

Chapter 9

Instructor Readiness for Open and Distance Learning in Turkey

Hurşit Cem Salar

 <https://orcid.org/0000-0003-3986-0342>
Pamukkale University, Turkey

ABSTRACT

The main purpose of this study is to examine the readiness of the instructors at universities in Turkey to open and distance learning (ODL) in terms of the ODL factors (distance teaching, technology, communication, and time) regarding competencies (knowledge-skills and attitudes-beliefs) and resources. A multiple case study design was employed, and 36 instructors from four different universities participated. Qualitative data were gathered through personal interviews and analyzed with descriptive analysis. Overall, the results indicate that the instructors in this research have competencies for all the ODL factors. Also, a majority of instructors has given their positive beliefs about ODL, but they all noted their concerns such as lack of interaction with the students and conveying university culture and lifestyle as the disadvantages of ODL. The study has revealed that almost every instructor has enough resources to give distance courses, whereas the problem is with lack of time for updating course content and self-development.

INTRODUCTION

Higher education takes place at the center of education systems for getting a job and producing knowledge. As higher education is highly affected by social and global

DOI: 10.4018/978-1-7998-8661-7.ch009

changes, new opportunities, problems and expectations arise there, as well. (Alkan, 1987: 1; Haughey, 2000).

Among the main problems encountered in global education system, the changing qualities of the society and learners, the increase in the demand for higher education, the diversification of these demands, rapid technological developments, financing of higher education and competition can be given (Dooley & Magill, 2002; Hanna, 2007; Günay, 2011). Also, lack of equal opportunities in education and individual development, the problems of quality, the gap between the individuals' level of education, the inability to start new fields and programs in education, the scarcity of programs that enable business and education life to be carried out together, and the failure to provide universality in education (Moore & Kearsly, 2005) can be given as the other problems.

Higher education systems develop national policies and practices with economic and social targets of development so that they can overcome the problems and meet expectations. Within the framework of these practices, the use of ICT is seen as indispensable, since it increases the effectiveness and efficiency of both the functioning of universities and the provision of educational services (McKeogh & Fox, 2009).

The advantages of the Internet and the Web have led to the emergence of new approaches and educational models in higher education (Marshall, Gregor, 2002). Accepted as one of these innovations, ODL is implemented in both institutions of distance education and traditional face-to-face education. ODL is given such names as distance learning, e-learning, Web-based learning, online learning, and Internet-based learning. (Simonson et al. 2006; 233). Urdan and Weggen (2000) have aims like eliminating time and place constraints in educational processes, preparing flexible learning environments that meet the needs of learners, and increasing the quality of education.

In the present age of information, individuals should give meaning to knowledge in terms of their personal traits, internalize it with experiences, collaborate and question. In this respect, ODL enables learners to participate actively in the learning process, give the learner the control of the process, and provide access to learning environments independent of time and place (Simonson et al., 2006). While many institutions of higher education and private education prioritize ODL in solving problems, some of them feel the need to use this current learning style to catch up with others (Govindasamy, 2002).

When the case is examined in terms of universities with face-to-face education, it is clear that these universities have created various structures and developed various models for ODL. While some universities open departments and teaching programs based on distance education, other universities modify their previous face-to-face courses or programs in accordance with ODL. These programs or courses can be carried out by separate units of the universities that provide distance education.

37 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/instructor-readiness-for-open-and-distance-learning-in-turkey/295673

Related Content

Animated Pedagogical Agents: The Effect of Visual Information on a Historical Figure Application

R. Hellerand M. Procter (2009). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 54-65).

www.irma-international.org/article/animated-pedagogical-agents/3022

The Role of Metadata in E-Learning Systems

Juha Puustjarvi (2006). *Web-Based Intelligent E-Learning Systems: Technologies and Applications* (pp. 235-253).

www.irma-international.org/chapter/role-metadata-learning-systems/31369

Bug Model Based Intelligent Recommender System with Exclusive Curriculum Sequencing for Learner-Centric Tutoring

Ninni Singhand Neelu Jyothi Ahuja (2019). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 1-25).

www.irma-international.org/article/bug-model-based-intelligent-recommender-system-with-exclusive-curriculum-sequencing-for-learner-centric-tutoring/234369

Teaching Criminology and Police Science for Postgraduate Students at the Ruhr- University Bochum, Germany

Diana Zieglederand Felix Feldmann-Hahn (2010). *Web-Based Education: Concepts, Methodologies, Tools and Applications* (pp. 1019-1035).

www.irma-international.org/chapter/teaching-criminology-police-science-postgraduate/41397

Private Interactions in Online Discussions: Instructor Perspectives

Lesley Wilton, Rubaina Khan, Clare Brettand Paul C. Alexander (2023). *Research Anthology on Remote Teaching and Learning and the Future of Online Education* (pp. 2030-2058).

www.irma-international.org/chapter/private-interactions-in-online-discussions/312821