.

Other reasons for establishing distance education programs were the necessity for establishing more open and more flexible educational and training structures. These structures were to be designed and adapted in accordance with students' requirements, taking into account their employment, social and educational circumstances. Because of these factors, distance education was seen as a solution to meet Turkish educational needs.

The crucial year in the development of Turkish distance education was 1982. In that year the new Constitution of the Republic was accepted, and in accordance with the Constitution, a new institution called the Council for Higher Education (CHE) was established to plan, organize, administer and supervise education provided by the institutions of higher education. The CHE immediately reorganized the existing universities and established new ones. There had been 15 universities, 15 academies and seven polytechnics before the establishment of the CHE. Through the CHE reorganization program, these institutions of higher education were increased to 22 universities (Eraut, 1991; Council of Europe, 1989). Today, the numbers of the universities has grown to more than 80 includes state and private universities.

In accordance with the Higher Education Act of 1981, Anadolu University (formerly Academy of Eskisehir, Economics and Commercial Sciences) was authorized to provide distance education in Turkey on a national scale. The history of Anadolu University, which has provided distance education at the faculty level since 1982, goes back to Eskisehir Academy of Economics and Commercial Sciences established in 1958. The former Faculty of Communication Sciences of the EAECS became the Faculty of Open Education, or, as it is called commonly, the Open Education Faculty (OEF) in 1982. This faculty was an outgrowth of the newly established Anadolu University because at that time, as today, it was the only institution that had experience in the technical and theoretical aspects of distance education. The first educational television pilot project of Turkey was undertaken here during the 1970's under the auspices of the Educational Television department of the EAECS.

Although the first distance education program (Division of Higher Education program referred to as Yay-Kur) was undertaken by the Ministry of Education between 1975-1978, this initiative was a dramatic

failure for various political, administrative, financial and even psychological reasons which might be the subject of a separate study. However, especially at the beginning of its own project, Anadolu University carefully evaluated and greatly benefited from the experience of Yay-Kur and therefore the 1975-78 experience should not be considered as a total failure (Eraut, 1991: Council of Europe, 1989).

In 1982, benefiting from information of the failed Yay-Kur project, the first true distance education program in Turkey was initiated by Anadolu University. Similar to other distance education programs which encompass delivery of curricula at many levels and in many subject areas, the Turkish Open Education Faculty had its goal, as ten years ago, to broadcast its first programs in the areas of Business Administration and Economics, thereby beginning the process of offering advanced degrees for students at a distance.

The original numbers of students admitted was 29,445 for the 1982-83 Academic Year for the Business Administration and Economics programs. All students were high school graduates and were accepted into the OEF programs after passing a placement through the national university exam. Today the programs have expanded in scope to include not only those subjects but Nursing, Foreign Languages, Math, Sciences, Tourism, Business and Training programs for the private sector, Associate Degrees in Teacher Training and Teacher Training for Degree Completion etc., (McIsaac, 1992; Özer, 1991; Demiray, 1990a; Yangin, 1989).

#### **Methods of Instruction and Organization of OEF**

The Open Education Faculty's system is based on the combination of three educational components as; printed materials, television and radio broadcasts, and academic counseling. Printed materials are prepared by the academic staff from various universities and edited by the faculty members of Anadolu University according to the principles and techniques of distance learning. These materials are sent to the students by regular postal channels or by student offices in 77 city via 84 offices (2001-2002 Ogretim Yili Ogrenci Kayit Yenileme Kilavuzu, pp.16-17).

Television and radio broadcasts are designed to be supplementary to the printed materials. As in the printed materials, various university members work on television and radio programs, either as authors or as tutors (or both). More than 300 programs are produced in OEF studios by the OEF staff and broadcasts are aired every year to students throughout the country. Broadcasting services are carried out by the state owned Turkish Radio and Television (TRT) Corporation.

Academic counseling centers are located in 59 cities 62 center. At these centers, students receive advisory help provided by part time instructors and academic advisors who are selected from among the regional university members. One hour per week of counseling services per course is provided to students at these centers. Approximately 80 percent of the students have regular access to these centers (McIsaac and Murphy, 1988). At these centers there are additional services such as videos, Anadolu newspaper and other official services for students. These three parts of the distance education program work together as very functional components of a smoothly running system.

Finances: Like other Turkish public universities, the government finances Anadolu University and its distance education branch, the OEF. All academicians' and administrators' salaries are paid through government funds. Expenditures for all OEF operations including printing books, television and radio productions, mailing, examination costs, administrative costs and salaries come from Anadolu University's operating budget. Revenues to the university come from government allocations, foundation income and student fees. Although the percent from each of these areas can vary from year to year, the majority of the income comes from the government.

**Administrative Structure:** Until 1993, the OEF is administered as a separate Faculty within Anadolu University. It has one Dean and four vice deans, each with a different responsibility. The four areas of responsibilities are:

Registration, regional offices, organization of academic counseling, exams.

- Course materials, media production and delivery from OEF Radio and Television studios.
- > Development projects.
- > International relations and international projects.
- ➤ The Deputy Deans report to the Dean of the OEF who is responsible directly to the Rector of the university.

After 1993, status of OEF changed by Law numbered 496, Çiller's Government dominant as constitutional article. OEF became a service faculty to the Economics and Business Faculties which are responsible to make distance education apart from the Economics and Administrative Faculty's Business and Economics department in spite of the same content. OEF will serve to realize registrations of students, to organize their exams, to prepare and produce printed, visual and audio course materials and to reach them to active students of these faculties. These faculties are responsible only to design the contents of course material scientifically. In additional, OEF has only to give pre-bachelor diploma or degree programs as do it before. Its administrative structure was not changed for to make these responsibilities. Still it has own dean and four vice-dean as being functional mentioned above.

Student Characteristics and Development of Programs: Following the opening of the Open Education Faculty (OEF) in 1982, programs continue to expand. Development has included subjects such as Teacher Training, Tourism Certificate programs, Vocational Education, Nursing Education, Private Sector in-service Courses, Summer High school Student Service, the Western Europe project and Channel E Project adding to the Business Administration and Economics programs, which were the cornerstone of the distance education programs, are still continuing. Today OEF's programs are reached more than 20 associate degree and 2 university (Bachelor) degree programs. According to Ozkul's article which is published in TOJDE January 2001 updated students' profile is summarized Table 1, 2 and 3 beloved:

Table: 1
Active and Passive\* Student Population by Years

Business Administration & Economics		Open Faculty (2 year programs)		TOTAL		
Year	Active Students	Passive Students	Active Passive Students		TOTAL	
1982-83	29.445	-	-	-	29.445	
1983-84	45.378	-	-	-	45.378	
1984-85	64.141	-	-	-	64.141	
1985-86	97.313	-	-	-	97.313	
1986-87	106.000	-	-	-	106.000	
1987-88	133.160	-	-	-	133.160	
1988-89	174.738	-	-	-	174.738	
1989-90	228.284	27.885	-	-	256.169	
1990-91	261.089	31.131	-	-	292.220	
1991-92	289.866	36.835	-	-	326.701	
1992-93	304.489	50.098	43.597	-	398.184	
1993-94	361.869	59.843	108.363	6.448	536.523	
1994-95	306.290	108.108	130.878	24.459	569.735	
1995-96	282.522	78.116	142.341	25.562	528.541	
1996-97	275.426	71.121	154.853	30.855	532.255	
1997-98	315.565	55.806	191.360	30.461	593.192	
1998-99	320.282	73.065	199.909	43.183	636.439	

**Source:** ÖZKUL, A.E."Anadolu University Distance Education System from Emergence To 21<sup>st</sup> Century", **Turkish Online Journal of Distance Education**, Vol: 2 Number: 1, January 2001, Eskisehir. Turkey. Available <a href="http://tojde.anadolu.edu.tr">http://tojde.anadolu.edu.tr</a>

With current student population of 636.000, Anadolu university Open Education system represents about 35% of the students of Turkish Higher Education system.

Students who do not register for a specific academic year are considered passive students. If the students do not register in two consecutive years they are dismissed from the system.

Table: 2 Graduates by Year

Academic Year	Economics	Business Administration	<b>Open Faculty</b>	TOTAL
1985-86	2.866	1.792	-	4.658
1986-87	3.498	2.674	-	6.172
1987-88	2.713	2.949	-	5.662
1988-89	2.574	2.864	-	5.438
1989-90	3.664	4.742	-	8.406
1990-91	3.979	5.659	-	9.638
1991-92	3.728	5.668	-	9.396
1992-93	2.978	5.078	-	8.056
1993-94	4.120	7.440	2.483	14.043
1994-95	4.550	8.020	12.121	24.691
1995-96	4.686	6.976	13.054	24.716
1996-97	5.039	7.276	20.027	32.342
1997-98	6.992	8.632	25.966	41.590
TOTAL	51.387	69.770	73.651	194.808

**Source:** ÖZKUL, A.E."Anadolu University Distance Education System from Emergence To 21<sup>st</sup> Century", **Turkish Online Journal of Distance Education**, Vol: 2 Number: 1, January 2001, Eskisehir. Turkey. Available <a href="http://tojde.anadolu.edu.tr">http://tojde.anadolu.edu.tr</a>

The composition of students in the OEF varies from program to program. In some programs, such as the Teacher Training program and the Nursing Education program, students are already working in their areas of specialization and they tend to be older students. In the Tourism Certificate program, on the other hand, students are typically younger and are not yet working in their subject area.

In the Business Administration and Economics program, the percentage of working students has increased from 30% in 1983 to 70% in 2002. Overall, the percentage age of females enrolled is increasing.

**Table: 3 New Registrations by Recent Years** 

New Registrations by Recent Tears						
		YEA	RS			
	1995	1996	1997	1998		
OPEN EDUCATION FACULTY						
Home Management	5.897	4.991	7.216	6.447		
Social Sciences	16.287	8.976	9.077	6.440		
<b>Business Administration</b>	2.579	1.480	1.323	734		
Public Relations	8.058	11.004	13.399	13.190		
Public Administration	1.514	2.176	1.571	1.845		
Foreign Trade	627	1.191	958	1.364		
Sales Management	533	640	908	929		
Accounting	1.830	2.888	3.079	2.708		
Tourism & Hotel Management	7.200	8.227	10.231	8.063		
Banking and Insurance	2.612	3.077	3.620	3.754		
Office Management	3.247	3.526	3.139	2.459		
Health Inst. Management	1.369	1.554	1.711	1.743		
Total	51.753	49.730	56.232	49.676		
FACULTY OF ECONOMICS						
Economics	17.797	13.906	16.243	17.018		
Public Finance	6.024	6.496	6.276	6.332		
Public Administration	13.876	10.447	15.008	24.244		
<b>Labor Economics and Industrial Relations</b>	4.189	3.773	4.227	4.741		
TOTAL	41.886	34.622	41.754	52.335		
FACULTY OF BUSINESS ADMINISTRATION						
Accounting and Finance	5.659	6.951	10.097	12.139		
Marketing	1.357	2.011	2.239	2.601		
Management and Organization	17.665	15.631	19.764	23.063		
TOTAL	24.681	24.593	32.100	37.803		

**Source:** ÖZKUL, A.E."Anadolu University Distance Education System from Emergence To 21<sup>st</sup> Century", **Turkish Online Journal of Distance Education**, Vol: 2 Number: 1, January 2001, Eskisehir. Turkey. Available <a href="http://tojde.anadolu.edu.tr">http://tojde.anadolu.edu.tr</a>

The general age range of students across all subjects in the OEF is older than that found in traditional institutions. The students range from 17 years to 80 years old. The majority of students are married and the family average is three children.

Average duration of the study varies between associate and bachelor degree graduates: For two year associate degree programs average duration of study is 3.4 years which turns out to be 6.2 years for bachelor degree graduates.

Table :4
Age Distribution of Open Education Faculty Students

Age	Percent
Less than 20	5.2
20-24	32.6
25-29	26.8
30-34	16.9
35-39	12.3
40-44	4.6
More than 45	1.6

**Source:** ÖZKUL, A.E."Anadolu University Distance Education System From Emergence To 21<sup>st</sup> Century", **Turkish Online Journal of Distance Education**, Vol: 2 Number: 1, January 2001, Eskisehir. Turkey. Available http://tojde.anadolu.edu.tr

Average age of the students is 24 with the age distribution given in Table 4. Male students comprise 60% of the students and remaining 40% are female. About 70% of the students have full time and 8% part time employment. Handicapped students comprise about %1.5 of the student population. Students' residential data show that about 53% of the students live in metropolitan areas with population above 500.000, 16% in areas with population between 100.000 and 500.000, 18% in small provinces with population between 20.000 and 100.000 and 13% in rural areas with population less than 20.000. (Ozkul, 2001)

**Reports and Studies**: There have been numerous research and evaluation studies during the OEF's 20 years history. These studies and various reports have been published primarily in Turkish and some written also in English. Many are Master thesis's and doctoral dissertations in Turkish, and some have been written about the system by foreign researchers and observers who have visited the OEF.

All of the studies have been collected by Anadolu University library. More than 150 reports and studies have been abstracted in a review of the literature (Demiray, 1990b). In hird version of literature review more than 200 studies abstracted in 1997 (Demiray, 1997). Approximately 50 of these publications are written in English by foreign authors. And the book which you handled more than 300 studies abstracted in 2002. Their reports appear in publications of UNESCO, ICDE, Council of Europe, as well as England, Australia, Canada, United States, Pakistan, India and Sudan. In its 20 years of growth, the OEF has gained international recognition and has grown into a program of considerable importance.

The development of the techniques of open and distance learning and, their application all over the world, has been a great success story of education and training in the second half of the twentieth century. The most sticking manifestation of the growth of open and distance education has been emergence and success of the mega-universities described (Daniel, J. S. 1995) as access, quality and resources which has traditionally limited the expedition of education. According to these criteria's the OEF was one of the mega-universities which 6th in the world.

#### **Future Plans**

By the year 2002, it is planned that the OEF will progress toward becoming a separate and autonomous Turkish Distance Education University. The reorganization from faculty status within an existing university to separate university status is needed because of the size and structure of the OEF, its increasing technical investment in staff and operations, and its future plans. The present structure of the faculty within

an existing university imposes certain limitations on the future growth and development of its programs.

There are at least new domestic distance education projects realized, which are planned to begin in 1992-93. They are a Social Sciences program, a Home Economics program and new degree completion programs in the areas of Language Teaching, Physical Education and Painting and pre-Bachelor degree programs in more than 30 area such as Banking and insurance, Secretary, Home Economics and so on. These programs will add to the menu of courses already being offered by the OEF.

Also the Social Sciences Project was pre-bachelor degree program, which estimates its first enrollment at 70,000 student initial all years. The goal of the program is to increase the knowledge and skills of those government officers who have obtained high school diplomas but need more information to be effective in their own areas of work. The aims of the programs are to provide courses which will better educate workers in the Social Sciences as well as improve their communication and interpersonal skills. The program has begun in 1992-1993 academic year. The second domestic project will be the Home Economics program. The goal of this program was to provide new perspectives and information to housewives so that they can deal more effectively with home management, household budgeting, nutrition on and childcare and food preparation. It is estimated that this program will enroll 30,000 housewives in the 1992-93 Year.

In addition to these domestic projects, other international projects are currently being developed. The Channel E project, which began recently, will be expanded in the near future. The existing programs of "Turkish cuisine" and "A to Z Anatolia" will be increased from 40 to 100 television programs and will be broadcast from TURKSAT to ASTRA and then on to Europe. Also, plans for further development of Channel E include collaborating with the European EUROSTEP project. Secondly, the projects are carrying out for developing on the subjects which are their contents' listed beloved as:

- > Cooperative language and art programs.
- Delivery of educational programs, which are already produced such as Economics, Business Administration, Home Economics and Social Sciences.
- ➤ In-service training for private or government middle or high-level administrators.
- > In-service training for teachers and religious training
- ➤ In-service training for special subjects such as handcrafts and basic skill development.

In 2003-2004 academic year OEF will start associate degree programs for police and gendarme. Almost these programs are interest more than 100,000 candidates for each program.

#### **CONCLUSION**

In the past decade, the Open Education programs at Anadolu University have already more than doubled the number of students in Turkey who now have access to higher education. Although the number of students enrolled is increasing, the quality of the programs is of primary concern and is constantly being improved. From its early skeptical reception in 1982, the Open Education Faculty has achieved a position of respectability in Turkish higher education. It would be of interest to explore, in a future paper, the political and social elements which combine to create the current receptive environment for implementing open education as an integral component of the higher and adult education system. The success of the present projects is most certainly due to the efforts of one man, Yilmaz Buyukersen, and his team.

Imaginative leadership in a favorable political environment have led to the ambitious implementation of educational reforms of 1981, Results have produced the large number of distance education programs or projects offered by the Open Education Faculty. The early projects were degree programs in Business Administration and Economics. Those programs now have grown to approximately 350,000 students. Almost

110,000 students have graduated during the past fifteen years. The OEF is proving to be successful because technologies such as computerized examinations; television and radio programs make this type of mass education possible. Programs are systematically being developed using principles of instructional design to make effective use of these technologies.

A later project, the Primary School Teacher Training and the Degree Completion program for Secondary School Teachers enrolled around 200,000 teachers from throughout Turkey and West European Countries and North Cyprus Turkish Republic. of which 150,000 were graduated. The Ministry of Education, Anadolu University Open Education Faculty, has judged the teacher training projects in Turkey as successful many of the teachers, and educational experts. Through the use of distance education media and materials, teachers were offered an opportunity to keep pace with developments in education and work toward improving their teaching situations without having to disrupt their teaching schedules. There is no other way that such a large number of teachers could receive this type of cost effective training. Subsequent projects like Tourism, Secondary School, Televised Summer School, and In-service Training for Private Sector Companies provided students with further opportunities for improving their work related skills. Since the 1980s when the Open Education Faculty began, the number of students who enrolled in universities, including the OEF, increased from 300,000 to 800,000. Because of space limitations in traditional universities, the proportion of students accepted into traditional university programs has declined while the proportion of students accepted into open education programs has increased over the past ten years. For example, out of 322,320 students who were enrolled in university programs in 1983-84, there were 281,703 or 87.4 percent who were enrolled in traditional universities. During that same year 40,612 students or 12.6 percent were enrolled in the Open Education Faculty.

In 1990-91, however, 798,500 students were enrolled in both traditional and open education programs. Of those, only 434,788 or 54.4 percent were admitted to traditional universities while 363,752 or 45.6

percent were admitted to the Open Education Faculty (Anadolu University, 1992). These figures reflect the fact that, although nearly twice as many students have been accepted into university programs over the past ten years, the Open Education Faculty is absorbing almost half of that population. While the proportion of students in traditional university programs has decreased, the proportion of students in Open Education Faculty programs has increased.

In 1997 the number of students who applied to National University Entrance Examination Center increased to 1.400.000. Out of them 350.000 settled to universities including OEF. The number of 89.000 is placed to the OEF programs. (OSYM, 1997, p.5).

In the year of 2001, 479.317 of nearly 1.500.000 candidates are placed to universities including number of 181.346 is settled to the OEF programs. 171.179 of 181.346 are placed to four-year programs and 164.167 of 18.346 placed to two- year degree completion programs (OSYM, 2002, p.3-4).

Although there are some administrative limitations in offering these distance education programs, the Open Education Faculty at Anadolu University has been excited about the challenge and opportunity to meet educational needs of Turkish society. One of the nation's top educational priorities during the past ten years has been met, namely providing greater numbers of students with higher education opportunities, which were previously denied to them because of lack of facilities. The success of past distance education projects has given the impetus to plan and attempt new domestic and international projects to expand the sphere of influence of distance education in Turkey in the coming decades.

Open Education Faculty conducts two-year associate degree programs, degree completion programs and certificate programs. This faculty has a peculiar status among the three schools that constitute the Distance Education System of Anadolu University because the tasks of student administration, course books printing, production of radio and TV programs, data processing services, academic counseling activities and the student examinations are assigned to this faculty. In another words

Open Education Faculty has the responsibility of providing services to the system where as the other faculties have only academic functions.

There are four academic departments; Department of Distance Education, Department of Continuing Education, Department of Economics and Administrative Sciences and Department of Health Programs, among which only the latter two are active in offering associate degree study in vocational school status. Department of Distance Education is established in order to offer graduate study in the field of open and distance learning. Department of Continuing Education designs and administers continuing education programs to students coming from various backgrounds.

The Department of Economics and Administrative Sciences which is established in 1992 and continue to offer associate degree programs on the following 13 fields:

The Department of Health Programs is first established in 1990 due to an act signed between the Ministry of Health and the Anadolu University to provide associate degree education to the nurses under the name of "Nursing Associate Degree Program". Initially, in 1991 new students are admitted to the program based on the special exam administered by Student Selection and Allocation Center (ÖSYM). After that year two new programs, Midwifery and Medical Technician programs are included and the students are started to be admitted based on the nationwide university entrance exams. Starting from 1999-2000 year no students are being admitted to the program.

West Europe Programs, which are the extension of The Department of Economics and Administrative Sciences in West Europe programs, are started at 1987-1988 academic year. These programs are coordinated by the branch office established at Cologne-Germany. Economics (BA degree), Management and Organization (BA degree), Foreign Trade (Assoc. degree) programs are offered to Turkish citizens living at Western European countries mainly in Germany, France, Belgium, Holland, Switzerland, and Austria. Various certificate and degree

completion programs are being conducted in the Department of Continuing Education: Education Associate Degree Program is established in 1985-1986 academic year to provide associate degree study for the primary school teachers who are the graduates of teacher schools. Approximately 135.000 primary school teachers graduated from the program receiving associate degrees.

Degree Completion Program is established in 1990 academic year to provide bachelor degree study for the high school teachers who are the graduates of Education Institutes in the fields of Turkish Language and Literature, Mathematics, History, Geography, Physics, Chemistry, Biology. In 1993 English, French, German, Artistic Drawing and Physical Education fields are included to the programs. Approximately 35.000 high school teachers graduated from the program.

Starting from 1997-1998 academic year a degree completion program directed to the primary school teachers having associate degrees. As of 1998-1999 academic year there are around 35 000 students enrolled to the programs. Agriculture and Veterinarian Programs are developed to provide associate degree study to the technicians employed at the Ministry of Agriculture. Starting from 1994-1995 academic approximately, agriculture program had 4.500 graduates and the Veterinary Program had 1.500 graduates.

Except a single course the first two-year programs of the two faculties are same. The students are allowed to obtain associate degrees after competition of the first two years. (Ozkul, 2001).

In 2001-2002 Academic year Open Education faculty has 524.494 active and 134.849 passive so that totally 659.343 students.

Table: 5
Active Student Numbers of Open Education Faculty and Other
Distance Education Faculties at Anadolu University in 2001-2002

OPEN EDUCATION FACULTY         Business and Administrative Sciences Associate Degree Programs         69280         79526         148806           Degree Programs         Administrative Sciences Associate Degree Programs         14006         6379         20385           Home Management         7893         6471         14364           Sales Management         3360         3049         6409           Office Management         19313         25676         4488           Public Relations         19313         25676         4488           Public Administration         2756         1389         4145           Foreign Trade         1485         1417         2902           Accounting         1940         3137         5077           Banking and insurance         1778         4881         6629           Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         189           Thecology ***         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ANKARA)         170         444 <th< th=""><th>Distance Education Faculties at Anadolu</th><th>Universit</th><th>y in 2001-</th><th>-2002.</th></th<>	Distance Education Faculties at Anadolu	Universit	y in 2001-	-2002.
Business and Administrative Sciences Associate Degree Programs	Academic Unit	Male	Female	TOTAL
Degree Programs		69280	79526	148806
Social Sciences   14006   6379   120385   Home Management   7893   6471   14364   Mone Management   7893   6471   14364   Mone Management   7893   3049   6409   Molfice Management   7906   7408				
Name Management   7893   6471   14364   Sales Management   3360   3049   6409		1.4007	(270	20205
Sales Management				
Office Management         Public Relations         19313         25667         4489           Public Administration         2756         1389         4145           Foreign Trade         1485         1417         2902           Tourism & Hotel Management*         7608         5401         13009           Accounting         1940         3137         5077           Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         1889           Theology ***         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ANKAA)         190         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         23         52         75           Eng. Teacher (EXISEHIR)         294         911				
Public Relations         19313         25676         44989           Public Administration         2756         1389         4145           Foreign Trade         1485         1417         2902           Tourism & Hotel Management*         7608         5401         13009           Accounting         1940         3137         5077           Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4444         6070           Knowledge Admisitration         113         76         189           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ANKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EDINE)         11         39         50           Eng. Teacher (EDINE)         23         52         75		3300	3049	0409
Public Administration   2756   1389   4145     Foreign Trade		10212	25676	44090
Foreign Trade         1485         1417         2902           Tourism & Hotel Management*         7608         5401         13009           Accounting         1940         3137         5077           Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         189           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (İSTANBUL)         203         494         697 <tr< th=""><th></th><th></th><th></th><th></th></tr<>				
Tourism & Hotel Management*         7608         5401         13009           Accounting         1940         3137         5077           Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4444         6070           Knowledge Admisitration         113         76         188           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ANKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EXKIŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İZEL)         25         77         102				
Accounting         1940         3137         5077           Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         1889           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EBORSA)         33         117         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (ESKİŞEHİR)         294         911         120s           Eng. Teacher (İSKANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSANBUL)         203         494         697           Eng. Teacher (İSANSUN)         31         118         149 <th< th=""><th></th><th></th><th></th><th></th></th<>				
Banking and insurance         1778         4851         6629           Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         189           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EDINE)         11         39         50           Eng. Teacher (EDINE)         11         39         50           Eng. Teacher (EXKSEHIR)         294         911         1205           Eng. Teacher (GAZIANTEP)         23         52         75           Eng. Teacher (IÇEL)         25         77         102           Eng. Teacher (IXABUL)         203         494         697           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (SAMSUN)         31         118         149	•			
Medical Institutions Management         1624         4446         6070           Knowledge Admisitration         113         76         189           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BJRNE)         11         39         50           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (İCLE)         25         77         102           Eng. Teacher (İCLE)         25         77         102           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KAMSUN)         31         118         149           Eng. Teacher (TRABZON)         59         133         192 <th< th=""><th></th><th></th><th></th><th></th></th<>				
Knowledge Admisitration         113         76         189           Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (İCALI)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher	9			
Theology **         4795         70         4865           Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (BURSA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BDIRNE)         11         39         50           Eng. Teacher (EDINE)         11         39         50           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (GAZIANTEP)         23         52         75           Eng. Teacher (İCEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         31         118         14         22           Eng. Teacher (KONYA)         31         118         14         22           Eng. Teacher (KONYA)         31         118         14				
Agriculture         252         39         291           Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (RNKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (BDIRNE)         11         39         50           Eng. Teacher ERZURUM)         53         95         148           Eng. Teacher (ESKIŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İCEL)         25         77         102           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         31         118         149           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher				
Veterinarian         77         3         80           Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (ANKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (D.BAKIR)         66         84         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EXKIŞEHİR)         294         911         1205           Eng. Teacher (GAZIANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         31         118         149           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SAMSUN)         31         118         149				
Eng. Teacher (ADANA)         99         287         386           Eng. Teacher (ANKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (D.BAKIR)         66         84         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (ESKİŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SINOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087	<u> </u>			
Eng. Teacher (ANKARA)         170         444         614           Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (DBAKIR)         66         84         150           Eng. Teacher (EDİRNE)         11         39         50           Eng. Teacher (EZKİŞEHİR)         294         911         1205           Eng. Teacher (GEKİŞEHİR)         294         911         1205           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İŞTANBUL)         203         494         697           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (İZMİR)         142         193           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SÎNOP)         30         18         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         122869           Public Administration         60798         26441         872				
Eng. Teacher (BURSA)         33         117         150           Eng. Teacher (D.BAKIR)         66         84         150           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (EDIRNE)         11         39         50           Eng. Teacher (ESKİŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         11         41         52           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SINOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         20447         52244         20447<	· · · · · · · · · · · · · · · · · · ·			
Eng. Teacher (D.BAKIR)         66         84         150           Eng. Teacher (EDİRNE)         11         39         50           Eng. Teacher (EXL\(TRUM\)         53         95         148           Eng. Teacher (ESK\(TRUM\)         294         911         1205           Eng. Teacher (GAZ\(TANTEP\)         23         52         75           Eng. Teacher (iZEL)         25         77         102           Eng. Teacher (iSTANBUL)         203         494         697           Eng. Teacher (iZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SINOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12809           FACULTY OF ECONOMICS         111085         56555         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         264411				
Eng. Teacher (EDİRNE)         11         39         50           Eng. Teacher ERZURUM)         53         95         148           Eng. Teacher (ESKİŞEHİR)         294         911         1205           Eng. Teacher (GZİANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İTANBUL)         203         494         697           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SÎNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         5575	· · · · · · · · · · · · · · · · · · ·			
Eng. Teacher ERZURUM)         53         95         148           Eng. Teacher (ESKİŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (İSTANBUL)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (GRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Relations         117537         78959         196496           Business         137537         78959	,			
Eng. Teacher (ESKİŞEHİR)         294         911         1205           Eng. Teacher (GAZİANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İZMİR)         203         494         697           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         11         41         52           Eng. Teacher (SİMOP)         30         89         119           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (CRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Relations         24         37         61	,			
Eng. Teacher (GAZÍANTEP)         23         52         75           Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (IZMÎR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814	,			
Eng. Teacher (İÇEL)         25         77         102           Eng. Teacher (İSTANBUL)         203         494         697           Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20 <th></th> <th></th> <th></th> <th></th>				
Eng. Teacher (ISTANBUL)         203         494         697           Eng. Teacher (IZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (KONYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SINOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20 <th></th> <th></th> <th></th> <th></th>				
Eng. Teacher (İZMİR)         128         396         524           Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Torisim & Hotel Management         51         71<	i. i.			
Eng. Teacher (KONYA)         51         142         193           Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         5224           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37				
Eng. Teacher (MALATYA)         11         41         52           Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286	7			
Eng. Teacher (SAMSUN)         31         118         149           Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24	,			
Eng. Teacher (SİNOP)         30         89         119           Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219 <th>, ,</th> <th></th> <th></th> <th></th>	, ,			
Eng. Teacher (TRABZON)         59         133         192           Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         608	, , , , , , , , , , , , , , , , , , , ,			
Preschool Teacher         0         12804         12804           FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENGLL STUDENT         1528         1549 <th>`</th> <th></th> <th></th> <th></th>	`			
FACULTY OF ECONOMICS         111085         56550         167635           Labor Economics and Industrial Relations         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         1528         1549           • Nursing         530				
Labor Economics         8782         4087         12869           Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         10268           • Midwifery         21         1528         1549           • Nursing         530         2989         3519				
Economics         31797         20447         52244           Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         1528         1549           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68				
Public Administration         60798         26441         87239           Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Scinece         40         28         68           • Math         152         132         284           •				
Public Finance         9708         5575         15283           FACULTY OF BUSINESS ADMINISTRATION         117537         78959         196496           Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences<	Public Administration		26441	
Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54		9708	5575	
Business         117537         78959         196496           WEST EUROPE PROJECT         814         475         1289           Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54	FACULTY OF BUSINESS ADMINISTRATION	117537	78959	196496
Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         10268           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67		117537	78959	196496
Foreign Trade         47         20         67           Tourism & Hotel Management         51         71         122           Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         4184         6084         10268           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	WEST EUROPE PROJECT			
Public Relations         24         37         61           Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	Foreign Trade	47	20	67
Economics Management and Organization         286         122         408           Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT         4184         6084         10268           ENROLL STUDENT         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	Tourism & Hotel Management	51	71	122
Public Administration         24         6         30           Business         382         219         601           PROGRAMS WHICH IS NOT ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	Public Relations	24	37	61
Business         382         219         601           PROGRAMS WHICH IS NOT ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	<b>Economics Management and Organization</b>	286	122	408
PROGRAMS WHICH IS NOT ENROLL STUDENT         4184         6084         10268           • Medical Technician         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	Public Administration	24	6	30
ENROLL STUDENT         1715         640         2355           • Midwifery         21         1528         1549           • Nursing         530         2989         3519           • Scinece         40         28         68           • Math         152         132         284           • Social Sciences         942         224         1166           • Turkish         724         525         1249           • Education Associate Degree         6         5         11           • Degree Completion         54         13         67	Business	382	219	601
● Medical Technician       1715       640       2355         ● Midwifery       21       1528       1549         ● Nursing       530       2989       3519         ● Scinece       40       28       68         ● Math       152       132       284         ● Social Sciences       942       224       1166         ● Turkish       724       525       1249         ● Education Associate Degree       6       5       11         ● Degree Completion       54       13       67	PROGRAMS WHICH IS NOT	4184	6084	10268
• Midwifery       21       1528       1549         • Nursing       530       2989       3519         • Scinece       40       28       68         • Math       152       132       284         • Social Sciences       942       224       1166         • Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	ENROLL STUDENT			
• Nursing       530       2989       3519         • Scinece       40       28       68         • Math       152       132       284         • Social Sciences       942       224       1166         • Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	Medical Technician		640	2355
• Scinece       40       28       68         • Math       152       132       284         • Social Sciences       942       224       1166         • Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	• Midwifery			
• Math       152       132       284         • Social Sciences       942       224       1166         • Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	• Nursing	530		
• Social Sciences       942       224       1166         • Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	• Scinece	40	28	68
• Turkish       724       525       1249         • Education Associate Degree       6       5       11         • Degree Completion       54       13       67	• Math	152	132	284
● Education Associate Degree         6         5         11           ● Degree Completion         54         13         67	Social Sciences	942	224	1166
• Degree Completion 54 13 67	• Turkish	724	525	1249
- 18-11-11-11-11-11-11-11-11-11-11-11-11-1	• Education Associate Degree	6	5	11
·	Degree Completion	54	13	67
	• •	302900	221594	524494

<sup>(.)</sup> These programs do not register student now. This figures belongs to recent years registered students number.

Source: Translated from CURABAY, S., DEMIRAY E. 20. Kuruluş Yilinda Anadolu Universitesi Acikogretim Sistemi ve Acıkogretim Fakultesi Egitim Televizyonu (ETV) [Anadolu's Open Education System and Education Television-ETV of Open Education Faculty at Its 20th Anniversary], Anadolu Üniversitesi Yayınları: No. 1354, pp: 45-44, Açıköğretim Fakültesi Yayınları: No.721, 2002, Eskişehir, Türkiye.

<sup>\*</sup> Students are required to complete 45-day summer training in Tourism and Hotel Management program (Özkul, 2001).

<sup>\*\*</sup> Only government religious officers are admitted

#### AIMS OF THIS BIBLIOGRAPHIC STUDY

This study has aimed to inform domestic and foreign researchers on the subject and literature of OEF. Most of the studies had been summarized in an abstract form, and also bibliographic information and indexes about topics and author name are given.

Turkish version of this study has been completed for 1982-2002 years too for the reason that researchers-who has studied on OEF -are applying to the faculty administrators to obtain some data about OEF or documents and to publish their study or research. Some of them come from other cities or some of them are foreign researchers who want to obtain some materials on OEF by writing a letter to dean or rector or someone else.

In any case, it has been very difficult to help them due to the limited time. Especially for the last group of people who are coming from outside of Eskisehir, this study can be very useful to save research time. Of course this study has to be updated by adding new studies in future. Since, new studies will be developed depending on previous ones. By this reason please deliver your new studies, which on Open Education Faculty (or studies which are not considered in this study) to the author or the Open Education Faculty administration for informing them in future. Please do not forget that your studies will be resource for the next new ones.

#### SOME WORDS ABOUT THIS STUDY

From beginning 1982 to December 2002, many studies have been conducted dealing with Anadolu's Open Education Faculty and its application as being thesis, article, book, report, publishing media and papers presented in some seminars, nationally and international for discussing on some aspects of OEF's.

As being a problem statement of this study it can be said that studies have done during 20 years dealing with the application of Open Education Faculty in Turkey and abroad since its beginning. What were their titles?, What were their topics?, Where and How can they be obtained?, What was their bibliographic information and Where have they been published? And what was the importance of the study for the other educationists, researchers who conducted a study on OEF? Etc.

Study consists of four main chapters. The first chapter is an introduction that tells some of brief history of the Distance Education in the World and Open Education Faculty in Turkey and its application. In addition, this chapter contains the aim of this study and some words about this study. The second chapter is dealt with bibliographic information of the studies by consisting of original and English title in parenthesis, if it written in Turkish. The third chapter includes abstracts of the studies. In this part, almost all studies have been tried to be summarize. (Except different version of the same study and not obtained. So, some numbers of the studies, which are placed in bibliography, has not been cited in the abstracts section). In the fourth chapter it has been added all the other printed materials about OEF as namely of the brochures, guides for students and introductory are added. And also, this chapter contains the subject and author indexes.

Consequently, this study will be functional, for the researchers who are interested-in some aspects of The Open Education Faculty by informing them. Authors are ready to accept all critics and discussions with researchers.

In this fourth edition of the study was completed for 20 years (1982-2002). It can be said that, 99 percent of these studies which considered about OEF has been obtained. Unfortunately four or five of them are not obtained. Of course, those should take a place in the next study (or studies).

313 studies are placing in this version; while 201 studies were placed in 1982-1997 version of this study. Increasing rate of the publications is more than 50% during (1997-2002) in these five years.

All this studies were conducted and written by 272 researchers while it was 110 in 1982-1997 the third version of this study. Increasing rate of authors is 68% during (1997-2002) in five years. In addition, two of the studies are conducted by institutions such as Ministry of National Education and Council of Europe.

313 studies are conducted on OEF between 1982-2002 years. 45 of them were conducted by Ugur Demiray, 15 of them by Murat Barkan and M. Emin Mutlu 13 of them by Karen L. Murphy and 12 of them by Ayhan Hakan and Marina S. McIsaac, 10 of them by A. Ekrem Ozkul and Rusen Yilmaz Some of these has been indicated in some where as a list or as an abstract or as summary (Alkan 1986, Öz-Alp 1987, Demiray 1987, McIsaac 1988 and Murphy 1989).

This bibliographic study includes 313 studies that were conducted between December 1982 ands December 2002.

The oldest article on OEF goes back to December 1982 and declared by Mr. KENNEDY, just related with OEF.

213 studies of 313 are written in Turkish and 100 in foreign language. 95 of 100 studies are written in English, 3 of its Germany, 2 of them Italian language.

This study consist of 53 books, 99 articles, 34 thesis studies 119 presented papers and around 8 reports and copied papers.

This review study indicates that studies are increased according to the 1992-1997-review study. 34 (MA or PhD) thesis studies are conducted in several universities in Turkey and abroad. 26 of them are master thesis and 8 of them are doctoral dissertations. Masters are completed in Anadolu University (18), Ankara University (5), Marmara University (3), Hacettepe University (2), Gazi University (1)., Istanbul University (1), Middle East Technical University (1), Selcuk University (1), Syracuse University (1) and Washington University (1). Doctoral dissertations are completed in Anadolu University (3), only one dissertation are completed at Selcuk, Hacettepe, Istanbul, Syracuse, Washington Universities.

203 of 313 studies are conducted by one author. 49 studies are two and 36 studies are conducted by three or more authors.

It can be observed that the numbers of studies are increased year by year especially after 1993, 1996 and 2000 quantitatively. And many of them were presented as a paper at national/international seminars and 53 studies are published as book form. Foreign researchers who come from abroad completed some of them.

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# AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM - I

**310** YÜKSEL, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education and a Model for Turkish Distance Education System-I", **Kurgu**. Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 546/3, No: 9, pp:281-322, December 1991, Eskisehir, Turkey.

# AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -II

**311 YÜKSEL**, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education and a Model for Turkish Distance Education System-II", **Kurgu.** Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No:689/11, No:11, pp:257/280, December 1992, Eskisehir, Turkey.

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313 YÜZER Volkan, Etkileşimli Televizyonda Eğitim/Öğretim Amaçlı Program Hazırlama -Açıköğretim İçin Model Önerileri [Model Suggestions on Preparing Interactive TV Programme for Teaching/Educating]. Anadolu University Institute of Social Sciences (Unpublished Master Thesis), 1997, Eskisehir, Turkey.

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ABSTRACTS OF THE STUDIES ON THE OPEN EDUCATION FACULTY BETWEEN YEARS 1982-2002

#### KİTLE İLETİŞİM ARAÇLARININ YÜKSEK ÖĞRETİMDE KULLANIMI AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

1 AÇIKALIN, Aytaç. "Kitle İletişim Araçlarının Yüksek Öğretimde Kullanımı Açıköğretim Fakültesi Örneği [Use of The Mass Media in Higher Education: A Case Study of The Open Education Faculty]", presented paper at Kitle İletişim Araçları ve Eğitim Sempozyumu, organized by Ankara Üniversitesi Eğitim Bilimleri Fakültesi, November 2, 1984, Ankara, Turkey.

This paper explains the results and the expectations of "Open Education" applications which were realized by getting use of mass media by giving information, about Anadolu University Open Education Faculty and takes the subject to a discussion platform.

Also, the observable results of Open Education Faculty were included in this paper. for instance, the students have conformity problems for the new surrounding. Besides positive observations such as the remove of the relation between success and continuity; problems such as the restriction of the number of teachers, educators and personnel for distance education and the flu concept of distance education in educational field also take place in the paper. But, it is also emphasized that higher open education is the product of a social need for Turkish society in those years.

#### ÜNİVERSİTELERDE ÖĞRETMENLERİN HİZMET-İÇİNDE YETİSTİRİLMESİ

**2 AÇIKALIN**, Aytaç. "Üniversitelerde Öğretmenlerin Hizmet-İçinde Yetiştirilmesi [In-Service Training of Teachers in Universities]", **Eğitim Bilimleri.** H.Ü. Eğitim Bilimleri Fakültesi (Special Issue), No: 2, pp:250-264, 1987, Ankara, Turkey.

In this article, it is emphasized that teachers should be also trained during their in-service besides their pre-service. The studies related with this subject were mentioned in the article. The anxieties and expectation of teachers concerned with the in-service program were also emphasized in the article.

The results and suggestions were summarized and emphasized such as teachers were willing to learn and to be in higher positions in their legal status when the suitable conditions and possibilities were created; Problem solving principle should be placed to the base of collaboration between university and National Education Youth and Sports Ministry (now, only as Ministry of Education) in article.

#### AÇIKÖĞRETİM'DE BİLGİSAYAR

**3** "Açıköğretimde Bilgisayar [Computer Use in The Open Education Faculty]", **Bilgisayar**, p: 16, December 1987, Istanbul, Turkey.

This article dealt with the studies which using of computer by Anadolu University Computer Center and gives some data about tools park of the center. Article reports the functional of computer in education sector, which enters our lives by reflecting and the technological characteristics of the 20th century. It is indicated that especially Anadolu University Computer Center park supplies cover a large number of demands.

It was also mentioned that Anadolu University Computer Center was using IBM 4341 and IBM 4881 systems and was open to service 24 hours a day except Sundays. This system that a great part of its work density is related about Open Education Faculty Studies, has been executing operations of 210.000 students since 1987. It is pointed out that only ÖSYM does 125.000 of these students' exam services, the rest of all works are executed by the center.

## A CASE STUDY OF ORGANIZING DISTANCE EDUCATION: ANADOLU UNIVERSITY

**4 AGAOGLU,** Esmahan., Gülriz **IMER,** Gülsün **KURUBACAK**. "A Case Study of Organizing Distance Education: Anadolu University", **TOJDE-Turkish Journal of Distance Education,** Vol: 3, Number: 1, 2002, Anadolu University, Eskisehir, Turkey.

Distance education is a kind of education for the learners and instruction that are away from each other. With this characteristic, distance education provides educational opportunities for everyone, at any place, time or age.

In this article, the practice of distance education in Turkey is critically examined, especially at Anadolu University. The practice of distance education at Anadolu University started in 1982 at the Open Educational Faculty (OEF). Today, Anadolu University that aims the teaching with contemporary technologies has 227 courses. The ultimate goal of Anadolu University is to reach every student by means of contemporary technologies such as Internet. All the projects executed at Anadolu University are collected within a master project called "Open Education 2000".

#### EŞİTLİK KAVRAMININ FELSEFİ KÖKENLERİ

5 **AKINCI**, Semiha. "Eşitlik Kavramının Felsefî Kökenleri [The Philosophical Roots of the Concept of Equality in Education]", presented paper at **AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Today it seems that the concept of equality turned into a hybrid, vacuous concept. It is being used only in the service of political propaganda. However the history of the concept is very rich and the clarification of that historical background will be helpful in many

respects. In this paper I will try to drive lessons from this history about the satisfaction of equality in education. As a society, we believe that we can be successful by increasing the level of standardization and collectivization.

For instance in educational system by creating central institutions or by giving central tests which cover thousands of students, we think that the level of education might be raised. Somewhat the key to success is thought to be in the collectivization based on equality. This naive influential idea has very old philosophical roots and we mostly are not conscious of it. Also we think that the idea of standardization and the idea of equal individuals are contemporary value, the roots of the ideas are in the distant past. In this paper, I will try to drive lessons which AÖF contributes the equality in education.

#### EĞİTİM ORTAMINDAKİ İLETİŞİM KAYNAK VE SÜREÇLERİNİN UZAKTAN EĞİTİM AÇISINDAN DEĞERLENDİRİLMESİ

6 AKYILDIZ, Hayrettin. "Eğitim Ortamındaki İletişim Kaynak ve Süreçlerinin Uzaktan Eğitim Açısından Değerlendirilmesi [The Evaluation of Communication's Source and Processes at Educational Environment According to Open Education]", presented paper at I. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:9-17, November 12-15, 1996, Ankara, Turkey.

This research group is the students of AÖF (The Open Education Faculty); N:60 and normal university students (N: 60). The scale developed by researcher was used as an evaluation tool. Scale contains 5-communication source, 5 communication processes and emotional support item. Firstly, items must be evaluated according to their own faculty as number between 1-9 points, then according to support to

teaching processes and according to psychological satisfaction as an emotional source.

The results indicate that AÖF students and normal university students are different from each other at first level (p: 0.001).

Expectation of AÖF students to communication source is higher than normal group: This result must indicate that educational environment has to intensify communication source and processes. It was reckon mended that open education must support this direction.

#### UZAKTAN EĞİTİMDE TEKNOLOJİ KULLANIMI VE GELECEĞİN TEKNOLOJİLERİ

7 ALGAN, Ertugrul. "Uzaktan Eğitimde Teknolojilerin Kullanımı ve Geleceğin Teknolojileri [Use of Technology in Distance Education Systems and Technologies of Future]", I. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp. 19-27, November 12-15, 1996, Ankara, Turkey.

This education system is known as distance education, open education, flexible learning, distance teaching or correspondence education in the literature or differently titled in some countries. This educational method is giving education opportunity to the great masses by using au id-visual technologies. Developing audio-visual systems as computer, and electronic technology accelerates and simplifies the opportunity of reaching to knowledge.

It is possible to think that in the very near future, addition to widely using of radio and television, satellite and cable TV systems, teletext, view data, teleconferencing systems, interactive media, internet and other communication nets, multimedia, videodiscs, CD-ROM and virtual reality will be used in educational area.

In this study will try to discuss the possibility of these technologies in the future of Open Education Faculty or distance education in Turkey and their contribution to the students of distance education systems.

#### AÇIKÖĞRETİMDE ARAŞTIRMA

**8 ALKAN**, Cevat. "Açıköğretimde Araştırma [Researches On Open Education Faculty]", presented paper at **I. Ulusal Eğitim Sempozyumu.** Marmara Üniversitesi Eğitim Fakültesi ve Teknik Eğitim Fakültesi, November 24-30, 1986, Istanbul, Turkey.

This paper gives an introduction of researches about Open Education in Turkey as an overview. The paper emphasized the importance and necessity of researches on education technology field generally and enters Open Education subject by introducing main research categories in the field briefly. The research that was done, introduced with dimensions such as subject, aim, method and findings and a general evaluation is done. Main research problems in field, research necessity and proposals for future take a place between other subjects which are discussed in the paper.

#### UZAKTAN EĞİTİMDE GELİŞİM

9 ALKAN, Cevat. "Uzaktan Eğitimde Geliţim [Developments in Distance Education]", Kocaeli Üniversitesi ve Kocaeli Sanayi Odası Uzaktan Eğitim Semineri. Kocaeli Üniversitesi ve Kocaeli Sanayi Odası, pp:20-33, October 4-6, 1997, Kocaeli, Turkey.

The aim of this article is to explain the conception dimensions of educational technology and distance education this article also have been tried to be introduced briefly on some distance education applications at national level in Turkey.

## UZAKTAN EĞİTİMİN TARİHSEL GELİŞİMİ, UZAKTAN EĞİTİM UYGULAMA MODELLERİ VE MALİYETLERİ

10 ARAR, Atilla., Birol ÇAKMAKÇI. "Uzaktan Eğitimin Tarihsel Gelişimi, Uzaktan Eğitim Uygulama Modelleri ve Maliyetleri" [Historical Development of Distance Education, Practical Models and Cost of Distance Education], I. Uzaktan Eğitim Sempozyumu Bildirileri. Proceedings of The First Distance Education Symposium-Territorial Army forces Commandership of Education and Doctrine, pp: 25-28, November 15-16, 1999, Ankara, Turkey.

#### EĞİTİM ÖNLİSANS PROGRAMI İÇİN İLİŞKİSEL VERİ TABANINA DAYALI BİR SINAV ORGANİZASYONU BİLİŞİM SİSTEMİNİN TASARIMI VE GELİŞTİRİMİ

11 ARSLAN, Hüryaşa and Erhan AKMEN. "Eğitim Önlisans Programı İçin İlişkisel Veri Tabanına Dayalı Bir Sınav Organizasyonu Bilişim Sisteminin Tasarımı ve Geliştirimi [Designing and Development of The Cognitive System in Based on and Related to Data Base an Examination for Prelicence Degree Teacher Training Program in Turkey]", presented paper at TDB VII. Ulusal Bilişim Kurultayı, Anadolu University, Türkiye Bilişim Derneği, pp:234-245, September 22-24, 1988, Eskisehir, Turkey.

Using of computer is a kind of obligation to picking up students' information, to reach that information as soon as possible and to evaluate students' success in educational activities, which aimed to educate large, masses. Cognitive exam system is realized by relating based on database for the Associate Degree Teacher Training program at Anadolu University/Turkey in 1985.

This article pointed out the structure of the data; main step of the process and gave some information about success of this cognitive system.

### TÜRKİYE'DE TELEVİZYONLA YAPILAN YÜKSEKÖĞRETİM: AÇIKÖĞRETİM

**12 ASKIN**, Ayfer. Türkiye'de Televizyonla Yapılan Yükseköğretim: Açıköğretim [Higher Education via Television in Turkey], Marmara University, (Unpublished Master Thesis), 1990, Istanbul, Turkey.

This research is completed as a master thesis at Marmara University, in Istanbul. The aim of the research is formulated as to find out in which level the system was useful for the students and how the system was structured. What the structuring conditions were.

Research contains six chapters. In the first chapter, author summarized history of distance education in Turkey. The second chapter had given brief information about other countries' Distance Education applications. The third chapter told about the structure of questionnaire, which applied, to 500 students who are attending 3rd and 4th classes of Open Education Faculty. In the fourth chapter placed to evaluation. Chapter five is the conclusion and the end of the study is indicated suggestion by the author. Consequently, research conducted that OEF developments and provide more productive results by the system.

#### YÜKSEKÖĞRETİM VE YAYGIN EĞİTİM

**ASKUN,** İnal C. "Yükseköğretim ve Yaygın Eğitim [Higher and Distance Education]", **Türkiye'de Yaygın Eğitim Semineri**, **(Seminer Tebliğleri).** EİTİA Yayınları, Yayın No: 138/84, pp: 119-124,1975, Eskisehir, Turkey.

In the study, problems that prevent the developments of traditional and distance education and the inadequacy of traditional education to meet society's needs with its present applications are mentioned.

The fact that distances education cannot remove the differences between students whom attended the courses and who do not.

In additional, this study serves by being inspired by the concept of "Walless University" of modern higher education institution model; it is pointed out that concepts such as Walless student, Walless study, Walless administration, Walless education, Walless teaching must be examined and must be functional in distance education system. The author is supporting that these sum of concepts can be defined equal to the Open University or as a distance education concept.

#### ANADOLU ÜNİVERSİTESİ'NİN 30.YILI İÇİNDEN

**ASKUN,** İnal C. "Anadolu Üniversitesi'nin 30.Yılı İçinden..." [Some Words on 30 Years of The Anadolu University]", **İİBF.** Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Yayınları, Yayın No: 321/68, Vol:2, No:6, pp:23-38, November 1988, Eskisehir, Turkey.

In this article it is told off a background of 30 years and today's of the Anadolu University are mentioned because of its 30th Anniversary year celebrations. General information about the Open Education Faculty, which aims to give education to large masses by using technological tools, takes a place in the article.

### UZAKTAN ÖĞRETİMDE ETKİLEŞİMLİ TELEVİZYONUN KULLANILMASI: AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

15 ATAMAN, E. Özlem. Uzaktan Öğetimde Etkileşimli TV'nin Kullanılması: Açıköğretim Fakültesi Örneği [The Use of Interactive Television in Distance Education: An example of Open Education Faculty], Anadolu University Social Sciences Institute, (Unpublished Master Thesis), 1995, Eskisehir, Turkey.

When the traditional education institution became incapable of meeting the ever-increasing demand distance education systems are introduced as a solution. As technologies become more diffuse, accessible and user friendly, they effected education and became applicable for distance education.

As a component of distance education, television has great importance. But it has constraints. It cannot build simultaneous communication between student and course content, student and student, student and teacher as traditional face-to-face education can. for a solution, advanced technology presented interactive television. Although the physical gap between communicating agents in distance education still exists, the interactive technology tried to overcome those communication problems. Instant feedback in forms of sound, text, and picture is supplied via various channels.

The study explains the method employed in the research. Topics related to the development of interactive programs in distance education are mentioned: Interactivity in educational program broadcasting, development of distance education programs with interactive television and applications in Anadolu University Open Education Faculty. The way the information gathered and processed is also explained. A sample interactive program, designed according to the findings, is given.

### TELE-EDUCATION SERVICE STRUCTURE AND 21<sup>st</sup> CENTURY PROJECTS OF ANADOLU UNIVERSITY IN TURKEY

16 AYDAY, Can. "Tele-Education Service Structure and 21<sup>st</sup> Century Projects of Anadolu University in Turkey", Space and The Global Village: Tele-Services for The 21<sup>st</sup> Century, Proceedings of International Symposium, International Space University, June 3-5, Strasbourg, France. Kluwer Academic Publishers, pp:97-100, 1998, Boston, London, UK.

This paper reviews the facilities of the Open Education Faculty at Anadolu University, Turkey, considers both recent and forthcoming developments, and shows how these could be used, with the ISU (International Space Union) and its affiliates, in distance education courses and tele-education services. Paper contains the titles as:

- > Anadolu University Organization
- ➤ New Projects for AU/OEF for the 21st Century
- > Impediments to TV Studio
- ➤ Improvements of Computer Aided Counseling System
- ➤ Data Transfer Between Main Center and OEF offices
- ➤ Using Internet Conferencing for Distance Education

Conclusion of the study can be summarizes as at AU ready work with ISU and affiliates of USU to:

- ➤ Organize a distance learning education facility in western Europe for foreign workers and their children,
- ➤ Share some facilities; AU could print educational materials, posters and brochures of ISU and its affiliates, and prepare TV programs for ISU
- Organize short courses, workshop and accredited corticated programs
- > Try to establish a video conferencing facility for some courses of ISU or its affiliates.

### REDESIGNING THE DISTANCE EDUCATION COURSES OF ANADOLU UNIVERSITY IN TURKEY

18 AYDIN, C. Hakan. "Redesigning The Distance Education Courses of Anadolu University in Turkey", Proceedings of Conference at AECT-Association for Educational Communications and Technology, pp: 256-262, October 26-28, 2000, USA.

The last decades of 20th Century have seen important changes in the field of distance education, especially as a consequence of the developments in computer based delivery systems. Distance learners have had better opportunities and freedom to determine when, where, what, and how to study since the distance learning providers started to adapt their systems according to these changes.

Faculty of Open Education at Anadolu University has been an important chance for those who wanted to obtain higher education but not able to get in a University program in Turkey since 1982. The Faculty offers 16 two years and 4 four years programs in different fields such as business management, economics, pre-school teacher education, health, tourism, etc. In these programs, television and radio broadcasting besides textbooks have been used as the main instructional materials. Nearly 600.000 distance learners in these programs make the Faculty and the Anadolu University one of the mega universities in the world.

As a mega University, Anadolu University and its distance education programs could not stay unaware of changes in the delivery systems, the instructional methods and the learners' needs. Therefore, the University has started a new project about redesigning the distance education materials and providing alternative delivery methods in 1999. One of the main goals of the project has been determined as redesigning the courses in the light of past experiences and principles of instructional design. So that it might be possible to provide distance learners more effective and appealing learning environments in the new century.

After several analyses, it has been decided to use multiple media formats for each course. A textbook with an accompanying computer-based instruction program on CD-ROM, a television programs, and a web site was the media selected for the courses.

According to this selection, each medium is responsible for the different aspects of instruction process. In other words, textbook is the main source for providing information to the learners while television program shows the real life examples related to the information supplied through the textbook. Computer-based instruction program on CD-ROM is designed to overcome the lack of interactivity between the learner and the material. The Web site, on the other hand, that allows both synchronous and asynchronous communications not only among learners but also between learners and instructor is intended for the solution of other interactivity problems (learner to learner and learner to instructor). The main idea behind these sorts of uses of media is to help the learners to get advantages of different media attributes.

However, it has been found out that most of the distance learners in Turkey. Do not have an opportunity to access a computer and/or Internet. Also, some of the learners are not able to watch the television programs for varying reasons. In order to overcome these problems, the all materials (textbooks, computer-based instruction programs, television programs and Web sites) are designed in a manner that each of them can provide all aspects of instruction process (e.g. motivating learners, providing information, giving practice and feedback, etc.). for instance, Web site has several links that takes learners to sites where they can get information about the topic, have opportunity to practice and get immediate and/or delayed feedback, and so on.

In sum, developments in instructional methods, communication technologies and needs force distance education providers to change the way they try to help learners. Anadolu University is one of the biggest distance education providers in Turkey has been trying to adapt its distance education programs to this new situation occurred especially

during 1990s. The University has developed a new distance education model to help the learners. This model includes use of textbooks, television programs, computer-based instruction programs on CD-ROMs and Web sites either together or alone depends on the learners' ability to access the equipment's necessary for the materials.

#### UZAKTAN EĞİTİMDE WEB ÜZERİNDEN EĞİTİM PROGRAMI YÖNETİMİ–AÖF/İOLP UYGULAMASI

19 AYDIN, Sinan., Sedat DEMİREL, Erdal KARA. "Uzaktan Eğitimde Web Üzerinden Eğitim Programı Yönetimi–AÖF/İOLP Uygulaması" [The Management of Education Programmes Via Web at Distance Education – The Application of Open Education Faculty English Language Teaching Graduate Programme – ELTGP-]"presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

This study contains the structure and features of management information system, which has been developed to manage whole education units spread through the country from one main office. In managing an education program successfully not only are education activities important but also managerial activities. Therefore a management information system has been developed based on web in order to plan and apply managerial activities carried out in 16 cities with 19 schools as to related education program.

With the system designed it has been aimed to provide personnel motivation, an effective and fast communication among the units and a support towards managerial activities. Another aim of the system developed is to carry on managerial activities directed from the main office more effectively.

The structure of information system of Anadolu University Open Education Faculty (ELTGP) is a perfect model for institutions the units of which are in different parts of the country.

#### ÜÇ YILLIK EĞİTİM ENSTİTÜSÜ MEZUNLARI İÇİN HAZIRLANAN ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ LİSANS TAMAMLAMA PROGRAMI TÜRK DİLİ VE EDEBİYATI KİTAPLARININ İNCELENMESİ

20 BALABANLI, Fatma N. Üç Yıllık Eğitim Enstitüsü Mezunları İçin Hazırlanan Anadolu Üniversitesi Açıköğretim Fakültesi Lisans Tamamlama Programı Türk Dili ve Edebiyatı Ders Kitaplarının İncelenmesi [Evaluation of the Turkish Language and Letter Printed Course Books for Anadolu University Open Education Faculty License Complete Program], Gazi University Institute of Social Sciences (Unpublished Master Thesis), Ankara, Turkey.

'Teachers is the only element to ensure that the real training objective is achieved. This, however, depends on how efficient guidance cloud be provided by teacher' book(s) used as a source. It is very important that the books to be used by teachers are prepared most carefully; for 'teacher' is the most important factor in the training system. It is for this reason that this study covers the subject as titled 'study' on Turkish language and literature bachelor's degree instruction Faculty viewing how useful are these books for teachers on various topics and how well of guidance they provide including thoughts related to distant educational techniques.

When considered, there is not similar distant training system practiced in the world. Open Education Faculty program is consultancy system. Academic committees first apply the program on a small scale then expanding it on larger scales after receiving feedback and making necessary amendment within the framework of feedback received.

Instructors in this program are involved in various areas such as coordination, consultancy, and etc.

In this Open Education Faculty system take place seminars and face-to-face meeting possibilities. Where as, degree completion program, typesetting, spelling and punctuation marking mistakes; language used being unintelligible; expositions and explanations being insufficient lack of Required information (due to disregarding university curriculum) such as the Ottoman Turkish Language, Historic Turkish Accents, Persian Language and Arabic; examples given being at senior high school level; not being selective from the point of authors and their works; repletion of topics in the contents as some striking points. If the completion program is practiced at our universities inclusive face-to-face training from as an in service training activity.

#### UZAKTAN ÖĞRETİMDE KULLANILAN DERS KİTAPLARININ BİÇİMSEL ÖZELLİKLERİ: Anadolu Üniversitesi İşletme ve İktisat Fakülteleri Örneği

21 BANAR, Seçil Taner. Uzaktan Ögretimde Kullanilan Ders Kitaplarinin Biçimsel Özellikleri: Anadolu Üniversitesi İsletme ve İktisat Fakülteleri Örnegi [Text Books' for mal Features Used in Distance Education Systems: A Case of Anadolu University Faculty of Economics and Business Administration], Anadolu University Institute of Social Sciences (Unpublished Master Thesis), 1996, Eskisehir, Turkey.

In the past practice of distance education in Turkey was not successful until the years of 1980's, which are established earlier. The starting year and well organized serious distance education application is 1982, which is the establishment of the Open Education Faculty at Anadolu University.

At that time, the Open Education Faculty had two programs, business Administration and Economics. But these programs changed in

1993 as being the Faculty of Management and The Faculty of Economics. By this study, it is searched that whether the visual structure of the printed material which mean books, of these faculties are enough in terms of form and student' learning behavior or not.

The first chapter, points out the importance and necessity of distance education system for Turkish society. And also, it is given the learning components of the Open Education Faculty from print material to other visual regulation by emphasizing, especially importance of typographical and visual characteristics side of the printed materials. In the second chapter, the method of enquiry and study has been considered and the stages of study have been listed.

In the third chapter, the results and their interpretations have been given. The results are explained as the following head lines, the characteristics of the students' group, the results on letters, the uses of visual characteristics, used paper quality, the using of color and designing of the text and other visual material. And also the average values, which are calculated by using students' answers, are shown at the final chapter, the study has been summarized, and the suggestions, which are determined by taking a note of students' wishes or expectations, are brought up: To sum up, in this study, visual design of the printed materials researched in the faculties of the Economics and Management.

#### BİR UZAKTAN ÖGRETİM ARACI OLARAK BASILI DERS MALZEMESİ VE GÖRÜNTÜ DÜZENLEMESİ

**BANAR**, Seçil Taner. "Bir Uzaktan Öğretim Aracı Olarak Basili Ders Malzemesi ve Düzenlemesi [ Printed Course Materials As Being One of Major Educational Component of Distance Education Systems]", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 983/549, Vol:2, No:2, pp: 54-72, Kış (Winter Issue), 1997, Eskisehir, Turkey.

Although the developments in technological equipments in educational sector, the printed materials still keep their importance in distance education systems. On the contrast at conventional education systems, printed materials are very important components for the distance education students. They should be well and carefully designed appropriately for the flowing of information to learners. In this design, visual side is very important to easier perception easier by students.

In this article, once more, importance of the visual design of the printed materials for distance education systems was mentioned.

#### UZAKTAN ÖĞRETİM TEKNİĞİ İLE HAZIRLANMIŞ DERS KİTAPLARI VE GÖRSEL DÜZENLEME

23 BANAR, Seçil and Filiz SEÇİM. "Uzaktan Öğretim Tekniği İle Hazırlanmış Ders Kitapları ve Görsel Düzenleme [Visual Designing of Printed Course Materials to be Prepared via Distance Education Technics]", BITE'99 Bilişim Teknolojileri İşığında Eğitim Konferansı ve Sergisi. Türkiye Bilişim Derneği ve ODTÜ Öğrenci Kolu, p:175, May 13-15, 1999, Ankara, Turkey.

The increase of demand step by step on education and in addition to this disability in physical environments specially bring to agenda the concept of "distance education".

The printed materials, which have importance in that system and often used textual books, display differences from the use of books in traditional education. One of the effects in success of often used textual books during the knowledge transfer between student and instructor, which is course content and another one, is visual design. In this study, the visual designing of the books, which are used by the Faculty of Business and the Faculty Economics which are teaching on the base of the distance education, searched whether they are suitable for distance education techniques or not. for this purpose a survey is arranged between freshmen and seniors of these faculties.

In the final chapter, the students' opinions which are related to actual situation on textual books and arrangements, and the students' desires on textual book's design had tried to explain.

### UZAKTAN ÖGRETİM İLKELERİNİN EDEBİYAT ÖGRETİMİNE UYGULANMASI

24 BARAZ, Turhan. Uzaktan Öğretim İlkelerinin Edebiyat Öğretimine Uygulanması [Adaptation of Distance Education Principles to the Teaching of Literature], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 109/38, 1985, Eskisehir, Turkey.

This book is the doctoral dissertation study of the author that points out the inadequately of literature teaching applied in secondary schools and, according to this fact, in the adaptation Teaching Turkish Literature, related with specialization education in higher education to the structure of distance teaching.

With this thought, in the first chapter of the book; the principles of distance teaching, processes and applications were examined and their application methods were discussed on teaching of literature.

In the second chapter, because of superiorities such as subjects that carry the quality of "Introduction to Literature" providence of possibility to individual learning, easiness of usage of literature teaching program suggested for distance teaching, were developed as course notes which were appropriate to distance teaching principles.

#### EGİTİM AMAÇLI VİDEONUN İŞLEVLERİ ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ'NDE ÖRGÜTSEL UYGULAMA MODEL ÖNERİSİ

25 BARKAN, Murat. Eğitim Amaçlı Videonun İşlevleri: Anadolu Üniversitesi Açıköğretim Fakültesinde Örgütsel Uygulama Model Önerisi [Functions of Video for Educational Purposes: An Organizational Application Model Proposal for Open Education Faculty of Anadolu University], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No: 271/129,1988, Eskisehir, Turkey.

This book is also the doctoral dissertation of the author that explains the developments of model suggestions about the usage possibilities of video in education field as a communication means and application video for education in Open Education Faculty. It is admitted that video machine known, as "Home video" is new for both its usage properties and its usage fields.

But the usage of this machine as an educational communication can't be applied in Turkey yet. For this reason the book is seen original because it searches usage possibilities of video as a communication means, and presents suggestions for its usage in education-teaching field and especially for its usage in distance education system. Besides, as an application for distance education in Turkey, A Model suggestion for Education Application with Video in Open Education Faculty takes place in the last chapter as the main purpose of the study.

#### UZAKTAN ÖGRETİMDE VİDEO

26 BARKAN, Murat. "Uzaktan Öğretimde Video [Video in Distance Education]", Çağdaş Bir Eğitim İletişim Aracı Olarak Video: Araştırma, Kuram, Uygulama, (Ed. Cengiz Tekin), Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 004, pp:149-169, 1988, Eskisehir, Turkey.

In this article; main properties of education-teaching-learning needs, communication process with education purpose, and with the usage of video in education is mention ed and also, explained functional properties of video machine in distance instruction system is explained. In the study, by acting with video's properties; it is given examples related to the fact that in which fields video could be used in OEF System.

And as a result, it is pointed out that in circumstances of modern education and teaching, the benefits sourced from properties of video must not be ignored.

# UZAKTAN ÖĞRENİM MODELİNDE VİDEO KULLANIMININ VERİMLİLİĞE VE ÖĞRENMEDE BAŞARIYA KATKISININ ÖLÇÜMLENMESİ İÇİN BİR ÖRNEK UYGULAMA: AÖF VİDEO İLE EĞİTİM MERKEZLERİ

27 BARKAN, Murat ve Uğur DEMİRAY. "Uzaktan Öğrenim Modelinde Video Kullanımının Verimliliğe ve Öğrenmede Başarıya Katkısının Ölçümlenmesi İçin Bir Örnek Uygulama: AÖF Video ile Eğitim Merkezleri [Using Video and Its Effects or Efficency in Distance Education Model]", Kurgu. Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 354/144, No: 6, pp: 241-271, June 1989, Eskişehir, Türkiye.

In this article, functions of video was tested in distance education system, as an educational environment. It is given place to the results of Education Center Application with video which introduced Denizli province and its surrounding in the form of OEF. In the article, operating of the system and data obtained from the application of video instruction was tested by "T test". Results show that the video instruction affected the learning success of the student between 40 and 60 points more than before.

#### ZİNCİRE VURULMUS PROMETHEUS TRAGEDYASI VE AÇIKÖĞRETİM ADINA DÜSÜNDÜRDÜKLERİ

**28 BARKAN**, Murat. "Zincire Vurulmus Prometheus Tragedyası ve Açıköğretim Adına Düsündürdükleri [Tragedy of the 'Chained Prometheus' And Its Thoughts in The Name of Open Education Faculty]", **Kurgu**, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No:6, pp: 223-240, Yayın No: 354/144, June 1989, Eskisehir, Turkey.

In this article, the importance of information and to the function of it in social life is dealt with. It shows that meeting the qualified information, which the modern human needs, is strongly related with education and teaching methods.

The differences of modern method and traditional method for reaching qualified information are discussed, and with this respect the function and role of distance teaching philosophy are discussed. In the study, it is concluded that information need in higher education dimension for Turkish society should be taken out from the restrictions of traditional teaching institution and should be an alternative for widespread public masses as a modern approach of "Institutional Prometheus".

### NEW DIMENSIONS SYSTEM WITH ADVANCED DISTANCE EDUCATION SUPPORT

**29 BARKAN,** Murat and Uğur **DEMIRAY**. "New Dimensions System with Advanced Distance Education Support", **Never Too Far.** STOU University Press, Vol:4, pp:3-6, March 1990, Bangkok, Thailand.

In this article authors indicated developing distance education in Turkey by Anadolu University Open Education Faculty. After beginning of the Open Education Faculty, system tried to improve its main educational components as education via video in several centers around Turkey, try to develop (exercise) some computer aided instructional materials and education via satellite for Turkish citizens who are living in West Europe Countries.

### VEC PILOT PROJECT THE USE OF VIDEO EDUCATION IN TURKEY OPEN EDUCATION FACULTY

**30 BARKAN**, Murat and Uğur **DEMIRAY**, "VEC Pilot Project the Use of Video Education in Turkish Open Education Faculty" **Journal of Distance Education.** Vol: V, No:1, pp: 71-72, Spring 1990, Canada.

This article gives a place to new technological developments for educational area. In this respect distance education applications should change its using technologies according to these developments. This technological development helps the individual education especially for distance education students or systems around the world.

#### VIDEOCASSETTE E ISTRUZIONE A DISTANZA COME MEZZI DI SOSTEGNO DELLA SCUOLA PRIMARIA NELLE AREE RURALI DELLA TURCHIA

31 BARKAN, Murat and A. Haluk YÜKSEL." Videocasesette e Istruzione a Distanza Come Mezzi di Sostegno Della Scuola Primaria Nelle Aree Rurali Della Turchia]", [Using Video in Turkish Distance Education System]", Istruzione a Distanza. AnNo: IV, pp:51-57, Dicembre, 1992, Rome, Italy.

This article is Italian version of the same content with mentioned above articles, which contain Video education centers application of the Open Education Faculty

#### YENİ TEKNOLOJİK GELİSMELER ISIGINDA EGİTİM İLETİSİMİ: UZAKTAN ÖGRETİMİN YENİDEN YAPILANMASI

32 BARKAN, Murat. "Yeni Teknolojik Gelişmeler İşığında Eğitim İletişimi: Uzaktan Öğretimin yeniden yapılanması [Restructring of Education Communication Under the Light of New Technological Developments]", Eğitim Teknolojisi ve Bilgisayar Destekli Eğitim 1. Sempozyum Bildirileri. Anadolu University, pp: 75-99, September 25-27, 1993, Eskisehir, Turkey.

Late twenties have a unique identification in terms of fast qualitative and quantitative differentiations in educational demand. One of the basic reasons for this is the tremendous speed of growth in communication opportunities as well as the knowledge on communications.

As a result more people need to know more about anything. This is a clear provocation for the growth of information technologies and facilities. Distance education, which is an alternative educational communication model, is one of the well known fields that experience the mentioned provocation for high speed change, especially in structure. That is how massive "distance teaching" is losing popularity and individualized "open learning" is becoming popular. Improvements and new developments in communication are the basic reason for this structural change.

#### AÇIKÖĞRETİMDE DEĞİŞİM RÜZGARLARI: İNGİLİZ AÇIK ÜNİVERSİTESİNDE UYGULANAN DEĞİŞİM VE YENİDEN YAPILANMA PROGRAMININ ULAŞTIĞI SONUÇLARIN AÖF İÇİN DOĞURGULARI

33 BARKAN, Murat. "Açıköğretimde Değişim Rüzgarları: İngiliz Açık Üniversitesinde Uygulanan Değişim Ve Yeniden Yapılanma Programının Ulaştığı Sonuçların AÖF İçin Doğurguları [Chancing Winds At Open Education: The Results of the Chancing and

Restructure Program at British Open University and Relation Via Open Education Faculty in Turkey]", **Kurgu.** Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No:15, pp: 288-310, July 1998, Eskisehir, Turkey.

In this study Open Education Faculty and British Open University are comparing from point of view on some similar difficulties which are based on communication less. In this study some alternative solving are suggested for Open Education Faculty by looking to British Open University's model.

#### UNIVERSITY-LEVEL DISTANCE EDUCATION IN TURKEY

**34 BARROWS**, C. Leland (Ed) "University- level Distance Education in Turkey]", **Higher Education in Turkey.** Unesco/CEPES, OSYM, pp:47-48, December 1990, Ankara, Turkey.

This article presents origins of distance education since late 1950's. Then article gives a place to running of open education faculty and some figures, which belong to 1990 academic year.

#### AÖF BÜRO YÖNETİMİ PROGRAMI KLAVYE ÖGRETİM DERSI İÇİN UZAKTAN ÖGRETİM VE SINAV UYGULAMASI

**35 BENLİĞİRAY**, Serap, M. Emin **MUTLU**, Rusen **YILMAZ**, Sinan **AYDIN** and A. Ekrem **ÖZKUL**. "AÖF Büro Yönetimi Programı Klavye Öğretim Dersi İçin Uzaktan Öğretim ve Sınav Uygulaması [Keyboard Teaching Course and its Exam Application via DE Method in office Administration Programme of the OEF]" presented paper at **IV. Ulusal Eğitim Bilimleri Kongresi.** Anadolu Üniversitesi Eğitim Fakültesi ve Eğitim Bilimleri Enstitüsü, September 10-12, 1997, Eskisehir, Turkey.

This article pointed out and examined of software for Keyboard Teaching Course examination (it can be call using ten finger in learning keyboard course) as being apart from traditional Open Education Faculty' examination via distance education method developed and applied by Computer Aided Academic Counseling Centre-CAACC- (abrev in Turkish as BDADM) in OEF office, Eskisehir.

#### ANADOLU BASININDA AÇIKÖĞRETİM

37 BODUR, Feyyaz. Anadolu Basınında Açıköğretim [Open Education Faculty in Local Turkish Press], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, No: 677/332, 125p, 1993, Eskisehir, Turkey.

In this study, articles collected which are given news deal with OEF and published in Turkish local and regional press or dailies between 1986-1989 years. These articles are published in 13 cities, with 25 local presses. Selecting of these cities and dailies is for the reason subscription these dailies by the OEF offices in these cities.

Cities and Local Dailies are; Adana (Expres), Bursa (Olay), Denizli (Meydan), Diyarbakir (Mücadele), Elazig (Turan), Erzurum (Hürsöz), Eskisehir (Iki September, Eskisehir Bayram, Istikbal, Milli Irade, Olay, Sakarya, Son Haber), Kayseri (Kayseri Anadolu Haber, Kayseri Olay), Konya (Yeni Meram, Yeni Konya), Samsun (Karadeniz Postasi), Trabzon (Karadeniz, Kuzey Haber), Van (İki April, Van Sesi) and Zonguldak (İnanıs, Zonguldak Haber).

#### ANADOLU ÜNİVERSİTESİ UZAKTAN EĞİTİM SİSTEMİNDE BASILI DERS MALZEMELERİNİN BASIM VE DAĞITIM ORGANİZASYONU

**38 BODUR, Feyyaz.** "Anadolu Üniversitesi Uzaktan Eğitim Sisteminde Basılı Ders Malzemelerinin Basım Ve Dağıtım Organizasyonu

[Printing and Distribution Organization of the Printed Course Materials at Anadolu University's Distance Education System]", ]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu Universitesi, May 23-25, 2002, Eskisehir, Turkey. (Published in symposium proceedings).

Printed course materials are the main educational component of distance education students. of course, to delivering of the printed materials (which prepared according to DE method) is so important just in time to the students. This service is come as the first responsibility of the system.

Department of printing and distributing (DPD), immediately starts to make a plan for how to print and distribute the course materials in a shortest period after writing of the units or chapters of the printed course materials.

Printed course materials are print at the Anadolu University's own printing house in the campus, Eskisehir. (They do not sale at common bookshops). Than, they keep at stock houses of Anadolu University and than sends with the Lorries to the bureaus of OEF (The Open Education Faculty) countrywide when the distributing time came. Numbers of the printed course materials are calculated and known by the Department of Printing and Distributing.

It is so difficult and so important to organize to print and distribute of totally 251 different kind course materials at 32 field or subject for Economics, Business Administration Faculties and OEF's two-year prelicense programs, from point of view which one will print first? First distribute? Timing and how many print copies will print for each program this year? etc.

However the numbers of students are increase every year, many students are dropouts too. So that printing number is always changing Since 20 years. So that DPD's role is very important for students and distance education systems.

#### DERS ÖGRETİMİNDE TELEVİZYONDAN YARARLANMA

**39 BOZHÜYÜK**, Mehmet Emin. "Ders Öğretiminde Televizyondan Yararlanma [Utilizing TV in Teaching]", presented paper at **I. Ulusal Eğitim Sempozyumu.** Marmara Üniversitesi Atatürk Eğitim Fakültesi ve Teknik Eğitim Fakültesi, November 24-30, 1986, Istanbul, Turkey.

In this paper, it is pointed out that universities can get help from TV while teaching necessary and elective courses in Turkish Higher Education System, and Anadolu University Open Education Faculty is a product of this opinion.

It is mentioned that the students of other universities besides those of which Anadolu University will be able to have chance in taking the courses which are broadcasted by the cooperation TRT (Turkish Radio and Television Corporation)) Anadolu University and Higher Education Council such as principles of Ataturk and History of the Turkish Revolution, Mathematics, Turkish and English and it is also emphasized that occupational courses may will be programmed easier in respect for place and time.

#### YAZILI VE GÖRÜNTÜLÜ SEMBOL SİSTEMLERİ İLE YAPILAN ÖĞRETİMİN ÖRGÜN VE UZAKTAN EĞİTİM ÖĞRENCİLERİNİN BAŞARISINA ETKİSİ

41 BOZKAYA, Müjgan.Yazılı ve Görüntülü Sembol Sistemleri ile Yapılan Öğretimin Örgün ve Uzaktan Eğitim Öğrencilerinin Başarısına Etkisi [Effects of Instruction Administered Through Written and Visual Symbol Systems on The Achievement of Formal and Distance Education], Anadolu University Institute of

Social Sciences (Unpublished Doctoral Dissertation), 1999, Eskisehir, Turkey.

This study examined the effects of different symbol systems achievement, confidence, attitudes, time-on-task and retention on the formal and distance education students.

The sample of the study consisted of 161 undergraduate students from formal and distance education settings. Subjects were divided into three groups and asked to study the materials during a week. First group studied the materials that included only written symbol systems, second group visual symbol systems, and the third group both written and visual symbol systems. After studying the materials, the subjects completed an achievement test and a Likert type attitude scale. Two weeks later, an identical achievement test was administered again to determine the retention of learning.

Results indicated that different forms of symbol systems had different effects on students' achievement, confidence, and retention of learning. Attitudes of subjects were positive toward the symbol systems that they studied. Especially, distance education students were positive toward both to written and visual symbol systems while formal education students were positive only to written symbol systems.

#### DERS KİTAPLARININ TASARIMI: BİREYSELLEŞTİRİLMİŞ ÖĞRENME İLKELERİNE GÖRE AÇIKÖĞRETİM FAKÜLTESI DERS KİTAPLARI ÖRNEĞİ

42 BOZKAYA, Müjgan, "Ders Kitaplarının Tasarımı: Bireyselleştirilmiş Öğrenme İlkelerine Göre Açıköğretim Fakültesi Ders Kitapları Örneği [Designing of Printed Course Materials: Case Study of Individualed Open Education Faculty's Printed Course Materials]", Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya Üniversitesi Eğitim Fakültesi Dergisi, 3, Özel Sayı 2, pp: 296-304, 2001, Adapazarı, Turkey.

Learning responsibility is mainly of the learner in individual learning process. That's why an individual learning printed material should be designed according to instructional design, individual learning, distance learning and visual literacy principles. In a short, some points like the character size and type and how objects are placed on the page should carefully be taken into consideration. Each printed material for educational purposes has its own identity. Forming such an identity for the printed materials prepared for Anadolu University Open Education Faculty students has been a process which has had two other processes that are design and production. In the design process, organization and design issues of teaching-learning experiences such as introduction, development and summary parts, advance organizers, practice items, cases, feedback mechanisms etc. are taken into consideration. Production process consists of choosing learning material, context, organization of context etc. Each process requires a team which consists of different professionalities such as instructional designer, content expert, graphic designer, etc. The aim of the project of re-organization of OEF student materials is to provide students with a better quality service and the project has already given positive results.

#### DERS KİTAPLARINDAN ÖĞRENMEDE DÜZENLEYİCİLERİN KULLANIMI: KİTAPLARI ÖRNEĞİ

FARKLI AÖF DERS

43 BOZKAYA, Müjgan. Ders Kitaplarından Öğrenmede Farklı Düzenleyicilerin Kullanımı: AÖF Ders Kitapları Örneği [Usage Different Regulators at Learning from Course Textbook: Case Study of OEF Course Textbook], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

(In additional this study presented at Association for Educational Communication And Technology International Conference, November 7-10, 2001, Atlanta Georgia, USA)

Open Education Faculty of Anadolu University has been providing education opportunity to the thousands of Turkish people for twenty years. The Faculty offers instruction though textbooks, television and radio programs, computer-based distance learning materials and remote face-to-face evening classes.

Although the Faculty tries to integrate new technologies into its distance education programs, textbooks are still the main course materials. Since the programs are heavily requires self-paced and individualized learning, the individual differences of the students have become an important design issue for textbook designers. So that the Open Education Faculty Textbook Design Team members tries to integrate several verbal and visual organizers into textbooks in order to facilitate learning. Literature reveals that the textbooks that possess these organizers help learners more in learning process and motivates them. Presentation of clear learning objectives, providing authentic experiences about the content, key concepts, provoking questions, bulleted summaries are some of the examples of these organizers.

#### DISTANCE EDUCATION SYSTEM IN TURKEY

**44 BOZOK**, Sinan. **Distance Education System in Turkey**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No:16, Eskisehir,1989,Turkey.

(This Study has also been presented as a paper at 4th Annual European Correspondence Schools Conference, on 4-8 April, in 1988, Istanbul, Turkey).

In this study, theoretical and practical instruction developments that were needed to be formatted for application distance education

method in Turkey in a time between 1970 and 1982 are summarized and it is also given place to running of Open Education Faculty, which started enrolling students in 1982.

In the study which was pointed out that 80-85% of application in Open Education Faculty is being done with printed materials and 15-20% of it is being done with TV course programs; teaching programs of faculty and general information's about teacher training for Pre-Bachelor degree programs are also included in the content.

#### AÇIK ÜNİVERSİTE ÖNERİSİ ÜZERİNE

**46** BÜYÜKERŞEN, Yılmaz. "Açık Üniversite Önerisi Üzerine [On Open University Suggestion]", **(50. Yıl Özel Sayı -50<sup>th</sup> Year Special Issue),** EİTİA Yayınları, pp:369-379, 1973, Eskisehir, Turkey.

In the study it is mentioned that there's no need to discuss the strength of mass communication media such as press, radio and especially TV in education in developed countries and unfortunately the usage of modern technology in education and teaching could be handed insufficiently. Besides giving information about the role of mass communication media in education and teaching, importance of TV in teaching system, the open TV system in education and the Open University while it is also given place to the subject that what can be done in Turkey in this field.

#### YÜKSEKÖGRETİM VE YAYGIN EGİTİM

47 BÜYÜKERSEN, Yılmaz."Yükseköğretim ve Yaygın Eğitim [Higher Education and Distance Education]", **Türkiye'de Yaygın** Eğitim Seminer Tebliğleri, EİTİA Yayınları, Yayın No: 138/84, pp:105-118, 1975, Eskisehir, Turkey.

The paper consists of two chapters. In the first chapter, by examining the role of universities in distance education in developed countries, the distance education applications of these universities were summarized. And in the second chapter, it is given place to the subjects of distance education's role and place in higher education and importance of distance education for higher education in Turkey.

In the study it is pointed out that universities do not have special activity programs which aim distance education, and give information and culture to the outside of university in order to . It is told that in

advanced nations, universities accept distance education besides traditional education as a portion of their function. As a result, it is supported that by giving regional projects that consist distance education and traditional higher education institutes and by leaving sufficient allowance to them; these institutions can apply the function of distance education.

#### TÜRK EGİTİM SİSTEMİ VE YÜKSEKÖGRETİMDE TALEP FAZLASI KARSISINDA TÜRKİYE İÇİN BİR MODEL ÖNERİSİ

48 BÜYÜKERSEN, Yılmaz. "Türk Eğitim Sistemi ve Yüksek Öğretimde Talep Fazlası Karşısında Türkiye İçin Bir Model Önerisi [Application of An Educational Model Meet Greater Demands of Turkish Higher Education]", (Unpublished DPT-EITIA Project Report), 40p, 1978, Eskisehir, Turkey.

This report is named as famous "Büyükersen's Report" at history of distance education in Turkey, which prepared in 1978. The report is made up of two main chapters. The first chapter consists of modern problems about education-production relations and information and examples of "Education Technology" and Education Systems with TV'. In the second chapter, education teaching with TV subject in the respects of present higher education conditions in Turkish Ministry of Education is discussed and the principles of a possible Open University model are suggested.

#### ÇAĞDAŞ EĞİTİM SORUNLARI KARŞISINDA ÇAĞDAŞ BİR ÇÖZÜM OLARAK AÇIKÖĞRETİM

**49 BÜYÜKERSEN**, Yılmaz. "Çağdaş Eğitim Sorunları Karşısında Çağdaş Bir Çözüm Olarak Açıköğretim [As a Contemporary Solution for the Contemporary Education Problems: Open Education]", **Yüksek Öğretim Bülteni**, Vol:1, pp: 36-46, 1986, Ankara, Turkey.

The study deals with the subjects of: The modern appearance of problems related with education-teaching relations in the world; educational technology and distance education system; the appearance of education and secondary education in Turkey before 1980; the beginnings of possibilities in Turkish Open Education; reform in higher education and the existing of Turkish Open Education as a solution suggestion model of Anadolu University Open Education Faculty. The author states that "Turkish Open Education system is just at the beginning now, and its present condition makes up the main reason of our looking at future with great hope.

#### ANADOLU ÜNİVERSİTESİ'NDE 30 YIL

50 BÜYÜKERSEN, Yılmaz. "Anadolu Üniversitesi'nde 30 Yıl [30 Years in Anadolu University]", İİBF. Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Yayınları, Yayın No: 321/68, Vol:2, No:6, pp: 7-11, November 1988, Eskisehir, Turkey.

Because of Anadolu University's 30th Anniversary year, the first years of university's establishment, studies made in first years and persons who participated to those studies are mentioned. Also, the development line of university since its establishment was restored. It was given place to the introduction of The Open Education Faculty, which also uses the technological means.

### AÇIKÖĞRETİMİN TÜRKİYE VE TÜRKİ CUMHURİYETLER EGİTİM SORUNLARINA ÇÖZÜM OLANAKLARI

51 BÜYÜKERSEN, Yılmaz ve Tahir ÖZGÜ. Açıköğretimin Türkiye ve Türki Cumhuriyetler Eğitim Sorunlarına Çözüm Olanakları [Opportunities for Solving Educational Problems of Turkey and Turkic States Through the Open Education Faculty]. Anadolu Üniversitesi Yayınları, Yayın No: 463, 1992, Eskisehir, Turkey.

This report consists of seven chapters by approaching participating dimension of the Open Education Faculty turkey and Turkic States' educational problems. Firstly history of Open Education Faculty is summarized and then possibilities of the solving educational problems are discussed. Data, based on official numbers of the Anadolu University. From this point of view this report is quite important source for the researcher.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ'NDE UZAKTAN ÖGRETİM KANALLARI İÇERİSİNDE EGİTİM TELEVİZYONUNUN ROLÜ VE TV EGİTİM PROGRAMLARI ÜRETİM SÜRECİ

52 CANDEMİR Abdülkadir, Emine DEMİRAY, Nedim GÜRSES, Mediha SAGLIK and A. Ziya ÖZGÜR. "Anadolu Üniversitesi Açıköğretim Fakültesi Uzaktan Eğitim Kanalları İçerisinde Eğitim Televizyonunun Rolü ve TV Eğitim Programları Üretim Süreci [Distance Education and Educational TV Producing Process: The Role of Educational Components in Distance Education Systems and Producing Process of Educational TV Programmes in Faculty of Open Education at Anadolu University-Turkey]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:99-103, November12-15, 1996, Ankara, Turkey.

This paper mainly points out of the explanation of theoretical information of using educational TV programs in DE systems from the fundamental elements and producing process point of view .for that reason, this paper will indicate the role of technological opportunities and human resources and their functions dealing with producing process of educational TV and radio programs in the OEF at Anadolu University, Turkey. Addition- ally, paper will include producing conditions of educational TV and radio programs at current position, and comments for future goals. Also includes the problem that is faced during the

production. At the end of paper; authors showed a sample educational TV program producing process phases as video program to those conference participants for aiming how an education al TV program can be produced in OEF and ideally for DE systems.

#### AÖF'ÜN YAYIN OLANAKLARI

**CANDEMİR** Abdülkadir. "AÖF'ün Yayın Olanakları [Opportunies of Open Education Faculty Publication]", **Açıköğretim Fakültesi Dergisi,** Anadolu Üniversitesi Yayınları Yayın No: 983/549, Vol: 2, No:2, pp: 42-53, Kış (Winter) 1997, Eskisehir, Turkey.

This article points out that production techniques of the educational audio and visual course materials are quite different from other system material production. It should depend on economic conditions, an expert technical team, technical sub-structure and contemporary thinking brains.

The Open Education Faculty has nearly 15 years technical experience on producing audio and visual educational course material in Turkey. Anadolu University OEF especially is expert on producing televised course material in its own studios and printing house, maybe the first. And also, University has substructure technically to broadcast its produced TV course materials from Eskisehir to Turkey or abroad via satellite if a chance to broadcasting legally by the government is given.

#### İLETİSİM SANATI OLARAK MÜZİĞİN ÖGRETİM VE EĞİTİM ORTAMLARINDAKİ KURUMSAL YAPISI İLE YAYĞIN EĞİTİMDE BİR MODEL ÖNERİSİ

55 CEMALCILAR, Ali. İletişim Sanatı Olarak Müziğin Öğretim ve Eğitim Ortamlarındaki Kurumsal Yapısı ile Yaygın Eğitimde Bir Model Önerisi [Instutional Structure of The Music as an Educational Medium in Communication Arts and Model of **Suggestion for Distance Education]**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 280/133, 1988, Eskisehir, Turkey.

This book, which was conducted as doctoral dissertation of the author was accepted in 1988. It consists of five chapters. The first two chapters mention about relationships of art and communication and historical development of music. The third chapter stands on institutional models of music education. Historical development of music and institutional structure of music education in Turkey are in 4th chapter. The 5th chapter explains distance education detail. It is hypothesized that under the titles of 'the institutionalized studies of music in traditional and distance education fields in Anadolu University' and 'A model suggestion of distance music education for open education Faculty'; music can be conducted to widespread masses by mass communication and similar media and education-art oriented music programs.

Besides, it is supported that Open University systems in which distance education is applied will produce culture and will be the main source for communicating this culture to humans and will create new composers, performers and commentators and as an important invention will provide a great mass of audience of concerts.

#### TURKEY: DISTANCE EDUCATION

**56 COUNCIL of Europe Newsletter.** "Turkey: Distance Education", **Council of Europe Documents.** M-ED 16-8, W.F.B., 3/89, pp: 38 40, 1989, Strasbourg, France.

This report consists of five subtitles prepared by Council of Europe. These are about brief history on developing distance education in Turkey, its main characteristics, structure of the system of media and past and present courses, program activities abroad and primary school teacher training.

## THE FUNCTIONS OF THE TELEVISION PRODUCTION AND PLANNING UNIT IN DISTANCE EDUCATION INSTITUTIONS:A Case Study of The AU/OEF in Turkey.

57 CURABAY, Sensu and Emine DEMİRAY. The Functions of the Television Production and Planning Unit in Distance Education Institutions: A Case Study of The AU/OEF in Turkey. Presented paper at C.R.E.A.D. Tenth Years of International Collaboration in the Field of Distance, November 19-22, 2000, Caracas, Venezuela.

This study is conducted in two parts. At first, in the theoretical aspect of the study is discussed of educational components of distance education by comparing with each other. And then, had been given to a place of the role and importance of the TV component.

Later, media planning is discussed for TV Programs from point of importance and role view. So that it is emphasized that the running process of TV producing and broadcasting plan being functionally of the "Production and Planning Unit" in TV stations or Open Universities" TV departments which give distance education such as The Open University in UK and Anadolu University in Turkey.

In evaluation part of the study, Anadolu University Open Education Faculty's ETV Producing and Planning Unit will be analyzed for its function as being important step of the running DE system. In ETV's evaluation will give a place to all producing steps and the accrossing the problems from starting of the TV Programs phase to its broadcasting phase. So, in this case will be shown clearly that importance of the "ETV-Production and Planning Unit" in the all production TV programs and broadcasting traffic, using devices beneficially, planning of the manpower and broadcast timing from the TV station from TRT (Turkish Radio and TV Corporation) during production and broadcasting process of the Open Education Faculty of Anadolu University, in Turkey.

#### 20. KURULUŞ YILINDA ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM SİSTEMİ VE AÇIKÖĞRETİM FAKÜLTESİ EĞİTİM TELEVİZYONU (ETV)

58 CURABAY, Şensu. Emine DEMIRAY. 20. Kuruluş Yılında Anadolu Üniversitesi Açıköğretim Sistemi ve Açıköğretim Fakültesi Eğitim Televizyonu (ETV), [Anadolu's Open Education System and Education Television - ETV of Open Education Faculty at Its 20th Anniversary], Anadolu Üniversitesi Yayınları, No: 1354, Açıköğretim Fakültesi Yayınları, No:721, 2002, Eskisehir, Turkey.

This study indicates that 20 years history of Open Education Faculty's Education TV unit. All educational TV programs are collected and documented via this study.

Study contains three chapters. In the first chapter, which is titled as "Distance Education", contains concept of DE, history of DE educational components, in the second chapter Anadolu University and Open Educational Faculty's history and DE application are mentioned. In the third and last chapter 20-year OEF's broadcast profile is detaily and systematically indexed.

#### ANADOLU ÜNİVERSİTESİ BATI AVRUPA PROGRAMLARI MODELİ

59 ÇAKIR, Mustafa., Ahmet Atilla DOĞAN. Anadolu Üniversitesi Batı Avrupa Programları Modeli [West Europe Programs Model of Anadolu University]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu, Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

As a state-maintained university the Anadolu University offers since the academic year 1987-1988 in Western European countries by

faculty for business administration, faculty for economics and open education faculty higher education opportunities for Turkish foreign workers in Europe. Anadolu University's curriculum in Western Europe covers following 7 (first- degree courses of studies: management economics, political economy, public administrative teachings, public relations, foreign trade, tourism and hotel trade, information management.

In the academic year 2001-2002 are 1300 active studying beside the 2000 passive students' registers. They are highly motivated and a great part of them are worker. The opportunities which distance learning provides of tailoring studies to suit the individual time budget, independent of space and time, gives working people, but also women with families, the disabled and community service conscripts and those studying abroad a chance of a real University education. After all their hard work studying and taking exams, many of them find that it gives them the boost to their chosen career. In the end, what counts is success.

#### UZAKTAN EĞİTİM WEB SİTELERİNDE ANİMASYON KULLANIMI

60 ÇALIŞKAN, Sabahattin. "Uzaktan Eğitim Web Sitelerinde Animasyon Kullanımı [Usage of Animation in Distance Education Web Sites]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu, Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

The using of animation in Distance Education Web Sites enhances visual substance, increases interaction and becomes an important instrument in understanding the lessons while minimizing the meaning uncertainty. Thanks to animated lessons, the students get much more information quickly, the abstract matters become more concrete and the learning concentration of students get increased. This study mainly deals with how the animation maybe used effectively in the process of Web Based Distance Education process.

#### ANADOLU ÜNİVERSİTESİ ACIKÖĞRETİM FAKÜLTESİ SAĞLIK TEKNİKERLİĞİ ÖNLİSANS PROGRAMININ UZAKTAN ÖĞRETİM SÜREÇLERİ AÇISINDAN DEĞERLENDİRİLMESİ

61 ÇETER, Mehmet S. Anadolu University Açıköğretim Fakültesi Sağlık Önlisans Programının Uzaktan Öğretim Süreçleri Açısından Değerlendirilmesi, [Evaluation of Health Pre-Bacholar Program from Point of Distance Education Processes View]. Ankara University Institute of Social Sciences (Unpublished Master Thesis), Ankara, Turkey.

The aim of this study is to evaluate Health Technician Pre-Bachelor Program of Open Education Faculty from point of view Students' opinion on main teaching processes and make a suggestions abut the running of the Health Technician Pre-Bachelor Program.

In this study a questionnaire is applied to 234 of 1000 Health Technician Pre-Bachelor Program registered students whom are living in Ankara and working in different health institutions. At the end of survey findings are say that program provided to them clear and understandable textbooks, education at workplace, and solving professional problems.

### UZAKTAN MATEMATİK ÖGRETİMİNDE İSİTSEL KASETİN KULLANILMASI: AÖF İÇİN BİR MODEL ÖNERİSİ

**62** ÇETİNÖZ, Nermin. Uzaktan Matematik Öğretiminde İşitsel Kasetin Kullanılması AÖF için Bir Model Önerisi [Using of Audio Cassette for Mathematic Teaching in Distance Education]. Anadolu University Institute of Social Sciences (Unpublished Master Thesis), 1993, Eskisehir, Turkey.

Çetinöz discusses benefits of using audiocassette for teaching math course at distance education systems in her thesis. She applied a questionnaire to its target Open Education student group to examine her thinking before giving her last decisions. According to her test, student says that audio cassette is very useful to develop their thinking way to understand math courses better than to learn only TV or printed course materials.

### MEGA-UNIVERSITIES and KNOWLEDGE MEDIA: Implications of New Technologies for Large Teaching Universities

63 DANIEL, John S. Mega-Universities and Knowledge Media: Implications of New Technologies for Large Teaching Universities, Milton Keynes, The Open University Press, 1995, United Kingdom.

(Original form of this study accepted as MA thesis at Canada Athabasca University in 1995. Additionally it is presented by titling Mega-Universities of the World /The Top Ten/, at The Meeting of the Executive Heads of These Universities on June 27, 1995 at the 17th World Conference of ICDE, in Birmingham, The United Kingdom).

The development of the techniques of open and distance learning, and their application in all over the world, has been the great success story of education and training in the second half of twentieth century.

The most striking manifestation of the growth of open and distance education has been the emergence and success of the mega-universities described in this study. These are defined as institutions, which have a student enrolment of over 100,000. Today there are ten such institutions. The mega-universities have broken out of the constraints of the eternal triangle of access, quality and resources, which has traditionally limited the expansion of education. They have pioneered the expansion of access to universities in their respective countries; they have been standard bearers for equality of opportunity and they have shown that increased student numbers can be accompanied by improvements in the quality of course materials and student support.

In this study mentioned that one of the mega-universities in the world is the OEF as being world sixth. Turkey parts of the study deal with the running of the OEF and gives some brief information about the OEF.

# UZAKTAN EĞİTİMDE TEKNOLOJİ KULLANIMININ YASAL BOYUTLARI

64 DEMİR, Mehmet., Zeki KAYA. "Uzaktan Eğitimde Teknoloji Kullanımının Yasal Boyutları [Legal Aspects of Using Technology in Distance Education]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu, Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Further detailed research on legal regulations about the technology usage in distance education is out of the range of this paper. Nevertheless, it has been given general information about using technology in distance education and information which can help to the decision makers who are giving decisions on the fair usage of all these protected rights.

In this study, first of all, brief information on distance education, education technology and materials related with distance education. Furthermore, international regulations about distance education are mentioned and main point's research the legal regulations far related with the subject. The Studies of Thought and Art Law is also more related with the subject, so detailed research has been made and ideas on this law are presented with foreign application examples.

DISTANCE EDUCATION and EDUCATIONAL TV PRODUCING PROCESS: Role of Educational TV Programs As Being One of the Educational Components in Distance Education Systems and Producing Process of Educational TV Programmes in Faculty of Open Education at Anadolu University-Turkey

**OZGUR.** and Abdülkadir **CANDEMİR.** "Distance Education and Educational TV Producing Process: Role of Educational TV Programs As Being One of The Educational Components in Distance Education Systems and Producing Process of Educational TV Programs in Faculty of Open Education at Anadolu University-Turkey", **TOJDE-Turkish Journal of Distance Education.** Vol:1, No:1, 2000, Anadolu University, Eskisehir, Turkey.

This paper mainly points out of the explanation of theoretical information of using educational TV Programs in distance education systems from the fundamental elements and producing process point of view. for that reason, this paper will indicate the role of technological opportunities and human resources and their functions dealing with producing process of educational TV and radio Programs in the Faculty of Open Education at Anadolu University, Turkey.

In additional, this paper will include producing conditions of educational TV and radio programs, and comments for future goals. Also the problems that are meet during the production. At the end of paper; authors will show a sample educational video/TV program to participants for aiming how, an educational TV program can be produced ideally for DE systems.

THE ROLE and IMPORTANCE of DISTANCE EDUCATION in WOMEN' EDUCATION: A Case Study of Home Management Pre-

#### License Degree Program at Anadolu University's Open Education Faculty System in Turkey

66 **DEMİRAY**, Emine and Sensu **CURABAY**. "The Role and Importance of Distance Education in Women' Education: A Case Study of Home Management Pre-License Degree Program at Anadolu University's Open Education Faculty System in Turkey", presented paper at **C.R.E.A.D. Tenth Years of International Collaboration in the Field of Distance**, November 19-22, 2000, Caracas, Venezuela.

The literacy rate of the women' is lower than men nearly all around of the world societies', in new Millennium. This rate difference is the same in Turkey too. When the literature browsed, it will be seen that one of the best way to reach women for to educate her is distance education. First of all, the position of women both in the world and Turkey literacy rates, educational career, educational demand and necessity of distance education to satisfy. This demand will be discussed in the study.

Two-year Home Economy Pre-license Program of Anadolu University Open Education Faculty; will be evaluated from point of view of the benefits to the Turkish women's social life. This program will be evaluated according to;

- > Entrance conditions of women
- Preference reasons to registration to the program
- ightharpoonup Given lecture and their contents for printed materials
- ➤ Television programs and their contents which prepared for this Programs
- ➤ Number of success rate of graduates,
- Number of graduates' male-female rate,

- > The graduated students' application of the information which gained from program to daily life
- ➤ The lecture which given in program is fit (suitable) for which women and help of the women as an individual to develop themselves and socially benefits of the program.

The television programs, which belong to this program, are broadcasted both night and day, and viewed by many people instead of students therefore serve women in the name of active education.

# VE AÇIKÖĞRETİM FAKÜLTESİ ÖNLİSANS EGİTİM UYGULAMASI

**DEMİRAY,** Uğur. "...Ve Açıköğretim Fakültesi Önlisans Eğitim Uygulaması [Application of Pre-Bachelor Teacher Training in Open Education Faculty]", **Milli Eğitim**. Milli Eğitim Bakanlığı Yayınları, Vol: 74, pp:36-40, 1987, Ankara, Turkey.

In this article general information was given about completing two-year university diploma equal to associate degree education in the direction of distance education methods for teachers who have secondary school diploma. Anadolu University OEF puts in this project to application in 1985-1986 Academic Years. The aim of this article is to provide general information on this application for teachers' the journal Milli Eğitim, because in-service teacher training subject has been operated in this dimension firstly. In this article the importance of primary school teacher education was emphasized and their in-service training activities, which take place in law, numbered 1739. It was given place to the difficulty of the complement of teachers' in-service education activities in education faculties by face-to-face method and to the examples of teacher education in other nations, which apply distance education method. Then the reason of putting into application and process of this service by Anadolu University in the direction of the agreement between Anadolu University and National Ministry of Education was 182

told. It was also given place to some statistical data, related with this application, which covers nearly 130.000 teachers for educating, by distance education.

#### AÇIKÖĞRETİM FAKÜLTESİ ÖGRENCİLERİNİN BOS ZAMANLARINI DEGERLENDİRME EĞİLİMLERİ

68 DEMİRAY, Uğur. Açıköğretim Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri [Evaluation of the Leisure Activities Trends of Open Education Faculty's Students of Anadolu University Open Education Faculty]. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 252/121, 1987, Eskisehir, Turkey.

(In adition, summary of this study is appeared on Çağdaş Eğitim, No: 124, pp: 9-16, 1987, Ankara, Turkey and Kitle İletişim Araçları ve Boş Zaman, (Ed. U. Demiray), Anadolu University Educational Technology and Distance Education Foundation, No: 005, 1988, Eskisehir, Turkey).

The study, which was done as the doctoral dissertation of the author between 1984-1986 years, is put into book with the same name after revising by the author. The research which aims to discover the characteristics of the mass who is named as distance education students whose all day is free and to discuss for the different and similar features of these students with traditional higher education students.

This study is an empirical research that covers 10,000 people in 4th class. The results of the study can be summarized as follows: Open Education Faculty students besides the qualification of students' 'whose all day are free have a very little leisure time and mostly are working in a certain job. These students show some differences also in the respects of age, marital status, economics and living from normally traditional students of traditional higher education. Economic and culture levels of their parents are below to those of traditional higher education students.

They are in the trend of joining leisure time activities not individually but they prefer to be with group: Open Education Faculty students' density need to Student Culture Education Center, which will be organized by institution (university).

#### AÇIKÖĞRETİM FAKÜLTESİ MEZUNLARININ BAZI NİTELİKLERİ ÜZERİNE BİR CALISMA

69 **DEMİRAY**, Uğur. "Açıköğretim Fakültesi Mezunlarının Bazı Nitelikleri Üzerine Bir Çalışma [A Study on Some Characteristics of the Graduates of Open Education Faculty]", ]", **Mili Eğitim**. Milli Eğitim Bakanlığı Yayınları, Vol:75, pp. 44-52, 1988, Ankara, Turkey.

(Additionally published at Çağdas Eğitim, Vol: 124, pp: 9-16, 1987, Ankara, Turkey and Kitle İletişim Araçları ve Boş Zaman, - Ed. Uğur Demiray-, Anadolu Üniversitesi Eğitim Teknolojisi ve Yayın Eğitim Vakfı Yayınları, Yayın No: 005, 1988, Eskisehir, Turkey).

This nine pages article is the summary of the "First Graduates of The Open Education Faculty (OEF); **Economics-Business** Administration". Article also gives a place to "So me Information of Qualifications of The OEF Graduates". In this study, the structure of first graduates of The O EF-which had started a new period for its originality in application in our country's individual characteristics ways is tried to determined. In the author's study during 1985-1986 educational year spring term an applicative study is done for 768 students graduated from OEF. In the article the results that the author reached are as follows: The graduates of OEF mostly live in rural areas of Turkey; the graduates of OEF are mostly men; the average age of graduates are higher than those attending traditional departments; the rate of graduations, is increasing when the parents of the students have a high level of education; and there is a strong relation between daily course study hours and graduation rate.

#### SOME CHARACTERISTIC OF THE FIRST SENIOR STUDENTS OF THE ANADOLU UNIVERSITY OPEN EDUCATION FACULTY İN 1985-86 EDUCATIONAL YEAR (TURKISH CASE)

70 DEMİRAY, Ugur. Some Characteristics of the First Senior Students of the Anadolu University Open Education Faculty in 1985-86 Educational Year (Turkish Case), Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, No: 010, 40p,1988, Eskisehir, Turkey.

Anadolu University has carried out the distance education system since 1982 and in this way it has brought a new dimension to Turkish education system. This new system will go on existing and be widespread and will become functional in terms of the characteristics of Turkish social structure. Therefore, the system has to "reorganize" itself according to the nature of Turkish people and the requirements of our time.

This present study, when the information given above are taken into consideration, has analyzed the characteristics of the OEF (Economics and Business Administration) students in the year 1985-86 when the faculty has its first graduates. The main subject of this paper is; what social and personal characteristics the Open Education Faculty graduates have? Consequently, the purpose of this study is to find out the characteristics of the graduates, mentioned above, trough the use of a descriptive method.

#### AÇIKÖĞRETİM FAKÜLTESİ İLK MEZUNLARI İKTİSAT/İS İDARESİ

71 DEMİRAY, Uğur. Açıköğretim Fakültesi İlk Mezunları: İktisat/İs İdaresi [First Graduates of the Open Education Faculty: Economics and Business Administration], Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 008, 1988, Eskişehir, Turkey.

In this study, it was tried to be determined that what kind of a structure the first graduates of the Open Education Faculty have. As it is known OEF had begun a new period from the point of view its application originality in our country's education system and the demand it meets in terms of socio-economic and individual characteristics. The author has done an applicative study on 768 students, which were graduated, from Open Education Faculty in spring term of 1985-1986 educational years.

In the first chapter of the book, which consists of 4 chapters; it was given place to the problem, aim, limitations, importance and statistics of the study and to the descriptions of concepts which often take place in the study. In the second chapter about information related with the method of the study. In the third chapter was mentioned operating on information, made comments, which are provided from questionnaire, titled as findings and comment, and the study was completed by fourth chapter which consists of summary and suggestions. From the conclusions of the study, it was seen that; the first graduates of The Open Education Faculty are mostly from East and South East Anadolu Province and rural areas, have professions and are included to middle income group: It can be also said that the parents' of the graduates take place in middle or sub income groups.

In the study graduates were also examined according to their ages and sexes, and it was found that they are mostly between 26-30 ages, and men are three times of women. Besides these results, it was also given place to graduates' marital statuses, family conditions, and their relations with their surroundings in the study.

At the end of the book some additive information about the study, as a reading part that tells the general characteristics of the senior students which take place in the group that was graduated from OEF are added, in the hope of being necessary and useful for the readers.

#### AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNE YENİ BİR HİZMET SUNUYOR: VİDEO İLE EĞİTİM

**DEMİRAY**, Uğur and Murat **BARKAN**, "Açıköğretim Fakültesi Öğrencilerine Yeni Bir Hizmet Sunuyor; Video İle Eğitim [The Open Education Faculty presents a New Service for Its Students; Education Via Video]", **Yeni İletisim**, Vol: 3, pp:11-12, 1988, Istanbul, Turkey.

(This article is published in Çağdaş Bir İletişim Aracı Olarak Video, (Ed. Cengiz Tekin), Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 4, pp: 217-224, 1988, Eskisehir, Turkey.)

In this article, printed materials, TV, radio broadcasts and academic counseling services for Open Education Faculty students and an additive service that was presented to The Open Education Faculty bureau services in 19 cities; "Video Education Center Service" are handed. In the study, the evaluation of the pilot project application, which was done in bureaus of video education centers in Konya, Denizli and future plan for Trabzon, Samsun, Izmir and Eskisehir was discussed. And introduction of Video Education Center, its aims, its time of service and its results were mentioned

# VIDEO EDUCATION CENTERS TO MEET STUDENT NEEDS IN TURKISH DISTANCE EDUCATION PROGRAMS

73 DEMİRAY Uğur, Marina S. Mc.ISAAC, Murat BARKAN and Karen L. MURPHY, Video Education Centers to Meet Student Needs in Turkish Distance Education Programs, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 012, 1988, Eskişehir, Turkey.

(Also, study has been appeared in **Educational Communication** an **International Review Section-Fall**. 1988, pp. 182-185,

Washington DC, USA and **Kurgu.** Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No: 5, pp: 319-327, January 1989, Eskisehir, Turkey).

This study discussed the educational function of video in distance education systems and about the first project application of the Open Education Faculty's Konya and Denizli Student Information Bureaus. Study presented at seminar held by AECT in Louisiana in 1988, USA Study consists of brief history of OEF than gives a place, before from the result of Konya and Denizli province application. As a result, education by video increased students learning ability 45-60 points more.

# FINDINGS OF A RESEARCH ON THE STUDENTS' USE OF TIME: A CASE STUDY OF THE ANADOLU UNIVERSTY OPEN EDUCATION FACULTY IN TURKEY

74 DEMİRAY, Uğur. Findings of a Research on the Students' Use of Time: A Case Study of the Anadolu University Open Education Faculty in Turkey, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No:017, 1989, Eskisehir, Türkiye.

(In addition, this study printed as a summary in **Sport and Leisure A Journal of Social Science Abstract SRLS**, Vol:1, No:3, Winter 1988, p:354, Canada and in Leisure Recreation and Tourism **Abstract LRTA.** 1989, Vol: 14, No:3, p:208, UK.)

Research was based on the descriptive method. The research also, deals with exploring and finding out attitudes and directions of leisure activities of distance education students, in Turkey and their expectations from university administration.

This study is an empirical study to measure satisfaction of the students, using their leisure time and recreation themselves in today's society. So, especially in the university environment or conditions must

be their sub-constructions to be functional in its society established with. This study consists of four chapters. The first chapter summarizes the phases of the conflict between men versus nature. And in terms of the relationship between man and his leisure time activities, it introduces the "modern man" experiencing social change due to technological development. This chapter also includes the relationships between the individual and the society in terms of leisure time activities and souci economic conditions. And the Open Education Faculty, which was the unique distance education institute in Turkey, has been introduced briefly.

The second chapter includes the method, the control group, data collection and the questionnaires used during the study. In the third chapters the analysis of the data and the comments take place. This part also includes the comparisons of leisure time activities of the university students with those of the Open Education Faculty students. The last chapter includes the conclusion part and the results of the study and the suggestions for further studies.

As a result, leisure is very important for distance system in all worlds. Especially distance education students must be motivated to some leisure activities by establishing Student Cultural and Education Centers all over Turkey. The students are in need of someone who is expert in their regional centers. Because they want to save their passive position too active in their leisure. Although 60% of them working, this group and others believe that leisure is very important factor in their social-cultural life or to state life-style in future.

If administrators are not interested in these subjects, this problem will be unsolved in future. They need to well timing, to relax and be creative to develop themselves for being mature man and functional in social life.

### GRADUATES OF THE OPEN EDUCATION FACULTY IN TURKEY

**75 DEMİRAY,** Uğur. "Graduates of the Open Education Faculty in Turkey", **Journal of Educational Television**, Vol. 15, No.3, pp. 155-161, October 1989, Oxfordshire, U.K.

Anadolu University is in the position of being the biggest University of Turkey with its students more than 300.000. Anadolu University Open Education Faculty, which educates by using distance education methods, was founded in 1982. After four years of its establishment, The Open Education Faculty, which had its first graduates in 1985-86 educational year, has brought a new dimension to Turkish Education life. In spring term 1985-86, 768 person has taken Bachelor degree (or university diploma) from the faculty as the first graduates. The study has aimed to examine these 768 graduates in social, individual and socio-economic characteristics. The study, in which some characteristics of graduates' mass are exhibited, will be a consultant source for native or foreign researcher(s). This study was also presented as a paper in national and international seminars.

#### TURKEY'S OPEN EDUCATION FACULTY

77 **DEMİRAY**, Uğur. "Turkey's Open Education Faculty", **Journal of Industry and Higher Education**, Vol. 4, No. 1, pp. 53-54, Butterworth Scientific Publication Lts, March 1990, London, UK.

This article reports the social and educational developments brought about by the Open Education Faculty at Anadolu University in Turkey. It describes the course of study, teaching methods, financial and organizational aspect of the faculty. In additional, students profile and international relations are set up in this article. Consequently, Open Education Faculty had been discussed at the international platform by the journal of industry and Higher Education once more as a serious and large volume distance education institute in the world.

### AN OVERWIEV OF THE OPEN EDUCATION FACULTY ANADOLU UNIVERSITY-TURKEY

**78 DEMİRAY**, Uğur, "An Overwiew of the Open Education Faculty Anadolu University-Turkey", **Research in Distance Education**, Vol: 2, Number 3, p: 12, July 1990, Athabasca, Canada.

This study aimed to give some brief information and describe with a general lines some aspects of the Open Education Faculty for introduce to other researchers who are living in abroad.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İLE İLGİLİ OLARAK YAPILAN ÇALISMALAR KAYNAKÇASI 1982-1990

80 DEMİRAY, Uğur, Nermin Çıldır ÖZGÜR and Feyyaz BODUR. Anadolu Üniversitesi Açıköğretim Fakültesi ile ilgili Olarak Yapılan Çalışmalar Kaynakçası (1982-1990) [A Review of Literature on the Open Education Faculty (1982-1990)], Anadolu Üniversitesi Yayınları, No: 454/207, 1990, Eskisehir, Turkey.

This study is the first Turkish version of the study, which is entitled as A Review of the literature on the Open Education Faculty (1982-1990) this book includes approximately 90 studies, which are conducted on the Open Education Faculty in those 8 years.

# A REVIEW LITERATURE on THE OPEN EDUCATION FACULTY (1982-1990)

**81 DEMİRAY**, Uğur. **A Review Literature on The Open Education Faculty (1982-1990),** Anadolu University Publications, No: 455/208, 120p, 1990, Eskisehir, Turkey.

Also this is the first edition of English version of the study this book includes approximately 90 studies, which are conducted on the Open Education Faculty in those 8 years.

# SOME ASPECT OF TEACHER TRANING IN TURKEY BY USING A DISTANCE EDUCATION SYSTEM

**BEMİRAY**, Uğur. "Some Aspect of Teacher Training in Turkey by Using a Distance Education System", **ICDE Bulletin**, Vol. 24, pp. 47-51, Open University, 1990, Milton Keynes, UK.

This article describes two teacher-training programs through Anadolu University's Open Education Faculty (OEF). The first program, which began in 1985-86, is a pre-Bachelor certificate for 130,000 primary school teachers. The second program, began in 1990, offers a university degree to 54.000 secondary school teachers. Pedagogy, course materials, delivery systems and evaluation are discussed for both programs.

# IDENTIFICATION OF THE DISTANCE EDUCATION STUDENTS IN TURKEY: A Case Study Open Education Faculty

**83 DEMİRAY,** Uğur. "Identification of the Distance Education Students in Turkey: A Case Study Open Education Faculty", **Indian Journal of Distance Education**, Vol. 4, pp. 83-91,1991, Chandigarh, India.

This research emphasized some characteristics of OEF students from point of socio-economic view by comparing traditional higher education students. In this study, author tried to find out correlated some socio-economic characteristics of students and distance education specialties.

### AFTER TEN YEARS OF DISTANCE EDUCATION IN TURKEY, WHAT LIES AHEAD

**B4 DEMİRAY**, Uğur and Marina **McISAAC**. "After Ten Years of Distance Education in Turkey, What Lies Ahead" presented paper at 16th **ICDE World Conference**, November 9-13, 1992, Bangkok, Thailand.

(This article published in Proceedings of the Third International Conference on Assessing Quality in Higher Education-Edited by T.W. Banta, M.W. Bense, A.M. Pitts, R. Matlock-Published by Center for Assessment Research Development, Tennessee University, Knoxwille Tennessee, 1991, USA).

This paper summarizes the history, development and future projects of Anadolu University's Open Education Faculty in Eskisehir, Turkey. This distance learning program, now ten years old, is the 6th largest distance education system in the world. The paper traces the growth of Anadolu University's Open Education Faculty (OEF) back to the beginning as Eskisehir Academy of Economics and Commercial Sciences through its development into an internationally recognized distance learning program in a period of ten years. This program, a direct answer to the call for greater learning opportunities for Turkish citizens who are living in Turkey or abroad, also provides a model for education in other developing countries with similar demographics and facing similar educational problems.

In the past ten years, Anadolu University's Açıköğretim (Open Education) Faculty has enrolled more than 550,000 students of whom approximately 200,000 have graduated. These students have found educational opportunities in fields from Economics to Nursing Education, Business, Tourism, Teacher Training and Vocational Education. In the future, the Open Education Faculty has plans to become an independent Open University. This is planned to meet the growing distance education needs. On the international scene, recent political shifts in the Soviet

Republics and continuing negotiations in the Middle East have put Turkey in a strategic position to offer help to neighboring Turkic Republic States as they continue to develop their own educational systems along new lines. It is likely that Anadolu University will provide leadership for distance education efforts in nearby countries to help them establish similar programs to meet the needs of their populations.

#### ISTRUZIONE A DISTANZA IN TURCHIA CONCETTI GENERALI E SVILUPPI

**85 DEMİRAY**, Uğur. "Istruzione a Distanza in Turchia Concetti Generali e Sviluppi [Distance Education in Turkey]", **Istruzione A Distanza.** (Translation: Emma NARDI), Anno IV, No: 2, pp: 53-56, 1992, Rome, Italy.

This study also aimed to give brief information and describe with a general line some aspects of the Open Education Faculty to introduce to other researchers who are living in abroad. Original manuscript is written in English and translated to Italian language by Dr. Emardi Nardi.

#### AÇIKÖĞRETİM FAKÜLTESİ YETİŞKİN-YAŞLI MEZUNLARI: A CASE STUDY OF THE OPEN EDUCATION FACULTY

86 DEMİRAY, Uğur. Açıköğretim Fakültesi Yetişkin Yaşlı Mezunları [Older Graduates in Distance Education: A Case Study of the Open Education Faculty], Anadolu Üniversitesi Yayınları, Yayın No: 692/338, 164p, 1993, Eskisehir, Turkey.

(In adition, summary of this study appeared on **Proceedings of the Third International Conference on Assessing Qulity in Higher Education**,-Edited by T.W. Banta, M.W Bense, A. M. Pitts, R. Matlock-Published by Center for Assessment Research and Development, Tennessee University, Knoxmille Tennessee,

1991, USA and **ICDE Bulletin**, Vol. 28, pp. 62-67, January 1992, The Open University, Milton Keynes, United Kingdom).

This study is a book form of the mentioned article 61 empirical research which is conducted on older graduates of the Open Education Faculty 1985-86 Educational Year of Business Administration and Economic programs in distance education in Turkey. This graduate group is the first graduates of the OEF and totally 156 persons. And also, they are older than 45 years old. As known very well, education is one of the basic human rights. But education is quite expensive and limited in services all around the world. Especially in developing countries, educational facilities are provided mainly through the government budget, unlike in many developed countries where private provision supplements the government system.

This empirical study investigates that why people who are over 45 years old continue to educate themselves. Today, traditional or conventional education does not meet the education demands of people nearly at all over the world. It is not possible attending to the traditional education institutes for especially elderly people. In developed countries face to face education is one of the most expensive activities. But since 1960s, distance education system brought new opportunities to the educational life or history of education. How far is distance an alternative for the older students?

One of the main findings of the research was that older student primarily being a student to keep their minds active. And also, to be an active member of the society is the second important point being a student for them at this age. It was found that physical problems do not seriously hamper education projects. The number of adults has been increasing in the OEF from year to year. Already OEF has no special programs or possibilities for older adults. The researcher for discussion offers some suggestions for improvement of older programs.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İLE İLGİLİ OLARAK YAPILAN ÇALIŞMALAR KAYNAKÇASI (1982-1992)

87 DEMİRAY, Uğur. Anadolu Üniversitesi Açıköğretim Fakültesi ile İlgili Olarak Yapılan Çalışmalar Kaynakçası (1982-1992) Genişletilmiş 2. Baskı [A Review of Literature on the Open Education Faculty (1982-1992) Turkish Version, Revised Second Edition], Anadolu Üniversitesi Yayınları, No 767/389, 166p, 1994, Eskisehir, Turkey.

The second edition of Turkish version of the study, which is mentioned, is prepared expanded and revised copy between years 1982-1992 for the 10th Anniversary year of OEF, by Ugur Demiray and published in 1994. And also, as mentioned at next articles 56-A and 56-B its English version explanation placed in this study. This book includes approximately 140 studies, which are conducted on the OEF in 10 years.

# A REVIEW LITERATURE ON THE OPEN EDUCATION FACULTY (1982-1992)

**BEMİRAY**, Uğur. A Review Literature on The Open Education Faculty (1982-1992): A Revised Second Edition, Anadolu Üniversitesi Yayınları, No:766/ 390, 166p, 1994, Eskisehir, Turkey.

This study is the second edition of English version of the study, which is prepared between 1982-1990 years, for the 10th Anniversary of OEF, conducted by Uğur Demiray and published in 1994. This book includes approximately 140 studies, which are conducted on the Open Education Faculty in 10 years-period.

### CLOSE ENCOUNTERS TO THE FOURTH KIND: DISTANCE EDUCATION VERSUS CLASSROOM

**DEMİRAY,** Uğur. (Ed.) **Close Encounters To The Fourth Kind: Distance Education Versus Clasroom.** Turkuaz Yayınları,
Araştırma Dizisi, No: 95/2-6, 284p, 1995 Eskisehir, Turkey.

Of the millions of words written on education system in the literature, remarkably few have been about aiming to compare in the countries' their own education systems Even if, conventional education systems too. This study is prepared in London during 4-Mounth Distance Education for Development-1991 at University of London, Education Department and published in 1995, Eskisehir, Turkey. Study consists of 12 countries. These are; Colombia, Ghana, India, Indonesia, Jamaica, The Maldives, Mauritius, Pakistan, Sri Lanka, Sudan Tanzania and Turkey, preparing by 21 authors from these countries. At the first month of the course, every course participants presented its country case study. In other words, the content of the presentations is what was going on about distance education, in those countries.

#### İLKELERİ, İŞLEYİŞİ VE ÖRNEKLERİYLE DÜNYADA AÇIKÖĞRETİM

90 DEMİRAY, Uğur. (Ed.) İlkeleri, İşleyişi ve Örnekleriyle Dünyada Açıköğretim [Distance Education with Examples and Principles in the World], Turkuaz Yayınları, Çeviri Dizisi, No: 95-5, 262 p, 1995, Eskisehir, Turkey.

In this study author collected 15 translated articles from some aspects of distance education application around the world.

The articles are categorized and placed with the headlines as; Communication Technology; Communication Technology in Distance Education written by Abe Yoshia, Tele-Education at the Open University, Economics in Distance Education Economics in Distance Education: Time for Change of Direction? Written by Greville Rumble, The Economics Cost Analysis of Sukhotai Thammathirad Open University (STOU) Radio Programs written by Nittaya Parsonsiri, Graduates of Distance Education Systems British, Germany and Spain examples, Women in Distance Education a research from Germany, Teacher training in Distance Education an examples from Norway, Italy and France, The Role of National Development of Distance Education a case study Zambia, Argentina and Some Distance Education Applications, examples from Japan Korea, India, Philippines, Vietnam, Indonesia, Asia-Pacific.

#### TÜRK UZAKTAN ÖGRETİM UYGULAMALARINI İÇEREN BİLİMSEL ETKİNLİKLERİN ULUSLARARASI LİTERATÜRDE YER ALMASI SORUNU ÜZERİNE BAZI DÜSÜNCELER

91 DEMİRAY, Uğur and Adnan YILMAZ. "Türk Uzaktan Öğretim Uygulamalarını İçeren Bilimsel Etkinliklerin Uluslararası Literatürde Yer Alması Sorunu Üzerine Bazı Düsünceler [Some Notes and Suggestions about the Indexing Problem of the Scientific Activities Conducted on Distance Education Literature: Turkish Case]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:159-164, November 12-15, 1996, Ankara, Turkey.

This article points out that all authors should indicate international bibliographic data at all levels in their academic studies which conducted on distance education in Turkey. In this view, researchers who studied or will study on distance education applications in Turkey, have to give clear information to its their target by regarding their research sources, librarians and data banks or networks etc. to deal with distance education literature.

This is very important for all distance educators from point of us. So, researchers can understand that what's happening in Turkey in the area of Distance Education and all what it aspects is. for that reason, the only way is to establish healthy communication with data banks, distance education documentation centers, journals, periodicals and other researchers on the world.

#### UZAKTAN ÖGRETİM SİSTEMLERİNDE GÖREV ALANLARA YÖNELİK SÜREKLİ HİZMET-İÇİ EGİTİM GEREKLİLİGİ: AÖF Örneği Üzerine Bir Araştırma

92 DEMİRAY, Uğur. "Uzaktan Ögretim Sistemlerinde Görev Alanlara Yönelik Sürekli Hizmet içi Eğitim Gerekliligi: AÖF Örnegi Üzerine Bir Araştırma [Countinuing in-Service Training Need for the Staff Who are Working in Distance Education Systems]", Türkiye 1. Uluslararası Uzaktan Ögretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:147-157, November 12-15, 1996, Ankara, Turkey.

In-service training is very important and necessary for the staff in distance education systems. It helps to develop institutionally new programs and projects. This research is conducted on OEF staff who works as an officer, author/editor and an academic advisor since beginning years of the OEF. Research includes informing this staff generally on distance education systems, it's history, DE concept and it's different applications of all around the world. Also it includes Turkish case of OEF and it's running since beginning years. The research is realized by empirical method.

It is applied 200 questionnaires to OEF staff, office personnel, author/editor and academic advisor is applied. At the evaluation phase of research, findings are grouped and explained under three titles.

These are office personnel', authors' or editors' and academic advisor's approach to continuing in-service training. At the end of the research it is found that this continuing in-service education is very important and so necessary for all kind staff of the OEF, and also for DE systems.

#### DISTANCE EDUCATION FOR PRIMARY AND SECONDARY TEACHER TRAINING IN TURKEY

- **93 DEMİRAY**, Uğur and Bekir ÖZER. "Distance Education for Primary and Secondary Teacher Training in Turkey", **Indian Journal of Distance Education**, Silver Issue, Vol: 5, pp:57-64, Panjap University, February 1997, Chandigarh, India.
  - ( Different version of this article published with Marina McISAAC and Gürbüz YANGIN in An International Survey of Distance Training Education and Teacher Training: From Smoke Signals to Salelitte. Complied and Ed: by Peter FARKAS, Richard CORNELL, Charles, Saar, Self Armstrong, University of Central Florida Orlando, Florida, pp: 76-83, 1993, USA.).

This paper describes in terms of the pedagogy course Materials, delivery systems and evaluation of the two teachers training programs Pre-Bachelor license diploma, Certificate diploma and University Degree to Secondary School Teachers, offered through Anadolu University's OEF by distance education method.

#### UZAKTAN EĞİTİMDE BİR ÖĞRENCİ DESTEK HİZMETİ OLARAK GAZETENİN ÖNEMİ VE ROLÜ

94 **DEMİRAY**, Uğur and Halil İ. **GÜRCAN**. "Uzaktan Eğitimde Bir Öğrenci Destek Hizmeti Olarak Gazetenin Önemi ve Rolü [Role and Importance of Newspaper as Being Student Support Material in Distance Education]", **Türkiye II. Uluslararası Uzaktan** 

**Eğitim Sempozyum Bildirileri,** Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), Uzaktan Eğitim Vakfı, pp:197-207, May 4-8,1998, Ankara, Turkey.

This paper tries to discuss the importance and role of the institutional newspaper as being Communication Bridge in Distance education institutions. As well known, learners and the institution are separated from each other in DE systems. Apart basic educational materials and components of the systems, newspaper opens a new communication channel for both of side to fill in the gap, which is occurred between learners and DE institutions during educational years. Newspaper prevents loneliness feelings of the students when reached to them with institutional information and news. Additionally, a student passes or sends their thinking and expectations to the administrator of the institution via newspaper and administrators' to students. So it helps to establish for easy communicate with each other. In this study, function and benefits of this communication channel and examples from Anadolu University Open Education Faculty' newspaper which is published early years of OEF, by content analyzing method is giving.

# A REVIEW LITERATURE ON THE OPEN EDUCATION FACULTY (1982-1997)

**95 DEMİRAY**, Uğur. **A Review Literature On The Open Education Faculty (1982-1997):** A Revised and Expanded Third Edition, Anadolu University Publications, No: 1015/558, 1998, Eskisehir, Turkey.

This study is the first Turkish version of the study, which is entitled as A Review of the literature on the Open Education Faculty (1982-1997) this book includes approximately 202 studies, which are conducted on the Open Education Faculty in those 15 years.

# BİR ÇAĞDAŞ EĞİTİM MODELİ OLARAK UZAKTAN EĞİTİM UYGULAMASI

**DEMİRAY**, Uğur. "Bir Çağdaş Eğitim Modeli Olarak Uzaktan Eğitim Uygulaması [Distance Education Aplication as Being a Contemporary Educational Model]", **Jandarma Dergisi.** Jandarma Genel Komutanlığı, pp. 46-52, June 1999, Ankara, Turkey.

The first part of the article emphasised that distance education is kind of model for increasing educational demans versus decreasing economic sources in societies. In addition, distance education concept, its components and history of DE are placed. And than Turkish military's distance education experience is summarized.

#### AÇIKÖĞRETİM FAKÜLTESİ MEZUNLARININ SEKTÖRDEKİ KONUMLARI

**DEMİRAY**, Uğur. "Açıkögretim Fakültesi Mezunlarının Sektördeki Konumları [The Positions of Distance Education Graduates in the Job Market]", **Uzaktan Eğitim**, UZEV Yayınları, pp. 3-22, Yaz/Summer, 1999, Ankara, Turkey.

In this article the findings of a research, which was conducted in the years between 1986 and 1993 to find out that to what extent Anadolu University Open Education Faculty (OEF) Departments of Economics and Job Management graduates transfer and/or recall their knowledge, skills and experiences to the real life situation, have been summarized.

Moreover, certain other points such as perceived rationale for enrollment to OEF, gaining of being educated in and graduated from this institution, any possible change in perceived life goals and/or their direction, opinions toward equivalence of the perceived certificate to other schools' offers, and employment efforts have been discussed in basically three different stages, i.e., under graduate, graduate years and

the year in which the questionnaire was employed. In addition this article was abstracted in next item (32).

#### TÜRKİYE'DE UZAKTAN EĞİTİM UYGULAMALARINI KONU ALAN ARAŞTIRMALAR ÜZERİNE GENEL BİR DEĞERLENDİRME

98 DEMİRAY, Uğur. "Türkiye'de Uzaktan Eğitim Uygulamalarını Konu Alan Araştırmalar Üzerine Genel Bir Değerlendirme [General Evaluation of the Studies Which are Conducted on Distance Education Application in Turkey]", Birinci Uzaktan Eğitim Sempozyumu, Kara Kuvvetleri Eğitim ve Doktrin Komutanlığı, pp: 87-92, November 15-16, 1999, Ankara, Turkey.

In this study, the researches on distance education including Open Education Faculty in Eskisehir- Anadolu University, Open High School and Open Primary School practices are evaluated on the basis of their contents, levels, methods and conclusions. Thesis, articles, brochures, bulletins, books, declarations and reports are included in these studies was provided from libraries, institutes, Ministry of National Education, from the foundations such as FRTEB and from other sources.

There are 70 studies on Open High School, conducted between December 1993 and April 1998. 30 researchers and 5 foundations in 5 years of period accomplished these studies. It is determined that the studies on OHS are increased dramatically after 1995.

# POSITIONS OF THE DISTANCE EDUCATION GRADUATES IN THE JOB MARKET A Case Study of the Open Education Faculty Graduates in Turkey.

**99 DEMIRAY**, Uğur. "Positions of Distance Education Graduates in the Job Market: A Case Study of the Open Education Faculty in Turkey." **Quarterly Review of Distance Education**, Vol:1

Number:2, pp: 145-156, Summer, 2000, Publishing Information Age, USA.

In addition this study presented at:

**18<sup>th</sup> ICTE World Conference**, April 14-18, 2000, Potchestoom, South Africa.

**The fifth Annual GATE Conference:** The Delivery and Evaluation of Transnational Education Challenges& Rewards, October 2-4 2000, Colorado Springs, Colorado, USA.

The Wanderstudent 2000The Wanderstudent of 1425 revived in virtual reality in 2000? Towards a European Virtual University, Leuven, October 20-21, 2000, Belgium.

C.R.E.A.D. Tenth Years of International Collaboration in the Field of Distance, Caracas, November 19-22, 2000, Venezuela.

The main starting concept and the reason for this study had been based on an evaluation of the position of distance education graduates' in the job market after completing their education at Anadolu University, Open Education Faculty (OEF), in Turkey.

This paper will review the findings of the empirical survey which examined the position of the 2000 graduates' in the job market who have been educated at a distance and graduated from the Open Education Faculty's Economics Department, in Turkey between 1985-1994, with a four-year University degree. This paper provides insight into some of the main findings of this research.

One of the main aims of the graduates that of keeping their mind's active in society has been achieved by attending to the OEF.

It was also found that in most cases their aim with regard to personal development and career enhancement has also been achieved by completing their education at OEF.

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There has been a general increase in graduate's job position and t status following graduation.

Most students' level of income has increased after they graduated.

Most OEF graduates felt that their degree was equivalent to degrees awarded elsewhere. This view tended to be supported by their employers and colleagues, but other graduates who graduated from conventional universities tended to be more critical

Most OEF graduates say that have an opportunity to use some of the knowledge in their jobs which they gathered during their study at OEF. At the end of the study, the researcher for discussion offers some suggestions for improvement.

#### ANADOLU ÜNİVERSİTESİ UZAKTAN EĞİTİM SİSTEMİNDE İLETİŞİM MERKEZİ UYGULAMASI

100 DEMİRAY, Uğur, Erkan YÜKSEL, Berrin ÖZKANAL "Anadolu Üniversitesi Uzaktan Eğitim Sisteminde İletişim Merkezi Uygulaması [Application of Communication Center at The Anadolu University Distance Education System]", Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya Üniversitesi Eğitim Fakültesi, 3, Özel Sayı 2, pp. 146-156, 2001, Adapazarı, Turkey.

In this article "Anadolu University Communication Centre" is introduced and its running system mentioned in 1999-2000 year. Article contains the reason of establishing this center too. In additional, some figures are served about distance education students' using this center. In general students are finding very useful and beneficial this center. Most of the communication realized via e-mail.

#### LIVE TELEVISION PROGRAMS AS A STUDENT SUPPORT COMPONENT TO PREPARATION FOR EXAMS IN ANADOLU UNIVERSITY'S DISTANCE EDUCATION SYSTEM: A Pilot Study on Viewing-Benefits and Expectations Dimensions of Live TV Programmes

101 DEMİRAY, Uğur. Ozden CANDEMİR and Ayse İNCEELLİ. "Live Television Programs as a Student Support Component to Preparation for Exams in Anadolu University's Distance Education System: A Pilot Study on Viewing-Benefits and Dimensions TV Expectations of Live Programs", TechKnowLogia. International Journal of Tecnologies for Advancement of Knowledge and Learning, Vol. 4, Issue. 2, April-June 2002. USA. (TechKnowLogia@KnowledgeEnterprise.org.)

(In Addition this study presented and published at **3rd Telecommunication Conference**, May 15-18, 2001, Prague, Czech Republic. And also published in Turkish entitled as **Televizyonda Canlı Yayın Ve Açıköğretim**, Çizgi Kitabevi, 171p, April 2002, Konya, Turkey).

This study tries to explain the benefits of the Open Education Faculty's Live TV Programs for Students during their preparing for examinations these Programs broadcast just one week before the midterm, final and make up exams. The survey is administered by questionnaire which is applied via Internet for 2580 OEF students. 578 answers were gathered. Response rate was calculated as being 22%. Obtained data was processed with SSPS 7.5 to establish cross tabulations and correlation. According to the results;

Sampling group is mainly male, 21-30 age group, sophomore, enrolled in the Open Education Faculty in last five years, mainly working and living in 3 big cities and their employment areas are generally computers, management freelance.

- ➤ Live TV application was very useful for the students to review their courses before the exam.
- > They found a chance to ask their question directly to the course Teacher.
- There will be a need to the number of the courses on live TV program in due course.
- ➤ There will be a need to increase the number of the broadcast hours of the live TV program.
- ➤ 1/4 of respondents, who found PELTB positive think if its presentation changes, they will be active in the program.
- ➤ 40% of respondents think PELTB should continue the way it is. 34% of them prefer interaction. 26.2% of them are not sure how it should be.
- ➤ Males preferred a greater number of courses for PELTB compare to females.
- ➤ Mainly 21-25 age groups did not find enough twotelephone line when compared to other age groups.

Respondents were not clear if the numbers of questions directed by students or specialists were enough or not. In other words most of the sampling group was undecided about the questions, which are directed from spectators or created by specialists.

# ELEKTRONİK AKADEMİK DERGİ YAYINCILIĞI: TÜRK UZAKTAN EĞİTİMİNDE TOJDE ÖRNEĞİ

**102 DEMİRAY**, Uğur. Elektronik Akademik Dergi Yayınciliği:Türk Uzaktan Eğitiminde Tojde Örneği [Elektronic Scholarly Journalism: Tojde Case in Turkish Distance Education System],

presented paper at AÖF"nin 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002 Eskisehir, Turkey.

Article contains four chapters In the first chapter mentioned that the concept and definition, developments and sort of electronic publishing and scholar journalism. Ethics, advantages and disadvantages of electronic publishing and scholar journalism are also discussed in this chapter.

The second chapter includes The Turkish Online Journal of Distance Education-TOJDE's two-year experiences as being academic electronic journal. In the third chapter serves general evaluation on reader's profile, characteristics of TOJDE and its visiting traffic The last chapter contains the results, suggestions, references and appendices of the study.

#### "ANADOLU UNIVERSITY" SHORT DESCRIPTIONS OF SELECTED DISTANCE-EDUCATION INSTITUTIONS

**103 DOERFERT**, F., R. **SCHUMER**. and R. **TOMASCHEWSKI**. 'Anadolu University', **Short Descriptions of Selected Distance Education Institutions**, 439 p, Fern Universitat, 1989, Hagen, West Germany.

This booklet is a revised edition of the previous report and contains short descriptions of about 200 selected distance education (DE-) institutions for the majority of the institutions the description is based on a questionnaire filled in by the institution described. The questionnaire was part of an international study on distance teaching by the ZIFF at the FernUniversitat (the Institute for Research in to Distance Education at the German Distance Teaching University); in this study, have tried to bring together some information about DE-institutions in several countries by means of a written questionnaire. Unfortunately, the list of distance education institutions, which could be described here, is by no means 208

complete: There are several important institutions not included here because there was not enough information about them. The descriptions given below can be categorized according to the source of information in to four categories; these categories are:

- (a) Descriptions with the addition at "checked by institution": The preliminary description of an institution (based mainly on the answers to the questionnaire) was sent to the institution. The institution was asked to correct and comment on the description. Then data were analyzed to revise the description by taking into account the corrections and comments made by the institution. of course, it was accept full responsibility for any remaining error.
- (b) Descriptions with the addition at "Source: (specification)": In these cases the description of an institution is based mainly on the information/data given by the source specified. The descriptions of some European distance teaching universities, e.g., are based on the EADTU Directory 1988.
- (c) Descriptions with the addition at "knew; not checked": Some institutions, which were not included in the previous edition, have now been filled in our questionnaire. In these cases the description of an institution is based mainly on the information given by the answers to the questionnaire. (If the description based on the questionnaire of an institution was corrected and/or commented on by members of the institution then the description was marked by 'checked by institution' like in category (a) above.

#### AÇIKÖĞRETİM FAKÜLTESİ BİLGİSAYAR DESTEKLİ EGİTİM PROGRAMLARININ TASARIMI VE ÜRETİMİ

105 DOGAN, Özlem, Canan ÖZTÜRK and Özlem ÖZÖGÜT.

"Açıköğretim Fakültesi Bilgisayar Destekli Eğitim Programlarının
Tasarımı ve Üretimi [Design and Production of Computer Assisted
Instruction Programs in Open Education Faculty]", Türkiye I.

**Uluslararası Uzaktan Eğitim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:165-173, November 12-15, 1996, Ankara, Turkey.

Eight instructional Computer Assisted Academic Counseling (CAAC) systems were produced by Computer Assisted Education Center of Anadolu University and six instruction software's have been developed. At first, tools needed for distant education were defined to design lessons. Then these tools were placed in lesson programs. In order to make the usage of programs easy; some specific standards were defined. The student was enabled to reach the tools whenever he/she needed. Consultants, screen designers and computer programmers helped to develop these programs.

#### PROJELİ EGİTİM YAYINLARI VE AÇIKÖĞRETİM

107 DOYMUS, Hüsnur. Projeli Eğitim Yayınları ve Açıköğretim [Projected Educational Broadcating and The Open Education], Marmara University Institute of Social Sciences, (Unpublished Master Thesis), 1991, Istanbul, Turkey.

This master thesis content is containing five chapters. In the first chapter researcher makes definition of education as a concept, kinds of education, aim of the education, and its problems. The second chapter deals with education via radio and television in education area and developing education via radio and television in Turkey, and its history. In the third chapter researcher mentioned about projected educational broadcasting by giving examples from USA, Canada, United Kingdom, France, West Germany, India, Japan, Poland Brazil Italy, Senegal and other her African countries. The fourth chapter points out the application of distance education in Turkey and fifth chapter deals with applying aspects of The Open Education Faculty in Turkey.

The last chapter gives brief information about OEF's course materials as visual and audio-televised and radio programs as being one of the projected educational broadcasts.

At the final of the study, it is concluded that, distance education and its reflection The Open Education Faculty, and realize applicability as distance education as an example in Turkey. It is running very well now. According to the conclusion of the study researches are shows that developing of Open Education Faculty or distance education will be better in due course in Turkey.

#### TURKEY: DISTANCE EDUCATION IN TURKEY

**109 ERAUT**, Michael. "**Turkey: Distance Education in Turkey**", Education and the Information Society, Council of Europe Publications, Chapter 5, pp: 280-285, Cassell Educational Ltd.,1991 London, UK.

This chapter of the book summarizes running of the distance education in Turkey as the Open Education Faculty by utilizing published studies about the OE F.

#### İLETIŞİM SÜRECİNDE MEDYA-MESAJ-YÖNTEM İLİŞKİSİ VE GELENEKSEL EĞİTİMDEN UZAKTAN ÖĞRETİM SİSTEMLERİNE GECİS SÜRECİ

110 EROĞLU, Erhan. "İletişim Sürecinde Medya-Mesaj-Yöntem İlişkisi ve Geleneksel Eğitimden Uzaktan Öğretim Sistemlerine Geçiş Süreci [Media-Message-Method Interactivity in Communication Process and the Transition Process from Traditional Education to Distance Teaching Systems]", **Kurgu**, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No:14, pp: 275-294, 1996, Eskisehir, Turkey.

Having changed with the new advances and in social aspects, humans have had a new profile. When attached too much important to knowledge the way of gaining knowledge and producing the new information has changed. The developed societies have been different from the others with respect to structure and functioning. All these components have been affecting the basic education model and causing radical changes in education systems.

With the rapid advances in technology and being easily accessed to information, the new trend for education is coming closer to "open learning" rather than "traditional classrooms". We should bear in mind that there are different teaching systems that are used in distance learning. These are in the order of:

- > Traditional education
- ➤ Distance education
- > Distance teaching
- > Distance learning
- > Open Learning

These are the different teaching systems, all of which have different educational goals. What makes the difference is that responding to different students' expectations.

# UZAKTAN ÖGRETİMDE BASILI MATERYALLER (AÖF ÖRNEGİ)

111 GÖKDAG, Dursun. Uzaktan Öğretimde Basılı Materyaller (AÖF Örnegi) [Printed Materials in Distance Education; A Case Study on Open Education Faculty], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 134/54, 1986, Eskişehir, Turkey.

This study was about the textbooks, which were used in distance education programs of OEF. The author who evaluated the suitability of text books which were prepared especially for the system from the point of student views and a selected expert group's view; develops suggestions, orientated to application.

The first chapter of the book, which consists of two chapters, mentions about theoretical base of distance education. General properties and application methods of distance education and Open Education Faculty applications in Turkey was also mentioned. In second chapter, the results of inquiry applied to 19.030 of the students who were registered to the first grade of The Open Education Faculty, in 1983-84 educational years were evaluated. Author stated that this study makes the strong and the weak sides of OEF's printed materials clear. Generally, the study doesn't give much result when we consider courses and units alone, and for this reason it is needed more research on this subject in future.

#### AÖF'ÜN AÇIKLIK SINIRLARI

**112 GÖKDAĞ**, Dursun "AÖF'ün Açıklık Sınırları [Openness Boundaries of the Open Education Faculty)", **Kurgu**, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No: 7, pp:493-504, Yayın No: 3865/149, January, 1990, Eskisehir, Turkey.

Dr. Gökdag in his article discuss that The Open Education Faculty how open when looking its running. As known distance or open education is quite flexible education. If you put some condition or do not give all services, which is needed by your target students how can you say that I am making a distance education. In this perspective, Dr. Gökdağ says that it is very difficult to say The Open Education Faculty is not really open inspire of keeping "open" words in front of its name or title.

This article brings a new discussion perspective that administrator of the Open Education Faculty have to go over or for its structure or

running steps. He suggests that distance education applications be should open as possible as every where even in Turkey too.

#### TÜRKİYE'DE UZAKTAN YÜKSEKÖGRETİMİN SORUNLARI VE YENİ BİR MODEL ÖNERİSİ

113 GÖKDAG, Dursun. "Türkiye'de Uzaktan Yükseköğretimin Sorunları ve Yeni Bir Model Önerisi [The Problems of Distance Higher Education in Turkey and a Proposal for a New Model]", Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 261-269, November 12-15, 1996, Ankara, Turkey.

Anadolu University is the institution in higher education in Turkey that uses distance education. This university is applying distance education since the education year of 1982-83. Anadolu University, which has initiated applying distance education in one faculty (Faculty of Distance Education) and 2 fields, has increased the number of faculties to 3 and the number of programs to 20. The number of students was 30 thousand in the first year and today this number is 400-500 thousand.

In the distance education programs of Anadolu University, as the examinations should be in the form of multiple choices, some problems such as the abuse of system occur. As the private courses establish the possible questions to take place in the examinations and make the students register to these courses memorize these and publish them as books and as the question books are torn, photocopied or stolen during the examination, the system is abused. Especially the students in big cities do not study on the course subjects and do only memorize these questions for the examinations. As a result, Faculty of Distance Education is at present an institution that only distributes diploma. The reason for this is not the distance education system, but the application in the Faculty of Distance Education.

Faculty of Distance Education has students everywhere in Turkey. All works such as the registration of these students, all the required transcriptions, preparation of education materials and distribution of them to students, the support services necessary for students, examination and evaluation are tried to be conducted by the Faculty of Distance Education. And the problems in the Faculty of Distance Education arise from such kind of application.

In the proposed model, the students who desire to have distance education will be able to be registered to the relevant faculty of the university they wish. The student will be the student of that university. The services such as student transcriptions and the diploma issued will be the diploma of that faculty, not the DE Faculty's.

In this model, the responsibility of the Faculty of Distance Education will be limited with the preparation and distribution of the education materials. In the distance education system applied by Anadolu University, it is not possible to overcome this vital problem with the existing centralized structure. However, it is necessary to overcome the experienced problems and to change the current structure. In the presentation, the dimensions of this problem will be emphasized and a more effective and productive system will be emphasized and a more effective and productive system will be discussed.

#### TÜRK YÜKSEK ÖĞRETİM KURUMLARININ YARARLANAMADIĞI GÜÇ: UZAKTAN ÖĞRETİM

114 GÖKDAĞ, Dursun. "Türk Yüksek Öğretim Kurumlarının Yararlanamadığı Güç: Uzaktan Öğretim [Not Using Power by Turkish Higher Education Institution: Distance Education]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Anadolu University, which started its distance teaching programs in 1982, is the first and only distances Teaching University in Turkey. The system has been used as a solution for many educational needs. for instance, it is used for greater equality of opportunity of access to higher education; for those adults who had missed the opportunity to attend an University; and again for adults to have access to educational opportunities throughout their lives in order to renew or update their knowledge. The system is also used for teacher and health education and to train people for the tourism sector. Anadolu University has extended its distance programs to Turkish Republic of North Cyprus and to West European Countries. Anadolu's international organization is a gigantic system that has been running for 20 years, without any serious problems

One of the areas for which distance education can be used is to solve the problem of faculty shortage. Unfortunately many universities have been suffering from the shortage of faculty for years. It may seem strange enough that not one of those universities has tried to encourage their students to take some courses from existing distance teaching programs in Turkey. This study examined the possible reasons and solutions of Turkish Universities' attitudes towards distance education programs. of particular interest is examining the reason why these universities are not collaborating with Anadolu University about its distance education programs.

#### SİSTEM YAKLASIMI İLE TELEVİZYON EGİTİM PROGRAMI YAPIMI (AÖF ÖRNEGİ)

115 GÜÇHAN, Naci. Sistem Yaklaşımı ile Televizyon Eğitim Programı Yapımı (AÖF Örneği) [Production of Educational TV Program by System Approach; A Case Study on Open Education Faculty]. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No:286/135, 1988, Eskisehir, Turkey.

This book has been prepared as a doctoral dissertation in 1987. This study was done to make clear how a TV educational program is prepared by using system approach and to develop suggestions for recovering TV course programs that were applied in Anadolu University Open Education Faculty system today, in present conditions. Suggestions were taken a place as a short term and long term about the manpower and process, which will provide system's operation in a better way, in the study. It was also given place to the necessity of accumulation of developing materials in an education program, and to the importance of harmonious collaboration between subject expert and other experts on this area.

#### AÇIKÖĞRETİM'İN PROFİLİ

**116** GÜÇLÜ, Abbas."Açıköğretim'in Profili [Profile of Open Education]", **Milliyet Gazetesi**, p:19, February 5, 1999, Istanbul, Turkey.

Anadolu University Open Education Faculty is conducted a survey in 1999 on to find out its student profile. Journalist Güçlü in his column in Milliyet Daily summarizes this survey on February 1999. According to the survey some results are here.

62% of OEF students are over 24 years old and 79% working. 46% of them are working in government sector and 54% in private sector. Sex distribution of the OEF students' is 60% male and 40% female. 890% of the OEF students' are satisfy to be OEF student. 22% of students' attending OEF for prove their self, 26% for to receive diploma, 29% promote in their job, 8% increase professional knowledge, 5% to find better job etc.

#### ÜLKEMİZDE UZAKTAN ÖGRETİM UYGULAMALARI SORUNLAR VE ÖNERİLER

117 GÜLEZ, Kayhan, Bekir KARLIK and Celal KOCATEPE.

"Ülkemizde Uzaktan Öğretim Uygulamaları, Sorunlar ve Öneriler [Applications, Questions and Offers of Distance Education in Turkey]", Türkiye I. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 281-285, November 12-15, 1996, Ankara, Turkey.

In Turkey, distance education applications have been a necessary condition due to increasing student number and limited class numbers when it is paid attention for serious situations in our daily technology. The education has been in progress for fifteen years in Turkey. This program is being worked to apply by based on universities to high school recently. If necessary legal changes are done to paying attention for daily needs it can be used more productively for every education area. They give problems and solution methods as a suggestion series for this aim.

#### AÇIKÖĞRETİM FAKÜLTESİ ÖGRENCİLERİNİN TELEVİZYON DERS PROGRAMLARINI İZLEME ETKİNLİKLERİNİN DEĞERLENDİRİLMESİ

118 GÜLTEKİN, Bilgi. Açıköğretim Fakültesi Ögrencilerinin Televizyon Ders Programlarını İzleme Etkinliklerinin Degerlendirilmesi [An Evaluation of OEF Students' Watching TV Activities in OEF Education Programs], Anadolu Üniversitesi Institute of Social Sciences, (Unpublished Master Thesis), 1989, Eskisehir, Turkey.

This study aims to find out the same answers for the question of what kind activities OEF student do before, during and after watching TV Education program produced by OEF. According to the results of the research; students are bewaring of watching TV programs; but the 218

watching rate of students generally does not fit. for this reason, related persons, institutions and units should pay attention to the findings that were obtained from the results of the study and suggestions that were given in the directions of findings that were obtained from the research should be applied carefully. By this way, watching activities of the students will be increased as desired.

#### AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON DERSLERİNİN NİTELİĞİ VE KİTAPLARLA İLİSKİSİ ÜZERİNE BİR ARASTIRMA

119 GÜNAY, Aysel, Açıköğretim Fakültesi Televizyon Derslerinin Niteliği ve Kitaplarla İlişkisi Üzerine Bir Araştırma [A Research on Relationships Between OEF's TV Course Programs Characteristics and Printed Materials], Anadolu University Institute of Social Sciences, (Unpublished Master Thesis), 1990, Eskisehir, Turkey.

This study consists of four chapters. In the study different methods of using TV in education according to the developing and changing conditions in the society and it was given in formations about TV's superiorities as an educational medium, communicating of TV education programs to the audience, education program species, characteristics of a well-done educational TV program and The OEF program and The Open Education Faculty were stated.

The problem that how TV course programs used in distance education application of The Open Education Faculty carries the characteristics was examined according to the printed materials.

#### UZAKTAN ÖĞRETİM KURUMLARINDA HALKLA İLİŞKİLER ETKİNLİKLERİ VE UYGULAMA BOYUTLARI

120 ÜNAY, Ak. Aysel. Uzaktan Öğretim Kurumlarında Halkla İlişkiler Etkinlikleri ve Uygulama Boyutları, [Public Relation Activities and Aplication Aspects at Distance Education Institutions], Selçuk University Institute of Social Sciences, (Unpublished PhD Dissertation), 2001, Konya, Turkey.

The development, which Anadolu University Distance Education Service has put forward as a solution to education problems in Turkey as an alternative since 1982 and the problems it has had so far, has been a good subject for many studies. This study, based on the opinion of the community forwards Open Education System, its effects and activities like supplying support services to its students, has tried to investigate what kinds of public relations activities have been put forward and what kinds of activities are still needed. The study has tried to express an important aspect of Open Education, which hasn't been studied so far in relation to necessity orders based on literature, forming theoretical foundation and interviews, observations and experience of the investigator.

In the first part of the study, traditional education and distance education concepts as the education environment have been studied, the distance education with the concept of education, coverage and function has been summaries with the development of distance education both in Turkey and all over the world again this party of the study has also tried to explain the structures of distance education institutions and the media used in distance education.

In the second part, which deals with the activities and the process of public relations as an environment of communication in the life of community and organization, the process of public relations with its definition importance and basic future has been explained, the communication environments and the media used in public relations and

the image of organization and identity of organization as an important dimension of public relations have been expressed.

The third part mainly focuses on the direction and the dimension of public relation activities in education institutions and the structures of the education institutions to form a basis to the activities of public relations in distance education institutions, and this part also explains the target public of these education institutions. The effects and aspects of internal target public mainly students, managers, educationalist, families, gradates and working personals, and people of the country other education institutions central organization, press and publishing institutions, pressure groups and others as the external target public.

The fourth part concentrates on Anadolu University Open Education System, student information, and the intuitional structures of distance education faculties, education programs and their environments. Student service offices, computer assisted education laboratories as the activities of public relations, the newspaper as a communication medium with in the institution, other printed materials, communication center, internet and the news group, trial tests, news program, video conference center, fair, education exhibitions, introductory trips and the graduation ceremony have been also mentioned in this port. Later on the necessities based on the opinion and thoughts of the investigator have been discussed.

### A CENTRALIZED CAI MODEL FOR DISTANCE EDUCATION IN OEF

**121 GÜNES**, Ali. "A Centralized CAI Model for Distance Education in OEF", presented paper at **Seminar ADCIS held by Association of Computer Based Instructional System**, 5p, November 7-10, 1988, Pennsylvania, USA.

The Open Education Faculty (OEF) of Anadolu University, Eskisehir, is the one of the leading educational institution of Turkey, with approximately 130.000 students. There are four interrelated educational components in OEF, which are text, TV and Radio programs, video education centers and academic counseling instruction. This paper introduces a centralized computer based aid introduction and tutors for distance education. It is in project at the moment, but could be accepted as the fifth component of the Open Education Faculty.

#### KURULUŞUNUN 10. YILINDA AÇIKÖĞRETİM FAKÜLTESİ'NİN BİLGİSAYAR GEREKSİNMESİNDEKİ GELİŞMELER VE YENİ OLANAKLAR

123 GÜNES, Ali. Kuruluşunun 10. Yılında Açıköğretim Fakültesi'nin Bilgisayar Gereksinmesindeki Gelişmeler ve Yeni Olanaklar [Developments and New Possibilities for the Neccesities of the Open Education Faculty at 10th Anniversary], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 663/326, 1992, Eskisehir, Turkey.

This research has been done for 10th anniversary of the Open Education Faculty of Anadolu University. The study consists of mainly three chapters.

In the first chapter, establishment, components and developments in Open Education Faculty has been considered, first. Information was given on the programs that were started in 1982-1991. Also, information was given for the developments of computer needs of Computer Research and Application Center of Anadolu University (AUBAUM) and total computer needs of Open Education Faculty, for the same period. The second chapter contains the computer needs of Open Education Faculty. Those computer needs are new registration, re-registration, student and grade, examinations, student office application in the provinces and face-to-face education. All this computer needs were considered separately.

In the third chapter, problems and their solutions on the computer needs and applications were considered. In this study, three sources of 222

problems were determined. The first source of problems is insufficient hardware that is present. The second source of problems is growing number of students that force applications. The third source of the problems is low level of accomplishment of the students in examinations. In this study there are separate proposals for each problem and its sources. The common subject in that proposal is heavily using of computers and communication media.

#### UZAKTAN ÖGRETİMDE BİLGİSAYAR DESTEKLİ EĞİTİMİ DESTEKLEYİCİ BASILI MATERYALLER

124 GÜRCAN, H.İbrahim and Rusen YILMAZ. "Uzaktan Ögretimde Bilgisayar Destekli Eğitimi Destekleyici Basılı Materyaller [Printed Materials Supported by Computer Assisted Education in Distance Education]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 287-296, November 12-15, 1996, Ankara, Turkey.

Computer Assisted Education Center of Anadolu University produces course software for Computer Assisted Academic Counseling. In the center, it was studied on educational, visual and technical designs of printed materials to support to course software. In this study, the educational visual and technical characteristics of printed materials to support course software produced by the center have been investigated. To develop course software's action:

- Prepared materials before the project process
- Prepared materials during the project process
- Prepared materials after project processes are researched.

These material's characteristics are evaluated and discussed on the Computer Assisted Academic Counseling services.

### UZAKTAN ÖGRETİMDE BASILI MATERYALLERİN YAYIMI: AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

125 GÜRCAN, H.İbrahim and Rusen YILMAZ. "Uzaktan Öğretimde Basılı Materyallerin Yayımı: Açıköğretim Fakültesi Örneği [Printed Materials Publishing in Distance Education: A Sample of Open Education Faculty]", Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 297-303, November 12-15, 1996, Ankara, Turkey.

Printed materials in distance education are based on the process of education. The publishing process of materials are included to find authors, to be written and edited of text books, to print it and to discrimination of printed materials to students. In this study:

- > The publishing process of printed materials in distance education.
- > View of the authors and editors on preparing materials.
- > The processes of preparing materials.
- ➤ Material selection, number of copies and print-time are investigated.

To be applied to these processes by the Anadolu University the problems in these applications and to suggest the solutions for the problems.

#### UZAKTAN EĞİTİM MATERYALLERİNDE TELİF HAKLARI VE AÇIKÖĞRETİM FAKÜLTESİNDE UYGULAMA ÖRNEKLERİ

126 GÜRCAN, H. İbrahim, Aydın Ziya ÖZGÜR. Uzaktan Eğitim Materyallerinde Telif Hakları ve Açıköğretim Fakültesinde Uygulama Örnekleri [Copyright in Distance Education Materials and Application Examples at Open Education Faculty], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

To increase the speed of production and spread of information, to maintain the creativeness of creators who produce the works is only possible with the application of copyright laws effectively and productively. The laws related to copyright should be renewed in accordance with the developing communication technologies as well as social, economical and political structure of the country.

This study explains what kind of copyright laws are applicable in the materials of open education faculty (books, television education Programs, radio Programs, CD ROM, exam leaflets, etc) and what kind of applications are carried out in terms of the available laws about copyright at Anadolu University Open Education Faculty.

# 3-D COMPUTER ANIMATION PRODUCTION PROCESS ON DISTANCE EDUCATION PROGRAMS THROUGH TELEVISION: ANADOLU UNIVERSITY OEF (THE OPEN EDUCATIONAL FACULTY) MODEL

127 GURSAC, Yucel. "3-D Computer Animation Production Process on Distance Education Programs Through Television: Anadolu University OEF (The Open Educational Faculty) Model", TOJDE-Turkish Journal of Distance Education, Vol. 2, Number: 2, Anadolu University, Eskisehir, Turkey.

Anadolu University began distance education applications and TV broadcasting related to this concept on 1982-1983 academic year. 3-d (three-dimensional) computer animation techniques started TV be used in educational TV programs on1989, the same year when the Animation Department was established. The Animation Department, which was originally found under the name Electronic Graphics, is formed so as to benefit from the production and expression advantages of 3-d computer animation techniques that became widespread through technological improvements.

By this study it is aimed to point out how and where 3-d computer animation techniques can be put into work usefully during the process of the production of TV educational programs of Anadolu University OEF. Besides this general goal, to state the position, importance and production levels of animation can be expressed as a sub-goal of the study. This study is limited with the usage of 3-d computer animation on educational TV programs of OEF.

### UZAKTAN ÖĞRETİMDE TELEVİZYON VE TELEVİZYON ÖĞRETMENLİĞİ

ÖZTÜRK., Aydın Ziya ÖZGÜR., "Uzaktan Öğretimde Televizyon ve Televizyon Öğretmenliği [Television Instructor in Distance Education and Instruction on Television]", Türkiye II. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), Uzaktan Eğitim Vakfı, pp:208-219, May 4-8, 1998, Ankara, Turkey.

The aim of this study is to discuss the importance of the television in distance education and the role of the television instructor for the success of the TV Programs. Television has an important role for its special place, presentation style and specialties in distance education. The

success on television Programs like others communicational components to support of the effectiveness and healthier of the communication process is up to two elements: Message, the willingness of the receiver's during learning process and receiver and coded knowledge according to the televisions educational power and teaching learning process.

Here is television instructor has a very important role as a person who has a part during the coding process. Whatever the technology changes, educational content and its presentation are very important in every part of the technology. In other words, it is very important that which knowledge is presented to the student, which aim, how and who is going to present it and how and who is going to program the information.

In this study will discuss role and importance of television teachers' in visual medium during 21st distance education applications such as educational TV Programs, virtual classroom, internet and online courses. At this point, it is obvious that television instructors should have some features and beside of these they should have a special education process.

#### DIE GEGENWARTIGE ENTWICKLUNG DES BILDUNGSWESENST IN DER TÜRKEI

129 HAKAN, Ayhan. Die Gegenwartige Entwicklung Des Bildungswesenst in Der Türkei. [Distance Education in Turkey ] Deutsches Institut Für Fernstudien An Der Universitat Tübingen, 168p, 1986, Tübingen, Germany.

This study is aimed to introduce distance education method to the educators who are responsible of the Turkish childrens' education in Germany. It is realized in Tübingen University at Germany Distance education Institute (DIFF).

#### EGİTİM ÖNLİSANS PROGRAMININ DEĞERLENDİRİLMESİ

130 HAKAN, Ayhan. Eğitim Önlisans Programının Değerlendirilmesi [Evaluation of Pre-Bachelor Teacher Training Program], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, No: 363/146, 1991, Eskişehir, Turkey.

This empirical study gives a place of evaluation for teacher training program for associate degree provided by the OEF, using distance education system. Study contains eight chapters. First chapter is dealing with the history of teacher education in Turkey, from 1923s to today. Other chapters tell about prepared program by OEF, organization, course evaluation, findings, qualification, conclusion and suggestion. Some of data obtained end of evaluation from applying questionnaire are

- > Program has provided professional information and general culture,
- Program has provided a chance for higher education opportunity for future,
- ➤ The materials which are used in program, adequate for to learn process in distance education system,
- ➤ Older teachers are more successful than younger teachers.
- Author has given a place to some suggestions at the end of study as:
- A chance must given to this group for to complete their graduate level education in future
- ➤ Ministry of Education must organize in-service training course in future for this group
- Managers of primary and secondary schools' must attend "Administrator Certificate" courses in the future

#### EGİTİM ÖNLİSANS PROGRAMI VE UYGULAMASI

131 HAKAN, Ayhan."Eğitim Önlisans Programi ve Uygulamasi [Education Pre-Bachelor Program and Its Application]", **Eğitim** Bilimleri 1. Ulusal Kongresi, Ankara Üniversitesi Eğitim Bilimleri Fakültesi, Yayın No: 165, 1991, Ankara, Turkey.

This article discusses an aspect of pre-Bachelor program organized approximately for 130.000 primary school teacher training in 1986 educational year by the Open Education Faculty. It gives brief information about the contents of the program, characteristics of the students and course materials.

#### BRANŞ ÖGRETMENLERİ LİSANS TAMAMLAMA PROGRAMLARI

132 HAKAN, Ayhan. "Branş Öğretmenleri Lisans Tamamlama Programları [Complete Degree Programs for Branch Teachers]", Kurgu, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 465/211, pp: 543-569, 1991, Eskisehir, Turkey.

Anadolu University started to give one-year education for secondary school teachers for complete diploma degree on Turkish Language and Literature, History, Geography, Biology, Mathematics, Chemistry, Painting, Physical education, French, English, Germany fields by OEF.

#### AÇIKÖĞRETİM YAYIN KATOLOGU

133 HAKAN, Ayhan, Kazım SEZGİN, Mehmet GÜLTEKİN and Selma OZCUBAY. Açıköğretim Yayın Kataloğu [Catalogue of

**Open Education Publications],** Anadolu Üniversitesi Yayınları, Yayın No: 914/493, 383 p, 1996, Eskisehir, Turkey.

This catalogue consists of all Open Education Faculty programs' printed and audio-video course lists systematically from beginning up to now. It is a very useful study for the Turkish researchers who will study on Open education publication and broadcast subjects. Additionally catalogue gives information about of the TV course materials scenario and production knowledge.

#### UZAKTAN ÖGRETİMDE ÜNİTE YAZIMI

**134 HAKAN**, Ayhan. "Uzaktan Ögretimde Ünite Yazımı [Writing Unit in Distance Education]", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 912/492, Vol: 2, No: 1, pp: 1-13, Bahar (Spring Issue), 1996, Eskisehir, Turkey.

This article points out that writting criterias of the Open Education Faculty's printed course materials unit.

#### İLKOKUL ÖĞRETMENLERİ LİSANS TAMAMLAMA PROGRAMI

135 HAKAN, Ayhan, Ersan SÖZER and Mehmet GÜLTEKİN.

"İlkokul Öğretmenleri Lisans Tamamlama Programı [Degree Complete Program For Primary School Teachers]", Açıköğretim Fakültesi Dergisi. Anadolu Üniversitesi Yayınları, Yayın No:912/492, Vol: 2, No:1, pp: 14-40, Bahar 1996, Eskisehir, Turkey.

In this study is summarized that degree complete program for primary school teachers' profile and structure, content and educational components, process, educational materials of the applied program. tanıtımı yer almaktadır.

#### FERNSTUDIUM IN DER TÜRKEI

**138 HAKAN**, Ayhan ve Mustafa **SAĞLAM**. "Fernstudium in der Türkei", **TABO-Aktuell.** Vereninzeitschrift der Türkischen zu Akademiker Bochum, No:6 January,1997, Germany.

This study aimed for give some brief information to the Germanian readers about Turkish Distance education experiences in German Language.

### THE STATE OF THE ART OF DISTANCE EDUCATION IN EUROPE AS REPRESENTED IN PRE-CONFERENCE SURVEY

**139 HARRY**, Keith "The State of the Art of Distance Education in Europe as Represented in Pre-Conference Survey", **Proceedings of the ICDE European Conference on Distance Education**, May 2-5, 1990, at the Technical University of Budapest, pp: 33-35, 1990, Budapest, Hungary.

Keith Harry is director of International Center for Distance Learning (ICDL). His brief present article is based on survey of Distance Education Institution in Europe. According to his survey findings, Anadolu University The Open Education Faculty is mentioned as the largest volume off-campus distance education institution in Europe.

#### **DISTANCE EDUCATION IN EUROPE: A SURVEY**

**140 HARRY**, Keith. Distance Education in Europe: A Survey, paper prepared for **Budapest Platform Conference**. Prauge, Chechoslovakia, pp:66-77, ICDL, Open University, Milton Keynes, 1991, UK.

This study summarizes distance education institutions in Europe. The study gives a place to all of them with their general characteristics. Data were collected from the survey, which is applied in 1990.

#### TURKEY: HOME OF THE WORLDS LARGEST STUDENT BODY

141 HOLBROOK, Deborah. "Turkey: Home of the Worlds Largest Student Body", **Distance Educator Report.** Published by the International Monetary Fund, February 15, 2002, USA. (http://www.distance-educator.com)

In 1998-1999, 650.000 students were participating in 18 different programs at Turkey's Anadolu University. At that time The World Bank recognized Anadolu as the world's largest university. Since 1998, video conferencing from studios in Ankara provides live, face-to-face interaction with instructors. In January 1999 direct Internet, e-mail, and fax connections via satellite were started so that the students could have question and answer discussions with instructors.

Future plans include increasing the capacity of the TV band, more video conferencing, and establishing a pre-school teacher education. Anadolu continues to investigate the possibility of more computer based communication technologies to improve access and flexibility, including remote electronic classrooms, more teaching materials, and employing foreign experts.

### DIFFUSION OF DISTANCE EDUCATION IN TURKISH HIGHER EDUCATION

143 ISMAN, Aytekin. "Diffusion of Distance Education in Turkish Higher Education", Educational Technology Research and Development, Vol. 45, No. 2, pp.124-128, 1997, USA.

In this paper, Roger's theory was used to analyze the acceptance and implementation of the innovation of distance education in Turkey. Distance education was not successfully adopted between 1970 and 1980 in Turkey because of organizational problems. Distance education was effectively and efficiently diffused in Turkey after 1982.

Thousands of students today get university diploma degree by graduating from distance education. On the other hand, problems of organization, technology and perception remain to be addressed. It is hoped that in the future the Open Education Faculty will be independent or have more autonomy. This will help it deliver instruction to its students.

#### UZAKTAN EĞİTİM GENEL TANIMI TÜRKİYE'DEKİ GELİŞİMİ VE PROJE DEĞERLENDİRMELERİ

144 İŞMAN, Aytekin. Uzaktan Eğitim Genel Tanımı Türkiye'deki Gelişimi ve Proje Değerlendirmeleri [General Definition of Distance Education Development in Turkey and Evaluation of Project], Değişim Yayınları, 127p, 1998, Adapazarı, Turkey.

Communication technology is one of the rapid developments today. of course developments on communication technology affects our daily life. But, especially education world was one of the most effected parts from these developments in our life. Distance education, as being 21st Century' education model will have been affected too. In this book has mentioned that effecting and developing of distance education institutions for the reason of developments communication technology. By the way Turkey should integrate its distance education systems according to these developments, conducting projects scale.

#### AÇIKÖĞRETİM FAKÜLTESİ AKADEMİK DANIŞMANLIK HİZMETLERİNİN ÖĞRENCİLERİN BAŞARISI ÜZERİNDEKİ ETKİSİNİN ARAŞTIRILMASI

145 KARA, Erdal. Açıköğretim Fakültesi Akademik Danışmanlık Hizmetlerinin Öğrencilerin Başarısı Üzerindeki Etkisinin Araştırılması [The Effects of Academic Consultation Services Applied by Open Education Faculty of Anadolu University on the Successes of Students], Anadolu Üniversitesi Fen Bilimleri Enstitüsü, (Unpublished Master Thesis), 1998, Eskisehir, Turkey.

Academic consultation services are one of the most important elements of distance education. In this study, the effects of academic consultation services applied by Open Education Faculty of Anadolu University on the successes of students have been studied.

In the study, education systems, distance education and the concepts of academic consultation in distance education have been explained in order. Analysis of variance has been determined in the most appropriate manner for the structure of research and analysis of variance has been studied in detail. In the last chapter analysis of variance has been applied for the data and the results obtained have been interpreted.

#### HAGEN UZAKTAN ÖĞRETİM ÜNİVERSİTESİ VE TÜRK UZAKTAN ÖĞRETİM SİSTEMİ AÇISINDAN DEĞERLENDİRİLMESİ

147 KARTAL, Bilhan. Hagen Uzaktan Öğretim Üniversitesi ve Türk Uzaktan Öğretim Sistemi Açısından Değerlendirilmesi [Hagen Distance Education University and Evaluation of Turkish Distance Education System], Türkiye II. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), Uzaktan Eğitim Vakfı, pp: 208-220, May 4-8, 1998, Ankara, Turkey.

The University of Hagen Distance Education is one of the most important distance education associations as it provides different education alternatives based on the educational needs and working schedules of individuals. On the other hand, University of Anadolu, Faculty of Distance Education gives distance education services in the University level for a wide people group in Turkey, West Europe countries in which Turkish citizens are seen as dense and Republic of North Cyprus Turkish. The main aim of this study is to explain probable applications that can be made in Turkish Distance Education System according to the German Distance Education System.

#### UZAKTAN EĞİTİMDE YABANCI DİL PROGRAMLARI VE AÖF UYGULAMASI

148 KARTAL, Bilhan. "Uzaktan Eğitimde Yabancı Dil Programları ve AÖF Uygulaması [Foreign Language Programs in Distance Education and OEF Case]", Uzaktan Eğitim, UZEV Yayınları, pp: 43-54, 1998 Yaz/1999 Kış, Ankara, Turkey.

Recent programs for foreign language education tend to focus more on functional use. One of the reasons of this demand toward being functional is the influence of scientific and technological developments upon work life. Any language education program targeting to teach the functional use of language should primarily take the characteristics and expectations of target people into consideration. This paper discusses, in the light of the issues presented above, the foreign language education program, which has been implemented by the Anadolu University since 1982.

#### AÇIKÖĞRETİM ÖĞRENCİLERİNİN YABANCI DİL DERSLERİNDE TEKNOLOJİ KULLANIMINA İLİŞKİN GÖRÜŞLERİ

150 KARTAL, Bilhan. Açıköğretim Öğrencilerinin Yabancı Dil Derslerinde Teknoloji Kullanımına İlişkin Görüşleri, [Open Education Faculty Students' Opinion on Use of Technologly for Foreign Language Courses]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

(In addition this study published by Anadolu University, No: 1284, 89p, 2001, Eskisehir, Turkey).

Regarding the recent developments in the field of new information and communication technologies and globalization, the necessity arises for the active use of these new technologies in higher education institutions. Therefore, determining the criteria in judging the technologies to be used in higher education institutions has been assumed very important in higher education policies.

This study analyses the opinions of open teaching students concerning to the use of new technologies in the foreign language lessons. In this study, the education surroundings, which are used in the present higher education institutes with distant teaching and open distant teaching, were practically examined in the context of Anadolu University AÖF foreign language lessons. Since the main subject of the study is to determine the student attitude toward using new technologies in foreign language teaching, the review of the literature for the use of new information and communication technologies in foreign language teaching programs has been included in the theoretical knowledge. As for the practical part, a survey was developed and applied to measure the student attitude toward the subject. The research was done by the application of foreign language programs to the AÖF students.

Depending on the results of the survey, the following findings were obtained for the preparation and the development of the foreign language teaching programs: The survey findings should be taken into consideration in the reformation of distant education programs of foreign languages on the web pages. AÖF radio and TV programs should be transmitted on the web page of the University. foreign language teaching programs should be restructured in a more fashionable design so to attract students' interest. The students should be ensured for a quick access on the web page. Students' access to the foreign radio broadcasting channels via Internet should be provided so that they can listen to the language of the country that is being taught.

### TÜRKİYE CUMHURİYETİ'NİN 75.YILINDA UZAKTAN EĞİTİM UYGULAMALARIMIZ

151 KAYA, Zeki. "Türkiye Cumhuriyeti'nin 75. Yılında Uzaktan Eğitim Uygulamalarımız [Distance Education Applications in Turkey in Its 75. Anniversary of Turkish Republic]", **Milli Eğitim**, Milli Eğitim Bakanlığı Yayınları, Yayın No: 3218, Number:139, Süreli Yayınlar Dizisi:113, pp:44-48, 1998, Ankara, Turkey.

Distance education practices in Turkey are examined under the headings of Anadolu University, Open High School and Open Primary School in this study. Open education Faculty, The Faculty of Economics and The Faculty of Management which serve in the distance education system of Anadolu University, printed materials, radio and television programs, academic counseling and computer assisted education are also dealt in this study.

The tools that are used by Open High School and Open Primary School are listed as printed materials, radio and television programs, academic counseling and practicing services.

#### TÜRKİYE'DE UZAKTAN EGİTİMİN GELİSİMİ

152 KAYA, Zeki and Ferhan ODABAŞI. "Türkiye'de Uzaktan Eğitimin Gelisimi [Development of Distance Education in Turkey]", Eğitim Fakültesi Dergisi, Anadolu Üniversitesi Eğitim Fakültesi Yayınları, Vol: 6, No: 1, Bahar (Spring İssue), pp: 29-41, 1996, Eskisehir, Turkey.

Distance education in Turkey has developed within the years in parallel to the educational difficulties of the country. Three outstanding periods can be observed in the progress of distance education in Turkey.

After earlier Yay-Kur and Education by Lettering applications of distance education 1970s, the current applications regarding distance education are, distance education for tertiary education offered by Anadolu University The OEF and distance education for secondary education offered by Film Radio and Television Educational Center of Ministry of Education. These applications in distance education promise solutions to the educational problems in Turkey.

### A REVIEW LITERATURE ON THE OPEN EDUCATION FACULTY (1982-1997) Book Review

153 KELLY, Patrick. A Review Literature on The Open Education Faculty (1982-1997): OPENpraxis ICDE Bulletin. Book Review Section, A Revised and Expanded Third Edition, Vol.2, p.46, Open University Publications, Milton Keynes, 1998, UK.

(In addition this article is published in TOJDE-Turkish Journal of Distance Education, Vol:1, Number:1, 2001, Anadolu University, Eskisehir, Turkey).

There has been a huge expansion of distance education in Turkey. Over the last two decades and this book provides both an overview of the work of the Open Education Faculty (OEF) and a more detailed listing and abstracts of 200 related studies.

The book begins with an introductory chapter, which discusses the nature and current issues in distance education and offers a short history of the Open Education Faculty in Turkey. The remaining chapters contain bibliographic information and abstracts of research studies, projects, conference papers and other printed materials relating to the distance education issues and the work of Open Education Faculty.

The brief sketch of the Open Education Faculty will be of interest to those unfamiliar with the developments in Turkey. The Open Education Faculty was established in 1982 at Anadolu University in response to pressure to increase opportunities for higher education and to use more open and flexible education and training structures.

In the first year nearly 30,000 students were admitted to the Business Administration and Economics departments and the teaching system made use of printed text, television and academic counseling. This model of distance education was popular and successful. Today the Programs of study include nursing, languages, mathematics, science, tourism and teacher training. The Open Education Faculty also provides educational opportunities for Turkish citizens in other Western European countries.

The OEF has had a major impact on higher education in Turkey. Student numbers have grown to approximately 550,000 and more than 100,000 students have graduated over the last 15 years. As a result the number of people who have gained access to higher education has more than doubled.

The main aim of the book is to document the main studies relating to the OEF in order to aid researchers. A listing, alphabetical by author, is followed by an abstract of each study. The 200 studies cover a broad range of issues including student characteristics and progress, Programs of study, teaching and learning methods; and the theory and practice of

distance education. There would be the same advantages in grouping the studies around a number off topic headings. This review succeeds in offering a comprehensive resource for researchers, and Professor Demiray is willing to act as a contact point for further discussion.

#### TURKISH OPEN UNVERSITY TO START SOON

**154 KENNEDY**, Bernard. "Turkish Open University to Start Soon", **Times Higher Education Supplement**, October 8, 1982, UK.

In this article, Kennedy described that the university administrators stated the Open Education Faculty and its initial thinking which. Kennedy emphasized that Turkish Open Education Faculty will bring some solutions for the Turkish Education system conflict.

The Open Education Faculty registered more than 25.000 students at its beginning academic year. In this article it was mentioned that OEF contributed in solving Turkish Higher Education problems and conflicts.

#### TURKISH OPEN GETS UNDER WAY

155 KENNEDY, Bernard. "The Turkish Open Gets Under Way", Times, Higher Education Supplement, No: 530, December 31, 1982, LIK

Just before starting of The Open Education Faculty, (its name was unindicated on those days, but should be Turkish Open University) journalist Kennedy; reported a news about OEF preparations to start soon. This information is the one of the base messages to other societies about distance education from Turkey.

#### **TURKEY CHANGES TARGET**

**156 KENNEDY**, Bernard. "Turkey Changes Target", **Times Higher Education Supplement**, May 13, 1983, UK.

This brief explanation gives a bit information about Open Education Faculty among the general Turkish universities news. In 1983 Turkish universities have increased their student capacity around 8 percent and half of that will be accounted for the Open Education Faculty which accepted its first students in 1982.

#### TURKEY LACKS EXPERIENCED LECTURERS

**157 KENNEDY**, Bernard. "Turkey Lacks Experienced Lecturers", **Times Higher Education Supplement**, November 11, 1983, UK.

Author gives a place Anadolu University's Rector speech against to discussion on lecture-student ratio is decreasing for the reason of increasing student number in universities. On this subject rector defences that 57 percent of OEF student pass successfully in stead of highly student number in Anadolu University-OEF as a contrast of traditional universities. This example defence's distance education is one of the solutions against to the lecturer-student unequlibrium in Higher Education in Turkey.

#### İLETİŞİM TEKNOLOJİSİNDEKİ YENİ GELİŞMELERDEN TELETEXT VE VİEWDATANIN UZAKTAN ÖĞRETİMDE KULLANILMASI

158 KESİM, Mehmet. İletişim Teknolojisindeki Yeni Gelişmelerden Teletext ve Viewdata'nın Uzaktan Öğretimde Kullanılması [Using Teletext and Viewdata in Distance Education Which are New as Developments in Communication Technology],

Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, No: 106/36, 1985, Eskisehir, Turkey.

Using technological developments based on computer in communication technology to make contribution to education is inevitable in communication century in which we live. The author brings an application model suggestion based on distance education for Open Education Faculty in his study that was prepared as a doctoral dissertation by giving examples from using teletext and viewdata in education and applications done in the world up to now. The author stated that teletext and viewdata systems, which were new developments in communication technologies, which could be used in, distance education.

- > The point of benefiting from present possibilities; education
- Establishment of a teletext broadcast center for giving supportive service to the education, students of The Open Education Faculty
- ➤ Establishment of a viewdata broadcast network for supporting management and education-teaching
- Services of students and Management Personnel of Open Education Faculty;
- Using of viewdata system effectively in special education.

#### HERKES İÇİN, HER YERDE, HER ZAMAN ETKİN ÖĞRENİM E-ÖĞRENME

159 KESİM, Mehmet. Herkes İçin, Her Yerde, Her Zaman Etkin Öğrenim E-Öğrenme [Active Learning for Anyone, Anywhere and Anytime E-Learning]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim

**Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

In the 21<sup>st</sup> century, information and communication technologies will be used all over the world intensively. Circulation and using of the information has increased with globalization. E learning has been a significant concept. It must be comprehended and its applications must be determined. E learning can be defined as electronic learning, it can be defined from Internet or web as well.

However, the aim is to transmit the information with an interactive way for anyone, anywhere and any time. In this study; definition and necessity of e learning, network based learning, access, quality and costs are introduced.

#### REPORT ON CHANNEL E PROJECT

**160 KILIÇ**, Levend. Report on Channel E Project, Prepared for the Council of Europe and presented to Anadolu University Administration, (Unpublished Report), 1991, Eskisehir, Turkey.

This report points out activities of The Open Education Faculty about Channel E, in other words The Open Education Faculty gives its hand to Channel E project which is European Commission's project in DELTA (Development of European Learning Through Technological Advance) of pre-paring educational programs from point of Turkish culture for the Turkish Immigrates in Europe. Those educational programs prepared in Turkish Language and Literature, Vocational Training Programs for Turkish youth and Turkish cuisine subjects were produced as educational programs around 70 television series and broadcast since 1991 by Astra Satellite.

#### AHMET YESEVİ ÜNİVERSİTESİ'NDE ANKARA/ESKİŞEHİR ARASINDAKİ UZAKTAN EĞİTİMİN OPTİMİZASYONU

161 KÖKSOY, Mümin. "Ahmet Yesevi Üniversitesi'nde Ankara/Eskişehir-Türkistan Arasındaki Uzaktan Eğitimin Optimizasyonu [Optization of Distance Education Between Ankara/Eskisehir at Ahmet Yesevi University]", BTIE'99 Bilişim Teknolojileri Işığında Eğitim Konferansı ve Sergisi Bildiriler Kitabı. Türkiye Bilişim Derneği ve ODTÜ Öğrenci Kolu, May 13-15, 1999, Ankara, Turkey.

This study tells experience of pilot project between Anadolu University Open Education Faculty/Eskisehir and Ahmet Yesevi University/Kazhakistan on Open Education Faculty's Marketing Course via video conference and electronic mail.

## A MODEL FOR ORGANIZING WRITTEN INSTRUCTIONAL MATERIALS IN THE CONTEXT OF A PROPOSED MODEL FOR OPEN UNIVERSITY IN TURKEY

162 KÖYMEN, Ülkü. A Model for Organizing Written Instructional Materials in The Context of a Proposed Model for Open University in Turkey. Graduate School of Syracuse University, (Unpublished Doctoral Dissertation), 1983, Syracuse, USA.

This study explores the potential for developing adaptations of an Open University model and instructional design models for the Turkish Open University. The aim of the study is to adapt existing theories and a model to a new context. The study consists of two parts. Part one deals with the adaptation of the British Open University model to the specific needs and conditions of Turkey. Part two is concerned with the instructional design models, which are used in the preparation of written materials, and their adaptation to the Turkish Open University.

Part one consists of four steps. In the first step, the characteristics of a general distance education model are reviewed. In the second step, two successful distance education systems (the British Open University and the Everyman's University in Israel) are analyzed and their important 244

characteristics relevant to the Turkish Open University are listed. In the third step, the major factors, which influence the adaptation process, are identified. Finally in the fourth step the British Open University model is adapted to the specific conditions of the Turkish Open University on the basis of the analyses done in the second and third steps.

The adaptation starts with identifying goals and objectives of the Turkish Open University. Then its admission policy and media used in delivering the instruction are determined. Finally course related, student related, and organizational, administrative and economic aspects of the model are discussed.

Part two addresses the question of quality instruction in the Turkish Open University. It starts with a review of the nature, context and importance of the instructional design theories and classification of the instructional variables. The development of instructional design models is carried out at two levels: (1) micro and (2) macro.

At the micro level Merrill's instructional design models comprising the Component Display Theory are adapted to the Turkish Open University. In the adaptation process, first the prescriptive relationship among method, condition, and outcome variables is formulated.

Second, the characteristics of outcome and condition variables, which have impact on the method variables relevant to the Turkish Open University, are determined.

Finally, the characteristics of each presentation strategy component (both primary and secondary), the degree of learner control, and the richness of the models are determined.

The elaboration models developed by Reigeluth are used to design instruction at the macro level. A summary of the elaboration theory and the elaboration models are presented. The reasons favoring the use of elaboration models are then discussed as well as the use of learner control and its importance for the Turkish Open University.

#### COMPARISION OF THE TRADITIONAL HIGHER EDUCATIONAL AND OPEN EDUCATION SYSTEM FROM POINT OF LEARNING AND STUDY STRATEGIES

163 KÖYMEN, Ülkü. "Comparison of The Traditional Higher Educational and Open Education System from The Point of Learning and Study Strategies]", 14<sup>th</sup> ICDE World Conference, 13p, August 9-16, 1988, Oslo, Norway.

(This article is also published in **Distance Education**, Vol:13, Number 1, pp:108-117, 1992, Toowoomba, Australia).

In this study, the Learning and Study Strategies of the students of the Faculty of Administrative Sciences at Çukurova University, representing the traditional system and those at the Open Education Faculty of Anadolu University, have been investigated. The Learning And Study Strategies Inventory (LASSI), developed by Claire E. Wein stein, has been used as an evaluation instrument.

LASSI consists of ten scales: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self-Testing and Test Strategies. LASSI has been administered to 704 students and the scores have been placed on the LASSI evaluation chart in order to attain students, learning and study strategies profiles.

Findings reveal that students of both groups have considerably lower scores in comparison to the other college students answering the same items. However no important difference has been found between the groups belonging to the two different systems.

### WOMEN IN TURKEY AND THE POTENTIAL FOR OPEN LEARNING

164 KÖYMEN, Ülkü. "Women in Turkey and the Potential for Open Learning", Toward New Horizons for Women in Distance Education: International Perspective, (Ed. Karlene Faith), pp: 205-213, Routlege Publications, 1988, London, UK.

In this article, author focus on the problems of women's' education in Turkey in the context of other social events and will examine the potential of the distance education system for solving these problems. In this meaning, article discusses some characteristics of the women students and gives some examples from Open Education Faculty, which one over three of the total population was, girl students in OEF. Results of the research indicate that:

The Turkish Open Learning Faculty is a very recent establishment. Despite its short experience, however, it has already attempted to solve some of the important educational problems in Turkey. The potential of the Turkish Open Learning Faculty for solving these problems could be summarized as follows:

It has the potential for providing educational opportunities to women who are disadvantaged by religious, socio-economic and geographical conditions.

It has already attempted to give higher education opportunities to elementary school teachers, the majority of whom are women, who will be able to get a higher education diploma, raise their retirement benefits and develop themselves as they educate the future women of Turkey.

It has the potential to provide educational opportunities to Turkish women in Germany, who are squeezed between two cultures and have lost their own identity. Although the Turkish Open Learning Faculty has only two-degree programs at present, they could be extended to include the following courses for rural women:

- Literacy education
- Nutrition
- > Maternal and child healthcare
- > Sanitation
- Housing improvement
- > Family planning
- ➤ Basic consumer economics
- > Small-farm management
- > Cultivation of vegetables and fruits on family land garden

Open learning in Turkey has the potential to support and facilitate the realization of Atatürk's principles by providing education to Turkish women through its own structures.

#### A NEW TEACHER TRANING MODEL FOR TURKEY: DELTT

166 KÖSE, D. Gül, "A New Teacher Traning Model for Turkey: DELTT", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

This paper aims at introducing a new interactive distance-learning model for English Teacher Education. Anadolu University, in collaboration with Turkish Ministry of National Education, initiated a four-year degree programme in English Language Teacher Education in the 2000-2001 academic years, to alleviate the desperate need for trained ELT teachers in Turkish schools. In its second year of implementation, with 5000 students enrolled, this paper will attempt to introduce the basic

features of the programmed and an evaluation of the curriculum, instruction, teaching materials and testing system will be given.

#### AÇIK YÜKSEKÖĞRETİME OLAN BİREYSEL TALEBİ ETKİLEYEN ETKENLERİN İNCELENMESİ

168 KURNAZ, Kerim. Açık Yüksek Öğretime Olan Bireysel Talebi Etkileyen Etkenlerin İncelenmesi [Affecting Factors on İndividual Demand for Open Higher Education Survey], Ankara University Sosyal Bilimler Enstitüsü, (Unpublished Master Thesis), Ankara, Turkey.

The purpose of this research which comprises the investigation of factors affecting the individual demand for Open University is to recognize individual, social and economical characteristics of the students in Open University and to determine the reasons for preferring the open university as well as the students opinions concerning the benefits expected from this education system. Following this basic goal I aimed to obtain information on whether the student opinions for benefits expected from this education system, vary or not with respect to properties such as gender, type of highschool and age, and the expenditures of the individuals due to studying in such an education system.

The research was based on the "general survey model" and the data supporting the research was acquired from a 400 random selected students amongst the students of first grade of Anadolu University Management and Economy Faculties which are attending the open education courses located in Ankara during the 1995-1996 education terms.

The findings of this research exhibit that most of the Open University students are girls, married people, people aged over 26 and middle and lower class employees working in public sector or a private company. The research also determined that the majority of the students believe that the education they are getting is not related with their jobs.

The Open University is being preferred as it makes it possible to maintain together both working and educational life. The other reasons indicated in the research were not considered as effective. Getting a rank and grade advancement comes the first out of the expected benefits from open university; moreover, benefits such as advancing to a higher position, obtaining increase in salary, finding a job or being able to change the job are some of the material expectations.

#### TURKEY'S OLD-FASHIONED DISTANCE EDUCATION DRAWS THE LARGEST STUDENT BODY ON EARTH

**169 MacWILLIAMS,** Bryon. "Turkey's Old-Fashioned Distance Education Draws the Largest Student Body on Earth", **The Cronicle of Higher Education.** September 22, 2000, USA.. (http://chronicle.com).

This article mentioned about media which is used by Anadolu University Open Education Faculty. These media (radio, TV, and mailed material, teleconferencing) are used to educate a rural population. It also can be find several information about History of Anadolu University, role of Anadolu University Open Education Faculty in Turkish higher education system, opinions of dean, vice dean, vice rector, and a student about Open Education Faculty, tuitions, graduation rates, publications and facilities of Anadolu University in this article.

### TURKEY: DOES DISTANCE EDUCATION MEET NATIONAL EDUCATIONAL PRIORITIES?

171 McISAAC, Marina S. and Karen L. MURPHY. "Turkey: Does Distance Education Meet National Educational Priorities?", (Editor: D. Sewart, J S. Daniel), **Developing Distance** Education. pp:307-309, 1988, Oslo, Norway. (This study is prepared to present at 14th ICDE Conference, Oslo-Norway 1988).

This study explains mission of the Open Education Faculty for Turkey's educational needs. In this study it was served that distance education application by OEF is provided at least partially successful in all three areas as national priorities. These are;

- a. To provide expanded admission procedures allowing more of the growing population to have opportunity to attend university.
- b. To distribute faculty members throughout the university system thus providing experienced faculty members even in rural areas.

Although there are many administrative problems in offering these distance education courses the Open Education Faculty at Anadolu University is excited about the challenge and opportunity to meet these, the national's top educational priorities.

### DISTANCE EDUCATION OPPORTUNITIES FOR WOMEN IN TURKEY

**172 McISAAC**, Marina S. and Ülkü **KÖYMEN**. "Distance Education Opportunities for Women in Turkey", **ICDE Bulletin**, Vol. 17, pp. 22-27, May 1988, Lancashire, UK.

Article gives a place to Atatürk's opinion on women and their value in developing process. Unfortunately, developments of women's were canceled until now as necessary. The Open Education Faculty really was the opportunity for rising the women' education level. OEF can be easily alternative for this activity. Unfortunately, Turkish women's education rights have been cancelled out of her justice as socially, economically and socio-economicly. But, OEF was opportunity to activate women' status in near future for Turkey and its new perspective in the contemporary development in all the world societies.

#### **EXAMINING DISTANCE EDUCATION IN TURKEY**

173 McISAAC, Marina S, Karen L. MURPHY and Uğur DEMİRAY.
"Examining Distance Education in Turkey", International
Journal of Distance Education, Vol: 9, No:1, pp: 106-114, 1988,
Toowoomba, Australia.

(Also this study was printed by Anadolu Universty Educational Technology and Distance Education Foundation Publication Series. Publication Number: 013, 16p, 1988, Eskisehir, Turkey).

This article describes the distance education program at Anadolu University in Turkey and compares its problems and solutions to similar distance education programs in other Asian countries. A brief history is presented, enrollment figures are given and future directions are described.

Conclusions suggest that open education is accomplishing the goals of the country's 1981 reforms and can continue to be helpful in the country's quest for modernization.

### PROBLEMS AFFECTING EVALUATION OF DISTANCE EDUCATION IN DEVELOPING COUNTRIES

174 McISAAC, Marina S, "Problems Affecting Evaluation of Distance Education in Developing Countries", Research in Distance Education, Vol. 2, No.3, pp.12-17, July 1990, Athabasca, Canada.

This paper examines problems affecting evaluation of distance education in developing countries. There are economic, political and social issues, which restrict the amount of original research done in countries such as Turkey, Pakistan and India. Although large populations are available for studies, variables are not easy to control and quality data is difficult to obtain. In addition, political agendas resulting in national education directives such as Turkey's Higher education Act of 1981,

influence methods and types of data collected. A closer examination of these issues results in recommendations made for production of original research in countries such as Turkey. The second part of the paper investigates the identification of existing distance education research done in Turkey and other developing countries. Because of difficulty of locating such studies in the published literature, ephemeral literature and government reports must be made available. One method for collecting the studies and evaluating their results is suggested. A meta analysis for synthesizing the results of such research in distance education, is discussed.

#### LEARNING FOR THE FUTURE

175 McISAAC, S. Marina. "Learning for the Future", Keynote Speaker, Invited speaker for First International Distance Education Conference, November 10-15, 1996, Ankara, Turkey.

This talk highlighted the developments in distance learning in Turkey and make suggestions for future directions.

### USING THE INTERNET AS A GLOBAL CLASSROOM:THE TURKISH OPPORTUNITY

176 McISAAC, S. Marina. "Using the Internet as a Global Classroom: the Turkish Opportunity", Invited Faculty of Communication Sciences Symposium. Anadolu Üniversitesi İletişim Bilimleri Fakültesi, March 1996, Eskisehir, Turkey.

This symposium emphasized the importance of network links for learning, particularly in those situations where sufficient educational materials are not available

### COMPUTER LINKS TO THE WEST: EXPERIENCES FROM TURKEY

177 McISAAC, S. Marina. Petek ASKAR., Buket AKKOYUNLU. "Computer Links to the West: Experiences from Turkey", In A. DeVaney, S. Vance and Y. Ma (Eds.) Technology and Resistance: Digital Communications and New Coalitions around the World. Counterpoints: Studies in the Postmodern Theory of Education Series. Vol: 59, pp: 153-165, 2000, New York: Peter Lang, USA.

The adoption of technology has social and cultural impact. in this article, the impact of computer networks and online communication are discussed in the framework of the Turkish experience.

### EDUCATIONAL TECHNOLOGY IN THE GLOBAL MARKETPLACE

**178 McISAAC**, S. Marina. (Ed: Special Issue). "Educational Technology in the Global Marketplace", **Educational Media International**, Vol: 39, Number:2, (In Press, 2002), USA.

In this special issue of EMI, prominent educators from 6 countries were asked to comment on the past, present and future of educational technology in their countries. The countries represented in these essays are from Australia, Cyprus, Iran, Israel, Taiwan and Turkey. The articles give a glimpse into the development, concerns and successes of technology implementation in these countries.

### GLOBAL DISTANCE EDUCATION: ANADOLU UNIVERSITY'S RISE TO PROMINENCE

179 McISAAC, S. Marina. "Global Distance Education: Anadolu University's Rise to Prominence ", presented paper at AÖF'ün

**20.** Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan **Eğitim Sempozyumu,** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

This address reflects on the growth of Anadolu's Open Education System from its early days as the Open Education Faculty. The developments are viewed in light of the upcoming challenges posed by globalization and digital technologies. Emphasis is placed on connectedness as the defining measure of globalization, and emphasizes teacher training, shifts in pedagogy and instructional design in future distance education projects.

# RESEARCH ON DISTANCE EDUCATION IN TURKEY: A REVIEW RESEARCH OF FROM AN INTERNATIONAL PERSPECTIVE

**180 MANOHAR** K. Murali. "Research on Distance Education in Turkey: A Review of Research of from an International Perspective", presented paper at **Türkiye I. Uluslararası Uzaktan Eğitim Sempozyumu**. Milli Eğitim Bakanlığı Film Radyo Eğitim Başkanlığı (FRTEB), November 12-15, 1996, Ankara, Turkey.

Research is a dynamic social and intellectual activitiy. It has definite objective of establishing a causal relationship for identifying the basis for any change or devolepment in a social phenomenon. An analysis of trends and results of research studies so far undertaken in Distance Education (DE) in Turkey would indicate the conceptual basis for its growth development and finally its contribution towards the expansion of higher education and training in the country. The present study is based on the review of Demiray's review study of the literature on the Open Education Faculty Anadolu University. The study also attempts an international comparison of review studies conducted elsewhere in the world for analyzing the similarities or dissimilarities of research in distance education.

The main objective of the study is to further examine the gaps in the existing literature, analyze the research formulations on the conceptual developments in DE and to identify the areas of concern in which more and more studies are needed towards ensuring qualitative development in DE. The study thus will be useful to the future researchers in the field so as to be more serious in choosing the relevant areas for their research, that would in the long run help to promote healthy development of distance education in Turkey.

#### ÖNLİSANS PROGRAMI ORTAÖGRETİMLİ İLKOKUL ÖGRETMENLERİNE NELER GETİRİYOR?

181 MİLLİ EGİTİM. "Önlisans Programı Ortaöğrenimli İlkokul Öğretmenlerine Neler Getiriyor? [What is the Advantage of the Associate Degree Program for Primary School Teachers'], ]", Milli Eğitim, Milli Eğitim Bakanlığı Yayınları, 81: 3-11, 1989, Ankara, Turkey.

This article has given place to an interview with the Personnel Director of The Ministry of Education dealing with evaluation of the associate degree teacher training two-year diploma program for primary school teachers and the benefits of the program for their status and increasing quality in the structure of ministry of education.

### ENFORMASYON TOPLUMU VE EGİTİM SİSTEMLERİNE ETKİSİ

**182 MİLLİ EGİTİM.** Enformasyon Toplumu ve Eğitim Sistemlerine Etkisi [Information Society and Its Effects to the Education System], **Milli Eğitim.** Milli Eğitim Bakanlığı Yayınları, pp:182-199, 1992, Ankara, Turkey.

It has given a place of running OEF to this article as an appendix at the end of the book. In somewhere of the book (p: 162,164) authors as

a case mention OEF. So, detailed information about running of the OEF system has been investigated and criticized in these pages.

## TÜRKİYE 1. ULUSLARARASI UZAKTAN ÖGRETİM SEMPOZYUMU BİLDİRİLERİ

**183 MİLLİ EĞİTİM. Türkiye 1. Uluslararası Uzaktan Eğitim Sempozyumu Bildirileri** [Proceedings of Türkiye The First International Distance Education Symposioum]. Milli Eğitim Bakanlığı, Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), 701p, November 12-15, 1996, Ankara, Turkey.

Informative technologies submit for human use, those which merely yesterday. Acquaint us with new teaching and learning procedures, which have more functions, and with more content compared to those procedures, which are already known. Distance Education procedures with interaction provide education possibilities independent from place and time; it also makes it possible to educate more people with education of higher quality in an economical manner. It opens the door to unlimited education. Realization of such a symposium in such an environment was inevitable, or maybe an obligation.

As known from the literature, Turkish society met with Distance Education system, at university level education, by starting Anadolu University, in 1982, namely The Faculty of Open Education. And then, depending on Anadolu University the OEF experience, the Directorate of Film-Radio and Television Department is organized to give Distance Education (or Open Learning) at high school level in the name of National Ministry of Education, in 1993.

After 14 years of the beginning of Distance Education system the 1st International Turkish Distance Education Symposium realized in capital city of Turkey, Ankara, on 12-15 November 1996, by organizing the Directorate of Film Radio and Television Department in the name of National Ministry of Education, by aiming of the born out of these

obligations is to discuses Distance Education procedures, define problems, and derive applicable results with this symposium.154 presenters from eighteen countries are joined to the symposium as Egypt (1), France (1), Georgia (3), Greece (1), India (2), Israel (6), Italy (1), KKTC (2), Norway (1), Romania (3), Sweden (1), South Africa (1), Tanzania (1), Turkey (102), Turkmenistan (2), Uganda (1), United Kingdom (5) and USA (20).

The Symposium carried out in Baskent Ögretmenevi, Ankara, Turkey between the dates of 12-15, November 1996 has aimed the following main subjects to be discussed.

- Against multiple dimension-increasing education demand;
- ➤ Profiting the possibilities provided by developing the education technology.
- ➤ Determining the education alternatives suitable to the necessities of distance education model.
- > Application methods.

Besides this Symposium has aimed to compare the Distance Education application in Turkey with the alternatives of the applications in the world with effectiveness, productivity, interactivity and criteria of achievement and to determine the infra-structural and the legal regulations which should be made to distance the negativenesses confronted in these criteria.

The theme of the symposium generally titled as "The Distance Education is the 21st Century's Education Way, during globalization of the world". The theme was broken down into five keynote areas and scientific committee to find a wide cross-section of presenters for these keynotes. The sub-aims of the symposium are;

- ➤ To discuss how Distance Education and information technologies can meet pressing Turkish educational needs,
- > To compare the applications of Distance Education throughout the world to those in Turkey,
- ➤ To determine suitable infra-structured and needed legal regulation modifications in order to provide efficient, effective and interactive Distance Education,
- ➤ To find ways to coordinate the policies of the sciencetechnology-industry sectors with those of education regarding Distance Education, and
- > To develop appropriate Distance Education models for Turkey.

The institutions producing the services and technology of accessing the information have found an opportunity to contribute the symposium by exhibiting their products. The declarations have been grouped under these headlines:

- > Theoretical dimension of Distance Education,
- > The environments of Distance Education.
- > Application problems of Distance Education and solution, proposals,
- The applicability of interactive Distance Education in Turkey and
- > The new model alternatives in the system of Distance Education

Five key-note speakers are invited by Conference Secretary from three countries. Two of whom were from Turkey two of whom were from The United States and Sweden

From Turkey; "Historical Development of Distance Education" by Prof. Dr. Cevat ALKAN (Ankara University) and, "The Role of Distance Education in the Global World" by Prof. Dr. Yılmaz BÜYÜKERSEN (Anadolu University).

From United States; "Quality Distance Education: A Puzzle With Many Pieces" by Prof. Dr. Chere Champel GIBSON (Wisconsin-Madison University) and, "Learning for the Future" by Prof. Dr. Marina McIsaac (Arizona State University) than, from Sweden; "The Potential and Practice of Distance Education in the Age of Information" by Prof. Dr. Börje HOLMBERG (Fern Universitat).

Under these key-note speakers' subjects and, across the increasing multi-dimensional educational demand the scientific committee of symposium is fixed the symposium main aim as; to discusses practice methods of Distance Education by obtain benefit and determine of developing communication technology opportunities and fit necessities alternatives of model of DE for Turkey.

Beside this main aim, and the sub-aims are should be listed as; to compare of the Turkish Distance Education experience and other world Distance Education experiences from point of view effectiveness, interactivity, productivity and criteria of success in Distance Education, for the reason that to bring solving perspective, to legally and sub-constructively regulations for Turkish Distance Education (TDE) applications and developments.

During calling papers period for the symposium, approximately 160 papers' abstracts are applied for aiming to participate to the symposium secretary from all corner of the world. At the end of selecting processes of the symposium scientific committee, eight six (88) paper are selected to present which written by foreign and domestic scientists. 260

24 papers of 88 presented papers are prepared by 30 foreign scientists and 110 Turkish scientists prepare 64 papers of 88 presented papers. Additionally to these presented papers, 12 papers are presented (or took a place) as a poster form at Symposium lecture and lounge Halls' walls. Papers are categorized as listed below sub-themes;

- ➤ Theoretical dimension of Distance Education,
- > Distance Education Medium,
- > Suggestions dealing with DE application problems and its solution ways,
- Possibility of interactive DE in Turkey
- ➤ New DE models alternatives for Turkey

The declarations presented papers under the headline of the theoretical dimension of Distance Education have studied historical development process of Distance Education, the arising reasons and theoretical supports. As a result of discussing the declarations presented under this headline the following results have been provided:

- According to the changes in the demand, the very important structural and strategically changes have been determined as to have been observed in both in the Distance Education system in Turkey and in Distance Education models applied in other countries.
- This change has documented that "Open education tending to satisfy individual and information demands different from the others" was added near the term of "DE tending to meet massive and standard in or motion demand, which is used in the same meaning with the DE theory.
- > Then this change has brought to light that this development is supported by the development of communication

- possibilities related with sharing and information-circulation technologies enabling individual learning.
- ➤ The Distance Education model based on massive and standardized education principle has reached to the mass demand to satisfaction point. As a result, satisfying the individual and different information demand necessitating the working of the communication possibilities intensively has gained priority and gravity.
- ➤ for this reason the new model alternatives based on the principle of open education has been stated to be applied.

The declarations presented under the headline of the environments of Distance Education have opened the discussions of the dimensions of new communication possibilities supporting the theoretical and conceptual expanding about which are being talked. The result arises from this discussion may be expressed as the following.

- ➤ The circulation and sharing alternatives increasing with the development of possibilities of making the information numerical make it possible to receive productive result and to apply the Distance Education (Distance Education or open education).
- The networks decrease the expenditures and make the distant the facilitating points for the necessity of circulation and sharing of information but not a barrier. The increase of the alternatives of communication tools develops DE models and increases priority and importance of the processes of the planning of communication tools and educational communication design.
- ➤ Realizing the processes including the design, application, application and the evaluating steps starting from the analysis of requirement for providing the satisfaction

highly in developing the open education models must be an obligation.

Although the model alternatives, which are applied, before not lived these processes, first give an impression as if they make it possible to provide practical behavior possibilities, such as gaining from time, then they provide a risk about productivity and are not economic for achievement.

The declarations presented under the headline of Application problems of Distance Education and the solution proposals have opened a discussion of new communication possibilities. The result arisen from these discussions may be expressed as the

- The developments provided in communication possibilities make it possible to solve problems of distance education models, such as 'not being economic' and' motivation' which have not been removed until today.
- ➤ When tested in achievement, productivity and effectiveness, model alternatives developed for these possibilities have an ability to provide positive result as much as traditional education.
- ➤ The declarations presented under the head-line of The applicability of interactive Distance Education in Turkey and The new model alternatives in Distance Education system have been discussed with the examples of the applications in Turkey and in other countries of the world for the aim of increasing the interactivity of the new education communication possibilities about which are talked.
- There is a one to one correlation between the number and qualification of target student and open education

- model, which will be applied. However, interactivity is not after silken necessity if which model is chosen or not.
- ➤ The level to which communication possibilities reached makes it possible the open education models applied to be interactive.
- ➤ But achievement makes it an obligation to establish circulation and sharing possibilities based on information and background dealing between applicators of Distance Education as much as the students.
- As a result of this, the strategic decision about system, models and processes will be able to be taken correctly and the models will be able to be turned in to the applications whose productivity effectiveness and the chance of achievement are high.

The first International Distance Education Symposium carried out by the precedence of education with film radio and TV of NEM (National Education Ministry), previously bringing together the science milieus related with Distance Education applicators at the international platform, has carried out it study by providing the necessary. Academic support at the first step to the Distance Education applications applied in Turkey and in other countries.

Symposium as a presentation mission has and a historical activity and importance by approving that individual open education models will be able to provide more productive results from massive Distance Education alternatives. Symposium can be evaluated at the points, which are listed down;

➤ The symposium realized successfully and has become very useful for the Distance Education world especially from point of Turkish view.

- A Turkish distance experience has been lain down on the table from Correspondence Schools (CS) to The Faculty of Open Education (OEF) and The Open High School (OHS) by comparing with the other systems and Distance Education experiences from all corner of the world.
- From another perspective; Distance Education World heard a nice sound from Turkey, what is doing in Turkey, in the name of Distance Education field.
- Symposium has been brought experts and distance educators together on the subjects as theoretical aspects of Distance Education, media usage in Distance Education, Distance Education, applications problems and potential solutions, legal regulations in Distance Education, applications in Turkey, interactive Distance Education's future in Turkey and appropriate Distance Education, models for Turkey in Ankara, capital city of Turkey for a several days to share their experiences.
- > Symposium has been pointed out that Turkish Distance Education should develop its contacts and relationships with developed DE Systems.

Aim of the symposium burn out of discussing necessity on distance education, concept, procedures, applications, theories and results. Symposium will be realized yearly.

### TURKEY THE FIRST INTERNATIONAL DISTANCE EDUCATION SYMPOSIOUM ABSTRACTS

184 MİLLİ EGİTİM. Turkey The First International Distance Education Symposium Abstracts, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), 100p, November 12-15, 1996, Ankara, Turkey.

This book consist of the papers' abstracts which are presented and discussed at Turkey The First International Distance Education Symposium, held in Ankara, Turkey on 12-15 November, 1996.

### THE INTEGRATION OF TELECONFERENCING IN DISTANCE TEACHING

185 MURPHY, Karen L. "Integration of Teleconferencing in Distance Teaching", Epistolo Didactica the European Journal of Distance Education, Vol:1, 1988. Helsinki, Finland.

In this paper, a new service dimension in distance education system was examined by using teleconference system and the development of this system was suggested. In the article it about distance education were mentioned concept and general applications and it was given place to operation of Anadolu University Open Education Faculty system.

It was pointed out that the teleconference system, which is a new development of communication technology, is costly at the beginning but later its unit cost will decrease and it is asserted that the usage of this technology in OEF application is possible. And it was also stated that education-teaching process would carry a functional position on a more effective level because vision and double-direction communication is possible in this system.

# THE MOTIVATION OF STUDENTS IN DISTANCE EDUCATION SYSTEM: THE CASE OF TURKISH OPEN EDUCATION FACULTY

**186 MURPHY**, Karen L. "The Motivation of Students in Distance Education System: The Case of Turkish Open Education Faculty", **ICDE Bulletin**, Vol. 20, pp. 26-31, The Open University, 1989, Lancashire, Milton Keynes, UK.

(This Study is presented at the ICDE 14<sup>th</sup> World Conference. August 9-16, 1989, Oslo-Norway).

The aim of this investigation is to describe the context of distance learning by exploring students' perceptions of how they are motivated to succeed. Specifically, it explores the factors to which first-year distance learners attribute their success and failure. It tests the attribution theory of achievement motivation in a new setting with different research methodology.

The research method is naturalistic inquiry qualitative data obtained through observation and interviews with a small sample of first-year distance education students living in Eskisehir, Turkey. Demographic data were obtained from a large sample of students throughout the country. Results indicate that personal, social, and educational factor combine to influence students' attributions for success and failure

#### TURKEY'S OPEN EDUCATION POLICY

**187 MURPHY**, Karen L. "Turkey's Open Education Policy", **Educational Technology Research and Development**, Vol.5, No. 37, pp. 122-125, 1989, Washington DC, USA.

The Turkish experience should be viewed as a case study of model for distance education. Distance education one area where instructional technology is helping institutions to enroll large numbers of people previously inaccessible to university education, at a fraction of the cost: for the OEF, 17 percent of the cost of a conventional university education, according to one of the study of member of the OEF. With these kinds of cost savings, it is not difficult to explain the worldwide interest in such systems. Karen's account provides a close look and analysis of this promising educational program. It was not until the 1987-88 academic year, however, that articles of a more general nature began to appear.

Prof. San Öz-Alp's description of the OEF was published in Turkish in a Turkish journal. Shortly afterward, the first two articles in English appeared in foreign journals (McIsaac, Murphy, & Demiray, 1988, McIsaac and Köymen, 1988). The most recent addition is Tahir Özgü's article in English. This review concerns only the two articles by Öz-Alp and Özgü, both of which were published at Anadolu University in Turkey. Prof.Öz-Alp is a former dean of the OEF and is now teaching at the Faculty. Dr. Özgü is now directing the OEF program in Europe through the office in Cologne, West Germany. Student unrest in Turkey during the 1970's resulted in a university system, which by 1980 could provide places for only 22% of the citizens who wished to attend.

OEF was formed in 1982-83 to provide university education chance for the people who would otherwise be denied that privilege. Based on the model of the British Open University, the OEF provides instruction to students' located throughout the country, primarily through print-based materials supported by broadcast television and radio, face-to-face instruction, and video education centers.

This concept of education serves a variety of needs in numerous countries in the areas of basic education, higher education, vocational and technical education, teacher training, and non-formal education. In all such distance education schemes, the common ingredient is that the learner is separated in time and space from a teacher. In addition, a

combination of communication technologies is frequently utilized to deliver instruction.

The distance education program in Turkey demonstrates an integration of communication technologies designed to meet the needs of a growing student population. Hosted at Anadolu University, this program currently serves over 150.000 students. Its administration is carried out at the Central Administrative Bureau in Eskisehir and local at 20 bureaus throughout country. The face-to-face instructional component utilizes personnel from local universities.

### A QUALITATIVE OF ATTRIBUTION IN TURKISH DISTANCE EDUCATION: THE STUDENT PERSPECTIVE

**190 MURPHY**, Karen L. "A Qualitative of Attributions in Turkish Distance Education: The Student Perspective", (Unpublished Doctoral dissertation), University of Washington DC, 1990, USA.

(Its summary is published in **Dissertation Abstracts International**, Vol: 51, p: 2998A No: 9, March 1990, USA).

This study explores the achievement attributions of first-year university students in a distance education system in Turkey. The purpose of the study was to analyze the actors to which distance learners attribute their success and failure within the system, to generalize about the socio cultural influences on those attributions, and to note patterns of attributions and expectations for future success or failure in similar academic events. The theoretical focus is an application of the attribution theory of achievement. The research design included case studies of four first-year students in the Open Education Faculty (OEF) and questionnaires and interviews with larger samples of students and with administrators.

Because OEF students purpose their university degrees from their homes, they do not have access to the supportive classroom structures

normally found in face-to-face education. The students also learn in a largely text-based system in a society that is rooted in an oral tradition. The results indicate that in general, first-year OEF students have a vocational orientation, and they use a surface approach that focuses primarily on memorizing information in their textbooks.

They attribute both their success and failure primarily to a variety of conditions in their academic environments and to their own efforts; other success and failure attributions include luck and task difficulty. The experience of the first months in their new distance learning system challenges these students -most of whom are employed and are typically older than first- year students in other universities- to conceive of their learning context in a different manner. As a result, they reconstruct, or reconfigure a variety of elements in the system to meet their learning and social needs.

These results suggest the need to investigate more closely whether certain features of attribution theory are in fact universal across cultures based on values of interdependence particularly in cultures based on values of interdependence and group ethos. Administrators, particularly in other Moslem or developing countries, in their efforts to increase student persistence in distance education, would benefit from first-year OEF students' conceptual reconfiguration of their distance-learning environment.

# PATRONAGE AND AN ORAL TRADITION INFLUENCES ON ATTRIBUTIONS OF DISTANCE LEARNING IN TRADITIONAL SOCIETY

**191 MURPHY**, Karen. "Patronage and an Oral Tradition Influences on Attributions of Distance Learning in Traditional Society. (A Qualitative Study)", **Journal of Distance Education**, Vol:12, No: 1, pp: 27-53, 1991, Toowoomba, Australia.

This paper examines socio-cultural influences on the attributions for success and failure among distance learners in Turkey. To gather data on influences on student attribution, in-depth interviews and observations of four first-year distance learners were conducted. The two influences discussed. Patronage and oral tradition are central aspects of Turkish culture emanating from Islam and Ottoman Empire.

It was found that, when the distance learner operated outside the traditional patronage system in a society with roots in an oral tradition, they coped with their first year in the system by reconceptualizing their roles as both students and employees. Implications of this research relate to problems inherent in applying Western-based attribution theory to distance learners in traditional cultures.

### SOCIO-CULTURAL CONTEXT OF TURKISH DISTANCE EDUCATION

192 MURPHY, Karen. L "Socio-cultural Context of Turkish Distance Education", presented paper at 17. Annual Conference on Distance Teaching and Learning, p:7, August 14-16, 1991, Madison, USA.

(Additionally, this study has presented at **4th Annual European Correspondence Schools Seminar**, 1988, Istanbul, Turkey).

This paper describes the socio-cultural context of distance learning in Turkey-a culture radically different from others. Socio-cultural context of distance learning takes into account educational, personal and social factors and it influence students' methods of processing information in learning with media and ultimately their levels of achievement.

### DISTANCE EDUCATION AND TRAINING IN TURKEY: PATH TO FUTURE

193 MURPHY, Karen L. "Distance Education and Training in Turkey: Path to Future", presented paper at Annual Conference of Middle East Studies Association, October 30, 1992, Portland, Oregon, USA.

This paper examines the scope of several Turkish Distance Education projects while providing a context for the ways that with several decades of the experience in offering education and training through correspondence or distance education, Turkey has recently adopted new approaches available through technology and is actively targeting new audiences.

### ENHANCING INTERACTION IN TURKISH DISTANCE EDUCATION

194 MURPHY Karen L. "Enhancing Interaction in Turkish Distance Education", Türkiye I. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı, Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:417-424, November 12-15, 1996, Ankara, Turkey.

The growth of telecommunications has intensified the potential for interaction with distance learners. While this increased potential for interaction is necessary for students to receive feedback on their progress and to engage them in active and meaningful learning, interaction does not result directly from using "interactive" technologies. This paper describes the current status of interaction in Turkish distance education. Then the paper illustrates interaction in other distance education systems. It concludes an approach to incorporating instructional strategies and interactive technologies that are consistent with Turkish cultural practices and beliefs.

#### UZAKTAN EĞİTİM VEREN FAKÜLTELERE YÖNELİK BİLGİSAYAR DESTEKLİ EĞİTİM YAZILIMLARININ INTERNET ÜZERİNDEN YAYIMLANABİLİRLİĞİ

196 MUTLU, Emin M, Ruşen YILMAZ and Canan ÖZTÜRK.

"Uzaktan Eğitim Veren Fakültelere Yönelik Bilgisayar Destekli
Eğitim Yazılımlarının Internet Üzerinden Yayımlanabilirliği
[Broadcasting of the Soft-wares Computer Aided Education via
Internet for Faculties which are Giving Distance Education]",
presented paper at IV. Ulusal Eğitim Bilimleri Kongresi.
Anadolu Üniversitesi Eğitim Fakültesi ve Eğitim Bilimleri
Enstitüsü, September 10-12, 1997, Eskisehir, Turkey

This paper discusses of the Computer Aided Academic Counseling Centre (CAACC's application by using Internet technology. That's mean that is going to the privatization than mass education in Turkey. CAACC' services started in 1993-1994. It increased to 15 centers around the country. Each of centers includes 20-30 computer. Every group study around two hours in one session. The paper offers to give this computer material to the Internet. So that if someone had using internet opportunity or change, the materials ready for 24 hours a day for him or her. Project is still developing by CAACC of Anadolu University

### AÖF ÖĞRENCİLERİNİN INTERNET ERİŞİM PROFİLLERİ

202 MUTLU, M. Emin. ve M. Faruk GÜLEN. AÖF Öğrencilerinin İnternet Erişim Profilleri [Internet Using Profiles of Open Education Students], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

An Internet based self evaluation exam system has been developed by Anadolu University Open Education Faculty, in 1999-2000 educational year. During third educational year of this project, it has been most visited distance education site of Turkey. In the self-evaluation exam site, all of students' user-actions had been recorded and evaluated. This research is gives total evaluation of third year's records for Internet using profiles of open education students.

### ALTERNATİF EĞİTİM ARAÇLARIYLA ZENGİNLEŞTİRİLMİŞ INTERNETE DAYALI EĞİTİM MODELİ

203 MUTLU, M. Emin, Canan ÖZTÜRK, Nermin ÇETİNÖZ. "Alternatif Eğitim Araçlarıyla Zenginleştirilmiş Internete Dayalı Eğitim Modeli [Internet Based Education Model Which Supported With Alternative Educational Tools]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Nowadays there are a lot of Internet Based Instruction (IBI) software's on the internet. These education software's have different properties so developing and serving them have become more important. Information Administration Program has begun for education in Anadolu University Open Education Faculty, in 2000-2001 educational year, has served lessons material on the internet and also another instruction services as book, software, digital video, academic consultant services, exams, student department, support and virtual class break. In this study, IBI model with its parts is introduced by using this program.

## İNTERNET ORTAMINDA ROL TABANLI İŞLETME EĞİTİMİ VE ANAYAY. COM

204 MUTLU, M. Emin, Özlem ÖZÖĞÜT, Hülya AVDAN. "Internet Ortamında Rol Tabanlı İşletme Eğitimi ve Anayay.Com [Role Based Bussines Education on Internet Medium and Anayay.Com]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim

**Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

This study explains the virtual company's environment for giving instruction of using software and business experience to Information Administration Program's students. In this essay has a result of questionnaire to measure the effect of giving business and management experience and also the problems of virtual company's environment and reciprocal of roles giving to students for solving these problems.

#### AÇIKÖĞRETİM SİSTEMİ İLE ÖĞRETİM YAPAN FAKÜLTELERDE OKUYAN ÖĞRENCİLERİN BAŞARILARINI ETKİLEYEN ETMENLER

205 NARTGÜN, Şenay SEZGİN and Aysel ESEN. "Açıköğretim Sistemi İle Öğretim Yapan Fakültelerde Okuyan Öğrencilerin Başarılarını Etkileyen Etmenler [Factors That Affect The Achivement of Students in Faculty of Open Education]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo ve Televizyonla Eğitim Başkanlığı (FRTEB), pp: 431-435, November 12-15, 1996, Ankara, Turkey.

There are a great number of students in the faculty of Open Education in Turkey. It is the second in the world with respect to the number of students. The students who prefer the FOE usually come from the working class, and they haven't had a chance to attend to a formal education institution. The average age of them is very high. There are differences in their levels of success. The OEF is chance for them to go to further education.

However it is worth to think that why the level of success of these people who wish to get a university education and who try to graduate from the FOE for a long time. The purpose of this study is to determine the reasons that affect the success of the FOE students with respect to the teaching and evaluation methods. for this purpose a group of 200 FOE

students in Bolu province were surveyed. According to the results, it was found that students use only the textbooks, and they never use the guidance services, even they are not aware of such kind of services. In addition, they do not prefer TV broadcasts and private courses for a number of reasons. In this study, therefore, textbooks TV broadcasts guidance services and private courses and likes that affect the level of student success are taken into consideration.

#### FERNSTADIUM UND OSTTERICH

**206 NIGSCH**, Otto and Franz **PALANK**. Fernstudium und Osterrich, [Austria and Distance Education], **Bestandaufnahme Entwicklungsperspektiven**, p: 40-41, Wien 1991, Linz, Austria.

In these pages of the book, Anadolu University is mentioned as one of the largest distance education institution in Europe. Additionally, author had given a place to Anadolu University by quotation from Shale's' article which is published in 1987.

# COMPUTERS IN DISTANCE EDUCATION: An Application in Anadolu University Open Education Faculty

207 ODABASI, Ferhan "Computer in Distance Education: An Application in Anadolu University Open Education Faculty", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 439-443, November 12-15, 1996, Ankara, Turkey.

Computers are often suggested as a panacea to educational problems. Their involvement in distance education, in different distance education institutions has been ranging from record keeping to teleconferencing. Anadolu University started a new experience with computers within its academic counseling system. This new application

aims at allowing OEF students to benefit from the advantages of this interactive media as well as providing the study flexibility which OET students strive for Regarding 1996, 14 CAI labs are in use, giving service in eight different courses.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ UYGULAMASINDA SİSTEM YAKLASIMI

**208 ODABASI**, Ferhan and Güler **SAYIN**. "Anadolu Üniversitesi Açıköğretim Fakültesi Uygulamasında Sistem Yaklaşımı [Systems Approach to Anadolu University Open Education Faculty Application]", **Uzaktan Eğitim,** Uzaktan Öğretim Vakfı Yayınları, No: 1, p:34-41, Summer, 1997, Ankara, Turkey.

The Open Education Faculty of Anadolu University is one of the major distance education applications of Turkey. When the institution is analyzed via systems approach method, different sub-systems supporting to The Open Education Faculty are seen. Together, these systems are establishing a distance education organization.

#### TREND IN DISTANCE LEARNING: A NEW WAVE

**209 OLIVEIRA**, Joao. "Trends in Distance Learning: A New Wave", **Development Communication Report.** Vol: 63, No:1-2, published by Clearinghouse, 1988, Arlington, USA.

In this article, Mr.Oliviera gives a place, some distance education institutes, which are starting in developing countries and in the Middle East Countries. The author has stated that Anadolu University began in 1982. Today Anadolu University the Open Education Faculty student number reached to over 150.000 in under graduate and over 100.000 for teacher training students. Also, Mr. Oliviera added West Germany project of the Anadolu University OEF. This article emphasized that today

distance education systems are benefited from point of administral, economical, educational means and time saving.

#### **AÇIK ÜNİVERSİTE**

**210 ÖNGÖREN**, Mahmut Tali. "Açık Üniversite [Open University]", **Bilim ve Sanat**, No: 28, pp: 23-25, 1983, Istanbul, Turkey.

In this article it was pointed out that education and mass communication media do not reach people equally and it was also stated that Open Education Faculty, which was established in the structure of Anadolu University, is also inadequate for many ways.

It was given place to the opinion that Open University should be a structure that covers printed materials, mass communication media, face-to-face education, tutorship bureaus and staff studies. It was stated that Open Universities should help students to train themselves in their fields but not give higher education diploma. Unfortunately, the purpose of OEF is to create higher education possibilities in Turkey. But the author does not reject that Open Education Faculty undertakes important duties for recovering absentees in Turkish higher education although it has some inadequacies.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İŞ İDARESİ VE İKTİSAT PROGRAMI ÖĞRENCİLERİ

**211 ÖZ-ALP**, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi İş İdaresi ve İktisat Programı Öğrencileri [Students of The Open Education Faculty Economics and Business Administration in Anadolu University]", **İİBF.** Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Yayınları, Yayın No: 258/56, Vol:5, No:2, pp: 275-297, November 1987, Eskisehir, Turkey.

In this article, inquiry results of questionnaire, which were applied to Open Education Faculty students every year under title of "Student Information form", were handled.

Questions that were asked to students in this inquiry form are as follows; qualification of birth place, qualification of living place, positions of brothers or sisters, occupational positions of their parents and distribution of students according to their birth years, number of family members, reason of their making higher education, preference range for Open Education Faculty, positive and negative characteristics of Open Education Faculty and their attention to social activities.

From the results of these questions, a profile of Open Education Faculty students was obtained. According to the findings of the study, a large number of students were men, their mothers were housewives and their income level was below country is average.

It was ascertained that more than half of the students is working in a job, they have got radio and TV in their houses and they tend to participate to activities such as theatre and folklore.

### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ KKTC PROJESİ VE 1988 MEZUNLARI

**212 ÖZ-ALP**, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi KKTC Projesi ve 1988 Mezunları [Anadolu University Turkish Republic Northern Cyprus Project and Graduates of 1988] ", **Kurgu**. Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 320/141, No:5, pp: 287-301, November 1987, Eskisehir, Turkey.

In this article it was mentioned about distribution of Open Education students according to grades and programs, graduates for graduating years, Turkish Republic Northern Cyprus students in higher education, NCTR students in Open Education Faculty graduation distributions of NCTR students according to their age slices, and sexes and working positions.

In 1987-88 educational year NCTR has 3900 students who were studying in higher education in Turkey. 917 of them were students of Open Education Faculty.

The youngest of the students is 17 years old and the oldest was 46 years old. 61 of them were 1988 graduate students are working. These results show us that working in a job do not cause an obstacle for educating in a university.

#### TURİZM SEKTÖRÜNDE İNSANGÜCÜ AÇIĞININ UZAKTAN ÖĞRETİMLE KARŞILANMASI

**213 ÖZ-ALP**, Şan. "Turizm Sektöründe İnsangücü Açığının Uzaktan Öğretimle Karşılanması [To Meeting the Manpower Gap in Tourism Sector Via Distance Education]", Eskisehir, **Kurgu**, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 386/149, No: 7, pp: 433-473, January 1990, Eskisehir, Turkey.

This manuscript emphasizes that distance in Tourism Sector. Subject has focused for Turkish Tourism education for future. Distance education runs by Anadolu University the Open Education Faculty since 1982. In 1989 system has started to accept students to attend Tourism Certificate Program in Anadolu University. The first intake numbers were 2086 and first graduates were 600.

Author concludes that distance education method should be accepted one of the rational and low cost and educational way for Turkey. Also, tourism is one of the most important sectors for future.

### AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON PROGRAMLARININ DEĞERLENDİRİLMESİ (Malatya'da Oturan AÖF Öğrencileri ÜzerindeYapılan Bir Araştırma)

214 ÖZBİLGİN, Lütfi, Şenay IŞİK. and Ali YILDIRIM. Açıköğretim Fakültesi Televizyon Programlarının Değerlendirmesi (Malatya'da Oturan AÖF Öğrencileri Üzerinde Yapılan Bir Araştırma) [Evaluation of The Open Education Faculty's TV Course Programs -Research About The Open Education Faculty Students Who are Living in Malatya-]", İnönü Üniversitesi Eğitim Fakültesi. (Unpublished Research Report but, Copied), 1985, Malatya, Turkey.

A research was done in order to investigate whether the OEF students are watching TV OEF programs and benefiting from them by using a sample consisting of 100 students who are living in Malatya and attending to the Open Education Faculty. The results of the research were as follows: During the period which the research was done students generally benefit from these programs, but broadcasting hours of these programs were not available enough to help students' learning processes and students can not gain enough help from this education circumstances, and but, the style of telling TV course programs were found very useful by students.

#### UZAKTAN ÖĞRETİM SİSTEMİNDE FİZİK EĞİTİMİ VE FİZİK DERS KİTAPLARI

**216** ÖZDAŞ, Kudret. "Uzaktan öğretim Sisteminde Fizik Eğitimi ve Fizik Ders Kitapları [Physics Education in Distance Education System and Printed Physics Course Materials]", **Eğitim Bilimleri.** Marmara Üniversitesi Yayınları, No: 2, pp :167-174, 1990, Istanbul, Turkey.

In this article Dr. Özdaş points out writing of physic books' units in distance education how should be different from the conventional

education system by giving general information about distance education structure.

#### UZAKTAN EĞİTİM YAKLAŞIMIYLA UYGULANAN EĞİTİM ÖNLİSANS PROGRAMININ ÖĞRETMENLİK MESLEK BİLGİSİNİ KAZANDIRMA YÖNÜNDEN ETKİLİLİĞİ

217 ÖZER, Bekir. "Uzaktan Eğitim Yaklaşımıyla Uygulanan Eğitim Önlisans Programının Öğretmenlik Meslek Bilgisini Kazandırma Yönünden Etkililiği [The Effectiveness of The Degree Complete Program for The Elementary School Teachers in Inducing The Knowledge of The Theory and Practice by Distance Education Approach]", Anadolu University Institute of Social Sciences (Unpublished PhD Dissertation), 1989, Eskisehir, Turkey.

Anadolu University, Eskisehir, Turkey, has sponsored a two-year up-grading academic program (associate degree) for elementary school teachers through the Open Education Faculty utilizing distance education techniques. This study tries to determine the effectiveness of the said program in inducing the knowledge of educational theory and practice in the teachers enrolled in the program.

Two tests and a questionnaire were used in data collection. They were given to 428 elementary school teachers randomly selected during the academic year of 1987-1988. The tests developed for measuring the teachers' knowledge of educational theory and practice were given as a pre-test before the related courses in the program were taught, and as a post-test once these courses were taught through the media. Moreover, some personal information about each teacher in the sampling group was collected and the learning methods of each teacher were found out through the questionnaire. The statistical analysis of the data obtained from the tests and the questionnaire reveal the following:

There is a marked increase in the knowledge of educational theory and practice of the teachers enrolled in the program.

This most probably shows the effectiveness of the distance education.

- The increase in the knowledge of educational theory and practice of the teachers is unrelated to the sex, prior educational background and teaching experience of them.
- The teachers enrolled in the program greatly relied on the textbooks for learning and followed a few of the television and radio programs. Furthermore, it was found that most teachers seek extra tutoring and expressed a need for face-to-face consultation. On the other hand, it was unexpectedly found that the level of achievement related to the increase in the knowledge of educational theory and practice of the teachers hasn't changed in accordance with the effective use of the teaching media, the amount of extra tutoring they received, and the amount of need they had for face-to-face consultation.
- The teachers in the program wanted further distance education programs to develop and renew their knowledge of educational theory and practice either as in-service training or degree programs. It was also suggested that those who were successful in the in- service training programs should be rewarded in terms of better salaries and fringe benefits.

# TÜRKİYE'DE UZAKTAN EĞİTİM: ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ'NİN UYGULAMALARI

**218 ÖZER**, Bekir. "Türkiye'de Uzaktan Eğitim: Anadolu Üniversitesi Açıköğretim Fakültesi'nin Uygulamaları [Distance Education in Turkey: A Case Study on Applications of The Anadolu University

Open Education Faculty]", **Eğitim Fakültesi.** Anadolu Üniversitesi Yayınları, No:2, Vol:2, pp:1-4, 1989, Eskisehir, Turkey.

In this article main education problems which are keep their importance since 1950's until today in Turkey. They are handled and it is given place to attempts, which aim to get use of distance education system in solving education problems in Turkey. After giving a brief history it was given information's about the real meaning of distance education today, and organization structure, operation, students, academic program, teaching circumstances, services which were given to students and cost of the system that was established firstly for Anadolu University (AU) in the university structure of Turkish education system. Distance education application studies of AU bring concrete results for solving some important education problems.

### IN-SERVICE TRAINING OF PRIMARY SCHOOL TEACHERS AT A DISTANCE IN TURKEY

**219 ÖZER**, Bekir. "In-service Training of Primary School Teachers at a Distance in Turkey" **Indian Journal of Distance Education** Vol: 4, pp: 80-81,1991, Chandigarh, India.

Author gives a place primary school teacher training project characteristic by distance evaluation method, which realized by Anadolu University the Open Education Faculty since 1986. The project accepted around 130.000 teacher students during two year (first year intake number mass around 46.000 and second year around 80.000).

### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ MERKEZİ AÇIKÖĞRETİM PROGRAMLARI (İktisat ve İş İdaresi) BİRİNCİ YIL UYGULAMASININ DEĞERLENDİRİLMESİ

**221 ÖZER**, Gündüz Mukadder. Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğretim Programları -İktisat ve İş İdaresi-Birinci Yıl Uygulamasının Değerlendirilmesi [Evaluation of The 1<sup>st</sup> Year Application of Anadolu University Open Education Faculty Programs: Business Administration and an Economics]. Hacettepe University Institute of Social Sciences (Unpublished PhD. Thesis), 1985, Ankara, Turkey.

After finishing of the first educational (academic) year of Anadolu University Open Education Faculty, this study and consist of the evaluation of this application of DE. Some socio-economic characteristics of Eskisehir Economics and Commercial Sciences Academy Economics Administration Sciences Faculty students who were settled by Student Selection Placement Center and Open Education Faculty students were compared.

At the end of the study, it is found that Open Education Faculty students for a group of olders, and their economic levels take place in a lower income slice. In the study, it is touched to the brief history of applications of distance education system in Turkey and it is emphasized that detailed examinations can be made by researches which will be done in OEF Business Administration and Economics Programs in later years.

### ORTA ÖĞRENİMLİ İLKOKUL ÖĞRETMENLERİNE UZAKTAN ÖĞRENİM YOLUYLA ÖNLİSANS ÖĞRETİMİ SAĞLAMA PROJESİ ÖN RAPORU

**222 ÖZGÜ**, Tahir, Aytaç **AÇIKALIN** and Ayhan **HAKAN**, Anadolu Üniversitesi Açiköğretim Fakültesi'nce Düzenlenen Ortaöğrenimli İllkokul Öğretmenlerine Uzaktan Öğrenim Yoluyla Önlisans

Öğretimi Sağlama Projesi Ön Raporu [Report on Providing Two Year Up-Grading Academic Program by Distance for The Teacher Who Graduated from Secondary School which Organized by Anadolu University Open Education Faculty], (Unpublished Research Report but, Copied), 1985, Eskisehir, Turkey.

This report which was prepared in order to be presented to the National Ministry of Education, teachers' in-service education which of teachers who do not have university education by using distance education was mentioned because those who work in all kinds of schools should have university degrees, according to the law 1739 as Essential Education law.

It was also informed about planned teaching program, (two year up-grading academic program or associate degree) application organization and collaboration between sources and institutions. By this way two-year university education will be given to teachers.

In the report it was given place to determining of sufficiency's of present teachers and necessaries; how and which restrictions are needed for operating on printed materials, radio-TV course programs and face-to-face education circumstances, and detailed information about organization.

The report is supporting that after the complement of teacher training program, nearly 130.000 elementary school teachers who were graduated from secondary schools in Turkey will provide benefit and help to our society in educational, legal and bureaucratic respects.

### EĞİTİM SORUNLARI VE ÇÖZÜMÜNDE KİTLE İLETİŞİM ARAÇLARI: EKONOMİK VE TEKNOLOJİK BİR YAKLAŞIM

223 ÖZGÜ, Tahir. Eğitim Sorunları ve Çözümünde Kitle İletişim Araçları: Ekonomik Ve Teknolojik Bir Yaklaşım [Mass Communication for The Solution of Educational Problems:

**Economic and Techical Approach]**. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 216/106, 1986, Eskisehir, Turkey.

The author is determining the deficiencies by examining problems, which are met in all education teaching institutions from primary education to higher education and studies on solving the problems, and brings solution suggestions. In the first chapter of the book an analyzes of education problems is done and it is stated that the source of these problems is financial difficulties resulting from the system which is expensive and does not use a technology. As a result, some changes should be done in the system to solve this problem.

In the second chapter, some suggestions for solution were given. It was also supported that students must absolutely be in traditional residence-school- in new education system. The author who thinks that education and teaching systems should get help of all education and teachers circumstances in which they own in society summarizes these circumstances as mass communication media, production world and social surrounding.

In the last chapter Apprenticeship and Occupational Education Law was mentioned. It is stated about reasons of making this law, the wrong applications have seen after the acception of law and the necessities of new laws, which are present. The author says, Usement of Mass Communication Media in education areas which the law permits will provide productions of education packets which will be benefited besides mass communication media.

# DISTANCE EDUCATION AND ITS CONTRIBUTION SOLUTION OF EDUCATIONAL PROBLEMS IN A DEVELOPING COUNTRY: (TURKEY)

224 ÖZGÜ, Tahir. Distance Education and Its Contribution to The Solution of Educational Problems in A Developing Country:

(**Turkey**), Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 018, 1988, Eskisehir, Turkey.

(This study has been printed from the Anadolu Üniversitesi Yayınları, Eskisehir/Turkey, with the 272/130 Publication number, in 1988).

One of the major changes that have taken place in the Turkish Educational System was the introduction of distance education in the year 1982.

In this study, discuss the economic aspect of distance education and its benefit for the education problems in developing countries as Turkey.

Also, fields of education in Open Education Faculty, organization and using media in its operation. This study had set up the number of the students, overseas activities, graduation and evaluation of OEF. And, some arguments are dealing with OEF and economic aspects of education discussed in this study. Study ended by offering multi-media for its advanced form and beneficially process for Turkey.

#### ANADOLU ÜNİVERSİTESİ BATI AVRUPA FAALİYETİ, YAPILANLAR, YAPILACAKLAR, GEREKLİLİKLER

225 ÖZGÜ, Tahir. Anadolu Üniversitesi Batı Avrupa Faaliyeti Yapılanlar-Yapılacaklar-Gereklilikler [West Europe Project of Anadolu University- What Has Done-What Will Be Done and Necessities], Anadolu Üniversitesi Yayını (Unpublished Copied Report), June 1988, Eskisehir, Turkey.

In this report it is mentioned about Open Education Programs applied in Turkey in 1987-88 educational year and also has applied in West Europe nations; the fact that 2084 students registered West Europe Connection bureau of Anadolu University in this educational year the fact

that 39.000 video cassette and 43.000 printed materials conveyed to students who were getting use of these programs in the last academic period the fact that academic counseling service was given to students living in the settlement centers of Köln, Essen, Berlin, Nuremberg, Frankfurt, Lahey and Brussels and about the collaboration in Federal Germany science and education surroundings in various levels. Besides, this study, which also gives a place to the subject that, what will be done in respects of West Europe Project in the future?

## TELEVİZYON EĞİTİM PROGRAMLARINDA YAPIM BİÇİMLERİ VE GÖRSELLEŞTİRME BOYUTU

226 ÖZGÜR, Aydın Ziya, Serap ÖZTÜRK, Nedim GÜRSES, Emine DEMİRAY, Mediha SAĞLIK., "Televizyon Eğitim Programlarında Yapım ve Görselleştirme Biçimleri [Visiulation Aspects for Production Styles in Educational TV Programmes]", Türkiye II. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), Uzaktan Eğitim Vakfı, pp:249-258, May 4-8, 1998, Ankara, Turkey.

It is possible to produce educational TV Programs fitting the aim by using its capabilities that it possesses as a medium in a right and proper way, which is now being used a supporting medium in distance education. The way to get benefits from the power of the TV in rationalist way, the power because of its widespread usage, necessitates using these capabilities. By a content analysis, in the system of Anadolu University Open Education Faculty distance education the approaches and the methods of production and the preparation of television educational programs scrutinized, and also the elements of visualization in educational programs on television prepared between the years 1983-1998 evaluated.

# TV EĞİTİM PROGRAMLARINDA ETKİLİ VE YARATICI SENARYO YAZIMI: AÖF UYGULAMALARINA ELEŞTİREL BİR BAKIŞ

228 ÖZGÜR, Aydın Ziya and Halim ESEN. TV Eğitim Programlarında Etkili ve Yaratıcı Senaryo Yazımı: Anadolu Üniversitesi. AÖF Uygulamalarına Eleştirel Bir Bakış, [Effective and Creative Scenerio Writing in TV Education Programs: A Critical View About OEF Practices], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

The production of TV education program is carried out by getting together the research, opinion, expertise, ability and work force of many people and a vary complex technological sub structure. Television education programs should be produced in accordance with television language and narration techniques which are applicable to the scientific aims of Programs so they should be creative, educational, effective, quality and authentic in order to support, inform and explain a complex topic at open education.

The primary condition in realizing these aims is scenario writing. A scenario is a text, which gives the form, content and production information with audio-visual elements. Except for some extra ordinary situations and live programs, it is impossible to produce a program without a scenario. This study will evaluate the aims, aspects, functions and structure of a scenario in realizing effective, educational and creative TV education programs for Anadolu University Open Education Faculty.

#### A SOLUTION FOR TEXT BOOK PRODUCTION

**229** ÖZKAZANÇ, Önder., Nezir KARADAYI, "A Solution for Massive Text Book Production", Academic Computing in Machintosh

**Environment III, Proceedings of Seminar,** Anadolu Üniversitesi Yayınları, p. 131-137, May 13-15, 1992, Eskisehir, Turkey.

Universities and institutions that are possible to apply multiple choice tests for thousands of students consecutively, preparing test booklets for printing without errors, need a tremendous afford to achieve. Yet there are always some mistakes in those test questions and the time is always very limited.

Anadolu University Computer Research and Application Center is responsible to organize, monitor and evaluate examinations of most of the "Open Education Faculty" (which is doing distance education) and also some of other full-time schools in Turkey and abroad.

The OEF has about 400.000 students in various courses. The university is also doing full-time education in other disciplines. There are about 16.000 students in those schools. 15 examinations are organized for this academic year and for each examination it is necessary to prepare nearly 10 different types of test booklets. If we count A and B types of each test booklets, that makes nearly 300 different types of test booklets altogether.

These test booklets cover formulas, graphical presentations and some pictures. Program, "Anadolu University Question Bank", which is developed in 4th Dimension solve most of our problems in test booklets production.

# AÇIKÖĞRETİM'DE KAYIT VE SINAVLARIN DÜNÜ, BUGÜNÜ VE GELECEĞİ

230 ÖZKAZANÇ, Önder. "Açıköğretim'de Kayıt ve Sınavların Dünü, Bugünü ve Geleceği [Past, Present and Future of the Registration and Examinations at the Open Education Faculty]", ]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı

**Açık ve Uzaktan Eğitim Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

In 2002, the student population of distant education schools is over 524 000. If we keep in mind that each student seats for examination at least for two sessions, number of students multiplied by two made at least 1,048,000 test papers, while the actual figures were about 1,200,000.

Bulk examinations have special needs and difficulties. In order to make proper examinations, all of the students' records should be kept properly.

To keep appropriate records, to update them, to organise examinations as planned without any problem, and evaluate exam papers properly and in time; various sections of the university should perform their roles in time, synchronised with each other and each section should save time for each other to give additional time for unforeseen rollbacks.

# ANADOLU UNIVERSİTY DISTANCE EDUCATION SYSTEM FROM EMERGENCE TO 21<sup>ST</sup> CENTURY

**235 ÖZKUL**, Ali Ekrem. "Anadolu University Distance Education System from Emergence to 21<sup>st</sup> Century", **The World of Open and Distance Learning**, (Edited by V. Venugopal Reddy; Manulika S.), Viva Books PVT Limited, 2000, New Delhi, India.

(In additional this article is published in **TOJDE-Turkish Journal of Distance Education,** Vol: 2, Number: 1, 2001, Anadolu University, Eskisehir, Turkey).

For human beings education is a tool to develop abilities and exploit opportunities in the society. By creating new possibilities in the field of education, democratizing the educational process, providing lifelong education opportunities, distance education is a strategic opportunity for nations in improving the educational services. Distance

education is also strategic to the 21<sup>st</sup> Century University. It provides students with access, independent of place and time to learning programs, resources, and services, including interaction among faculty and students through synchronous and asynchronous technologies.

As a developing country with considerable economic and cultural potential, education is vitally important issue for Turkey. Parallel to the population growth, the demand for all types of education is increasing whereas the resources such as schools and teachers are limited and not possible to reach to adequate levels in short period of time. Therefore it seems quite difficult for Turkey. To achieve an overall education level required by a modern society using conventional educational approaches and techniques. Anadolu University Open Education System is the major attempt in Turkey.

In integrating the distance education approaches with national education system. Since the involvement to distance education in 1982 as a dual University, the institution contributed more than 190 000 bachelor and pre-bachelor graduates to the country. Although considered as one of the mega universities of the world Anadolu University is also least known institution among the similar institutions.

# AÇIKÖĞRETİM ÖĞRENCİLERİNİN INTERNET KULANIM ALIŞKANLIKLARI

236 ÖZKUL, A. Ekrem., Emin MUTLU, "Açıköğretim Öğrencilerinin Internet Kulanım Alışkanlıkları [Internet Using Habits of Open Education Faculty Students]", BTIE'2000 Bilişim Teknolojileri Işığında Eğitim Konferansı ve Sergisi'ne sunulan bildiri. Türkiye Bilişim Derneği ve ODTÜ Öğrenci Kolu, 15-17 Mayıs 2000, Ankara, Turkey.

An internet based self evaluation exam system has been developed by Anadolu University Open Education Faculty, in 1999-2000 educational year. During third educational year of this project, it has been most visited distance education site of Turkey. In the self evaluation exams site, all of students' user-actions had been recorded and evaluated. This research is gives total evaluation of third year's records for internet using profiles of open education students

#### TELEVIZYON ÖĞRETMENLİĞİ

**239 ÖZSOY**, Yahya, Dursun **GÖKDAĞ**. "Televizyon Öğretmenliği [TV Teachership]" **Anadolu Üniversitesi Eğitim Fakültesi Dergisi**, , Anadolu Üniversitesi Yayınları, Vol:2, No:1, pp:123-139, 1987, Eskisehir, Turkey.

This is an article, which was written by the aim of helping teaching-staff that will give courses on TV to be better TV teacher, and by this way the quality of TV education programs will be increased. In the article it is touched to the subjects of TV teachership and being aware of the responsibilities that the work carry; knowing the special circumstances named studio; what kind of a pre-preparation should be done before the camera. As a result, it is claimed that TV teachership is an art, which should be learnt, and there must be somebody or an institution that will teach this education. It is stated that Anadolu University should shoulder this vanguard ness.

#### UZAKTAN EĞİTİM TEKNOLOJİSİNİN EĞİTİMDE KULLANILMASI

**240 ÖZSOY**, Yahya. "Uzaktan Eğitim Teknolojisinin Eğitimde Kullanılması [Use of Distance Education Technology in Education]", presented paper at **The Education Sciences Symposium**, İnönü University, June 15-17, 1989, Malatya, Turkey.

This paper was prepared to examine the hidden power behind the addition of technology, which is used in distance education to general education. "What kind of effects of distance education technology that was applied by Anadolu University Open Education Faculty does or will occur in general education full in the mind as a question. The results of these questions are summed up in this study as main titles.

# AÖF EĞİTİM MEDYALARININ ENTEGRASYONUNUN SAĞLADIĞI OLANAKLAR

241 ÖZTÜRK Canan, Nihat YALAMA, Hülya AVDAN. AÖF Eğitim Medyalarının Entegrasyonunun Sağladığı Olanaklar, [Advantages of The Consolidation of The OEF Education Media], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

The CD-ROM software of General Math's and Atatürk Principles and Revolution History lessons have been developed by Anadolu University Open Education Faculty Computer Based Instruction (CBI) Department. These CD-ROMs have television programs, electronics books and also CBI software's. The students who have internet connection have an opportunity to evaluate themselves by a link to an internet based self-evaluation exam system.

These lessons are developed by different teams in different times, have brought together with television programs and books so they have seen to become instructional synergy. In this study, there are the results of questionnaire about the students how useful to find these CD-ROMs.

### BİLGİSAYAR DESTEKLİ FAALİYET ÇİZELGELEMESİ VE AÇIKÖĞRETİM FAKÜLTESİ'NDE BİR UYGULAMA

**242 ÖZTÜRK**, Öznur. Bilgisayar Destekli Faaliyet Çizelgelemesi ve Açıköğretim Fakültesi'nde Bir Uygulama [Computer Aided Action Planning: An Aplication at Open Education Faculty], Anadolu Üniversitesi Institute of Social Sciences (Unpublished Master Thesis), 2000, Eskisehir, Turkey.

At present as a result of increasing competition, information that is one of the sources towards organizations is gradually seen to go out to prior status. A correct and effective decision of organization managers depends on taking and evaluating the information on time from the inside and outside sources. Meeting the need of information of managers in organization direct us to an established information system.

Project management is defined as to follow a certain objective by using the given sources in a certain time period. Project management requires establishing and planning a working system, obtaining sources, scheduling activities and evaluating completed activities.

Anadolu University, Open Education Faculty is the university, which has the most wide student capacity in Turkey and world. for obtaining high standards of quality towards the services, which are given to students, and making them on time, it is necessary to take control of whole system. With the computer aided scheduling of activities which are held on Open Education Faculty, it will be needed an information system that will give support the top management in obtaining information and giving the correct decisions. In achieving these purposes, it is tried to use Critical Path Method, one of the techniques in project management, in computer aided scheduling of activities and in the end these efforts are directed to establish a management information system that will give support to the top management.

# AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN AÇIKÖĞRETİM SİSTEMİNE İLİŞKİN TUTUMLARI

243 PARLAK, Nuray Y. "Açıköğretim Fakültesi Öğrencilerinin Açıköğretim Sistemine İlişkin Tutumları [Attitudes of Open Education Faculty Students to the Open Learning System]", Ankara University Institute of Social Sciences (Unpublished Master Thesis), 1991, Ankara, Turkey.

The purpose of this survey research is to find out the attitudes of the students who are enrolled at the Economics and Business Administration departments of OEF (Open Education Faculty) connected with the elements consisting of an open education system. These elements are textbook, supporting services, administration, academic advising services and OEF TV programs. The survey consists of 379 students who were selected among the first and fourth-class student enrolled at OEF Ankara Bureau. The data of the research were collected by means of an attitude scale, which was sent to each student. This scale is a likert type scale and is composed of 53 items, which are grouped under five heading in relation to the elements mentioned above.

The rating scale (with five points) that is used in this scale consists of the alternatives "Strongly Agreed", "Agreed", "Undecided", "Disagreed" and "and Strongly Disagreed". The following operations were used in this study:

Frequency and percentage calculations were used for the data derived from the personal information pert of the attitude scale. The same calculations were also used in order to demonstrate the distribution of the students' attitude point regarding to each element. The t test was applied in order to determine whether the attitudes change with regard to several variables

According to the results of this survey, the attitudes of students connected with OEF are in relation to the variables of class, being acquainted with the Faculty, the reason for choosing the Faculty,

participating at academic advising services and attending to OEF TV programs.

### TÜRKİYE'DE YÜKSEKÖĞRETİM KURUMLARINA ÖĞRENCİ SEÇME VE YERLEŞTİRME SİSTEMİ

244 PAYASLIOĞLU, Arif. Türkiye'de Yükseköğretim Kurumlarına Öğrenci Seçme ve Yerleştirme Sistemi [Student Selecting and Placement System for Higher Education Institutions in Turkey]. ÖSYM Araştırma, Geliştirme Birimi, Bilkent, 1985, Ankara, Turkey.

In this study it was given a place to the introduction of the system that is applied for student selection and placement to higher education institutions in Turkey; principle of taking student to open education system which forms an original way for student placement, and help of the services provided by ÖSYM (Student Selection Placement Center) to open education programs. In the study which chooses Open Education Faculty authorities as a rival for students who will enter ÖSYM exams and Higher Education Board authorities it is touched to the subjects of qualification of The Open Education Faculty, course materials of Open Education Faculty, structure of academic counseling services, examination and evaluation system of The Open Education Faculty and communication dimensions of ÖSYM-Open Education Faculty.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ SINAVLARI KONUSUNDA DÜŞÜNÜLEBİLECEK YENİ YÖNTEMLER

**245 PAYASLIOĞLU**, Arif. "Anadolu Üniversitesi Açıköğretim Fakültesi Sınavları Konusunda Düşünülebilecek Yeni Yöntemler [Thinking a New Methods on Anadolu University Open Education Faculty Examinations]", **Mülkiyeliler Birliği Dergisi**, No:164, pp: 37-42, February1994, Ankara, Turkey.

This article discusses examination method of the Open Education Faculty's application. The Open Education Faculty's examination were organized by Student Selection and Placement Center (abrev: ÖSYM) up to now, at over Turkey, three times in a year as one of midterm, second is the final and last one is make up examination. These exams method was multiple choice. Dr. Payaslıoğlu says that this method pushes the students to memorize the courses, not to learn.

Examinations should give to students at the computer medium not a class exam in two days and four-hour exam. He defenses that if exam method changes, this changing will change type of learning strategy of the students. So that courses or programs will be more useful for their life.

#### UZAKTAN ÖĞRETİMDE MUHASEBE EĞİTİMİ VE BİLGİSAYAR DESTEKLİ MUHASEBE EĞİTİMİ UYGULAMASI

246 PİŞİREN, Uğur. Uzaktan Öğretimde Muhasebe Eğitimi ve Bilgisayar Destekli Muhasebe Eğitimi Uygulaması [Account Education in Distance Education and Application of Computer Aid Account Education], Anadolu Üniversitesi Institute of Social Sciences, (Unpublished Master Thesis), 1997, Eskisehir, Turkey.

The importance and necessity of education is inevitable for communities. At present it can be obtained with distance education to convey the widespread education to the individual constitutes the community. In distance education the students continue their education by making use of the processes of the system: Subject materials printed lessons on television and radio, academic consultation services supported by computer.

Our subject of research is by what kind of education policy "the accounting" which is widely met in distance education should be presented in the most suitable conditions. The fact that education of

accounting, in distance education, is carried out in the way required depends on the fact that the processes of system work productively.

The supplement to the education of accounting of "education supported by computer" which is the newest one of the processes of distance education has been reinforced by the application presented.

#### DISTANCE EDUCATION: GROWTH AND DIVERSITY

**247 POTANHNIK,** Michael. Joanne **CAPPER** "Distance Education: Growth and Diversity", **Finance & Development**. Published by the International Monetary Fund, March 1998, USA. (http://www.worldbank.org/fandd/english/0398/articles/0110398.htm)

Distance education is becoming increasingly popular as economic forces encourage, and new technologies facilitate, its spread. This article look for answer these questions: What advantages does it offer, and what should course providers consider before embarking on new ventures?

Anadolu University take part among mega universities which is mentioned in this article. Mega-universities are large open universities, each of which enrolls more than 100,000 students per year.

Uses and purposes, learning on the job, teacher training, extending classrooms, ensuring quality, cost effectiveness, trends and challenges are some titles from the article.

# TÜRK AÇIKÖĞRETİMİ İLE İNGİLİZ AÇIKÖĞRETİMİNİN KARŞILAŞTIRILMASI

248 RIZA, Enver Tahir. "Türk Açıköğretimi ile İngiliz Açıköğretiminin Karşılaştırılması [Comparison of The Open Education Faculty and The British Open University]", Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri. Milli Eğitim Bakanlığı Film

Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp:557-565, November 12-15, 1996, Ankara, Turkey.

In the second half of this century many important crises have taken place related directly to the area of education. Population explosion was among the most important cries that took place when developing countries are concerned. There were high needs to primary, secondary and higher education and consequently lack of teachers and crowded classrooms problems were suddenly emerged. In order to solve such problems by classical ways of education seemed to be something impossible.

In different parts of the world depending on high technology open universities were established. The number of universities increased by the time. The British Open University established in 1968 and started its programs in 1969. In a few years time this university developed fastly in terms of budget, number of students and programs.

In Turkey Open Faculty in Anadolu University established in 1982. During the last 14 years many developments took place in this university too. Comparisons of the same type of establishments in different countries serve the development issue in these establishments. So the comparison of open universities: British and Turkish cases are constituent the general aim of this article.

Comparisons depended on the basis of similarities and differences aspects of the two universities. These aspects included: openness, age of students, society opinion, programs diversity, printed materials, radio and TV programs, learning packages, computer services, other equipments, final examination and summer camps.

#### AÇIKÖĞRETİM: 10 YILDA NE OLDU NE OLACAK?

**249 SAĞLAM**, Mustafa. "Açıköğretim 10 Yılda Ne Oldu, Ne Olacak? [What Happen in 10 Years and What Will Be Happen in the Open

Education Faculty?]", **Akademi**, No:1, pp: 4-11, December 1993, Cologne, Germany.

This article gives brief information and summary for to evaluate at the 10th anniversary of the Open Education Faculty in the context of what the Open Education Faculty did during in ten years and what will do in the future. Article describes the Open Education Faculty' programs and with some statistical information and graphics dealing with these programs.

### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ UZAKTAN ÖĞRETİM ÇALIŞMALARI VE RADYONUN KULLANIMINA İLİŞKİN BİR MODEL GELİŞTİRİMİ

250 SAĞLIK, Mediha. Anadolu Üniversitesi Açıköğretim Fakültesi Uzaktan Öğretim Çalışmaları ve Radyonun Kullanımına İlişkin Bir Model Geliştirimi [A Model Suggestion for Using Radio as an Education Medium for The Anadolu University Open Education Faculty and Its Application]. Anadolu University Institute of Social Sciences, (Unpublished Master Thesis), 1985, Eskisehir, Turkey.

This study aimed to research more productively using of radio in distance education of the Open Education Faculty (OEF) Anadolu University, Turkey. This study consists of two main chapters. The first chapter is dealing with educational radio programs, which broadcasted by Turkish Radio and Television Association (Abrev. TRT), and brief history of the distance education applications from beginning up to now.

The second chapter gives a place for developing model for using radio in Turkish OEF more productive in the operating of OEF. This model consists of the criteria of the educational radio programs,

producing techniques and harmony of the educational radio programs with the other teaching materials in distance education.

# BİR ÖĞRETİM ARACI OLARAK TELEVİZYON: ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİNDE KULLANIMI VE SONUÇLARI

252 SAGLIK, Mediha. and Serap OZTURK. "Bir Öğretim Aracı Olarak Televizyon: Anadolu Üniversitesi Açıköğretim Fakültesinde Kullanımı Ve Sonuçları [Television as an Educational Technology: Using Television at Open Education Faculty, Anadolu University]", Kurgu. Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, No: 18, pp:237-249, July 2001, Eskisehir, Turkey.

(In additional, **TOJDE-Turkish Journal of Distance Education**. Vol:2, Number:1, 2002, Anadolu University, Eskisehir, Turkey.)

In distance education, it is a fact that the rate of learning has increased by the help of augmenting variety of technologies. Television, as an audio-visual medium, is one of the effective media in distance education by its characteristics like widespread coverage of audience, supplying equality of opportunity, transmitting the human resources to big audience mass. In distance education the lack of mutual interaction and face-to-face education are important. As well, another problem is to overcome the loneliness feeling of the students. It is possible to make use of television programs both to obtain face-to-face education, mutual interaction and to create the feeling of state of belonging.

Open Education Faculty (OEF) has benefit from educational television programs to prop up and to consolidate printed materials. Being parallel to tendency of individualism, OEF is producing live broadcasts, which supplies face-to-face communication besides the programs providing the feeling of belonging over the students. This will be evaluated in the announcement.

(Turkish version of this article is appeared in **Kurgu**, July Sayı: 18, s.237-249, 2001, Anadolu University, Eskisehir, Turkey)

### AÇIKÖĞRETİM FAKÜLTESİ HEMŞİRELİK ÖNLİSANS PROGRAMI VE MALİYET TASARRUFU

**254 SEÇİM**, Hikmet. "Açıköğretim Fakültesi Hemşirelik Önlisans Programı ve Maliyet Tasarrufu [Open Education Faculty Nurse Education and Saving Cost], **Eğitim Teknolojisi ve Bilgisayar Destekli Eğitim I. Sempozyum Bildirileri.** Anadolu Üniversitesi Yayınları, Yayın No: 552, pp: 71-73, 1991, Eskisehir, Turkey.

Article discusses on saving cost of if applies distance education method for Nurse education in Turkey. Author gives attractive examples from nurse education by comparing traditional and distance nurse education method in Turkey, giving certain statistics and today's application.

#### DÜNYADA AÇIKÖĞRETİM UYGULAMALARINDAN BAZI ÖRNEKLER

**255 SEÇİM**, Hikmet. "Dünyada Açıköğretim Uygulamalarından Bazı Örnekler [Some Distance Education Application Examples in The World]", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 777/392, Vol:1, No:1, pp:237-260, June 1994, Eskisehir, Turkey.

Author mentions distance education application around the world by giving some aspects from examples as The Open University, Durham University. And than he is giving a list of approximately more than 300 institutions, which are making distance education in the world.

#### UZAKTAN ÖĞRETİM VE EĞİTİM HAKKI

256 SELVİ, Kıymet. Uzaktan Öğretim ve Eğitim Hakkı [Distance Education and Education Rights] ", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

In this study Distance Education Programs and application of these programs are evaluated at the context of the right of education, which is carrying out at Anadolu University. At the first part of this study the differences and similarity are analysed between distance education system and formal education system. At the second part of this study the programs of distance education: types of program, conditions of the entrance, qualifications of target groups and realization of the programs, process of the learning-teaching, evaluation and feedback, the possibilities horizontal passing between distance learning Programs to give an answer to personal needs students, students expense as analyses at the context. At the end of the analyses the existed University of Anadolu Distance Education Programs and distance education system is evaluated whether or not it is enough to verify right of education.

#### AÇIKÖĞRETİM FAKÜLTESİ AKADEMİK DANIŞMANLIK VE UYGULAMA HİZMETLERİNİN DEĞERLENDİRİLMESİ

257 SERTER, Nuray. Açıköğretim Fakültesi Akademik Danışmanlık ve Uygulama Hizmetlerinin Değerlendirilmesi [Evaluation of The Academic Counselling Service in The Open Education Faculty], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 243 /16, 1986, Eskisehir, Turkey.

It is not sufficiently known that in what degree the Academic Counseling Services which take place in distance education system that is applied in the level of higher education by Anadolu University Open Education Faculty since 1982-83 educational year operate (work) in the direction of their goals.

This study in which suggestions are developed in the direction of recovering Academic Counseling activities by evaluating inquiry results applied to students in the aim of evaluating education activities dimension of first year application of Open Education Program; is the book printed as a doctorate thesis of the author. The author handed the suggestions in two groups: Suggestions, which will be applied for short term, and suggestions, which will be applied in the long term.

The author who reaches the hypothesis that the expectations of students and education staff from Academic Counseling services are different states that expectations of students become more different at the end of the year of the application and besides evaluating this differentiation as a kind of awareness. It can also be seen as a forming of open education student type.

# ÜNİVERSİTELERE GİRİŞ SORUNU; EĞİTİM TEKNOLOJISİNDEKİ GELİŞMELER VE BİR ÖNERİ

258 SERTER, Nuray. "Üniversitelere Giriş Sorunu; Eğitim Teknolojisindeki Gelişmeler ve Bir Öneri [Problem of the University Entrance System: Developments in Educational Technology and A Suggestion]", **Kurgu**. Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 320/141, No:5, pp: 347-355, January 1989, Eskisehir, Turkey.

It is stated that Turkish higher education system can not meet the demand sufficiently since 1960's and from these year candidates who wants higher education show a great increase. A series of problems were brought to universities, which were doing their own exams until 1974, and in 1974, it was decided to establish ÖSYM by attempting a regulation.

This application had brought a calmness to the problem of entering university in a certain radio in respects of selecting and placement but the number of people who could not enter university by elimination reached a higher level and a series of problems that these people carried with themselves were defined as an in equilibrium between information and secondary schools as a problem of entering university.

The operating application of distance education by the related matter of the law numbered 2547, which was issued in 1982.

In article, it was suggested that by focusing on distance education method by teaching the basic courses and concepts on 8 basic areas by DE method, and by slipping the funds, sources and possibilities of higher education to occupational education which considers the same area's application or face-to-face education basic concepts and courses can be communicated to wide masses and possibilities should be given to the people from this mass who successful in occupational education.

## AÇIKÖĞRETİMDE AKADEMİK DANIŞMANLIK

259 SERTER, Nuray. Açıköğretimde Akademik Danışmanlık [Academic Tutoring Services of Open Education Faculty], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 985550, 1997, Eskisehir, Turkey.

Academic Tutoring, one of three basic elements of distance education, seeks to meet face-to-face education needs of the distance students. Anadolu University Open Education Faculty, from its inception in 1982, has been providing Academic Tutoring services, and trying to expand it across the country. This paper addresses the purposes, development and status of Academic Tutoring services provided by Open Education Faculty in Turkey.

# ACADEMIC TUTORING SERVICES OF OPEN EDUCATION FACULTY

260 SERTER, Nuray. "Açıköğretim Fakültesi Akademik Danışmanlık Hizmetleri [Academic Tutoring Services of Open Education Faculty]", AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu'na sunulan bildiri. Anadolu Üniversitesi, 23-25 Mayıs 2002, Eskişehir, Türkiye.

Academic Tutoring, one of three basic elements of distance education, seeks to meet face-to-face education needs of the distance students. Anadolu University Open Education Faculty, from its inception in 1982, has been providing Academic Tutoring services, and trying to expand it across the country. This paper addresses the purposes, development and status of Academic Tutoring services provided by Open Education Faculty in Turkey.

### RADYODA ÖRGÜN EĞİTİM PROGRAMLARI VE TÜRKİYE'DEKİ UYGULAMALAR

**261 SEZGİN,** Jülide. Radyoda Örgün Eğitim Programları ve Türkiye'deki Uygulamalar [Educational Radio Programs in Conventional Education and Turkish Case], Marmara University Institute of Social Sciences, (Unpublished Master Thesis), 1989, Istanbul, Turkey.

The aim of this thesis is evaluating the success of radio as a communication tool in education, to reach its mass audience target. Content of the study includes five chapters. In the first chapter, writer tries to describe education and radio concept. The second and the third chapters are deals with education applications via radio in turkey and world. At the fourth chapter a survey on efficiency of radio educational programs is mentioned. The fifth chapter is the conclusion of the study.

Course materials and educational radio programs contain should be similar content. Educational radio programs should broadcast the most suitable hours for its target audience. And also, Educational radio programs should be shorter minute which now broadcasting. Consequently, educational radio programs should be a special expert area for the educators.

# INNOVATION IN HIGHER EDUCATION THE OPEN UNIVERSITIES

**262 SHALE**, Doug. "Innovation in Higher Education: The Open Universities", **Journal of Distance Education**, Vol. 2, No. 1 p. 8, Spring 1987, Canada.

When author mentions striking developments of Open Education Universities, by giving their name and initial years, "Open University of Turkey" illustrated in the list.

#### **TURKEY**

**263 SÖZEN**, Nur."Turkey", presented paper at **Distance Education in Asia and Pacific Conference**, 1991. (No other data)

In this presented paper, declared that history of distance education applications in Turkey and dimensions of The OEF application with its legal status. Article contains the programs of The OEF which serve to its students.

# THE LATEST DEVELOPMENTS IN EDUCATIONAL TECHNOLOGY AND TEACHING ACCOUNTING: (TURKISH CASE)

264 SÜRMELİ, Fevzi. The Latest Developments in Educational Technology and Teaching Accounting: (Turkish Case),

Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 014, 1989 Eskisehir, Turkey.

In this study it was emphasized that modern technological developments take place in educational process inevitably, it was touched to the subjects of educational technology, usage of communication technology in education, distance education method and distance education materials used in this process, using of these materials, using especially usage of TV courses and printed materials, and accountancy education of the application in Anadolu University Open Education Faculty. And at the end of the study it is mentioned about the fact that getting use of TV video, telephone, telex, cassette, film and computer in administration, planning, organizing and evaluating of education-teaching process forms the base of sub-discipline of educational technology and about the position and importance of density used educational technology in distance education system.

### ANADOLU ÜNİVERSİTESİ UZAKTAN ÖĞRETİMDE BİLGİ SİSTEMİ: BİR MODEL ÖNERİSİ

266 ŞAKAR, Nurhan A. Anadolu Üniversitesi Uzaktan Eğitim Bilgi Sistemi: Bir Model Önerisi [A Model Suggestion for Anadolu University Data System]. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 997/554, 1997, Eskisehir, Turkey.

As known, Anadolu University has started higher education via distance education methods in 1982 with the structured of Open Education Faculty (OEF). The faculty at the university degree level education, which is given university diploma to its graduates. It changed its structure in 1993 by law 493. Its structure divided to independent faculty is Economics Faculty and Management Faculty. These faculties have four year-university degree- educations. Open Education Faculty makes education only two-year (pre-Bachelor) diploma education for its students

Additionally, Open Education Faculty is giving support to these four-year distance education faculties for preparing their TV and radio, printed, and audio and visual course materials, registar their students to the system, organize academic counseling and their examination. Under the light of these developments or changing, this study has to conduct to explain new situation of Open Education Faculty's structuring from point of flow of information.

This study tries to point out that impact of the changing organizational structure of OEF since 1993, on exiting position. In this study, first of all OEF's existing information system had been analyzed. Than a model has been developed to offer some solution ways to is more effective and efficient operation of OEFs' existing system.

The main mission of the English Language Teaching BA Program, which was started by a protocol signed on Feb. 28, 2002 between Anadolu University Open Education Faculty and Turkish Ministry of Education, is to make up the differences in the shortfall of English Language teachers without making any concessions from the main mission.

### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI ÖĞRENCİLERİNİN MEMNUNİYETLERİNİN BELİRLENMESİNE YÖNELİK BİR ARAŞTIRMA VE SONUCLARI

267 ŞAKAR, Nurhan. Anadolu Üniversitesi Açıköğretim Fakültesi İngilizce Öğretmenliği Lisans Programı Öğrencilerinin Memnuniyetlerinin Belirlenmesine Yönelik Bir Araştırma Ve Sonuçları [Findings and Survey About Satisfying Level of the English Language Teaching BA Program Students of Anadolu University Open Education Faculty]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan

**Eğitim Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

There are 4806 students who have attended that program. The program mentioned has been started as a project. It has been suggested to give face-to-face education for the first two years and on-line education for the next two years. With its being first and different from the other programs given by Open Education Faculty System of Anadolu University, English Language Teaching BA Program has an importance. With this study the thoughts and satisfaction of the students attending that program has been searched.

### AÇIKÖĞRETİM ÖĞRENCİLERİNİN YERLEŞİM ALANLARINA GÖRE DAĞILIMINI BELİRLEMEYE YÖNELİK TAHMİN MODELİ GELİŞTİRİLMESİ

268 ŞEN AYMAN, Mine. Açıköğretim Öğrencilerinin Yerleşim Alanlarına Göre Dağılımını Belirlemeye Yönelik Tahmin Modeli Geliştirilmesi [A Model for Guessing OEF Students' on Living Place Distribution], Anadolu University Institute of Social Sciences (Unpublished Master Thesis), 1999. Eskisehir, Turkey.

Current statistical studies have important limitations, like high costs, short deadlines, thus forecasting seems as a solution, with the support of improving forecasting techniques, and organizations take right decisions by reducing uncertainties.

At the beginning of 21st Century, in addition to classical approaches to education, needs to search new approaches, revealed Distance Education System, which is executed by Anadolu University in Turkey. Anadolu University Open Education Faculty has the largest student capacity in our country. Because of that, it is needed to the new improvements for giving more help to the system and the students.

To plan the supporting services for Open Education students it is needed to know the residence distribution. Besides the application of this 312

supporting services will become more convenient by giving importance to them on regional dimension. for this purpose, I tried to develop a forecasting model with the help of multiple linear regression methods to determine the distribution according to the residence of Anadolu University Open Education Faculty students.

#### ACIKÖĞRETİM SORU BANKASI YÖNETİM SİSTEMİ

**269** ŞENEL, Hakan. "Açıköğretim Soru Bankası Yönetim Sistemi [Management System of Open Education Faculty Question Bank]", presented paper at **BTIE'99 Bilişim Teknolojileri Işığında Eğitim Konferansı ve Sergisi.** Türkiye Bilişim Derneği ve ODTÜ Öğrenci Kolu, May 13-15, 1999, Ankara, Türkiye.

Turkish Open Education system under the supervision of Anadolu University has over 550 thousand students. All students have to take exams three times a year in the central exam organization. Since there are 178 courses available in all programs, the exam preparation is quite complex and cumbersome. In order to cope with such a challenge, a department, called Exam Preparation and Research Center, was established in 1996. The errors encountered in exams of 1996 led to the decision of developing a software system order to automate test preparation process and minimize unintentional human errors. In the first year, software errors were eliminated and new functionality was kept on added.

The system was evolved to a stage that it accepted questions from the user and test books were printed out on the other hand. Page formatting, punctuation error detection, simple grammar checking, syntax error corrections, shuffling of questions in test groups are handled by the system. It has been reported that the number of human errors in questions has been significantly decreased after the introduction of the system.

In June 1997, a statistical tool measuring the quality (difficulty level, separation power) of questions was integrated into the system. As a

post-exam tool, data obtained from the module gives a quantitative feedback to question writers.

#### AÇIKÖĞRETİM ÖĞRENCİ DESTEK SİSTEMİ

270 ŞENEL, Hakan., Akif KUTLU. "Açıköğretim Öğrenci Destek Sistemi [Student Support System of Open Education Faculty]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Student support centers that have been established in major cities of Turkey give support to Distance Education students since 1982. These centers are places where information flows between students and the school. In 1998, the technological improvements were made and the quality of the support service was greatly improved. In this article, the working of the student support system and the effects of the technological improvements made in 1998 are discussed.

During this rehabilitation period, computerization of the bureaus has provided speed service and more kinds of services. This article emphasizes these rehabilitation results of the "Bureau Automation Project" application.

## AÇIKÖĞRETİMDE EĞİTSEL İLETİŞİM ORTAMI OLARAK BİLGİSAYAR: Akademik Danışmanlık Sistemi İçin Bir Bilgisayar Destek Eğitim Modeli

271 ŞENİŞ, Fethi. Açıköğretimde Eğitsel İletişim Ortamı Olarak Bilgisayar: Akademik Danışmanlık Sistemi İçin Bir Bilgisayar Destek Eğitim Modeli [Computer As being Educational Component in Open Education Faculty: A Computer Aided Instruction Model for an Academic Counselling System], Anadolu Üniversitesi Yayınları, Yayın No: 684/333, 1993, Eskisehir, Turkey.

Mostly education is a service, which consumes individually. Human structure is verily different from each other. This differentiation show changes according to educatebility, their reaction to the structure of educational message de- sign, interested area, their expectation and their ability. Coming together different elements in the same organization provides synergy and also this synergy provides integration of educational tools being a bigger system. As known distance education systems are big educational organizations, which are integrated of mass media tools for an educational aims. And also, the Open Education Faculty is the biggest educational institution in Turkey which using mass media tools in its running. At its tenth year a research conducted which deal with integration of computer aided instructional media to the system. So that first of all in this study is investigated structure of the Open Education Faculty and search how system can be present individual education to its students. In the third chapter, questioned how integration of computer aided instructional materials makes system richer. At the last chapter, feasibility and possibility of this new medium is realized and analyzed for the OEF from point of economical and technological view. At the end of the study author gives his suggestions deal with the new offered system.

## ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ BİLGİSAYAR DESTEKLİ AKADEMİK DANIŞMANLIK MERKEZLERİ PROJESİ'NİN DEĞERLENDİRİLMESİ

272 ŞENİŞ, Fethi ve M. Emin MUTLU. "Anadolu Üniversitesi Açıköğretim Fakültesi Bilgisayar Destekli Akademik Danışmanlık Merkezleri Projesi'nin Değerlendirilmesi [Evaluation of Computer Aided Academic Councelling Centers in The Open Education Faculty at Anadolu University]", presented paper at IV. Ulusal Eğitim Bilimleri Kongresi. Anadolu Üniversitesi Eğitim

Fakültesi ve Eğitim Bilimleri Enstitüsü, September 10-12, 1997, Eskisehir, Turkey.

This project applied by the Computer Aided (or Assisted) Academic Counseling Centre-CAACC-and it is prepared and developed as software by Computer Supported Unit (CSU) in 1992-1994. This Project is applied since 1994 at the Open Education Faculty's Student Information Bureaus. This study is containing the evaluation of the project and establishment of the system. As a result, according to the student perspective this service has been very useful for the students.

# TÜRKİYE'DE UZAKTAN EĞİTİMİN TARİHSEL GELİŞİMİ

**274** ŞİMŞEK, Ali. "Türkiye'de Uzaktan Eğitimin Tarihsel Gelişimi [Historical Developments of Distance Education in Turkey]", Çağdaş Eğitim. No: 108, pp: 34-39, 1986, Ankara, Turkey.

In this article it was stated that the demand for education had reached to extra ordinary dimensions in the last years and because the traditional education systems could not meet this demand, distance education becomes widespread rapidly.

In the article it is tried to evaluate the history of the distance education, which applied in Turkey, and the results of these attempts in respects of educational technology. It was emphasized that institutions that would apply distance education should begin applications after having known the conditions of the students.

#### AÇIKÖĞRETİM DERS KİTAPLARININ KENDİ KENDİNE ÖĞRETME YETERLİLİĞİ

**275** ŞİMŞEK, Nurettin. "Açıköğretim Ders Kitaplarının Kendi Kendine Öğretme Yeterliği [Suffeciency of The Open Education Faculty' Printed Course Materials from Point of Self-teaching]", **I. Eğitim** 

**Bilimleri Kongresi Bildirileri.** Vol:2, pp:537-543, April 28-30, 1994, Çukurova University, Adana, Turkey.

In this article some results of similar survey which is conducted before is made a discussing subject.

The study is realized by pre and last test model on effects of the success of teaching itself of the Open Education Faculty's printed course materials, to the according writing criteria's of the units in Open Education Faculty. It is given information dealing with the systematic of the study at the first section of the presented paper. In the second part of the study placed obtained data from application. Results are discussed at the last section of paper. According to results of the study, if units have been written fit to writing criterias at the printed materials of the Open Education Faculty, this way has positive effect on books' teach itself to the students. So, it can be say that distance education printed materials should be written according to the writing criteria to be successful and functional of books to teach itself to the students.

### UZAKTAN EĞİTİM VEREN KURUMLARDA TOPLAM KALİTE FELSEFESİNİN UYGULANABİLİRLİĞİ

276 TAŞÇI, Deniz. "Uzaktan Eğitim Veren Kurumlar da Toplam Kalite Felsefesinin Uygulanabilirliği [Applicability of The Total Quality Philosophy at Distance Education Institutions]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 599-605, November 12-15, 1996, Ankara, Turkey.

Educational needs are increasing in Turkey day by day in a great and large dimension as being in developing countries. But economical sources are very limited for educational area again as being in other countries. So that one of the important reasons that establishing of distance education depends for to solve this education's problem. Before establishing the Faculty of Open Education in 1982, of course, some distance education models were applying, but all of them were fail.

There were many reasons for this failure of these models as political, economical or educational planning. The Faculty of Open Education (OEF) and Turkish society had an advantage by these earlier experiments for to apply a distance education with a new approach or philosophic in due course.

By this way, new distance education model had seen as respectful and logical way to solve Turkish educational problems. So, the OEF started to play an important role in supplying the educational demands in Turkey. Discusses and arguments about OEF far away that this system will not be unsuccessful; now the problem is how the limited quality would improve. Placement, acceptability and contingency of this system took very short time and credit of the OEF increased from year to year. Most of time increasing contingency had been done without the possibilities and aim.

General quality, generally, is in contradiction with the quantity in addition; improving quality requires substantial sources. But, OEF tries to give services by the view; counseling Faculty of Management has some difficulties. At the same time, improving quality requires mental source too. In other words suitable knowledge and know-how are important input to improve quality. In this presentation will discuss that how the quality circles and total quality management contribute to improve efficiently of the OEF services

### TÜRKİYE'DE UYGULANAN UZAKTAN EĞİTİM SİSTEMİNDE VİDEO İLE EĞİTİM MERKEZİ PROJE ÖNERİSİ

277 TEKİN, Cengiz, Uğur DEMİRAY and Murat BARKAN.
Türkiye'de Uygulanan Uzaktan Eğitim Sisteminde Video ile
Eğitim Merkezi Proje Önerisi [A Project Suggestion for
Anadolu University Open Education Faculty's Video

**Education Center**], Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, No: 1, 1987, Eskisehir, Turkey.

This study which was done collectively, it was supported that video should be taken a place in a rate of 1:10 in the system in studies of Open Education Faculty students as a distance education system applied in Turkey and suggestions were brought on the subjects of why and how video should be used. This study was done by taking base of the data from the research that was done on the subject of "Usage of Video in Turkish Society" by two of the authors.

The aim of the study was to show that video could take place in distance education system, which has been applying by in Anadolu University as a supportive service for students. The study consists of five chapters. In the first chapter it was given place to literature-oriented information about communication media used in distance education systems and the functions of these media in the operation of the system and usage possibilities of video for distance education.

In the second chapter it was given a place to applications of distance education in Turkey until today and served some information about the past, developments, applications and problems that were tried as an open education before and its beginning in our country and about channels of open education for reaching students.

In the third chapter it was touched to the subjects of usage possibilities of video in Open Education Faculty, relation between Open Education Faculty bureaus and Video Education Libraries; operation process of VEM (in Turkish Video Eğitim Merkezi [Video Education Center); coordination between Video Education Center - Video Education Libraries applications in the provinces bureaus.

In the fourth and results and suggestions related with usage of video given and it was mentioned about on evaluation section, which consists of information about other units, which need for coordination.

After the fifth chapter that consists of a pilot project application, it was given place to additional reading part, which was used in the study.

The results that were reached after the study can be summarized as: Video should be put into a position of medium which can be used functionally for increasing the education and information level of the people and the image of video as an entertaining and time-spending tool can be broken.

Using of video on this area will bring it into a position of medium which is peculiar to us and which is used synchronously with other nations when we compared with the other applications in other nations'.

By this suggestion application video can find usage areas in other fields too, and can be more functional for education of the society in the fields in which it is used.

# THE OPEN EDUCATION FACULTY OF ANADOLU UNIVERSITY

**278 TEKİN**, Cengiz, Durmuş Ali ÖZÇELİK, Uğur DEMİRAY and Murat BARKAN. The Open Education Faculty of Anadolu University, 2<sup>nd</sup> Edition, Anadolu University, 1988, Eskisehir, Turkey.

In this study mentioned that Anadolu University was founded in 1982. The already existing Academy of Economics and Commercial Sciences (founded in 1958), and Engineering and Architecture (founded in 1970), were reorganized as faculties of Economical and Administrative Sciences, and Engineering and Architecture, respectively, under the new university structure. Presently, Anadolu University has the following faculties: Faculty of Economics and Administrative Sciences, Faculty of Engineering and Architecture, Faculty of Economics and Administrative Sciences (Kütahya Campus), Faculty of Economics and Administrative Sciences (Afyon Campus), Faculty of Medicine, Faculty of

Pharmacology, Open Education Faculty, Faculty of Education, Faculty of Arts and Sciences.

In sum, Anadolu University consists of 9 faculties and 5 higher schools and 5 Higher School of Occupation with approximately 2000 employees, 656 of whom are the academic staff members. The university has more than 300.000 students, which make it the largest university in the country. Anadolu University has carried out the distance education system since 1982 and in this way has brought a new dimension to Turkish education system.

This study describes operating of the OEF with all aspect for a reader. of course it was a kind of brochure to inform people who are interested in. This brochure is useful for seminars, congress, or for the visitors of the university or faculty.

#### ÇAĞDAŞ BİR EĞİTİM ARACI VİDEO: ARAŞTIRMA-KURAM-UYGULAMA

279 TEKİN, Cengiz (Editör). Çağdaş Bir Eğitim Aracı Video: Araştırma-Kuram-Uygulama [Video: A Modern Educational Media -Research Theory Executive], Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 004, 1988, Eskisehir, Turkey.

This study consists of articles which are related with video which is also a mass communication media nowadays and subjects about the of video in various dimensions. The concerning of the study with Open Education Faculty dimension is because the usage of video in distance education systems, by Open Education Faculty Video Education Centers and the articles about the applications in these centers. In the articles, by claiming that video is a functional medium in distance education, it is given place to the opinion that video will help distance education student in their learning process.

# HOME VIDEO A POSSIBILITY TO SUPPORT DISTANCE EDUCATION STUDENTS

**280 TEKİN**, Cengiz and Murat **BARKAN**. **Home Video: A Possibility to Support Distance Education Students**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 11, 1988, Eskisehir, Turkey.

In this study it was mentioned about the opinion that supports the usage of video in education services because of the home-video characteristics was assumed, it was insisted on characteristics of video and of these characteristics in distance educational method by reflecting in education circumstances.

# SHORT PROFILE OF THE FIRST GRADUATES OF THE OPEN EDUCATION FACULTY

**281 TEKİN**, Cengiz and Uğur **DEMIRAY**. "Short Profile of The First Graduates of The Open Education Faculty", **ICDE**. Vol: 19, The Open University, 1989, Milton Keynes, UK.

(This study also, has been published from the Educational Technology and Distance Education Foundation, No: 15, 1988, Eskisehir, Turkey).

Anadolu University Open Education Faculty had brought a new dimension to Turkish education system by starting education in 1982. It was stated that this new brought dimension is convenient to Turkish social structure and gradually is being accepted by public opinion. In this study some brief information about the characteristics of first graduates of Open Education Faculty was given.

#### UZAKTAN/AÇIK ÖĞRETİMİN MALİYET ANALİZİ

**283 TEZCAN**, Mediha. 'Uzaktan/Açık Öğretimin Maliyet Analizi', [Cost Analysis of Distance/Open Education], **Uzaktan Eğitim**, UZEV Yayınları, Milli Eğitim Bakanlığı, Yaz 1998, pp: 93-95, 1999, Ankara, Turkey.

In this study, the description of cost analyses of distance education system only on the descriptive level.

#### UZAKTAN EĞİTİMDE EKONOMİK YAPI ÇÖZÜMLEMESİ: TÜRK YÜKSEKÖĞRETİMİNDE ÖRGÜN VE UZAKTAN EĞİTİMİN MALİYET–ETKİNLİK KARSILASTIRMASI

284 TEZCAN, Mediha. Uzaktan Eğitimde Ekonomik Yapı Çözümlemesi: Türk Yükseköğretiminde Örgün ve Uzaktan Eğitimin Maliyet–Etkinlik Karşılaştırması [Economical Structure Analysis in Distance Education: Comparing Cost of Traditional and Distance Education], Anadolu University Institute of Social Sciences, (Unpublished Doctoral Dissertation), 2000, Eskisehir, Turkey.

Anadolu University Institute of Social Sciences, (Unpublished Doctoral Dissertation), 2000, Anadolu University, Eskisehir, Turkey.

The development of open/distance education, which has been told in a conceptual level in the historical period, has been investigated. Total fixed variable, finance and capital, recurrent costs of Open/Distance Education Systems have been analyzed by the statistical data in the applications. The cost comparisons of distance and traditional education have been shown in the geometric plane. The analysis of break-even points has been resulted.

The economic and manageable model resolutions of open/distance education technologies have been done. Today's statistical data of Turkish Traditional Education Systems have been compared with the data of other traditional education systems in the world and the efficiency analysis has been done.

The detailed current cost traditional calculation of conventional distance education has been done by the finding results. The cost efficiency comparison of conversation distance education institutions in the world has been calculated by the finding results.

### TARİHSEL SÜREÇTE UZAKTAN EĞİTİM SİSTEMLERİNİN MALİYET-ETKİNLİK ANALİZİ

286 TEZCAN, Mediha. "Tarihsel Süreçte Uzaktan Eğitim Sistemlerinin Maliyet-Etkinlik Analizi [Cost-Activity Analysis of the Distance Education Institutions at Historical Period]", Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya Üniversitesi Eğitim Fakültesi Yayınları 3. Özel Sayı 2, 2001, Sakarya University, Adapazarı, Turkey.

The Open University established in England is the first higher education, which carries out distance education in the world. In the following years of the establishment of the Open University, in England, the statistical data of both traditional and distance education were studied by separate research in different periods of time.

The common economic finding of researches over Open University for different time periods comprises the theoretical structure of the distance education systems. In relation to the economic structure of distance education systems, only five analysis studies, which were presented as footnotes, were available in the end of 1990s in the international related literature. In the study, the economic findings of each

related study were detected and the common characteristics that were derived from studies were interpreted.

#### AÇIK/UZAKTAN EĞİTİM SİSTEMLERİNDE TEK-YÖNLÜ VE İKİ-YÖNLÜ EĞİTİM TEKNOLOJİLERİN EKONOMİK YAPI ANALİZİ

287 TEZCAN, Mediha. Açık/Uzaktan Eğitim Sistemlerinde Tek-Yönlü ve İki-Yönlü Eğitim Teknolojilerin Ekonomik Yapı Analizi [Economic Structure Analysis of One-Way and Two-Way Direction

Technologies in Distance/Open Education Systems], **Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı**, Sakarya Üniversitesi Eğitim Fakültesi Yayınları 3. Özel Sayı 2, Sakarya University, 2001, Adapazarı, Turkey.

This study is an analysis of the economic structure of one-way and two-way educational technologies, which are utilized within the open/distance education. The analysis was carried out in three phrases.

In the first step, the economic structural differences between traditional education systems and distance were put forward through the analysis of economic structure of one-way distance education technologies. The second phase was the comparatives an analysis of economic structures of two-way educational technologies for traditional and distance education in the distance education systems. As for the third phase, the economic structures of one-way and two-way education technologies, in the systems of distance education, were comparatively analyzed in the geometrical level via practical data within open/distance education. The analysis was carried out in three phrases.

In the first step, the economic structural differences between traditional education systems and distance were put forward through the analysis of economic structure of one-way distance education technologies. The second phase was the comparative analysis of economic structure of two-way educational technologies for traditional and distance education in the distance education systems. As for the third phase, the economic structures of one-way and two-way education technologies, in the systems of distance education, were comparatively analyzed in the geometrical level via practical data.

#### ON-LINE ÖĞRENİMİN MALİYET ANALİZİ

288 TEZCAN, Mediha. On-Line Öğrenimin Maliyet Analizi [Costs Analysis of On-line Learning], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Due to increasing population and economic reasons, distance education is becoming more and more widely used. Rapid developments in computational technology have created opportunities for new implementations in both face to face education and on-line learning as one from of distance education. In this study, the analysis of the cost structure of on-line learning systems is put forward.

On-line learning cost analysis was displayed by using the following variables: cost of planning and development cost of production and delivery, cost of maintenance and evaluation. Studies on the cost structure of on-line learning systems in the world were compared and contrasted. Therefore, based on these analyses, different cost models used in research studies and the cost structure of on-line learning systems were suggested.

#### AÇIKÖĞRETİM FAKÜLTESİ ÖLÇME VE DEĞERLENDİRME SİSTEMİ

**289 TOKBUDAK**, Ayşegül, Hakan G. **ŞENEL**, Nejdet **KARADAĞ**. "Açıköğretim Fakültesi Ölçme ve Değerlendirme Sistemi

[Measurement and Evaluation in Turkish Distance Education System]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

(Initial form of this paper is published in **TOJDE-Turkish Journal of Distance Education,** Vol. 3, Number:1, 2002, Anadolu University, Eskisehir, Turkey).

Turkish distance education program is directed by Anadolu University, Eskisehir. In order to coordinate measurement and evaluation activities, a Test Research Center was established in 1996. The preparations of tests of 304 courses and statistical evaluation of questions after exams have been conducted by the Center. In the article, the problems encountered in the establishment stage, respective solutions and the working of the system are discussed. Also, software, specifically developed for this center is also presented.

### DERS KİTAPLARINDA GÖRSELLİĞİN YERİ VE ÖNEMİ (Açıköğretim Fakültesi Örneği)

**290 TÜMLÜ**, Zeki. Ders Kitaplarında Görselliğin Yeri ve Önemi (Açıköğretim Fakültesi Örneği) [Importance of the visualizing of Printed Course Materials, (A Case Study on Open Education Faculty)], Istanbul University Institute of Social Sciences, (Unpublished Doctoral Dissertation), 143p, Istanbul, Turkey.

The printed course materials are not the same in conventional and distance education systems. Differentiation of the printed course materials in both systems comes from point of understanding, reading and perception of view. As known, the printed course materials are the major educational component at distance education systems. And also, the most important features of these printed course materials are visual design and readability. Readability concept explains that helping every element in printed material should be functional for easily to reading, understanding

and perception by readers or students. So that visual designing is very important at distance education printed course materials. In this dissertation investigates the visual designing of the Open education Faculty's printed course materials theoretically and empirically.

Study consists of six chapters. The first three chapters explain that distance education and importance of printed course materials in teaching or learning. Fourth chapter gives brief information about the structure of the applied questionnaire and survey. At the survey, printed course materials searched from point of visual designing view, which are General Accounting, Behavioral Science, General Mathematics, Basic Programming and Computer, Economy of Turkey, Business Administration, Statistic and Turkish Tax Law. The questionnaire applied to the student at the end of make-up exam. Here listed findings of the survey are:

- ➤ The printed course materials should be designed and changed according to daily conditions,
- ➤ Visualization should be realized by editor, author, designer and printer's common decision, not only one or two of them.
- > Page design must be quite comfortable,
- > Visual elements must be colored as possible.

### TELEVİZYON EĞİTİM PROGRAMLARINDA GRAFİK KULLANIMI: AÖF ÖRNEĞİ

**291 TÜTÜNCÜ**, Özden. "Televizyon Eğitim Programlarında Grafik Kullanımı: AÖF Örneği [Usage of Graphics in Educational TV Programs and Case Study of The Open Education Faculty]", Anadolu University Institute of Social Sciences, (Unpublished Master Thesis), 1988, Eskisehir, Turkey.

This study consists of four chapters. In the first chapter, it was mentioned about superior properties, which TV as a communication medium that bounds to changing and developing conditions in the society.

In the second chapter it gives detailed subjects of TV educational programs, characteristics and kinds of TV graphics and TV educational program graphics by consulting to written sources. In the third chapter it serves of the findings, which were obtained from, applied a content analysis on graphics, which were used in 4th class branch courses that were broadcasted in 1986-87 educational year as a TV educational program of Anadolu University Open Education Faculty. In the fourth chapter of the study, it was given a place to summary, results and suggestions.

### TÜRKİYE'DE ULUSAL EĞİTİM TELEVİZYONU KANALININ OLUŞTURULMASININ GEREKÇELERİ

292 ULUTAK, Nazmi. Türkiye'de Ulusal Eğitim Televizyonu Kanalının Oluşturulmasının Gerekçeleri [The Reasons for Create National Educational Television Channel in Turkey], presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Today many countries in the world are using open and distance education. By means of their own conditions, they are using different tools and technologies in different importance. While making these strategies, the most important factor for developing countries, is the cost of these educational tools for the students.

China, Iran and other countries that have mega-universities give an importance to their open and distance education by using television broadcasting. New technologies like computer based e-learning and etc., have more cost for the students.

In Turkey, %75 of the students who make their higher education degrees by open and distance education are coming from lower income group: for this reason television broadcasting has an important place in open and distance education.

Today there are some problems in educational television broadcasting in Turkey. To overcome this problems, national educational television channel must be establish in Turkey.

#### TÜRKİYE AÇIKÖĞRETİMİ BECEREMİYOR

**293** URAL, Ozan. "Türkiye Açıköğretimi Beceremiyor [Turkey can not Manage Open Education]", **Yeni Yüzyıl**, p. 6, Ekim 24, 1996, Istanbul, Turkey.

This is a critical article. It defenses that if the Open education Faculty still goes on to give university degree and diploma as do now, students will not learn, they will only imitate courses to pass their exams. If the distance education programs give a certificate students will learn for them development and apply in their daily life what they learn, not imitate. So Mr. Ural's decision is the Open Education Faculty do not manage to learn, but push imitation of the students, in its running.

# ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ HEMŞİRELİK ÖNLİSANS PROGRAMI ÖĞRENCİLERİNİN VE UYGULAMA GÖREVLİLERİNİN DERS KİTAPLARI, TELEVİZYON PROGRAMLARI VE ÜLGİLİ GÖRÜŞLERİ

294 ÜNLÜ, Canan. Anadolu Üniversitesi Açıköğretim Fakültesi Hemşirelik Önlisans Programının Öğrencilerinin ve Uygulama Görevlilerinin Ders Kitapları, Televizyon Programları ve Uygulama Çalışmaları İle İlgili Görüşleri [Opinions of AU/OEF Nursing Students and Instructors on OEF Printed Course

Textbooks, TV Courses and Applications], Hacettepe University Institute of Social Sciences, (Unpublished Master Thesis), Ankara, Turkey.

The aim of this study is to contribute to the development of nursing training programs at contemporary standards by establishing the opinions of Anatolian University Open Education Faculty Nursing two-years training program students and clinical trainers on textbooks, T.V programs and application procedures.

Interviewing 190 nursing undergraduate student and 15 clinical trainers who have competed there five years in the hospitals of Ankara, in 1994-1995, carried out the investigation.

The data were collected by interview in the investigation performed by using descriptive method. The interview from consists of 76 items on individual information, general status, textbooks, T.V programs and clinical application. The same interview is used for both students and trainers. The rating with five points scale was used in the interview in the analysis of the obtained data; frequency, percentile and median were calculated.

According to the results of the investigation, the sampled students consist of clinical nurses below 25 and among 30 ages. The majority stated that they do not have information on the faculty and that they participated in this program in order to increase their retirement pension and official status and to graduate from a university while working at the same time.

The majority of the students assent that the clinical application period is adequate the clinical trainers do not agree with them. In the clinical application, the numbers of training personnel and equipment is said to be inadequate while books, TV and the employment of visual and other (tactile, audio) components are determined to affect training positively, it is also observed that they are not adequate. On general

status, textbooks, TV programs and clinical application, both the opinions of students and trainers are the same, namely uncertain.

According to these results, new propositions are made aiming to develop training programs for the training of better quality nurses at contemporary Standard in Open University Nursing two-year school, which is called Tourism Education by Distance Education System.

#### TURİZM EĞİTİM SERTİFİKA PROGRAMI

**295** ÜNLÜ, İlhan. "Turizm Eğitim Sertifika Programı [Tourism Education Certificate Programme]", **Turizm Yıllığı 1988-1989,** Türkiye Kalkınma Bankası A.Ş. Yayını, pp. 114-119, October 1990, Ankara, Turkey.

This article summarizes Tourism Education Certificate Program by relating sub-titles as general introduction, to project, context of program, phases of project, registration of the students, exams and evaluation of exams, evaluation of 1st phase, studies about and phase of project and future plans. This program includes distance education by 1st phase of project. In 2nd phase, face to face or practical process applied by tourism sector's companies.

### UZAKTAN EĞİTİM TEKNOLOJİSİNİN TURİZM EĞİTİMİNDE KULLANILMASI

**296** ÜNLÜ, İlhan. "Uzaktan Eğitim Teknolojisinin Turizm Eğitiminde Kullanılması [Using of Distance Education Technology in Tourism Education]", **Turizm Yıllığı 1990**, Türkiye Kalkınma Bankası A.Ş. Yayını, pp: 70-73, January 1991, Ankara, Turkey.

In this article author emphasized that "educated staff" is the most important problem or subject of the Tourism sector. Even if this position increases day by day, so that solution of this problem is being more difficult by traditional education institutions. In this context, new educational approach, which is called multi media education, should be developed for this field.

So educational tools will be used more rationally in education, especially in tourism education. By this aim tourism education by distance education is developed by Anadolu University the Open Education Faculty collaborating of Ministry of Tourism, Ministry of State and TRT (Turkish Radio and Television Association). This article points out general frame of this project,

#### İŞİTME ENGELLİ ÇOCUKLARI OLAN AİLELERİN UZAKTAN ÖĞRETİM İLE EĞİTİLMESİ

297 ÜNLÜ, Sezen. İşitme Engelli Çocukları Olan Ailelerin Uzaktan Öğretim İle Eğitilmesi [Education of The Parents Who Have Hearing Impaired Children by Distance Education], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 248/118, 1987, Eskisehir, Turkey.

This study is an empirical research in curriculum development. The book consists of four chapters.

In the first chapter, it was given a place to printed materials of distance education and communication and family education, which form a base for the second chapter. In the second chapter it was given a place to the method. And in the third chapter it was mentioned about the findings, which were obtained after the analyses of data and comments related with these findings.

After the sections of summary, judgment and suggestions; additional readings about the research, inquiry, pre-test, book, radio and TV programs, articles used in education applications and post-tests take a place in the book.

The author reaches to the decision that distance education programs that are used will help family education positively according to the findings of the research. Because education of hearing impaired needs to be motivate for their competence and aware from the technical information, the author insists on that a group study in urgent for this system.

It is supported that special groups from course group which were formed in distance education institutions should be charged and program preparation group should be formed by participating of personnel of distance education and Radio-TV Institution, Anadolu University Open Education Faculty and Hearing impaired Children Education Center (Calls Turkish as İşitme Engelli Çocuklar Merkezi-İÇEM) to render parent education programs continuous.

#### TELEVİZYON EĞİTİM PROGRAMLARINDA DRAMATİZASYON FORMATININ KULLANIMI: AÖF PROGRAMLARINDAN BİR ÖRNEK İTHALAT- İHRACAT UYGULAMALARI

298 ÜNLÜER A. Oğuz., Aydın Z. ÖZGÜR, "Televizyon Eğitim Programlarında Dramatizasyon formatının Kullanımı: AÖF Programlarından Bir Örnek İthalat İhracat Uygulamaları [Usage Dramatization Format in Educational Programs: An Example of Open Education Faculty on Aplication of Export and Import]" presented paper at BTİE'2000 Bilişim Teknolojileri İşığında Eğitim Konferansı ve Sergisi. Türkiye Bilişim Derneği ve ODTÜ Öğrenci Kolu, May 15-17, 2000, Ankara, Turkey.

In spite of the wide opportunities which new technologies offer; because of high costs, attaining difficulties etc television is still a favorite instrument in distance education. Educational television programs has different formats depends on different program goals. One of these formats is dramatization. In this article, the use of dramatization in

television programs at Open Education Faculty is examined and one of them is planned to demonstrate. The example taken here is on the subject of "import and export facilities"

#### OKUL ÖNCESİ ÖĞRETMENLERİN UZAKTAN ÖĞRETİM YÖNTEMİ İLE YETİŞTİRİLMESİNE YÖNELİK PROGRAM MODELİ

299 ÜSTÜNOĞLU, Ülkü. Okul Öncesi Öğretmenlerin Uzaktan Öğretim Yöntemi ile Yetiştirilmesine Yönelik Program Modeli [A Model of Training Pre-School Teachers by Using Distance Education Method], Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 220/107, 1987, Eskisehir, Turkey.

This research was prepared to develop a program model about training of candidate teachers in sufficient numbers and qualities by distance education in the aim of surpassing teacher insufficiency, which is one of the problems of the system to validate education services. Nowadays, materializing and making widespread the education services before school period is gaining importance gradually. The author is defining this program model as an applicative program model in which printed materials are taken as base process and a multi- media approach is appropriated. The model will be applied by using printed materials, radio, and distance education processes such as TV and face-to-face education teaching by getting use of possibilities of Anadolu University Open Education Faculty. The author brings some suggestions about applications and future by taking bases the findings of this research, at the end of the study.

#### **DISTANCE EDUCATION IN TURKEY**

**300 YANGIN**, Gürbüz. "Distance Education in Turkey", **The Online Journal of Distance Education**, Vol. 2, Number: 4, 6p, May 1989, Alaska, Canada.

This article describes general aspect of distance education in Turkey, since 1982. It is mentioned which as components such as printed materials, TV and radio courses and academic counseling. Article gives detail about an associate degree teacher training programs.

### DESIGNING A DATABASE MANAGEMENT SYSTEM FOR COURSE DESIGN PROCESS IN DISTANCE EDUCATION

**301 YAPICIOĞLU**, Haluk. Designing a Database Management System for Course Design Process In Distance Education, The Graduate School ofNatural and Applied Sciences of Middle East Technical University, (Unpublished Master Thesis), May 2001, Ankara Turkey.

This study aims to apply a systematical approach to manage the costs of distance education course design in Open Education Faculty of Anadolu University. In this framework, an overview of the distance education course delivery materials design processes is presented. In particular Open Education Faculty's course delivery materials design processes are examined. It is observed that the current system does not support the collection, storage and manipulation of both used and created data during course delivery materials design and production processes. An information system is designed to provide a basis for managing the costs of future events more accurately and timely.

#### UZAKTAN ÖĞRETİM SİSTEMİYLE ÖĞRENİM GÖREN ÖĞRENCİLERİN YABANCI DİL PROGRAMINA İLİŞKİN TUTUMLARI

**302 YAŞAR**, Şefik. Uzaktan Öğretim Sistemiyle Öğrenim Gören Öğrencilerin Yabancı Dil Programına İlişkin Tutumları [Attitudes of Students Who are in Distance Education Process Towards Foreign Language Teaching], Ankara University Social Sciences Institute, (Unpublished Master Thesis), 1985, Ankara, Turkey.

In this study, firstly, attitudes of the students who are in distance education system towards foreign Language Program were investigated. Secondly, obtained attitudes through attitude scale were interpreted in respect for curriculum development. Finally, suggestions of the students concerning with the current program were required.

The population of the study consists of the students who are attending Anadolu University Open Education Faculty and the sample of the study is 5 percent of those, namely 595 students, who are attending Open Education Faculty during 1984-85 educational year. In order to get knowledge about the attitudes of the students, a Likert type attitude scale was developed and given to the students. The findings of the study are as follows:

- \* The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionally, the attitudes of the students were also different from each other in respect for watching English programs on TV and listening to similar radio programs.
- \* Students learn the foreign language for instrumental and integrative purposes.
- \* Almost all of the students (94%), suggest that the activities which will help their improvement in spoken skills ought to be employed.

### UZAKTAN ÖĞRETİM SİSTEMİNDEKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRETİMİNE İLİŞKİN TUTUMLARI

**303 YAŞAR**, Şefik. "Uzaktan Öğretim Sürecindeki Öğrencilerin Yabancı Dil Öğretimine İlişkin Tutumları [Attitudes of The Students who are in Distance Education Process Towards Foreign Language

Teaching]", **Eğitim Fakültesi Dergisi**. Anadolu Üniversitesi Yayınları, Vol.2, No.2, pp. 227-233, 1989, Eskisehir, Turkey.

In this article, firstly the importance of being familiar with student attitudes was emphasized in order to develop more functional foreign language teaching. Then the findings of the study named "Attitudes of the Students Who are in Distance Education System Towards foreign Language Program" by Ţ.Yaṭar (1985) were summarized. The findings of the study mentioned above are as follows:

- \* The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionally, the attitudes of the students were also different from each other in respect for watching English programs on TV and listening to similar radio programs.
  - \* Students learn the foreign language for instrumental and integrative purposes.
  - \* Almost all of the students (94%), suggest that the activities which will help their improvement in spoken skills ought to be employed.

### DISTANCE EDUCATION ON THE NET: A MODEL FOR DEVELOPING COUNTRIES

304 YAZICI Ali, İrfan ALTAS and Uğur DEMİRAY. "Distance Education On The Net: A Model for Developing Countries", TOJDE-Turkish Journal of Distance Education, Vol: 2, Number: 2, Anadolu University, Eskisehir, Turkey.

In this paper we propose a distance education model for Turkish universities to accommodate more students in tertiary education. The

model is based on the distance education that has successfully been employed at Charles Sturt University, Australia.

The study also discusses issues related to web based distance education such as assessment, use of communication technology and course materials to be developed. Benefits of partnership between industry and education institutions are highlighted.

#### UZAKTAN ÖĞRETİM SİSTEMİ ÖĞRENCİLERİNE KÜTÜPHANE DESTEK HİZMETLERİ VE ÖNERİLER

305 YILMAZ, Adnan. "Uzaktan Öğretim Sistemi Öğrencilerine Kütüphane Destek Hizmetleri ve Öneriler [Supportive Library Services to Students in Distance Education Systems and Suggestions]", Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim Bakanlığı Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), pp: 683-691, November 12-15, 1996, Ankara, Turkey.

In this study, the degree of benefits of library support services to the students in distance education and the role and the function of this issue were investigated in terms of the system and students when the library support services and distance education programs were consistent with each other.

#### AÇIKÖĞRETİM WEB SİTELERİNİN ETKİNLİĞİ

306 YILMAZ, Ruşen, Sabahattin ÇALIŞKAN, Ülkü YILMAZ.

"Açıköğretim Web Sitelerinin Etkinliği [Effectivenes of Open Education Web Sites]", presented paper at AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu. Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Open Education Faculty Web Sites have provided every kind of information; news and Web based services fast and accurately for the students. In this study, the aims of Open Education Faculty Web Sites their activities and what should be done in order to develop these activities on be half of Open Education students were discussed.

#### AÇIKÖĞRETİM FAKÜLTESİ MÜZİK EĞİTİMİ BÖLÜMÜ

**307 YURGA**, Cemal. Açiköğretim Fakültesi Müzik Eğitimi Bölümü [Music Department of Open Education Faculty], presented paper at **AÖF'ün 20. Yılı Nedeniyle Uluslararası Katılımlı Açık ve Uzaktan Eğitim Sempozyumu.** Anadolu University, May 23-25, 2002, Eskisehir, Turkey.

Music is so important in human life. In Europe, music and its education is also very important for their cultural development. But unfortunately one of the cultural differences is the music education, which separate Turkish culture from the European culture in spite of having a very rich Turkish musical background. Moving from this point this paper emphasizes that music education can be serve via distance education method in Turkey such as the Open Education, Economics and Business Administrations programs by Anadolu University' distance application. This application can be very useful in the name of development of music education in Turkey. OEF, National Minister of Education and Student Select and Settle Center can coordinate aspects of this application. This paper suggests immediately starting to this project.

### EĞİTİM ÖNLİSANS RADYO PROGRAMLARININ ÖĞRETMEN GÖRÜŞLERİ AÇISINDAN DEĞERLENDİRİLMESİ

**308 YÜKSEL**, Coşgül. Eğitim Önlisans Radyo Programlarının Öğretmen Görüşleri Açısından Değerlendirilmesi [An Evaluation of Radio Programs Which Were Produced by Open Education Faculty from Points of Teachers View in Teacher Training], Anadolu

University, Social Sciences Institute, (Unpublished Master Thesis), 1990, Eskisehir, Turkey.

This study was done to evaluate the radio programs that were prepared in the frame of Anadolu University Open Education Faculty Teacher Training Program in respects of the opinions by teachers. The study consists of four chapters. In the first chapter, it was touched to the subjects of development of teacher education in Turks; Higher Education Diploma for teachers who had not graduated from universities; radio's functions and place in education, and basic principles in preparation educational radio programs. It was given a place to method in the second chapter, findings and comments were given in the third chapter, and summary, judges and suggestions took place in the fourth chapter.

As a result it was indicated that besides the inappropriateness of broadcasting hours, being identical of program contents and books it becomes effective for teacher training programs success, and although the rate of people who are saying that they know how to use radio in distance education, they do not know anything about it.

#### ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ EĞİTİM ÖNLİSANS PROGRAMINDA YAYIMLANAN TELEVİZYON PROGRAMLARININ YAPIMI ÜZERİNE BAZI NOTLAR

309 YÜKSEL, A. Haluk. "Anadolu Üniversitesi Açıköğretim Fakültesi Eğitim Önlisans Programında Yayımlanan Televizyon Programlarının Yapımı Üzerine Bazı Notlar [Some Notes on TV Course Productions Which were Produced by Anadolu University Open Education Faculty for Teacher Training]", Milli Eğitim, Milli Eğitim Bakanlığı Yayınları, No:74, pp: 48-61, 1987, Ankara, Turkey.

In this article it was emphasized that the basic aim of modern education was to train manpower and specialization power in areas which the society needs, it was given a place to some explanations related about teachers' being individuals who had completed their higher education in level of teacher training by also using mass communication media which are applied by studies of Anadolu University OEF and it was touched to the subjects of construction process of TV programs prepared for inservice Teacher Program and some statistical data about these.

# AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -I

**310** YÜKSEL, A. Halûk. "An Evaluation of the Impact of Interactive Video System in Education and a Model for Turkish Distance Education System-I", **Kurgu**, Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No: 546/3, No: 9, pp:281-322, December 1991, Eskisehir, Turkey.

Technological developments are in the interest of educators since technological developments have the potential to make education more attractive, easier, more efficient and cheaper. Interactive video synthesizes video and computer technologies. Interactive video points out the end of passivity in learning. This paper attempts to evaluate the impact of interactive video in education and to suggest a model for Turkish distance education system.

# AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -II

**311 YÜKSEL**, A. Halûk. "An Evaluation of the Impact of Interactive Video System in Education and a Model for Turkish Distance Education System-II", **Kurgu.** Anadolu Üniversitesi İletişim Bilimleri Fakültesi Yayınları, Yayın No:689/11, No:11, pp:257/280, December 1992, Eskisehir, Turkey.

This article is continuing part of the mentioned above article 194.

#### YÖRESEL AÇIKÖĞRETİM

**312** YÜKSEL, Mehmet. "Yöresel Açıköğretim Önerisi [A Suggestion of Regional Open Education]", **Uzaktan Eğitim**. UZEV Yayınları, No: 1, pp: 25-28, Summer, 1997, Ankara, Turkey.

Today's Turkish universities, even though approximately, do not meet the demand of people for higher education. Because some disadvantages, The Open Education Faculty of Anadolu University is also in an adequate situation. It is proposed in the present article that Local Open Universities,

- \*Can direct the people to the programs they want,
- \*Can decrease the quality and quantity differences between old and newly established universities,
- \*Can provide more education facilities for people,
- \*To lessen the burden of expenses on people and the state.

These universities will serve on broadcast base and to be accessed by the local area; they give chance the people to practice in labs and other opportunities. These higher educational institutions will provide students tutors interactions; for diligent students who enlisted the open-air program, will be accepted privileged formal education programs in upper grades of universities.

#### ETKİLEŞİMLİ TELEVİZYONDA EĞİTİM-ÖĞRETİM AMAÇLI PROGRAMI HAZIRLAMA- AÇIKÖĞRETİM İÇİN MODEL ÖNERİLERİ

313 YÜZER Volkan, Etkileşimli Televizyonda Eğitim/Öğretim Amaçlı Program Hazırlama -Açıköğretim İçin Model Önerileri [Model Suggestions on Preparing Interactive TV Program for Teaching/Educating], Anadolu University Institute of Social Sciences, (Unpublished Master Thesis), 1997, Eskisehir, Turkey.

In the last quarter of twentieth century, one of the most remarkable developments related to television is the study about interactive television. In this television concept, television audiences do not only watch the presentations (programs or films), but also they have a chance to direct them. Moreover, they can choose the ones they want to watch among many presentations. This development has effected distance education applications in which television has been used. Throughout the world, there have been some studies about how the students can be active using interactive television.

In this study, first, the main characteristics of interactive television are introduced. What interactive television is how the interactive scripts can be prepared, how the interactive presentations' productions can be produced and which technologies interactive television needs to make the audiences active in front of the screen are introduced.

In the second part, interactive television's ways of usage in education are studied. Close circuit usages, teleconferences, live and taped usages are introduced in this step: In this step, worldwide applications are shown as examples. Both benefits and difficulties for learners, instructors and producers in applications are introduced, as well.

In the final part, two models are proposed in the area of distance education applications for open education faculty of Anadolu University in the light of previous explained parts. One of these models is prepared for single channel broadcasts and the broadcast must be live. The other one is prepared for multi-channel and taped broadcasts.

In this study, just two models are proposed, but a wide variety of models can be generated because of huge capacity of interactive television. Human creativity also takes a significant place in the generation of models.

OTHER PRINTED
MATERIALS
PUBLISHED
DEAL WITH THE OPEN
EDUCATION FACULTY

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