Chapter 53
Interactive Media Steer in Educational Television Programs

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ABSTRACT

Most distance education institutions still use traditional media such radio, television, printed materials to provide and support education. The educational materials are designed according to the students' individual necessities. So, students can maintain their own learning. The most important property of digital media is interactivity. Traditional media provide interactivity with the support of digital media. To provide a transparent learning and teaching activity in cyber space can be accomplish with interactive opportunities to all learners. In this case the most effective environment should have open access to everyone, easy to follow, unlimited information access. These specialties can be seen in web-based environments. In these days we can eliminate the noninteractive structure of traditional media with the support of web based environments. With the development of Web 2.0 technology, social media applications have gained great popularity in recent years. This chapter will explain, the contribution of Web 2.0 on television in distance education systems.

INTRODUCTION

In spite of developments in information and communication technologies, the instructional television is used in distance education already. Because the television is common traditional media environment which appeals to wide audience and which has in every household as mass medium.

Television takes part in the media environments by the reason of existing the communication which doesn't hold the interaction and which is unilateral. Even if there are interactive television applications developing with technological convergence, utilization in order to provide the training doesn't grow up completely yet.

Distance education activities contain education and support services in which tutorial and student don't exist together and in which take part the different time and place applications. So the point arrived at distance education in the world, it prefered interactive media in which has been placed individualization to forefront. Despite this disposition, the instructional television situated in traditional media category is subsisted.

To being in use of television already while there are applications of interactive technologies which are popular between users shows that it maintains it's importance for audience. Even if it was prefered by audience, joining digital collaborations to maintain the presence as teaching environment prefered by students in training events confronted as inevitable reality.

It becomes popular quite between users the social media with expanding of the web 2.0 technologies in recent years. Social media guidances given during the television broadcasts also beget interactive chat environments in which audience can share opinions about watched program, can take part in discussions. Hereby it was prompted the guidances for environments in that audience can compare notes about program by breaking the structure of television which enables to simplex communication. The result of this digital collaboration can be seen as an interactive opportunity presented for watchers of television.

Presentation of digital collaboration opportunities that we can describe as interactive environment guidances with the intent of instruction presentation or support in instructional television applications to distance learners are quite important service. With digital collaboration to be provided, students with guidances given at the time of lesson's presentation can access to detailed support about content through social media environment. It will be stated in this study for what purpose and how to use this model of distance education institutions which uses the television as dominant educational environment. However it should be emphasised on the television training programs, web 2.0 technology and interactive media guidances before configuring the model.

DISTANCE EDUCATION AND COMMUNICATION TECHNOLOGIES

In fact the Distance education concept is not a new concept. Concept was used primarily in 1892 catalogue of Wisconsin University (Verduin & Clark, 1994: 7). First use of concept in the form of "Maintain the teaching-learning relationship of student and teacher separately from each other" was heard while had a conversation between Moore and Börje who is Swedish pedagogue. First beginning of the distance education was performed with letter. Later on it was used different communication and information technologies in teaching presentation parallelly to emerging technologies.

Definition of the concept was changed by the time as well as technologies used in teaching presentation. Because it has been formed the distance education perception in which placed the teaching methods and techniques, student expectations and requirements, individual needs in changing conditions to forefront. In this regard, the distance education concept has been possessed wider definition. Distance education is defined as system in which the communication provided with technology and student gets education independently from time and place.

As it is understood through its definition, distance education defines the activity in which continued the teaching activities with communication technolgies' support. Therefore distance education institutions carry on the activities as institutions providing the ideal education opportunity for students by following the developments in communication technologies. Diffusion of individual-centered instruc-

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