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AÇIK VE UZAKTAN EĞİTİMİN KADINLARIN MESLEKİ ALANLARA YÖNELİMİ VE KADIN İSTİHDAMI AÇISINDAN ÖNEMİ

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Özet: Günümüzde sıkça vurgulandığı gibi eğitilmiş işgücü; işgücü arzını, işgücüne katılım oranlarını, işgücü kazançlarını, cinsiyet temelli eşitsizlik sorunlarını, istihdamı ve dolayısıyla ekonomik büyümeyi, kalkınmayı, insani gelişmeyi olumlu etkileyerek, yoksulluğu azaltmada etkili olan en önemli beşeri sermaye unsurudur. Ekonomik anlamda özellikle kadın eğitiminin bireysel ve toplumsal getirilerine ek olarak yarattığı sosyo-kültürel dışsallıklar kadın temelli cinsiyet eşitsizliği ile ilgili birçok sorunun çözümünde etkili olmaktadır. Kadınların eğitimi, verimlilik ve büyüme üzerinde pozitif etki yapmaktadır. Ayrıca, eğitim düzeyi kadınların işgücüne katılmalarını ve istihdamını etkileyen önemli bir faktördür. Eğitim, özellikle de mesleki eğitim, kadınların beşeri sermayelerini artıracak en önemli araçlardan biri olarak görülmektedir. Bu bağlamda eğitimin hem örgün hem de yaygın öğretim kurumlarınca sağlanması, kadınların beceri kazanmaları ve meslek edinmelerini garanti altına almada etkilidir. Bu bağlamda açık ve uzaktan eğitim özellikle kadınların mesleki alan seçimlerini kolaylaştırması ve kadınların kayıtlı istihdamı için gerekli eğitimin verilmesi açısından önemli ve geniş bir yere sahiptir. Literatürde ortaya konulan birçok çalışmada da belirtildiği üzere, kadınların işgücüne katılım oranı üzerinde eğitimin özellikle de üniversite eğitiminin ve mesleki eğitimin etkisi yüksektir. Bu çalışmalara ilave olarak, uluslararası ve ulusal kurumların yaptıkları çalışmalar, Türkiye'de eğitimin kadınların istihdamında önemli bir faktör olduğunu göstermektedir. Bu çerçevede, çalışmada açık ve uzaktan eğitimin kadınların mesleki alanlara yönelimi ve kadın istihdamı bakımından önemi analiz edilecektir. Bu amaç kapsamında, Anadolu Üniversitesi Açık ve Uzaktan Öğretim Sisteminden yararlanan kadınlara ilişkin demografik özellikleri ve öğrenim gördükleri ve/veya mezun oldukları programlar ve bölümler ortaya konularak, sistemin kadınların mesleki alan tercihleri değerlendirilecektir. Bu değerlendirme sonrasında ise, kadınların istihdam edilebilirliğinde önemli bir unsur olan eğitim engelinin aşılmasında açık ve uzaktan eğitimin önemi vurgulanacaktır.

Anahtar Kelimeler: Eğitim, Açık ve Uzaktan Eğitim, İstihdam, Kadın İstihdamı.

THE IMPORTANCE OF THE OPEN AND DİSTANCE EDUCATİON İN TERMS OF THE WOMEN'S PREFERENCES OF PROFESSİONAL FİELD AND THE WOMEN EMPLOYMENT

Abstract: As it is constantly stressed, nowadays, the educated Labor force is the most important human capital factor that is effective for reducing the poverty by having positive impact on the labor supply, the labor force participation rate, the labor gains, the gender-based inequality problems, the employment and thereby the economic growth, economic development and human development. In the economic context, the socio- cultural exogeneity arising with especially the education of women that creates individual and societal gainings is the effective in solving lots of problems related with women based gender inequalities. The education of women has positive influence on the efficiency and the growth. In addition, the level of education is an important factor effecting the participation of women into labor force and the employment. The education, especially the vocational education, is seen as one of the tools that increase the human capitals of women. In this context, the providing of the education by the institutions of formal education and distance education is influential on ensuring the getting a profession and the becoming skilful. In this regard, open learning and distance education have an important and wide position in providing the necessary training for facilitating of women's choices of professional field selection and the registered employment of women. As stated on many studies, especially college level and occupational education have a huge impact on women's labor force participation rate. In addition to these studies, other works collected by national and international institutions show that education has an important role in employment level of women in Turkey. In this frame, the importance of open learning programs and distance learning programs for women's employment level. In this sense, demographic characteristics and programs (graduated or continuing) of women that benefit from Anadolu University Open and Distance Learning System going to be put forth and their occupational choices will be evaluated. After that evaluation, the importance of open and distance learning on clearing holdbacks in front of women's education will be tried to be explained.

Key Words: Education, Open and Distance Education, Employment, Employment of Women

GİRİŞ

Kadınların Mesleki Alanlara Yöneliminde ve Kadın İstihdamında Açık ve Uzaktan Eğitimin Önemi

Geçmişten günümüze kadar farklı ekonomik büyüme teorilerinde vurgulandığı gibi tasarruf, fiziksel sermaye, beşeri sermaye, bilgi birikimi, teknolojik ilerleme ve Ar-Ge faaliyetleri ekonomik büyümeyi belirleyen ve ekonomik gelişmeyi de açıklayan çok önemli unsurlardır. Özellikle bu unsurlar içinde eğitim ve eğitim için yapılan her türlü faaliyet ve yatırımlar beşeri sermaye birikimi için gereklidir. Beşeri sermayenin ise büyüme sürecindeki rolü hiç şüphesiz çok önemlidir. Bu bağlamda literatürde beşeri sermayenin, ekonomik büyüme için önemi ve beşeri sermaye eğitim ilişkisi Schultz (1961), Solow (1956), Nelson ve Pelps (1966), Becker (1964), Denison (1964), Romer (1986), Rebelo (1992), Barro ve Lee (1992), Lucas (1988), Mankiw Romer ve Weil (1992), Barro ve Sala-i Martin'in (1995) çalışmalarında ifade edilmiştir (Klasen, 2000: 2-3; Ünsal, 2007: 215-223; Berber, 2006: 179; Taban, 2011:120). Schultz'un 1961 yılında "Investment in Human Capital" başlıklı makalesinde beşeri sermayenin ekonomik büyüme için önemini ve beşeri sermaye ve yatırımları için ise eğitim ve eğitim yatırımlarının önemini vurgulamaktadır (Schults, 1961: 1-17). Lucas (1988) çalışmasında büyümenin uzun dönemli kaynağının beşeri sermaye olduğunu ve beşeri sermeyenin uzunca bir süre arttırabildiği ölçüde büyümenin de sürekli olacağını belirtmektedir. Ayrıca beşeri sermaye için yapmış olduğu tanımlamada ise beşeri sermayeyi doğrudan eğitimle ilişkilendirip eğitilmiş ve hünerli işgücü olarak tanımlarken, beşeri sermaye yatırımlarını da işgücünün eğitimli, hünerli, becerikli ve verimli olabilmesi için yapılan her türlü yatırımlar olarak ifade etmektedir (Berber, 2006: 179-180; Taban, 2010: 57).

Eğitimin özellikle beşeri sermeye birikimi ve büyüme için ne kadar önemli olduğu konusunda literatürde farklı teorik ve amprik çalışmalar bulunmaktadır. Bu bağlamda özellikle kadın eğitimi ve eğitim konusundaki cinsiyet eşitsizliği ise verimlilik, büyüme kalkınma ve istihdamı etkilerken, öte yandan, ücretler, doğurganlık, yasal, sosyal ve siyasal haklara ulaşma vb. pek çok ekonomik ve sosyo- kültürel alanı da etkilemektedir (Klasen, 2000: 27-28; Dollar ve Gatti, 1999: 3; Lagerlöf, 2003: 421). Kadınların her düzeyde almış oldukları eğitimin, ekonomik, sosyal kültürel ve siyasal alanlarda birçok olumlu katkısı olurken, özellikle mesleki eğitim ise kadınların beşeri sermayelerini artıracak en önemli araçlardan biri olarak görülmektedir. Bu bağlamda eğitimin hem örgün hem de yaygın öğretim kurumlarınca sağlanması, kadınların beceri kazanmaları ve meslek edinmelerini garanti altına almada etkilidir. Literatürde ortaya konulan birçok çalışmada da vurgulandığı gibi, kadınların istihdamı ve işgücüne katılım oranı üzerinde eğitimin özellikle de üniversite eğitiminin ve mesleki eğitimin etkisi oldukça yüksektir (Standing,1976: 281-297; Tansel, 2002: 6-20; TÜSİAD ve KAGİDER, 2008: 165-166).

Son yıllarda gelişmişlik düzeyleri farklı ülke ve bölgeler için yapılan birçok çalışmada kadının işgücüne katılımı ve istihdamında etkili olan çeşitli faktörler üzerinde durulmaktadır. Ücret, çalışma koşulları, ekonomik krizler, kayıt dışılık, eğitim düzeyi, gelenek-görenekler, medeni durum, aile sorumlulukları gibi ülkelerin ekonomik, kültürel, sosyal, siyasal ve geleneksel özelliklerine göre değişkenlik gösteren faktörler kadınların işgücüne katılımı ve istihdamları üzerinde etkili olmaktadır. Ancak, ülkelerin gelişmişlik düzeyleri ne olursa olsun, kadının işgücüne katılım ve istihdamında etkili olan önemli ve ortak faktör eğitim ya da eğitim düzeyidir (Dünya Bankası ve DPT, 2009; Reynolds, Master, Moser, 1987; Günsoy, Özsoy: 2012; Günsoy, Tekeli, 2012). Bu bağlamda, Bradbury ve Kantz (2008)'a göre, eşlerden erkeğin işgücü piyasasında bulunduğu ailelerde kadınların işgücüne katılım ve istihdamının düşük olmasının nedenleri olarak kadınların ev işleri, çocuk ve yaşlı bakımı gibi geleneksel sorumlulukları öne çıkan faktörlerdir (Bradbury ve Kantz, 2008: 6). Diğer yandan, McNown ve Cano (2005) yaptıkları çalışmada kadın istihdamı ile eğitim, ücret ve çocuk sahibi olma arasında doğrudan bir ilişki olduğu sonucuna ulaşmışlardır. Elde edilen bulgulara göre; kadınların eğitim düzeyleri ile elde ettikleri ücret düzeyi arasında pozitif bir ilişki varken; eğitim düzeyi ve doğurganlık arasında da negatif yönlü bir ilişki bulunmaktadır (McNown ve Cano, 2005: 521). Tremaine and Owen, 1984; Lunneborg, 1994; Gandhe, 1998; Kanwar, 1995a, 1995b; Chaudry, 1995; Sharma, 1995; Niemann and Romero, 2000; Phillip, 1993; Burnham, 1988, Hipp, 1997; Kumar, 1999 vb. birçok çalışmada kadınların istihdamı ile eğitim arasında güçlü bir ilişki olduğu belirlenmiştir. Çocuk sahibi olunması, sahip olunan çocuk sayısı ve çocukların cinsiyeti ile aile bakımı işlevleri, çocuk ve yaşlı bakımı gibi kadının geleneksel aile ve toplumsal yapıdan kaynaklanan sorumlulukları kadınlar için eğitimde fırsat eşitsizliği yaratmaktadır (Kanwar ve Taplin, 2001: 6-7).

Dünya genelinde kadınların işgücüne katılımı ve istihdamı değerlendirildiğinde Türkiye'de kadınların işgücüne katılımını ve istihdamını engelleyen önemli faktörler bulunmaktadır. Türkiye'de, Aran, Çapar, Hüsamoğlu Şanalmış ve Uraz (2009) Başlevent ve Onaran (2003), Dayıoğlu ve Kırdar (2009) Eyüboğlu, Özar ve Tanrıöver (2000) Gündüz Hoşgör ve Smiths (2006) İnce ve Demir (2006) Kasnakoğlu ve Dayıoğlu (1997) Taymaz (2009) tarafından, kadınların işgücüne katılımı ve istihdamını değerlendiren çalışmalarda kadınların işgücü piyasasına katılımını kolaylaştıran faktör olarak eğitim faktörü üzerinde durulmaktadır. Çalışmalar göstermektedir ki, eğitim sadece işgücü piyasasına katılım ve/veya kadınların istihdamını değil aynı zamanda kadınların rekabetçi çalışma becerilerini güçlendirirken, kendilerine duydukları saygıyı da artırmakta ve onların işgücüne katılım oranlarını da yükseltmektedir. Literatürde yer alan çalışmalar eğitim düzeyi yükseldikçe kadınların istihdam edilebilirliğinin arttığını göstermektedir. Buna göre, özellikle üniversite mezunu kadınların istihdam edilebilirliği %73 iken; ilkokul mezunu kadınlar için ise bu oran %3 olarak belirlenmiştir (Dünya Bankası ve DPT, 2009: 3-4).

Bu anlamda açık ve uzaktan eğitim, açık ve uzaktan eğitim olanakları, fırsatları ve teknolojisiyle mesleki ve yüksek eğitimi ülke, bölge, sınıf, yaş ve cinsiyet ayrımı yapmaksızın tüm hane ve tüm bireylere ulaştıran önemli bir eğitim-öğretim aracıdır. (Hakan, 1996: 1-167). Calvert (1986)'e göre, uzaktan eğitim, eğitim almak isteyen, fakat çeşitli nedenlerle eğitimden yararlanamayan ve ulaşmayanlara eğitim hakkı tanıyan bir sistemdir. Diğer yandan özellikle gelişmekte olan ülkelerdeki eğitim arzı ve talebi ile ilgili dengesizlik ve problemleri azaltma konusunda da etkili olan bir eğitim sistemidir (Aderinoye ve Ojokheta, 2004).

Eğitim yoksulluğa, sosyal adaletsizliğe ve güçsüzlüğe karşı bir garanti olmamakla birlikte, bu koşullara karşı etkin örgütlenmede eğitim evrensel olarak temel bir gereklilik olarak algılanmakta ve uzaktan eğitim okula ve eğitime ulaşamayan bireyler için ise eğitim ve öğrenme fırsatı sağlayan küresel düzeyde ve hızlı bir şekilde büyüyen bir fenomen olarak görülmektedir (Faith, 1988: 5-8; Suğur ve Şavran, 2006: 197). Bir başka bakış açısıyla eğitim tek çözüm yolu olmasa da kadınların toplumsal yaşamlarını iyileştirmede önemli bir role sahiptir ("Tan, 2000: 23" den aktaran Suğur ve Şavran, 2006: 197). Eğitimin özellikle kadınlar için önemini vurgulayan bu ifadeler ile anlaşılacağı üzere kadınlar için açıktan ve uzaktan eğitim öncelikle cinsiyet eşitsizliği, meslek edinmeleri, işgücüne katılmaları ve istihdam edilebilirlikleri konusunda sorunları azaltma etkisi olmaktadır. Diğer yandan bu eğitimin, yoksulluğa, sosyal adaletsizliğe ve güçsüzlüğe karşı mücadele etme ve güçlendirme konusundaki etkileri de çok önemli olmaktadır. Literatürde özellikle açık ve uzaktan eğitimin gelişmekte olan ve yoksul ülkelerdeki kadınlar için cinsiyet eşitsizliğini azaltma konusunda önemli bir araç olurken farklı nedenlerle eğitime ulaşamayan yoksul grupların da bireysel anlamda güçlenmeleri, meslek edinmeleri açısından da önemli bir eğitim aracı olduğuna dair birçok araştırma ve bulgular bulunmaktadır. Ayrıca, günümüzde lise sonrası eğitimde geleneksel olmayan eğitim yöntemi olarak, teknoloji tabanlı uzaktan eğitim yöntemleri de sürekli tartışılmaktadır. Lewis, Alexander, ve Farris (1997); Lewis vd. (1999); Waits and Lewis (2003)'in bu konudaki araştırmalarına göre, son yıllarda lise sonrası eğitimi için kurum ve enstitülerde uzaktan eğitim yöntemleri ve bu eğitime kayıtlar hızlı bir şekilde artma yönündedir (Setzer ve Lewis, 2005:1). Wildavsky (2001); Doherty (2002); Kennedy-Manzo (2002) ve Trotter (2002)'e göre, ilköğretim ve ortaöğretim düzeyinde, teknoloji tabanlı eğitimin, okulda ve derslerde öğretmen ve öğrencinin programında esneklik ve farklı eğitim kolaylıkları sağladığına yönelik çeşitli bulgular vardır (Setzer ve Lewis, 2005:1). Buradan anlıyoruz ki, açıktan ve uzaktan eğitimin her yaş ve cinsiyette ve her eğitim düzeyinde bireysel ve sosyo-ekonomik düzeyde çok önemli yararlı dışsallıkları olup, meslek edindirme ve azgelişmiş ve yoksul ülkelerde ise yoksullukla mücadele etme konusunda da önemli etkileri olmaktadır.

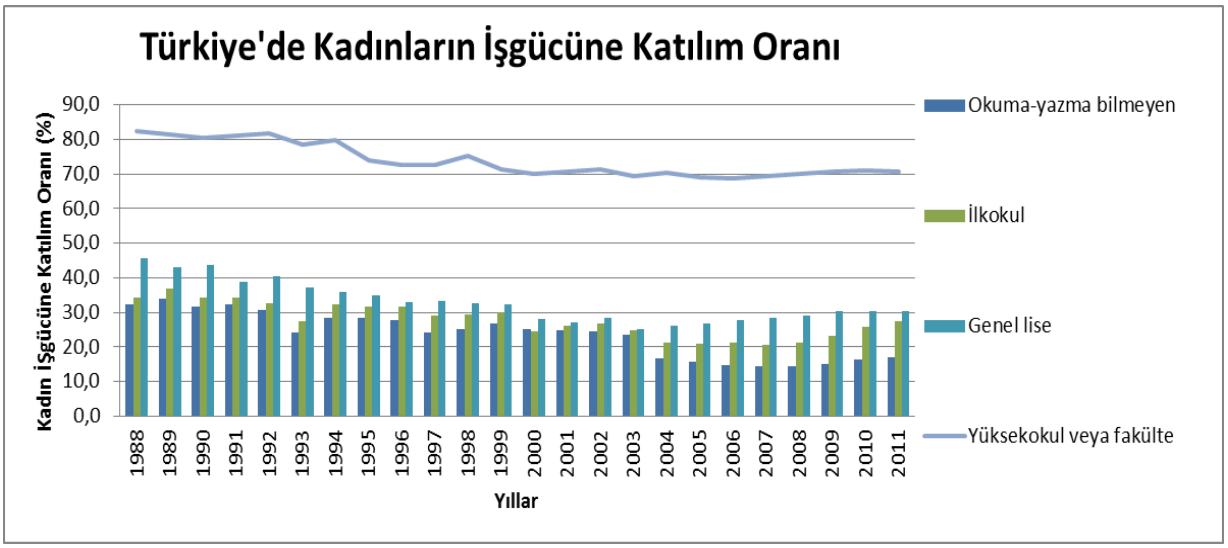
Daha öncede belirtildiği gibi, eğitim kadınların işgücüne katılımı ve istihdamı üzerinde önemli bir etkiye sahiptir. 1988-2011 yılları arası dönem için Türkiye'de eğitim durumlarına göre kadın işgücüne katılım oranı ve istihdam oranı Tablo 1-2 ve Şekil 1-2 yardımıyla aşağıda gösterilmektedir.

Tablo 1 ve Şekil 1'de görüldüğü gibi, genel olarak ifade edilecek olursa Türkiye'de eğitim düzeyi yükseldikçe kadınların işgücüne katılımı da artmaktadır. Eğitim düzeylerine göre, üniversite mezunu kadınların işgücüne katılımı en yüksek düzeydeyken; ikinci ve üçüncü sırayı ise lise dengi meslek okulu mezunları ve sonrasında ise genel lise mezunları almaktadır.

Tablo 1: Türkiye'de Kadınların Eğitim Durumuna Göre İşgücüne Katılım Oranı (%), (15+) (1988-2011)

Yıllar	Okuma-yazma bilmeyen	Okuma yazma bilen fakat bir okul bitirmeyen	İlkokul	Ortaokul veya dengi meslek okul	Genel lise	Lise dengi meslek okul	Yüksekokul veya fakülte	İlköğretim
1988	32,3	31,7	34,3	19,5	45,7	52,5	82,5	:
1989	33,9	36,0	36,8	21,7	43,2	46,4	81,3	:
1990	31,6	34,8	34,2	19,1	43,7	51,1	80,5	:
1991	32,4	33,9	34,2	19,2	38,8	49,6	81,1	:
1992	30,6	30,3	32,6	17,4	40,3	51,4	81,6	:
1993	24,3	17,5	27,3	14,3	37,2	48,5	78,4	:
1994	28,5	25,3	32,3	17,2	35,8	42,1	79,9	:
1995	28,4	25,0	31,8	15,9	34,9	46,4	73,8	:
1996	27,6	26,6	31,6	14,1	33,0	44,9	72,6	:
1997	24,2	21,3	28,9	15,7	33,4	49,0	72,7	:
1998	25,1	22,2	29,4	15,7	32,6	47,1	75,3	:
1999	26,8	24,9	29,9	17,2	32,2	42,5	71,4	:
2000	25,2	22,2	24,5	15,3	28,1	42,4	70,1	7,9
2001	24,8	24,2	26,0	15,7	27,2	40,3	70,8	6,7
2002	24,4	22,4	26,7	18,4	28,5	39,0	71,5	10,7
2003	23,6	21,1	24,8	19,9	25,2	36,4	69,5	11,9
2004	16,6	17,9	21,4	20,6	26,1	39,4	70,3	10,4
2005	15,6	18,2	20,9	22,7	26,9	36,8	69,1	12,0
2006	14,7	18,0	21,1	22,9	27,9	36,2	68,8	13,5
2007	14,4	17,3	20,5	22,7	28,4	36,4	69,4	16,0
2008	14,5	18,5	21,1	21,6	29,1	38,3	70,0	16,9
2009	15,0	19,2	23,3	22,8	30,4	39,1	70,8	18,0
2010	16,3	20,4	25,7	24,6	30,4	39,8	71,0	19,9
2011	17,1	21,4	27,5	25,4	30,3	39,2	70,8	21,1

Kaynak: TÜİK Resmi İnternet Sitesi, İşgücü İstatistikleri Veritabanı (http://www.tuik.gov.tr/20.11.2012)



Şekil 1: Türkiye'de Kadınların Eğitim Durumuna Göre İşgücüne Katılım Oranı (%) (1988-2011)

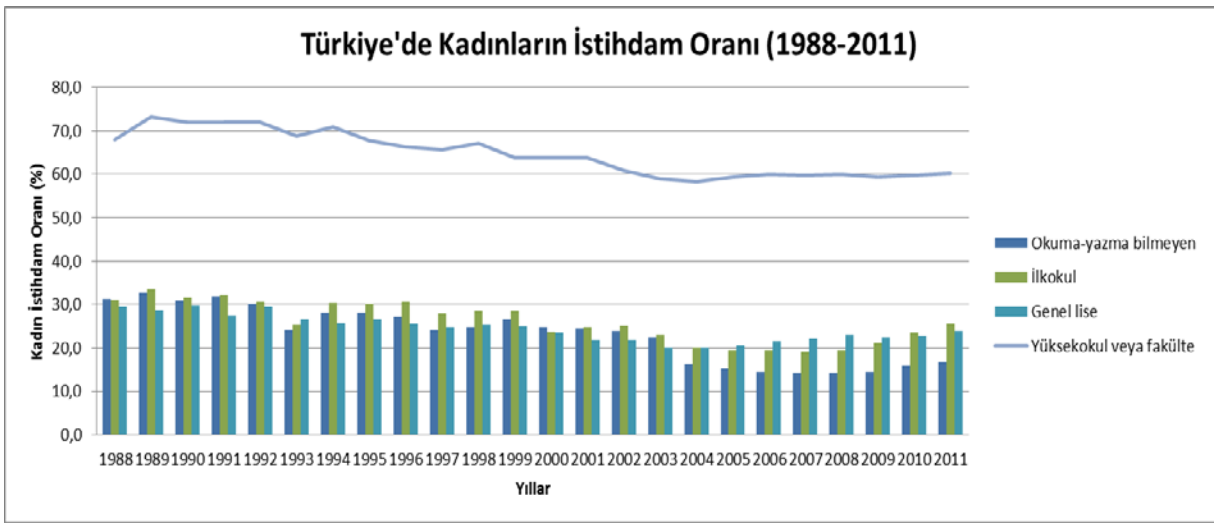
Kaynak: TÜİK Resmi İnternet Sitesi, İşgücü İstatistikleri Veritabanı (http://www.tuik.gov.tr/20.11.2012)

Türkiye'de eğitim düzeyinin kadın istihdamı üzerindeki etkisini inceleyecek olursak, Tablo 2 ve Şekil 2'de görüldüğü gibi, Türkiye'de eğitim düzeyi yükseldikçe kadınların istihdamı artmaktadır. Eğitim düzeylerine göre, üniversite mezunu kadınların istihdam oranı en yüksek düzeydeyken; ikinci ve üçüncü sırayı ise lise dengi meslek okulu mezunları ve sonrasında ise genel lise mezunları ve ilköğretim mezunları almaktadır.

Tablo 2: Türkiye'de Kadınların Eğitim Durumuna Göre İstihdam Oranı (%), (15+) (1988-2011)

Yıllar	Okuma-yazma bilmeyen	Okuma yazma bilen fakat bir okul bitirmeyen	İlkokul	Ortaokul veya dengi meslek okul	Genel lise	Lise dengi meslek okul	Yüksekokul veya fakülte	İlköğretim
1988	31,2	29,7	31,0	12,9	29,6	41,1	68,0	:
1989	32,7	33,3	33,5	16,4	28,7	36,2	73,2	:
1990	30,7	33,2	31,7	14,9	29,8	40,5	71,9	:
1991	31,8	33,1	32,2	15,1	27,5	37,7	71,9	:
1992	30,1	29,1	30,5	14,0	29,6	40,8	71,9	:
1993	24,0	16,7	25,3	11,0	26,5	38,7	68,8	:
1994	28,1	24,0	30,4	13,7	25,7	31,7	70,8	:
1995	28,0	24,5	30,1	12,9	26,5	35,5	67,8	:
1996	27,2	26,1	30,5	12,1	25,5	35,5	66,3	:
1997	24,0	20,8	27,8	12,6	24,8	35,0	65,7	:
1998	24,7	21,7	28,4	13,5	25,3	37,1	67,1	:
1999	26,6	24,3	28,4	14,0	24,9	33,2	63,8	:
2000	24,7	21,2	23,6	13,3	23,5	35,6	63,8	7,6
2001	24,5	23,6	24,7	12,6	21,8	32,0	63,8	5,9
2002	23,8	21,7	25,2	14,9	21,7	29,7	60,9	9,7
2003	22,4	19,8	23,1	16,7	20,1	28,9	58,9	11,0
2004	16,3	17,4	20,1	17,1	20,1	28,9	58,3	9,4
2005	15,3	17,4	19,4	19,1	20,6	28,0	59,4	10,6
2006	14,5	17,2	19,5	19,2	21,5	28,6	59,9	11,6
2007	14,2	16,6	19,1	19,4	22,1	28,8	59,8	13,7
2008	14,2	17,4	19,5	17,8	23,1	30,4	60,0	14,5
2009	14,5	17,5	21,1	18,2	22,4	29,0	59,3	14,7
2010	15,9	19,0	23,5	20,0	22,8	30,8	59,7	16,6
2011	16,8	20,0	25,6	21,4	23,8	31,3	60,1	18,2

Kaynak: TÜİK Resmi İnternet Sitesi, İşgücü İstatistikleri Veritabanı (http://www.tuik.gov.tr/20.11.2012)



Şekil 2: Türkiye'de Kadınların Eğitim Durumuna Göre İstihdam Oranı (%) (1988-2011)

Kaynak: TÜİK Resmi İnternet Sitesi, İşgücü İstatistikleri Veritabanı (http://www.tuik.gov.tr/20.11.2012)

Tablo1 ve Tablo 2'den de anlaşıldığı gibi, eğitim düzeyleri içerisinde mesleki eğitim ile yükseköğretimin kadınların işgücü piyasasında yer almaları açısından önemi büyüktür. Toplumsal cinsiyet eşitsizliği göstergeleri içerisinde eğitimde cinsiyet eşitsizliği önemli bir paya sahiptir. Türkiye'de kadınlar yükseköğrenime ulaşma ve yükseköğretim eğitimi alma yönünden erkeklere göre eşit fırsatlara sahip değildirler. Bu bağlamda, açık ve uzaktan eğitim kadınların sadece yükseköğretime ve mesleki eğitime ulaşma veya eğitimlerden yararlanma hakkı sağlamayıp, aynı zamanda kadınların işgücü piyasasına katılımında engel olarak görülen cinsiyet, yaş, yerleşim yeri, sınıf, gelir ve diğer ekonomik ve sosyo-kültürel eşitsizleri azaltmada da önemli bir rol üstlenmektedir (Suğur, Şavran, 2006: 197).

ARAŞTIRMANIN MATERYALİ VE YÖNTEMİ

Amaç ve Önem

Araştırmanın amacı, açık ve uzaktan öğretim sistemiyle öğretim yapan Anadolu Üniversitesi Açıköğretim, İktisat ve İşletme Fakültelerinden 1984-2012 yılları arası dönemde mezun olanların cinsiyet, yaş, bölüm, bölge ve mezuniyet yılı dikkate alınarak mezun profili oluşturmaktır. Kadın mezunlar özelinde de kadınların mezun oldukları programlar bazında mesleki alan eğilimlerini belirlemektir. Çalışmanın analizi, açık ve uzaktan öğretimden yararlanan kadınların, aldıkları eğitimin, öğretime ulaşma ve mesleki alan tercihlerini belirlemedeki önemini ortaya koymaktadır. Bu bağlamda, açık ve uzaktan eğitimden yararlanan kadınların işgücü piyasasında yer alabilmelerinde bu eğitimin önemi vurgulanmaktadır.

Yöntem

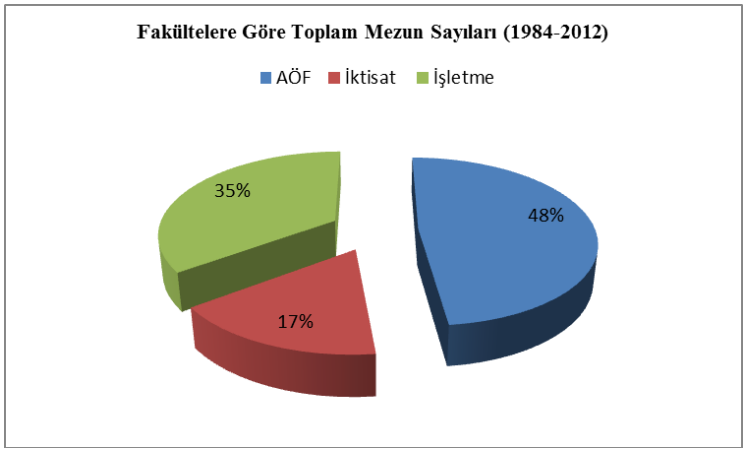
Çalışmada 1984-2012 yılları arası dönemde Açıköğretim, İktisat ve İşletme Fakültelerine bağlı önlisans ve lisans programlarından mezun olanların cinsiyet, yaş, bölüm, bölge ve mezuniyet yılı açısından sınıflandırılmasına çalışıldığı için betimsel analiz yardımıyla cinsiyet ile yaş, bölüm, bölge ve mezuniyet yılı arasındaki ilişkiler incelenmiştir. Böylece kadınların mesleki alan yönelimlerine ilişkin ilişkisel araştırma yapılmıştır. Araştırmada kullanılan 1984-2012 dönemine ait veriler Anadolu Üniversitesi, Bilgisayarla Araştırma ve Uygulama Merkezi'nden elde edilmiştir.

Mezunların Demografik Özellikleri

Araştırmada 1984-2012 yılları arası dönem mezunlarının demografik özellikleri belirlenirken elde edilen verilerin kapsamının sınırlılığından dolayı; mezunların yaş, cinsiyet, bölüm, fakülte, bölge ve mezuniyet yılı dikkate alınarak analizi yapılmıştır.

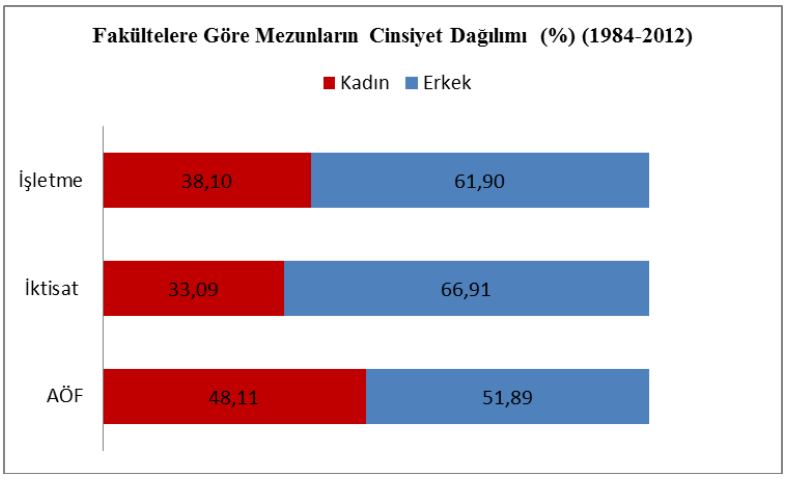
Fakültelere Göre Dağılım: Anadolu Üniversitesi, Bilgisayarla Araştırma ve Uygulama Merkezi'nden elde edilen verilere göre, 1984-2012 öğretim yıllarında önlisans ve lisans programları olmak üzere toplam 1.658.601 öğrencinin mezun olduğu, bunlardan 698.231'inin kadın; 960.370'nin ise erkek olduğu belirlenmiştir. Bu rakamları yüzde olarak

değerlendirdiğimizde açık ve uzaktan eğitimden mezun olanların yüzde %58'ini erkekler; %42'ni ise kadınlar oluşturmaktadır. Mezunların fakültelere göre dağılımları şekil 3'te gösterilmektedir. Şekil 3'e göre, mezunların %48'inin Açıköğretim Fakültesi (AÖF)'ne bağlı programlardan; %35'inin İşletme Fakültesi'ne bağlı programlardan ve %17'sinin ise İktisat Fakültesi'ne bağlı programlardan mezun olduklarını belirtmek mümkündür.



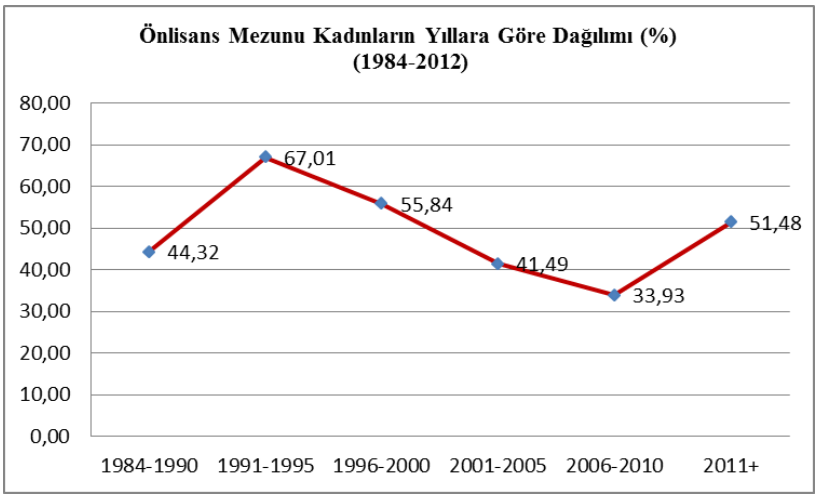
Şekil 3: Fakültelere Göre Toplam Mezun Sayıları

Fakültelere göre mezunların cinsiyet dağılımını ise aşağıdaki şekil 4 yardımıyla incelemek mümkündür. Buna göre, AÖF'e bağlı programlardan mezun olanların yaklaşık olarak %48'ini kadınlar oluştururken; erkeklerin payı ise yaklaşık olarak %52'dir. İşletme ve İktisat Fakültelerine bağlı programlar açısından değerlendirildiğinde ise, bu programlardan mezun olan kadınların oranının, erkeklerin oranının neredeyse yarısına eşit olduğunu söylemek mümkündür. İşletme Fakültesi'ne bağlı programlardan mezun olan kadınların toplam mezunlar içindeki payı sadece %38 iken; erkeklerin payı ise %62 gibi oldukça yüksek bir orandadır. Benzer olarak, İktisat Fakültesi'nden mezun olan kadınların toplam mezun içindeki payı %33 iken, erkeklerin payı ise %67'dir. AÖF'e bağlı programlardan mezun olan kadınların toplam mezunlar içindeki payının diğer fakülte mezunu kadınlardan daha yüksek olmasının sebebini, AÖF'e bağlı programların çoğunluğunun iki yıllık öğretim dönemini kapsaması ve kadınların daha kısa süre içerisinde yükseköğretim eğitimi alarak, daha hızlı işgücü piyasasına katılma isteğinden kaynaklanabilir. Şekil 4'e göre ifade edilebilecek bir başka sonuç ise, eğitim süresi uzadıkça kadınların yükseköğretime katılma ve yükseköğretimden mezun olma paylarının azalmaya başlamasıdır.



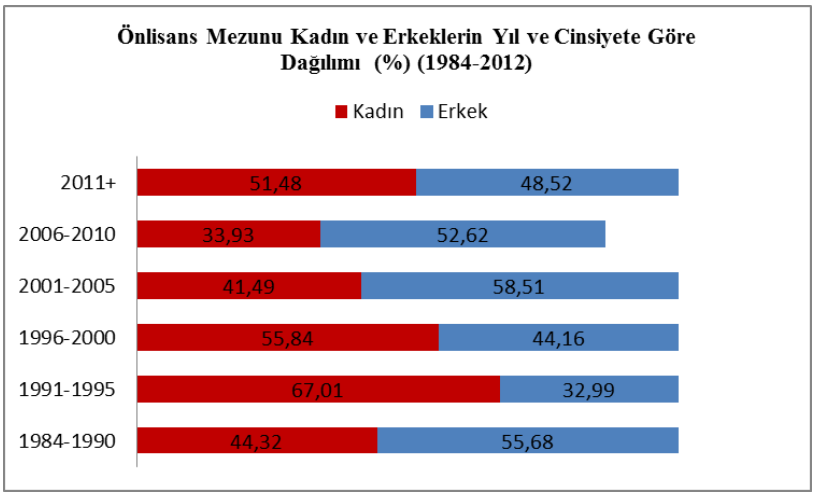
Şekil 4: Fakültelere Göre Mezunların Cinsiyet Dağılımı

Yıl ve Cinsiyete Göre Dağılım: Mezunların yıl ve cinsiyete göre dağılımı incelenirken, mezun olunan program açısından, önlisans ve lisans programı olarak, ayrı ayrı değerlendirilmiştir. Buna göre, önlisans programından mezun olan kadınların oranı ele alınan dönem itibariyle, 1991 ve 2010 yılları arasında azalma eğilimi içerisinde iken; 1984-1990 dönemi ile 2011 yılından günümüze gelen dönem içerisinde ise artış eğilimi içerisinde olduğunu söylemek mümkündür.



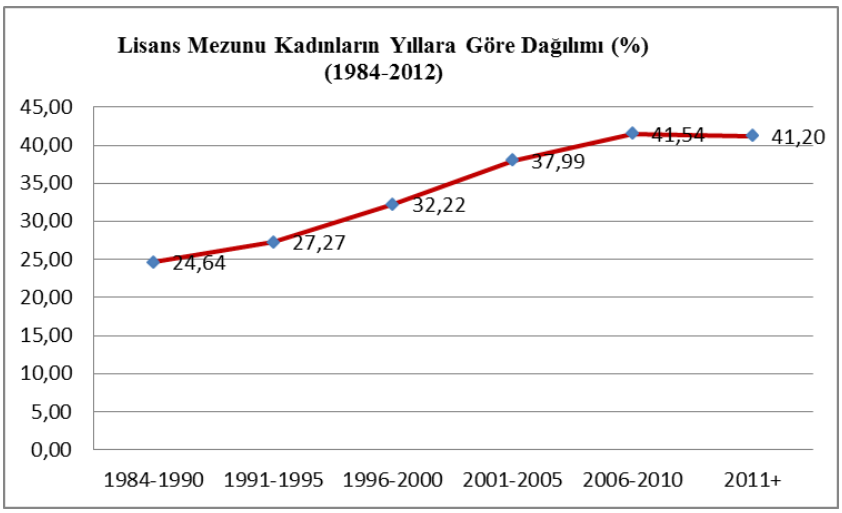
Şekil 5: Önlisans Mezunu Kadınların Yıllara Göre Dağılımı

Önlisans ve lisans programlarından mezun olanların cinsiyete göre dağılımı incelediğimiz de ise, ele alınan dönem itibariyle erkek mezunlar için eğilimin ters yönde hareket ettiğini söylemek mümkündür. Erkek mezun oranı 1991 yılından 2005 yılına kadar artış eğiliminde iken; 2005 yılından sonra ise azalma eğilimine girmiş ve bu etki günümüze kadar devam etmiştir. Sonuç olarak, ele alınan dönem itibariyle önlisans programlarından mezun olanlar arasında kadınların payının erkeklerden daha hızlı büyüdüğünü söylemek mümkündür.



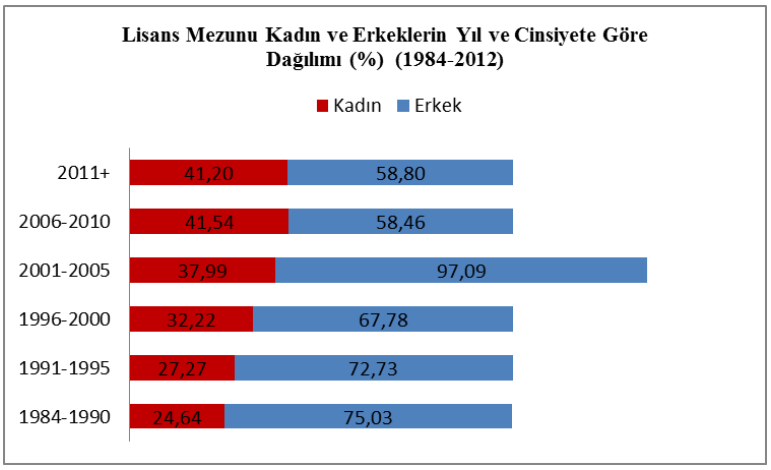
Şekil 6: Önlisans Mezunu Kadınların Yıl ve Cinsiyete Göre Dağılımı

AÖF ile İktisat ve İşletme Fakülteleri lisans programlarından mezun olanların yıl ve cinsiyete göre dağılımını incelendiğinde ise Şekil 7 ve 8'deki sonuçlara ulaşılmıştır. Önlisans programı mezunu kadınlardan farklı olarak, AÖF ile İktisat ve İşletme Fakülteleri lisans programlarından mezun olan kadınların oranı ele alınan dönemde yıllar itibariyle artış göstermektedir. Açık ve Uzaktan Eğitim Sisteminin ilk yıllarında lisans programlarından mezun olan kadınların oranı yaklaşık %25 iken; bu oran günümüze gelindiğinde neredeyse iki katına çıkarak %41'e ulaşmıştır.



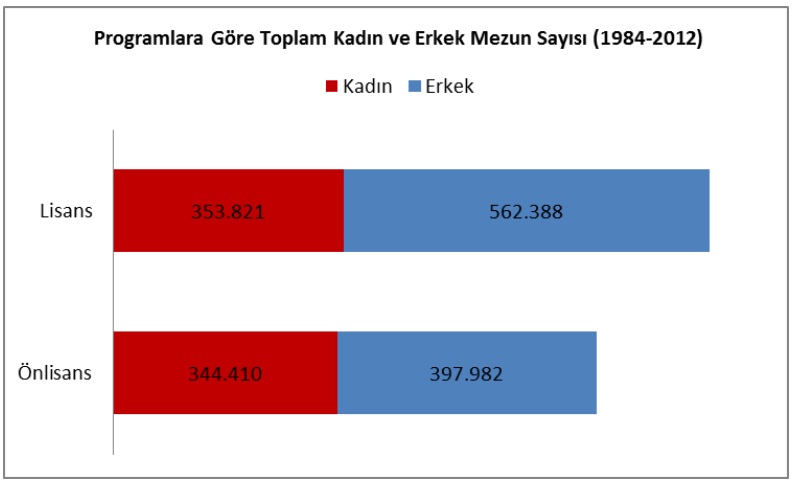
Şekil 7: Lisans Mezunu Kadınların Yıllara Göre Dağılımı

Ancak tüm mezunlar açısından durumu değerlendirdiğimizde, her üç fakültenin lisans programlarından mezun olan kadınların oranının erkeklerden daha düşük olduğunu, ancak erkek mezun oranının kadınlardan farklı olarak günümüze yaklaşıldığında azalma eğilimi gösterdiğini söylemek mümkündür. Ele alınan dönem itibariyle erkek mezun oranı ilk yıllarda %75 iken; bu oran 2011 yılı ve sonrasında yaklaşık olarak %59'a düşmüştür.



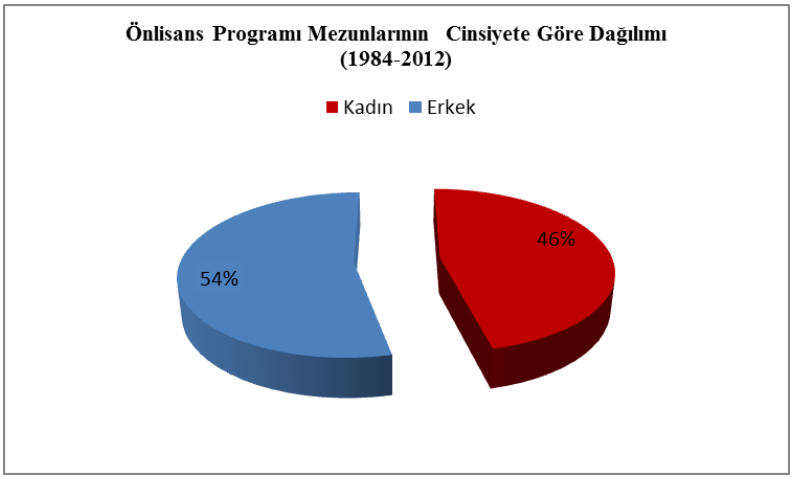
Şekil 8: Lisans Mezunu Kadın ve Erkeklerin Yıl ve Cinsiyete Göre Dağılımı

Mezunların Programa Göre Dağılım: AÖF ile İktisat ve İşletme Fakültelerinde öğretim gören kadın ve erkek mezunların, mezun oldukları programa göre dağılımları ise şekil 9, 10 ve 11'de gösterilmektedir. Şekil 9'a göre, her üç fakülte için önlisans ve lisans programlarından mezun olan kadınların sayısı erkeklerden azdır. Bu farklılık lisans programı mezunları için oldukça büyüktür. 1984-2012 yılları arası dönemde tüm mezunlar arasında kadınların sayısı 344.410 iken; erkeklerin sayısı ise 397.982'dir. Tüm lisans mezunları arasında kadınların sayısı 353.821 iken; erkeklerin sayısı ise 562.388'dir. Mevcut durumu şekil 10 ve 11'de cinsiyetler itibariyle yüzdelik paylar olarak incelemek mümkündür.



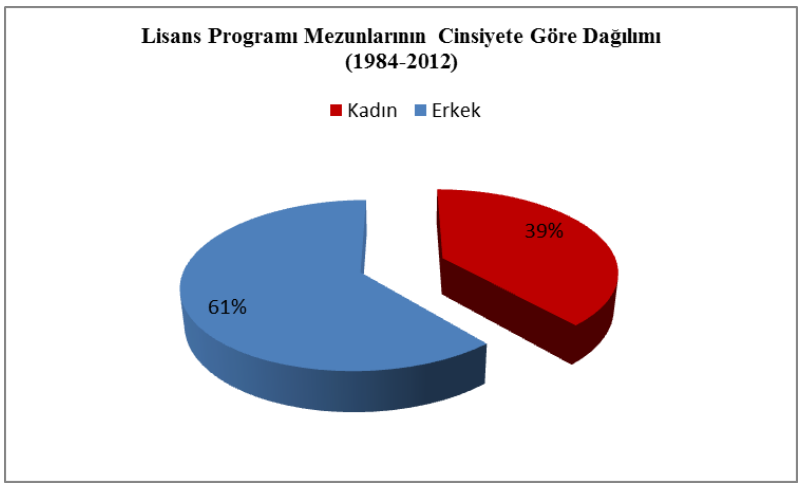
Şekil 9: Programlara Göre Toplam Kadın ve Erkek Mezun Sayısı

Şekil 10'da da görüldüğü üzere, tüm önlisans programlarından mezun olanlar arasında kadınların oranı erkelerden daha düşüktür. 1984-2012 dönemi için önlisans programlarından mezun olan kadınların oranı %.46 iken; erkeklerin oranı ise %54'dür.



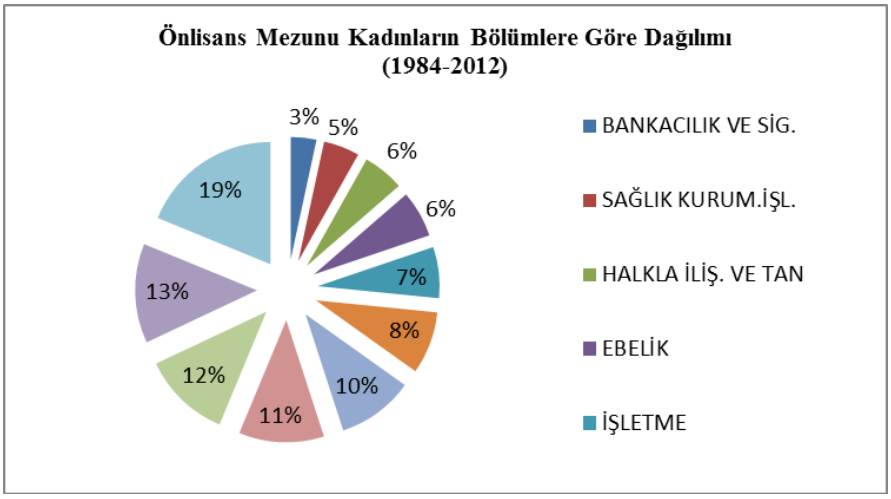
Şekil 10: Önlisans Programı Mezunlarının Cinsiyete Göre Dağılımı

Şekil 11'de de görüldüğü üzere, tüm lisans programlarından mezun olanlar arasında da kadınların oranı erkelerden daha düşüktür. 1984-2012 dönemi için lisans programlarından mezun olan kadınların oranı %39 iken; erkeklerin oranı ise %61'dir.



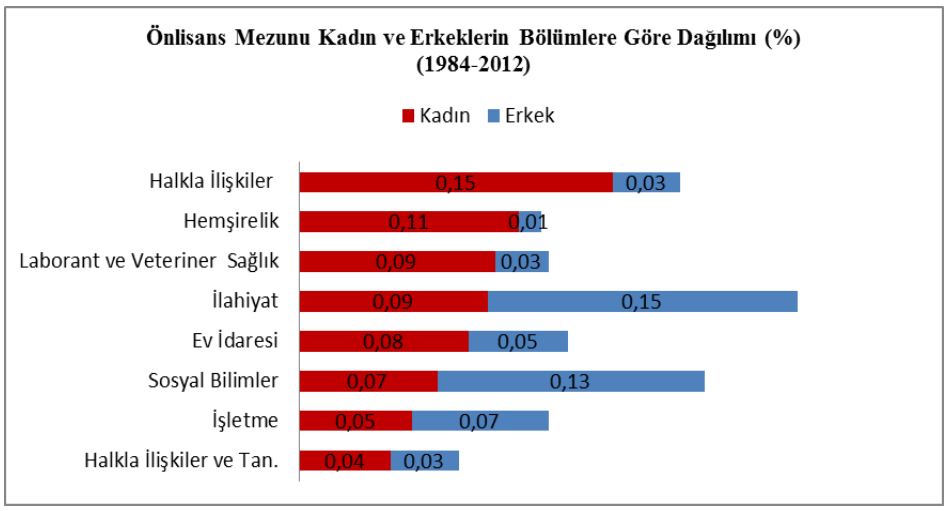
Şekil 11: Lisans Programı Mezunlarının Cinsiyete Göre Dağılımı

Bölümlere Göre Dağılım: 1984-2012 döneminde AÖF ile İşletme ve İktisat Fakülteleri önlisans ve lisans programlarından mezun olan kadın ve erkeklerin mezun oldukları programlar içindeki paylarına ilişkin yukarıda detaylı açıklamalar yapılmıştı. Çalışmanın amacı kapsamında burada özellikle kadınların mesleki eğilimleri hakkında fikir sahibi olmamıza yardımcı olacağı düşünülen bölümlere bazında önlisans ve lisans mezunlarının cinsiyete göre dağılımı üzerinde durulacaktır. Önlisans programlarından mezun olan kadınlar açısından şekil 12'yi inceleyecek olursak; kadınların %19'unun İşletme önlisans programından mezun olduğu görülmektedir. Mezun olan kadın sayısının yüksek olduğu ikinci önlisans programı ise, Ebelik olarak görülmekte, bunu Halkla İlişkiler ve Tanıtım bölümü ile Sağlık Kurumları İşletmeciliği bölümü takip etmektedir.



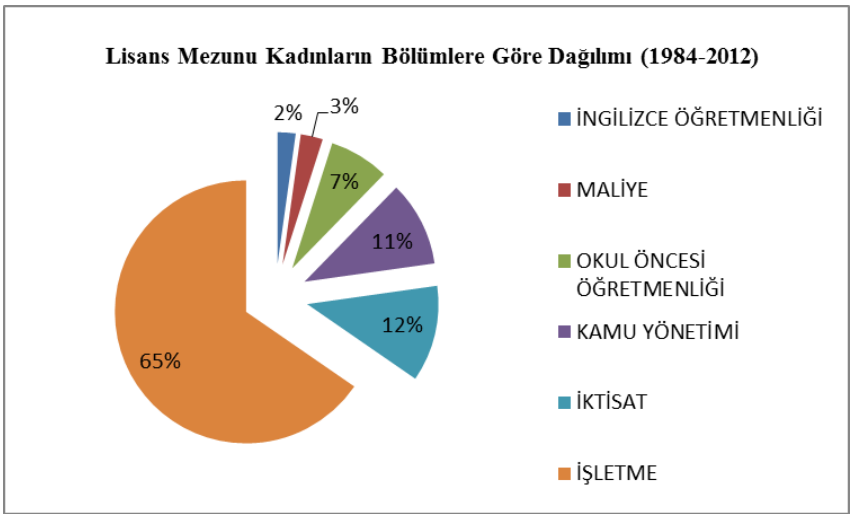
Şekil 12: Önlisans Mezunu Kadınların Bölümlere Göre Dağılımı

Önlisans mezunu kadın ve erkekler bakımından bölüme dayalı bir değerlendirme yapacak olursak; gözlem yapılan bölümler itibariyle erkek mezun oranları ele alınan dönemin ilk yıllarında daha yüksek iken; yıllar itibariyle kadın mezun oranlarının artış gösterdiği söylenebilir.



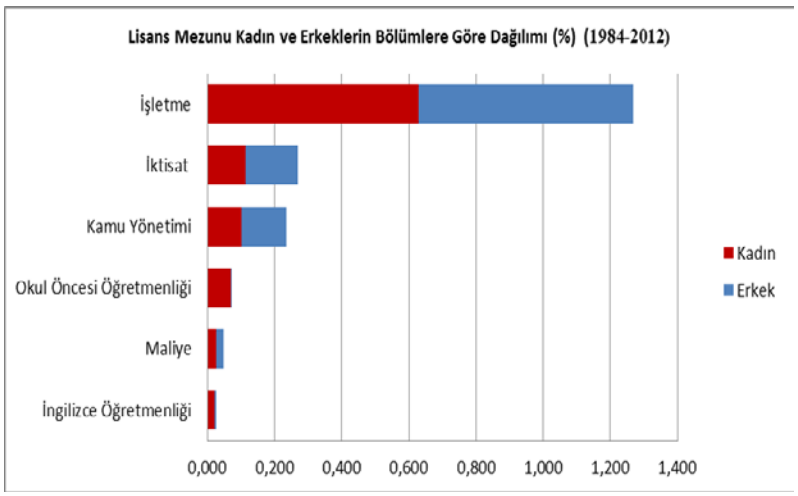
Şekil 13: Önlisans Mezunu Kadın ve Erkeklerin Bölümlere Göre Dağılımı

Önlisans mezunu kadınların bölümler itibariyle dağılımını inceledikten sonra; durumun lisans mezuniyeti için nasıl olduğunu belirlemekte de fayda vardır. Şekil 14'te 1984-2012 yılları arası dönem için lisans programlarından mezun olan kadınların yarısından fazlasının, %65 gibi bir oranla, İşletme lisans programını tercih ettikleri görülmektedir. Diğer bölümler ise yoğunluk sırasına göre; İktisat, Kamu Yönetimi ve Okul Öncesi Öğretmenliği bölümleri gelmektedir.



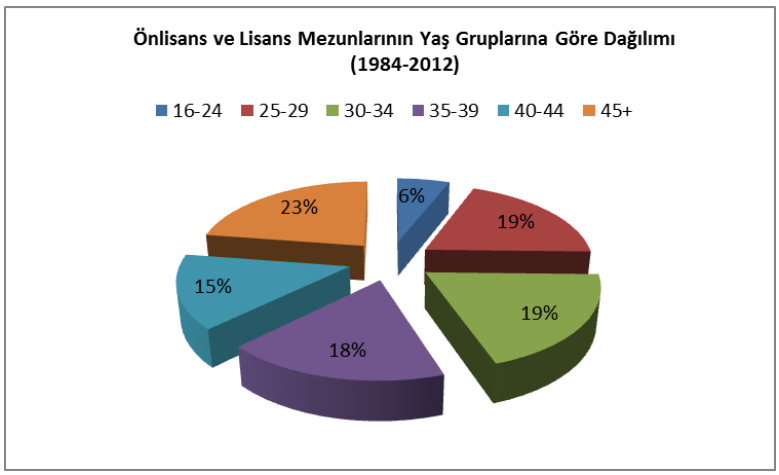
Şekil 14: Lisans Mezunu Kadınların Bölümlere Göre Dağılımı

Lisans mezunu kadın ve erkekler mezun oldukları bölümler açısından değerlendirildiğinde ise, Okul Öncesi Öğretmenliği ve İngilizce Öğretmenliği bölümlerinden mezun olanların çoğunluğunu kadınlar oluştururken; İşletme, İktisat ve Kamu Yönetimi bölümlerinden mezun olanlar için ise kadın ve erkekler arasında bir denklik görülmektedir.



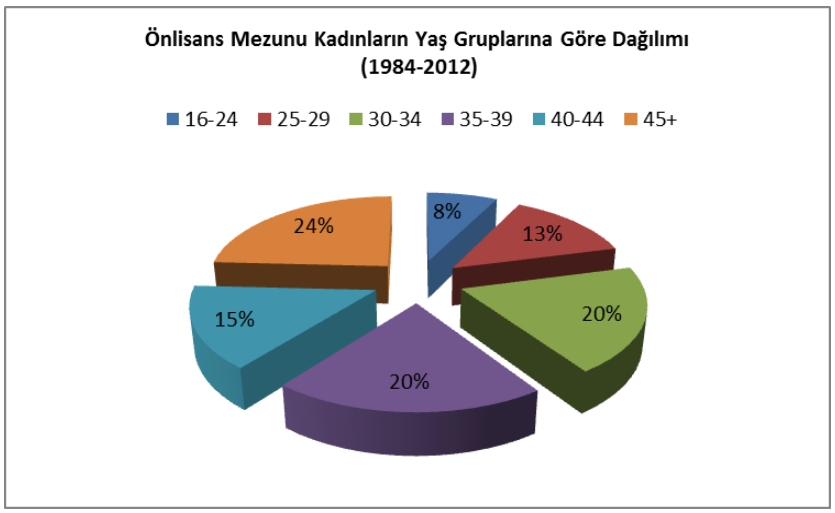
Şekil 15: Lisans Mezunu Kadın ve Erkeklerin Bölümlere Göre Dağılımı

Yaşa Göre Dağılım: AÖF, İktisat ve İşletme önlisans ve lisans bölümlerinden mezun olan kadın ve erkeklerin yaş gruplarına göre dağılımı şekil 16 yardımıyla incelendiğinde, toplam mezunların 30 yaş ve üzeri yaş gruplarındaki bireylerden oluştuğunu söylemek mümkündür.



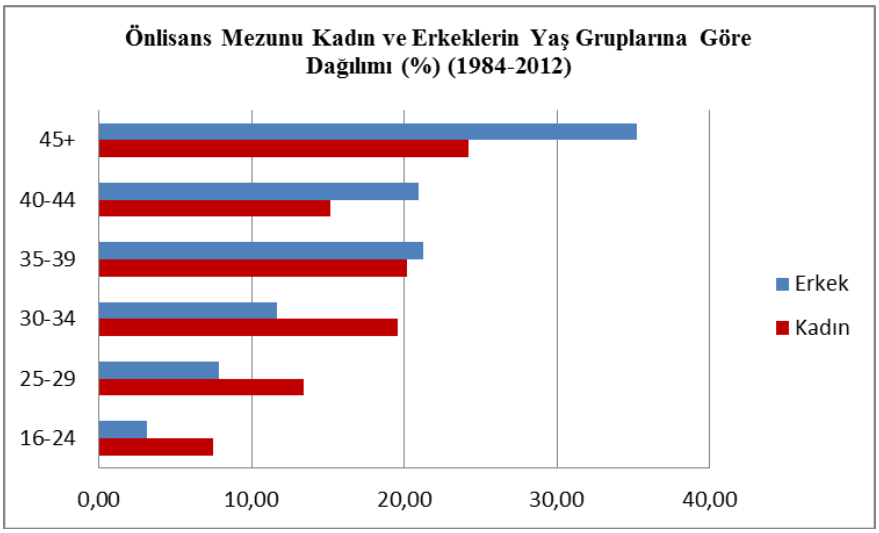
Şekil 16: Önlisans ve Lisans Mezunlarının Yaş Gruplarına Göre Dağılımı

1984-2012 yılları arası dönemde AÖF ile İşletme ve İktisat Fakülteleri önlisans ve lisans programlarından mezun olan kadın ve erkeklerin yaş gruplarına göre dağılımlarını şekil 17, 18, 19 ve 20 yardımıyla incelemek mümkündür. Şekil 16'da da görüldüğü üzere, önlisans programından mezun olan kadınların toplam %64'lük payını 30 yaş ve üzeri kadınlar oluşturmaktadır.



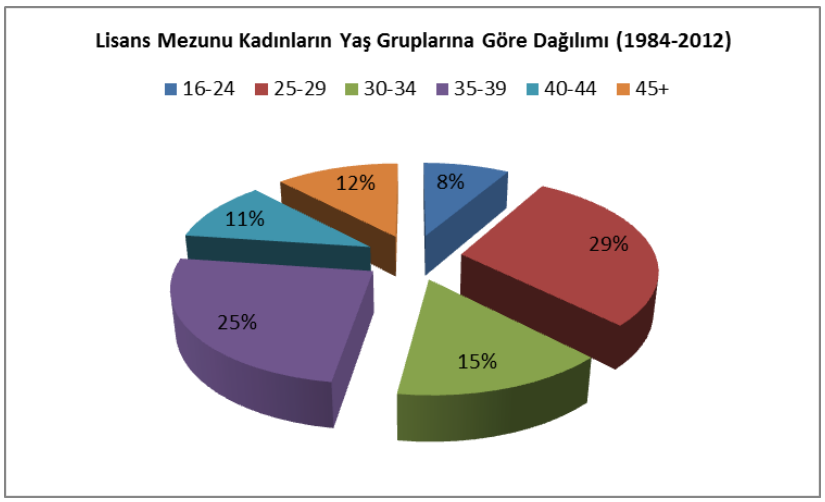
Şekil 17: Önlisans Mezunu Kadınların Yaş Gruplarına Göre Dağılımı

Lisans mezunu kadın ve erkelerin yaş gruplarına göre dağılımını karşılaştırdığımızda ise, şekil 17'de de görüldüğü üzere, toplam mezunların %77'lik payını 35 yaş ve üzeri erkek mezunlar oluşturmaktadır.



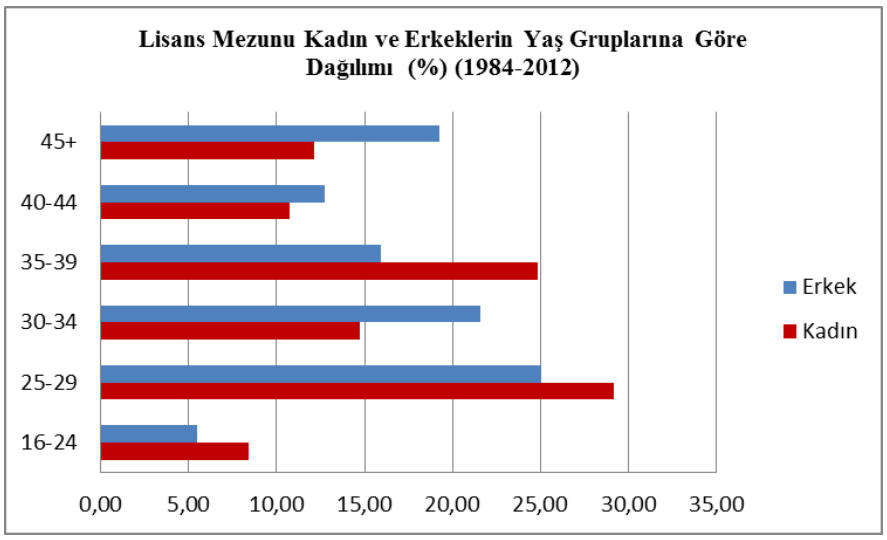
Şekil 18: Önlisans Mezunu Kadın ve Erkeklerin Yaş Gruplarına Göre Dağılımı

Lisans mezunu kadınların yaş gruplarına göre dağılımını incelediğimizde ise, önlisans mezunu kadınlardan farklı olarak, lisans mezunu kadınların çoğunluğunun 25 yaş ve üzeri bireylerden oluştuğunu söylemek mümkündür.



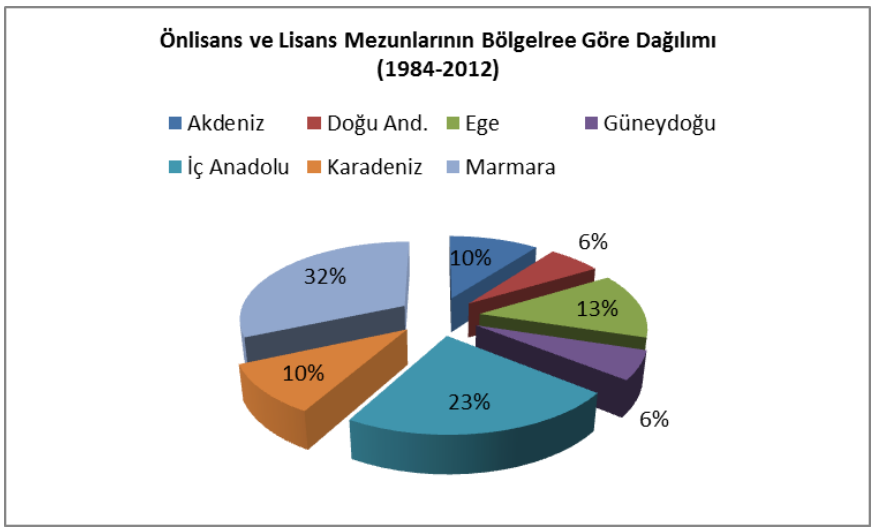
Şekil 19: Lisans Mezunu Kadınların Yaş Gruplarına Göre Dağılımı

Yaş grupları bakımından kadın ve erkekler arasında karşılaştırma yapacak olursak; erkek mezunların da yaş grupları bakımından kadın mezunlarla benzer özelliklere sahip olduğunu söylemek mümkündür. Erkek mezunların yaklaşık %67'lik bir oranla çoğunluğunu 25 yaş ve üzeri bireyler oluşturmaktadır.



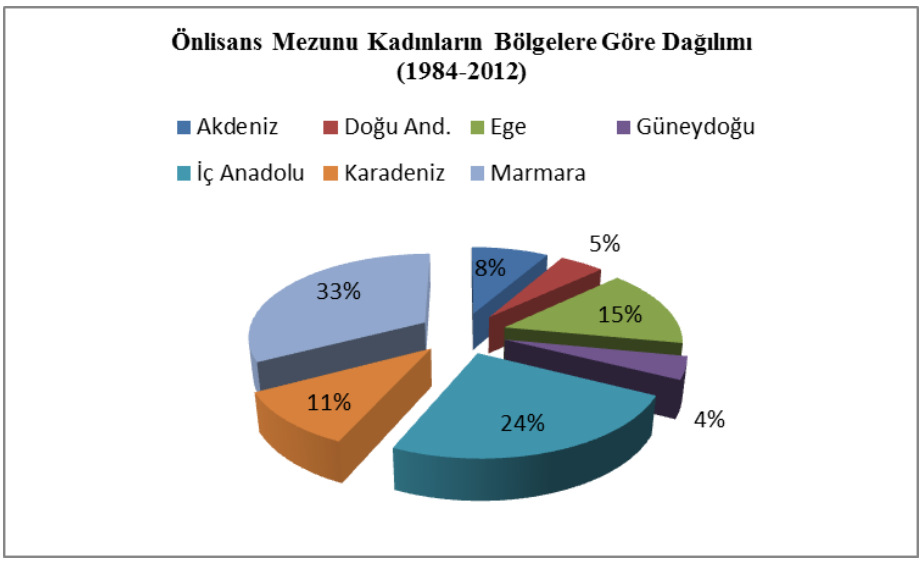
Şekil 20: Lisans Mezunu Kadın ve Erkeklerin Yaş Gruplarına Göre Dağılımı

Bölgelere Göre Dağılım: 1984-2012 yılları arası dönemde önlisans ve lisans programı mezunlarının bölgelere göre dağılımı şekil 21, 22, 23, 24 ve 25'te verilmiştir. Şekil 21'de görüldüğü üzere, 1984-2012 yılları arası döenmde önlisans ve lisans programlarından mezun olanların %31'sinin yerleşim yeri Marmara Bölgesi iken; bunu %23'lük pay ile İç Anadolu Bölgesi ve %13'lük pay ile Ege Bölgesi izlemektedir.



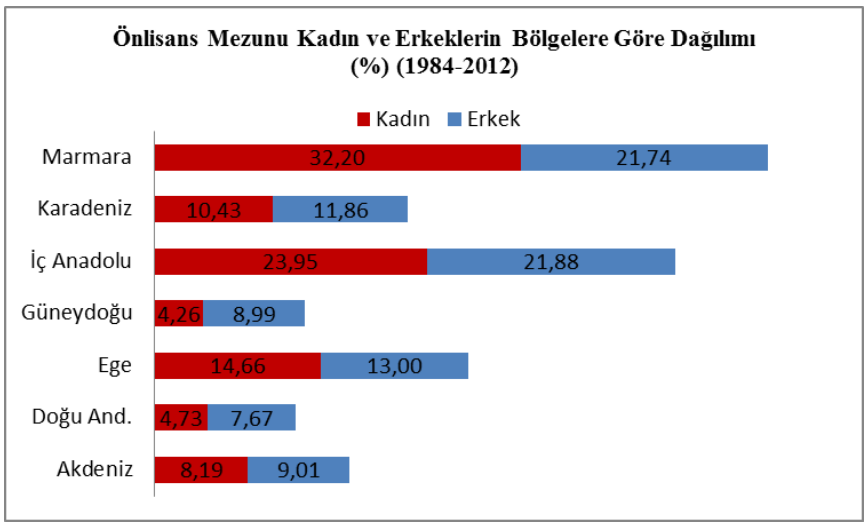
Şekil 21: Önlisans ve Lisans Mezunlarının Bölgelere Göre Dağılımı

Önlisans mezunu kadınların %33'ünün yerleşim yeri Marmara Bölgesi'dir. İkinci ve üçüncü sırayı ise sırasıyla İç Anadolu Bölgesi (%24)ile Ege Bölgesi (%15) oluşturmaktadır.



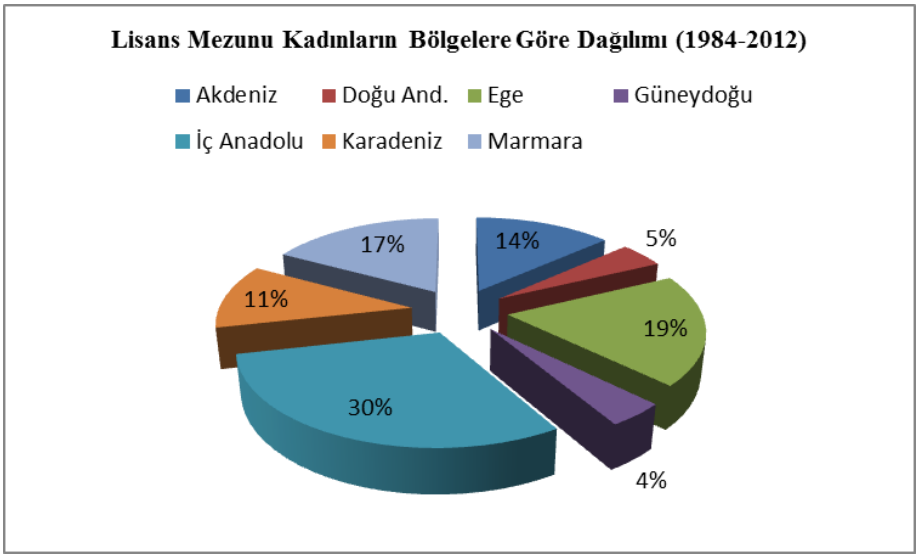
Şekil 22: Önlisans Mezunu Kadınların Bölgelere Göre Dağılımı

Önlisans mezunu erkeklerin ise, şekil 23'de görüldüğü üzere, yarıya yakın kısmının yerleşim yerinin İç Anadolu (%22) ve Marmara Bölgesi (%22) olduğunu söyleyebiliriz.



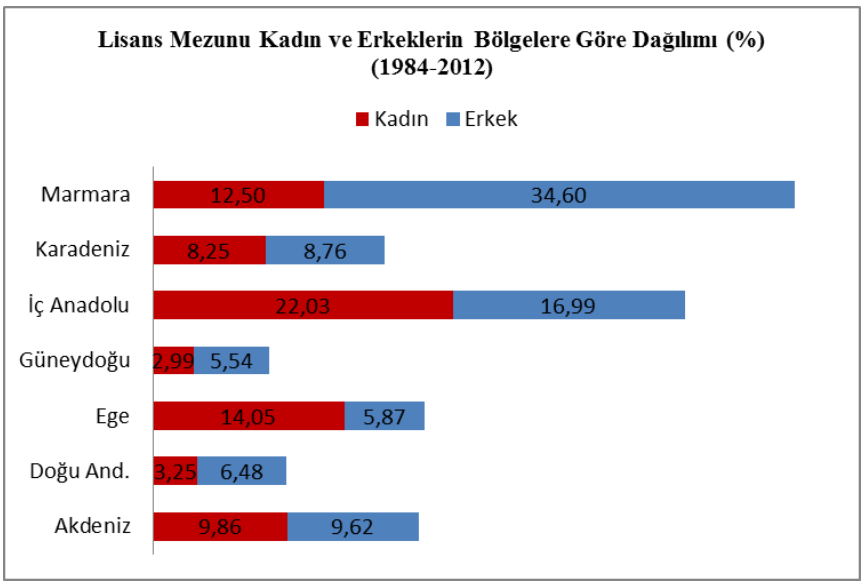
Şekil 23: Önlisans Mezunu Kadın ve Erkeklerin Bölgelere Göre Dağılımı

Lisans mezunu kadınların %30'unun yerleşim yeri İç Anadolu Bölgesi'dir. İkinci ve üçüncü sırayı ise sırasıyla Ege Bölgesi (%19) ile Marmara Bölgesi (%17) oluşturmaktadır.



Şekil 24: Lisans Mezunu Kadınların Bölgelere Göre Dağılımı

Lisans mezunu erkeklerin ise, şekil 25'te görüldüğü üzere, çoğunluğunun yerleşim yerinin Marmara Bölgesi (%35) olduğunu şekil 24'te görebiliriz. İç Anadolu (%17) ve Akdeniz Bölgesi (%10) de ikinci ve üçüncü sırayı almaktadır.



Şekil 25: Lisans Mezunu Kadın ve Erkeklerin Yaş Gruplarına Göre Dağılımı

ARAŞTIRMANIN BULGULARI VE DEĞERLENDİRİLMESİ

1984-2012 yılları arası dönemde önlisans ve lisans programları olmak üzere toplam 1.658.601 öğrencinin mezun olduğu, bunlardan 698.231'inin kadın; 960.370'nin ise erkek olduğu belirlenmiştir. Bu rakamları yüzde olarak değerlendirdiğimizde açık ve uzaktan eğitimden mezun olanların yüzde %58'ini erkek; %42'ni ise kadınlar oluşturmaktadır. AÖF'e bağlı bölümlerden mezun olanların yaklaşık olarak %48'ini kadınlar oluştururken; erkeklerin payı ise yaklaşık olarak %52'dir. İşletme ve İktisat Fakültelerine bağlı programlar açısından değerlendirildiğinde ise, bu programlardan mezun olan kadınların oranının, erkeklerin oranının neredeyse yarısına eşit olduğunu söylemek mümkündür. İşletme Fakültesi'ne bağlı programlardan mezun olan kadınların toplam mezunlar içindeki payı sadece %38 iken; erkeklerin payı ise %62 gibi oldukça yüksek bir orandadır. Benzer olarak, İktisat Fakültesi'nden mezun olan kadınların toplam mezun içindeki payı %33 iken, erkeklerin payı ise %67'dir. Tüm bu verilere göre, AÖF, İktisat ve İşletme Fakültelerinden açık ve uzaktan eğitim alanlar içinde erkeklerin payının kadınlardan fazla olduğunu söylemek mümkündür.

Açık ve uzaktan eğitimin uygulanmaya başlandığı yıllar olan 1982-1983 öğretim döneminde eğitim alan erkeklerin payı kadınlardan oldukça fazla olmasına rağmen ("Tekin ve Demiray, 1989"dan aktaran Suğur ve Şavran, 2006: 199), çalışmada incelenen 1984-2012 yıllarını kapsayan öğretim dönemlerinde ise eğitim alan kadınların payında önemli artış yaşanmıştır. Bu bağlamda, araştırmamızda önlisans programından mezun olan kadınların oranı ele alınan dönem itibariyle, 1991 ve 2010 yılları arasında azalma; 1984-1990 dönemi ile 2011 yılından günümüze gelen dönem içerisinde ise artış eğilimi içerisinde olduğu belirlenmiştir. Bu bağlamda, ulusal ve küresel ekonomik krizler nedeniyle işsiz kalan ya da işgücü piyasasından uzaklaşan kadınların, işgücü piyasası dışında geçirilen sürede kişisel gelişimlerini sağlamak ve mesleki bilgi ve becerilerini arttırmak amacıyla açık ve uzaktan eğitim aracılığıyla öğretim almaya başladıkları söylenebilir. Ancak tüm mezunlar açısından durumu değerlendirdiğimizde, her üç fakültenin lisans programlarından mezun olan kadınların oranı erkeklerden düşük olmasına rağmen, yıllar itibariyle erkek mezun oranları azalma eğilimi gösterirken; kadın mezun oranları ise artış eğilimi göstermektedir. Bu da, literatürde Kramarae (2001) ve Kanwar ve Taplin (2001)'in çalışmalarında da vurguladığı gibi özellikle açık ve uzaktan eğitimin kendilerine, ailesine ve topluma sağladığı yararlar nedeniyle kadınlar tarafından öneminin daha iyi anlaşıldığını göstermektedir. Bu bağlamda, özellikle ev dışında çalışan ve çocuk sahibi kadınların ailelerini, işlerini ve toplumsal rol sorumluluklarını aksatmadan eğitimlerini sürdürebildikleri tek eğitim sistemi açık ve uzaktan eğitimdir.

İncelenen dönem itibariyle açık ve uzaktan eğitim alan kadın ve erkeklerin mesleki alanlara yönelimi açısından mezunlara ilişkin veriler değerlendirildiğinde; önlisans programından mezun olan kadınların %19'unun İşletme önlisans programından mezun olduğu görülmektedir. Mezun olan kadın sayısının yüksek olduğu ikinci önlisans programı ise, Ebelik bölümü, bunu Halkla İlişkiler ve Tanıtım bölümü ile Sağlık Kurumları İşletmeciliği bölümü takip etmektedir. 1984-2012 dönemi için lisans programlarından mezun olan kadınların yarısından fazlasının (%65), İşletme lisans programını tercih ettikleri belirlenmiştir. Kadın mezunların fazla olduğu diğer bölümler ise İktisat, Kamu Yönetimi ve Okul Öncesi Öğretmenliği bölümleridir. Lisans mezunu kadın ve erkekler mezun oldukları bölümler açısından değerlendirildiğinde ise, Okul Öncesi Öğretmenliği ve İngilizce Öğretmenliği bölümlerinden mezun olanların çoğunluğunun kadınlardan oluştuğu belirlenmiştir. Bu da bize göstermektedir ki, kadınların eğitim alanlarını belirlemede kadınların işgücüne katılacağı ve istihdam edileceği sektörün etkisi büyüktür. Türkiye'de kadınların

istihdam edildiği sektörlerin çoğunlukla tarım (%41) ve hizmet (%43) sektörü olduğunu düşünürsek, kadınların mesleki eğitim alanlarını belirlerken daha çok öğretmenlik, ebelik, hemşirelik, sağlık kurumları işletmeciliği, halkla ilişkiler, bankacılık ve sigortacılık gibi mesleki alanlarda yoğunlaşmaktadırlar. Diğer yandan, bu mesleki alanlar kadınların işgücüne katılımını ve istihdamını kolaylaştırmakta ve aynı zamanda kadınların bireysel ve toplumsal görev ve sorumluluklarını tamamlayıcı olmaktadır.

AÖF, İktisat ve İşletme önlisans ve lisans programlarından mezun olan kadın ve erkekler 30 yaş ve üzeri yaş gruplarındaki bireylerden oluşmaktadır. Cinsiyete göre ifade edecek olursak, önlisans programından mezun olan kadınların toplam %64'lük payını 30 yaş ve üzeri bireyler; lisans mezunu kadınların çoğunluğunu ise 25 yaş ve üzeri yaş grubundaki bireyler oluşturmaktadır. Bu bağlamda, 30 yaş ve üzerindeki kadınların işgücü piyasasına katılım için gerekli mesleki beceri kazanımını sağlamak, işgücü piyasasındaki kadınların ise mesleki verimliliklerini arttırmak ve eğitim harcamalarının aile bütçesine fazla yük oluşturmaması için mesleki eğitimi kısa sürede tamamlamak adına önlisans programını tercih etmektedir.

1984-2012 öğretim yıllarında önlisans ve lisans programlarından mezun olanların i%31'sinin yerleşim yeri Marmara Bölgesi iken; bunu %23'lük pay ile İç Anadolu Bölgesi ve %13'lük pay ile Ege Bölgesi izlemektedir.

Önlisans mezunu kadınların çoğunluğunun yerleşim yeri Marmara Bölgesi; lisans mezunu kadınların çoğunluğunun yerleşim yeri ise İç Anadolu Bölgesi olarak belirlenmiştir. Bu bağlamda, yaşanılan ya da yerleşim yerinde hakim olan geleneksel düşünce yapısı ve yaşam kültürünün kadınların mesleki eğitim almalarında belirleyici olmaktadır. Ülkenin doğu bölgelerindeki kadınların ele alınan dönem itibariyle gerek önlisans gerekse de lisans eğitimine erişimlerinde açık ve uzaktan eğitimin belirleyici bir unsur olmadığını söylemek mümkündür.

SONUÇ

Adam Smith'den bugüne, eğitimin beşeri sermayeye yapılan bir yatırım olduğu bilinmektedir. Özellikle 1950'li yıllardan sonra, beşeri sermayeye yatırım eğitim ile ekonomi arasındaki ilişkinin önemini ortaya çıkarmıştır. Bu bağlamda, Becker (2002)'da içinde bulunulan çağın "beşeri sermaye çağı" olduğunu belirterek; bireylerin, toplumların ve ekonomilerin başarısının artık insana yapılan yatırımların yoğunluğuna, çeşitliliğine ve verimliliğine bağlı olduğunu vurgulamaktadır. Psacharopoulos ve Patrinos (2004) çalışmalarında eğitim ve eğitim yatırımlarının toplumsal ve bireysel düzeydeki yararlarını şöyle sıralamaktadır: eğitimin bireysel faydası toplumsal faydasından daha yüksektir; kadın eğitimine yönelik yatırımların faydası, erkeklerin eğitimine yönelik yatırımların faydasından daha yüksektir; yükseköğretimin bireysel faydası diğer eğitim düzeylerinden yüksektir (Kavak, 2010: 25-26).

Bu anlamda, küreselleşme ve değişimle birlikte, dünya ekonomilerinin gelişmesi, büyümesi ve istihdam artışı sağlanması için eğitimin önemli olduğunu söylemek mümkündür. Özellikle kadınların eğitimi, bireysel ve toplumsal gelişmişliğin bir göstergesidir. Eğitim içerisinde, mesleki eğitim ise işgücünün niteliği ve istihdamını doğrudan etkileyerek ülkelerin beşeri sermaye birikimini de belirlemektedir. Bu bağlamda eğitimin hem örgün hem de yaygın öğretim kurumlarınca sağlanması, kadınların beceri kazanmaları ve meslek edinmelerini garanti altına almada etkilidir. Dünya'da ve Türkiye'de eğitim düzeyi yükseldikçe kadınların istihdamı artmaktadır. Üniversite ve meslek eğitim, kadınların işgücü piyasasına katılımlarını, verimliklerini ve ücret düzeylerini belirleyen önemli bir eğitim düzeyidir. Bu anlamda uzaktan eğitim, eğitim almak isteyen, fakat çeşitli nedenlerle eğitimden yararlanamayan ve ulaşmayanlara eğitim hakkı tanıyan bir sistemdir. Diğer yandan özellikle gelişmekte olan ülkelerdeki eğitim arzı ve talebi ile ilgili dengesizlik ve problemleri azaltma konusunda da etkili olan bir eğitim sistemidir.

Türkiye'de üniversite ve mesleki eğitimi açık ve uzaktan sunan ilk üniversite olması nedeniyle, Eskişehir Anadolu Üniversitesi Açköğretim/İktisat/İşletme Fakültesi üniversite ve mesleki eğitimin birey, cinsiyet, toplum, sınıf ve bölge ayrımı gözetmeksizin tüm birey ve hanelere ulaşmasını sağlamıştır. Anadolu Üniversitesi açık ve uzaktan öğretim sistemi bir buçuk milyonu aşan (1.658.601) mezun sayısı ile Türkiye'de geleneksel eğitim sistemini aşan ve farklılaşan yapısıyla üniversite ve mesleki eğitimin sunulmasında önemli bir misyon yüklenmektedir.

Çalışmada kullanılan veriler cinsiyete göre değerlendirildiğinde, Türkiye'de açık ve uzaktan eğitim sisteminden kadınların hemen hemen erkeklerle eşit düzeyde yaralandıklarını söylemek mümkündür. Mezun olunan program açısından değerlendirildiğinde ise, önlisans programlarından mezun olan kadınların ele alınan dönem itibariyle artış eğilimi içerisinde olduğunu ve kadınların bu programlardan daha çok Ebelik, Hemşirelik, Halkla İlişkiler ve Tanıtım ile Sağlık Kurumları İşletmeciliği gibi aile içi sorumluluklarını yerine getirmeye ve istihdamlarına yardımcı olan bölümlerden mezun olduklarını söylemek mümkündür. Mezunlar yaş gruplarına göre değerlendirildiğinde ise, 30 yaş üzeri yaş grubundaki kadınların daha çok önlisans programlarını tercih ettiklerini, lisans programlarına katılım yaşının ise kadınlar için 25 yaş olduğunu söyleyebiliriz. Buna göre, açık ve uzaktan eğitimin sadece işgücü piyasasında kendilerine yer edinmek isteyen kadınlara değil de, aynı zamanda esnek iş ve çalışma koşullarda çalışan kadınlara da mesleki gelişimlerini devam ettirmede eğitim imkânı sunmaktadır. Bu bağlamda, Anadolu Üniversitesi Açık ve Uzaktan Eğitim Sistemi hem işgücü piyasasına girmek isteyenlerin hem de işgücü piyasasında yer alanların ihtiyaçlarına göre eğitim sistemini, alanlarını ve kullanılan eğitim materyal ve tekniklerini sürekli yenileyerek değişen iş ve eğitim koşullarına uyum sağlamaktadır. Verileri yaşanılan yer ya da bölgeler açısından değerlendirdiğimiz de, mezunların

çoğunluğunun daha çok ülkenin batı bölgelerinde yaşadıkları ve doğu bölgelerindeki kadınların ele alınan dönem itibariyle gerek önlisans gerekse de lisans eğitimine erişimlerinde açık ve uzaktan eğitimin belirleyici bir unsur olmadığını söylemek mümkündür.

Sonuç olarak Türkiye'de açık ve uzaktan eğitim sisteminden yararlananların çoğunluğunu erkekler oluşturmaktadır. Toplumsal cinsiyet ayrımı, bölgesel eşitsizlikler, ekonomik yetersizlikler ile sorunlar ve sosyo-kültürel sınırlamalar gibi nedenler kadınların üniversite ve mesleki eğitimine ulaşmasına ve eğitimden yararlanmasına engeller oluşturmaktadır. Bu nedenle, açık ve uzaktan eğitimin kadınların bu engelleri aşarak eğitime ulaşmasında önemli bir araç olduğunu söyleyebiliriz. Son dönemde açık ve uzaktan eğitim sisteminden mezun olan kadınların sayısındaki artışta bu öngörüyü destekler niteliktedir. Dünya genelinde de, açık ve uzaktan eğitim yaş, cinsiyet, ırk, medeni durum, bölge, gelir vb. ayrımı gözetmeksizin tüm kişi ve kesimler tarafından tercih edilmektedir. Türkiye genelinde kadınların istihdamını sınırlandıran eğitim engelinin aşılabilmesi ve kadınlara iş ve mesleğe dayalı beceri ve yeteneklerini geliştirebilecek türde açık ve uzaktan eğitim yöntem ve materyallerini geliştirecek politikaların oluşturulması ve bu eğitimin yaygınlaştırılması önemli bir başarı sağlayacaktır.

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AÇIK VE UZAKTAN EĞİTİMİN YOKSULLUĞA ETKİSİ: BİR LİTERATÜR TARAMASI

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Özet: Ekonomik büyüme süreci, sosyal göstergelerde bir iyileşme sağlandığı taktirde kalkınmaya dönüşür. Ekonomik kalkınma Todaro'nun yaygın bilinen tanımlamasında olduğu gibi, tüm insanların yaşam kalitesinde iyileşme sürecidir. Bu perspektifte kalkınma üç tane çok önemli süreci kapsar. Bunların ilki insanların yaşam düzeylerinin iyileşmesidir ki bu da onların gelirlerinin artması ve yiyecek tüketimlerinin, sağlık hizmetlerinin, eğitimlerinin ve diğer koşullarının ekonomik büyüme ile birlikte iyileşmesidir. İkinci süreç sosyal, kültürel, politik kurumlar ve ekonomik sistemlerin yapılanması ile birlikte insanların kendine güveninin, insana verilen değerin ve insanların önündeki seçeneklerin artmasıdır. Aslında son tahlilde tüm bu faktörler insani gelişmeye işaret eder. Bu amaçlara ulaşabilmek için eğitim çok önemli bir araç olmaktadır. Bu aracın etkin bir şekilde işlemesi için, sosyal şartlara bakılmaksızın bireylerin eğitime ulaşmasında eşitliğin sağlanması, sistemin bir parçası olarak eşit şans verilmesi ve eğitimden eşit faydalar elde edilmesi önem taşımaktadır (Ambe –Uva, 2010). Bu çerçevede, özellikle açık ve uzaktan eğitim ekonomik kalkınma ve yoksulluğun azaltılmasında çok önemli bir faktör olmaktadır. Eğitime farklı nedenlerle ulaşamayan yoksul kesimin beşeri sermayesini artırmada açık ve uzaktan eğitimin, hız ve maliyet yönüyle önemi büyüktür. Açık ve uzaktan eğitim, eğitime ulaşma ve devam etme konusunda sorunları olanlar ve yoksul kesim için hem eğitim imkanı sunmakta hem de siyasal haklar, fırsatlar ve hizmetler konusunda bilgiye ulaşma şansı oluşmaktadır. Ayrıca açık ve uzaktan eğitimin araçları ile yoksul insanlar ya da yoksulluğa yakın korunmasız grupları ilgilendiren kişi ve kurumlar ekonomik faaliyette bulundukları piyasalar ve fiyatlarla ilgili sorunlarını çözebilmektedir. Kısacası, açık ve uzaktan eğitim bahsedilen bu önemli eksiklikleri tamamlamada etkin rol oynamaktadır (Özdemir, 2004;104). Bu çalışmanın amacı dünyanın farklı ülke ve bölgelerinde açık ve uzaktan eğitimin yoksulluğa etkisi üzerine yapılmış olan bilimsel araştırmaları çeşitli açılardan (yöntem, dönem, bölge vb.) incelemek, değerlendirmek ve analiz etmektir.

Anahtar Kelimeler: Açık ve Uzaktan Eğitim, Yoksulluk

THE IMPACT OF OPEN AND DİSTANCE EDUCATİON ON POVERTY: A LİTERATURE REVİEW

Abstract: Economic growth leads to the development so long as it procures improvement in social indicators. Economic development, as in Todaro's well-known definition, is an improvement process for life quality of all the mankind. In this perspective, development involves three important stages. First of them is improvement in standards of living during the economic growth process, which includes more income and a better level of food consumption, health services, education and other conditions. Second stage includes maintaining self-esteem of the society, increasing the value of human and increasing the number of choices for the society by socially, culturally, politically and economically improved systems. In the last instance, all those factors represent human development. Education has a key roleon achieving those objectives. In order for education to satisfy its task, it is important to provide people with education, to give them equal chances and to gain equal benefit from education without regarding their social conditions (Ambe-Uva, 2010). In this sense, open and distance learning system is an important factor for economic development and reducing poverty. Open and distance learning system is important for increasing human capital, from the aspects of quickness and low cost, for those who could not be educated for different reasons. Open and distance learning system creates more chances for reaching and continueing to the education and provides especially the poor people with education opportunity, giving them an information source for political rights, opportuinities and services. Besides, people and institutions concerning the poor may solve their related problems, owing to the open and distance learning system. Briefly, open and distance learning system has an important role for eliminating those deficiencies (Özdemir, 2004;104). This paper intends to study, evaluate and analyze various scientific researchs dedicated for effects of open and distance learning system on poverty, from different countries and areas.

Key Words: Open and Distance Education, Poverty

GİRİŞ

XXI. yüzyılın başlarına gelindiğinde dünyadaki önemli toplumsal problemlerin büyük bir kısmı çözüme kavuşmakla birlikte henüz ortadan kaldırılamamış sorunlar da bulunmaktadır. Doğumda yaşam beklentisinin giderek yükseldiği, hastalıklarla mücadelede önemli mesafeler alındığı, ekonomik refahın giderek arttığı bir ortamda modern çağın beklentilerine uymayan oldukça eski sorunlardan bazıları halâ yaşamaktadır. Bunlardan birisi de yoksulluk ve neredeyse onunla özdeş bir olgu olarak görülen açlıktır. Günümüzün en karmaşık sorunlarından birisi olan yoksulluk sorununun çözümü de çeşitli güçlüklerle iç içe olan bir özellik taşımaktadır (Şenses, 2003: 351). Özellikle 1980'li yıllarda yoğunlaşan neo-liberal politikalar hem gelişmekte olan hem de gelişmiş ülkelerdeki yoksulluk oranları üzerinde olumsuz etkiler ortaya çıkarmıştır. Yoksulluk oranlarındaki artışın başlıca sorumlusu olarak görülen IMF ve Dünya Bankası'na dönük tepkilerin yoğunlaştığı dönem de aynı dönemdir. İlgili dönem, "Washington Uzlaşması" olarak bilinen politikalar demetinin dünya genelinde piyasa ekonomisini ciddi ölçüde yaygınlaştırmayı hedeflediği ve Klâsik İktisatçıların Keynesyenlerden fikrî iktidarı devraldığı bir tür "rövanş" dönemidir (Günsoy ve Günsoy, 2009). Klâsik İktisatçıların yoksulluğa bakış açısı şu ifadelerle oldukça açık bir şekilde özetlenmektedir (Johnston, 2008: 225-26): "*Piyasaların engellenmeksizin çalışmasının, fiziki ve finansal varlıkların yanı sıra emek gücü de dahil olmak üzere bütün iktisadi kaynaklarının en iyi biçimde kullanılmasını sağlayacağını öne sürer. Yoksul insanların miktarca az ya da görece verimli olmayan varlıklara sahip olduğunun düşünüldüğü bu yaklaşımda, piyasaya iştirak eden bütün bireyler olası en iyi getiriyi elde edeceklerdir. Ders kitaplarında anlatılan Neoklasik iktisat teorisinde varlıkların ilk baştaki bölüşümüyle ilgilenilmemesine karşın, varlıkların mevcut bölüşümünü vergilendirme, toprak reformu, asgari ücretler gibi hükümet politikaları aracılığıyla değiştirmeyi amaçlayan teşebbüsler önem taşırlar. Bu tür müdahalelerin piyasa süreçlerini aksatarak etkinliği azaltacağı düşünülür. Sonuç olarak, Neoklasik ders kitapları bölüşümü iyileştirmeye yönelik teşebbüslerin etkinliğe zarar vereceğini belirterek, okurları eşitlik-etkinlik ödünleşmesi konusunda uyarırlar… Neoliberaller, "suni bir biçimde" yoksulluğu azaltmak ya da gelir bölüşümünü iyileştirmek amacıyla alınan tedbirlerin en az diğer hükümet müdahaleleri kadar iktisadi başarının yetersiz olmasında rolü olduğunu savunur. Eşitlik-etkinlik ödünleşmesi iktisat ders kitaplarının sayfalarından çıkarak ete kemiğe bürünmüştür*". Görüldüğü gibi Klâsik İktisatçılar yoksulluğu üretenin bizzat piyasa ekonomisinin kendisinin değil, piyasa mekanizmasının çalışmasının engellenmesi olarak görmektedirler.

Yoksulluğu ortadan kaldırmak dünya tarihinde hemen hemen tüm iktidarların öncelikli sorunlarının başında gelmiştir. Dünya üzerinde yoksulluğu tamamen ortadan kaldırabilmiş bir toplum yaşamamıştır, yoksulluk ancak ve ancak "kontrol" edilebilmektedir. Zira, yoksulluğun toplumdan topluma değişebilen çok sayıda türü bulunduğu gibi aynı toplumda zaman içinde değişebilen çok sayıda yoksulluk anlayışı bulunmaktadır. Yoksulluğun herhangi bir türü ortadan kaldırılabilse bile farklı bir şekilde toplumda var olmaya devam etmektedir. "Refahtan belirgin bir şekilde mahrum olmak" (Haughton ve Khandler, 2009: 1) biçiminde geniş bir ölçekte tanımlanabilecek olan yoksulluk toplumun en acı veren konusudur, çünkü her ülke vatandaşının en tabiî hakkı "insanca" yaşamaktır. Halen sürmekte olan ve İspanya, Portekiz, Yunanistan ve İrlanda başta olmak üzere Avrupa'nın gelişmiş ülkelerini etkileyen ekonomik kriz bu ülkelerdeki yoksulların durumunu giderek zorlaştırmakta ve yoksulların sayısı artmaktadır (Günsoy, 2011).

Bütün toplumlar yoksullukla mücadele etmektedir. Yoksullukla mücadelenin çok farklı yöntemleri vardır. Bunların başında eğitim düzeyinin yükseltilmesi gelmektedir. Eğitim düzeyi yükseldikçe yoksulluk oranının azalması beklenmektedir. Ancak eğitim düzeyinin yükseltilmesi her zaman kolayca gerçekleşmemektedir. Özellikle örgün eğitimin yaygınlaştırılması ve eğitim ihtiyacına cevap verebilir hale gelmesi hem maliyetli hem de uzun zaman isteyen bir süreçtir. Bu aşamada açık ve uzaktan eğitim önemli bir seçenek olarak ortaya çıkmaktadır. Açık ve uzaktan eğitim, taşıdığı önemli avantajlar ile örgün eğitimin yetersiz kaldığı bu gibi durumlarda devreye girebilmektedir. Bu çalışmada yoksulluğun azaltılmasında açık ve uzaktan eğitimin oynadığı rol, bu konuda yapılmış olan bilimsel çalışmaların ışığında değerlendirilmekte ve analiz edilmektedir.

Yoksulluk Nedir?

Yoksulluk tanımlanması oldukça güç bir kavramdır. Zira, toplumdan topluma ve aynı toplumun farklı katmalarına göre değişik şekillerde varolmakta ve algılanmaktadır. Öte yandan yoksulluk üzerine herhangi bir dönemde yapılmış olan bir tanım zamanla anlamını yitirebilmekte ve yoksulluk kavramının kapsam ve içeriği dönemden döneme değişebilmektedir. Genel olarak yoksulluk, insanların temel ihtiyaçlarını karşılayamaz duruma gelmesidir. Burada kritik soru şudur: Temel ihtiyaçlar nelerdir? Bu konudaki belirsizlik ve farklı yaklaşımların varlığı yoksulluğun birbirinden farklı şekillerde tanımlanma zorunluluğunu birlikte getirmektedir. Şimdi konunun semantik yönüne kısaca değinelim. Sözlük anlamıyla "yoksul", yeterli düzeyde parası olmayan veya konforlu bir biçimde yaşamak için gerekli olan araçlara sahip olmayan kişidir. Yoksulluk kelimesi ise yaşamın gerektirdiği ihtiyaçlardan (imkânlardan) yoksun olma durumunu ifade eder. İnsan toplumsal bir varlık olduğu için fizikî varlığını sürdürmesi için gerekli olan beslenme ihtiyacının yanında giyinme, barınma, sağlık, eğitim, kültür, ortak yaşama, dinlenme, estetik ve buna benzer sosyal ve kültürel ihtiyaçları olan bir varlıktır. İnsanî ihtiyaçlar ve insanların yaratıcı yetenekleri ise toplumsal ve tarihî koşullar tarafından belirlenir (Zengingönül, 2004: 108). Şimdi bu çerçevede farklı yoksulluk tanımlarını ele alalım (Günsoy, 2012: 156-58).

Mutlak Yoksulluk

Dünya Bankası tarafından geliştirilmiş bir kavram olan "mutlak yoksulluk" aslında dar anlamda yapılan yoksulluk tanımlamasıdır. Mutlak yoksulluk tanımına "mutlak" niteliğini veren unsur yaşamı sürdürebilmek için

gerekli olan asgari besin bileşenlerini veya kaloriyi esas alması ve bir sınır çizmesidir. Bu sınır temel tüketim ihtiyaçlarını karşılayacağı varsayılan mal demetinin maliyetine eşit olan bir yoksulluk düzeyidir. Diğer bir deyişle yoksulluk sınırını aslında daha alt düzeyde yaşamı sürdürmenin mümkün olmadığı bir "minimum" tüketim düzeyi belirlemektedir (Aktan ve Vural, 2002). Görüldüğü gibi, mutlak yoksulluk aslında bir "açlıktan ölmeme" sınırıdır. Mutlak yoksulluk kavramının gündeme geldiği ilk dönemlerde bu tür yoksulluk kişi başına tüketilen kalori düzeyine bağlı olarak ölçülmekteydi. Dünya Bankası'nın 1990 yılında yapmış olduğu bir çalışmada mutlak yoksulluk tanımına şu şekilde yaklaşılmaktaydı: "Bir insanın hayatta kalabilmesi için gerekli minimum kalori miktarı olan 2400 K/cal hesaplamasına dayanılarak geliştirilmiş ve bu noktadan hareketle günlük geliri 2400 k/cal'e eşdeğer besini almaya yetmeyen insanlar mutlak yoksuldur". Adı geçen kalorileri veren gıdaları elde etmenin maliyetinin her bir ülkeye göre farklı olacağı, ülkeler arasında satınalma gücü paritelerinin farklılığı ve yoksulluğun da evrensel bir olgu olduğu göz önüne alınarak yapılan bir hesaplama ile mutlak yoksulluk sınırı az gelişmiş ülkeler için kişi başına günde 1 $, Latin Amerika ve Karayibler için bu sınır 2 $, Türkiye'nin aralarında bulunduğu Doğu Avrupa ülkeleri için 4 $, gelişmiş sanayi ülkeleri için 14,40 $ olarak belirlenmiştir (DPT, 2001: 104). Dünya Bankası da günlük bu değerlerin altında gelir elde eden kişileri mutlak anlamda yoksul olarak kabul etmektedir. Dünya genelinde mutlak yoksulluk oranı sürekli olarak azalmaktadır ve 1990'dan günümüze mutlak yoksulluk düzeyi yüzde 28'lerden yüzde 21 seviyelerine kadar gerilemiştir (Bilen ve Yumuşak, 2006: 60). Ancak unutulmamalıdır ki bu oranla bile hesaplandığında mutlak yoksulluk kapsamına girenlerin sayısı halen bir milyar kişiyi aşmaktadır. Geçmişten günümüze, mutlak yoksulluğu sadece günlük kalori ihtiyacıyla tanımlayan ve "açlık sınırı" ve "gıda yoksulluğu" olarak bilinen yaklaşım zamanla değişmiş ve insanların gündelik hayata yönelik ihtiyaçlarını kapsayan bir mal sepeti oluşturulmak suretiyle bu tanım genişletilmiştir. Gündeme gelen "yeni mutlak yoksulluk" tanımında, alınması gereken minimum gıdaların yanında, barınma, giyinme, sağlık ve eğitim gibi bazı temel mallar da tüketim sepetine dahil edilmiştir (Tokatlıoğlu, 2007: 367). Eğer bir fert, alması gereken minimum düzeydeki gıdaların dışında barınma ve giyinme vb. temel ihtiyaçlarını satın almaya yetecek gelir düzeyinden de yoksunsa bu kişi "gıda ve gıda dışı yoksul" olarak tanımlanır.

Mutlak yoksulluk oranları dünyanın değişik bölgelerinde farklı değerlere ulaşmaktadır. Gelişmekte olan ülkelerde mutlak yoksulluk sınırı olan günde 1,25 doların altında gelir elde edenlerin coğrafi olarak yüzde dağılımları Tablo 1'de görülmektedir. 2005 yılında günde 1,25 doların altında geliri olanların en yoğun olduğu bölge yüzde 51,2 oranıyla Sahra Altı Afrika'dır. Onu yüzde 40,3 ile Güney Asya izlemektedir. Tablo incelendiğinde görüleceği üzere tüm bölgelerde yoksulların oranında düzenli bir düşüş varken Avrupa ve Orta Asya'da azalma eğilimi gözlenmemektedir. Bu durum, geçiş ekonomisi ülkelerinin piyasa ekonomisine uyum sağlama çabalarının maliyeti olarak düşünülebilir. Adı geçen bölgelerde, 1981'de yüzde 1.7 olan yoksulluk oranı 2002'de 5,1'e yükselmiştir. 2005 yılında bu oran 3,7 olmuştur.

Tablo 1: Dünyada Günde 1,25 Doların Altında Geliri Olanlar (%)

BÖLGE	1981	1984	19987	1990	1993	1996	1999	2002	2005
Çin Asya ve Pasifik	77.7	65.5	54.2	54.7	50.8	36.0	35.5	27.6	16.8
ÇİN	*84.0*	*69.4*	*54.0*	*60.2*	*53.7*	*36.4*	*35.6*	*28.4*	*15.9*
Avrupa ve Orta Asya	1.7	1.3	1.1	2.0	4.6	4.6	5.1	4.6	3.7
Latin Amerika ve Karayipler	11.5	13.4	12.6	9.8	9.1	10.8	10.8	11.0	8.4
Orta Doğu ve Kuzey Afrika	7.9	6.1	5.7	4.3	4.1	4.1	4.2	3.6	3.6
Güney Asya	59.4	55.6	54.2	51.7	46.9	47.1	44.1	43.8	40.3
Sahra Altı Afrika	53.7	56.2	54.8	57.9	57.1	58.7	58.2	55.1	51.2
Tüm Gelişmekte olan Ülkeler	51.8	46.6	41.8	41.6	39.1	34.4	33.7	30.6	25.2
Günde 1 doların altındaki Gel. O. Ülkeler	41.4	34.4	29.8	29.5	27.0	23.1	22.8	20.3	16.1
Günde 2 doların altındaki Gel. O. Ülkeler	69.2	67.4	64.2	63.2	61.5	58.2	57.1	53.3	47.0
Günde 2,5 doların altındaki Gel. O. Ülkeler	74.6	73.7	71.6	70.4	69.2	67.2	65.9	62.4	56.6

Kaynak: Haughton ve Khandler (2009: 185) (Chen ve Ravallion, 2008'den hazırlanmıştır)

Tablo 2'de Türkiye'deki mutlak yoksulluk oranları yer almaktadır. Türkiye ve ona eşit gelişmişlik düzeyine sahip olan ülkelerde mutlak yoksulluk sınırı olarak kabul edilen kişi başı günde 4,3 $'ın altında gelir düzeyine sahip olanların oranı sürekli düşmektedir. 2002 yılında Türkiye genelinde bu oran yüzde 30,30 iken hızla azalmış ve 2011 yılında yüzde 2,79'a kadar gerilemiştir. Her ikisi de azalma eğiliminde olmakla birlikte, 2011 yılında kentlerde yoksulluk oranı 0,94 iken kırsal alanlarda bu oran 6,83'e yükselmektedir, dolayısıyla kırsal alanlarda yoksulluk daha belirgin bir şekilde ön plana çıkmaktadır.

Tablo 2: Yoksulluk Sınırı Yöntemlerine Göre Fert Yoksulluk Oranları, 2002-2011

Yöntemler	Fert yoksulluk oranı (%)									
	2002	2003	2004	2005	2006	2007(*)	2008	2009	2010	2011
TÜRKİYE										
Kişi başı günlük 2,15 $'ın altı (1)	3,04	2,39	2,49	1,55	1,41	0,52	0,47	0,22	0,21	0,14
Kişi başı günlük 4,3 $'ın altı (1)	30,30	23,75	20,89	16,36	13,33	8,41	6,83	4,35	3,66	2,79
KENT										
Kişi başı günlük 2,15 $'ın altı (1)	2,37	1,54	1,23	0,97	0,24	0,09	0,19	0,04	0,04	0,02
Kişi başı günlük 4,3 $'ın altı (1)	24,62	18,31	13,51	10,05	6,13	4,40	3,07	0,96	0,97	0,94
KIR										
Kişi başı günlük 2,15 $'ın altı (1)	4,06	3,71	4,51	2,49	3,36	1,49	1,11	0,63	0,57	0,42
Kişi başı günlük 4,3 $'ın altı (1)	38,82	32,18	32,62	26,59	25,35	17,59	15,33	11,92	9,61	6,83

(1) 1 $'ın satın alma gücü paritesi üzerinden karşılığı olarak 1 $'ın satınalma gücü paritesine (SGP) göre karşılığı olarak 2002 yılı için 618 281 TL; 2003 yılı için 732 480 TL; 2004 yılı için 780 121 TL ; 2005 yılı için 0,830 YTL, 2006 yılı için 0,921 YT

(*) 2007 yılından itibaren yeni nüfus projeksiyonlarınkullanılmaktadır.

Kaynak: TÜİK

Göreli Yoksulluk

Yoksulluk kavramı üzerine yoğun iktisadî, sosyolojik ve felsefî tartışmalar yapılmaktadır. Bu tartışmalar sırasında geliştirilen kavramlardan birisi de "göreli yoksulluk"tur. Göreli yoksulluk kavramı da mutlak yoksulluk kavramı gibi Dünya Bankası tarafından geliştirilmiştir. Göreli yoksulluk (ya da diğer adıyla 'geniş anlamda yoksulluk') "gıda, giyim ve barınma gibi imkânları yaşamlarını devam ettirmeye yettiği halde toplumun genel düzeyinin gerisinde kalmak" şeklinde tanımlanır. Bir başka tanıma göre göreli yoksulluk "bireylerin, toplumun ortalama refah düzeyinin belli bir oranının altında olması durumudur". Göreli yoksulluk kavramı insanın belirli bir çevresi olan toplumsal bir varlık olmasından yola çıkar. Bu çerçevede, toplumun genel düzeyine göre belirli bir sınırın altında gelir ve harcamaya sahip olan kişiler veya hanehalkları her ne kadar minimum ihtiyaçlarını rahat bir şekilde karşılayabiliyor olsalar da göreli anlamda "yoksul" olarak tanımlanır. Göreli yoksulluk kavramına göre yoksulluk yalnızca kaynaklara erişememe ve yaşamı sürdürme sorunu olmayıp bu kavram yoksulluğu kişi ya da hanehalkının, içinde yaşadığı toplum tarafından kabul edilen asgari bir yaşam seviyesine sahip olup olmadığı ile ilişkilendirmektedir. Göreli yoksulluk kavramı bu nedenle kişi ve grupların mutlak gelir düzeyi ile değil gelir ve refahın dağılımı ile ilgili farklılıkları hedef alır. Bu bağlamda bir ülkede mutlak yoksulluk tamamen ortadan kaldırılabilir ancak gelir düzeyi ne olursa olsun bir ülkede göreli yoksulluk her zaman varlığını sürdürecektir (Aktan ve Vural, 2002; Tokatlıoğlu, 2007: 367).

Sübjektif Yoksulluk

Yoksulluk üzerine son dönemdeki popüler tartışmaların odağındaki bir kavram da "sübjektif yoksulluk"tur. Sübjektif (öznel) yoksulluk kavramına göre "kendini yoksul olarak tanımlayan herkes yoksuldur". Bu durumda bir birey temel tüketim mallarını tüketebildiği halde eğer tüketim sepeti içindeki "tüketemediği" mallar nedeniyle kendini yoksul hissediyorsa bu birey "yoksuldur". Görüldüğü gibi bu kavrama göre ekonomik birimlerin tüketim tercihleri ön plandadır. Her ne kadar bazı normatif yargılar içerseler de mutlak ve göreli yoksulluk tanımları aslında objektif yoksulluk tanımlarıdır. Goodman, Johnson ve Webb (1997), sübjektif yoksulluktaki temel düşünceyi şöyle özetlemektedir: "Madem ki yoksulluk toplumun kabul edeceği minimum bir yaşam standardı düzeyi ile ilgilidir öyleyse yoksulluk çizgisini belirlemenin bir yolu, büyük ölçekli anketler yaparak toplumun bu konudaki görüşünü belirlemektir" (TÜSİAD, 2000: 98).

İnsanî Yoksulluk

Yoksulluğun özellikle "insanca yaşama" boyutu üzerine yapılandırılmış bir kavram olan insanî yoksulluk Birleşmiş Milletler Kalkınma Programı (UNDP) tarafından 1997 yılında geliştirilmiştir. "İnsanî yoksulluk" kavramında, yoksulluk elde edilen gelirle ilişkilendirilmeksizin insani yaşam standartlarına erişme olanaklarına göre

belirlenmektedir. İnsanların eğitim ve sağlık hizmetlerine, temiz su kaynaklarına ulaşabilirliği, uzun bir yaşam sürebilmesi, yeni fırsat ve seçenekleri kullanabilmek için gerekli altyapının varlığı ve tüm bunların sürdürülebilir olması "insani yoksulluğun" sınırlarını belirlemektedir. UNDP insanî yoksulluk kavramı çerçevesinde "İnsani Gelişme Endeksi" (İGE) adı verilen bir endeks oluşturmuştur. İGE'nin üç bileşeni vardır: Uzun ömür, eğitimli ve sağlıklı bir yaşam, gelir düzeyi. İGE, "0" ile "1" arasında değerler almaktadır ve endeks sıfıra yaklaştıkça yoksulluk düzeyi yükselmektedir.

BİR YOKSULLUK NEDENİ OLARAK EĞİTİMSİZLİK

Yapılan araştırmalar yoksulluğun birden fazla nedeni olduğuna işaret etmektedir. Buna göre yoksulluğun belli başlı nedenleri şunlardır (Aktan ve Vural, 2002; DPT, 2001; Tokatlıoğlu, 2007):

- Gelir dağılımındaki eşitsizliklerin artışı,

- Ülkede uygulanan iktisat politikaları ve iktisadi düzenlemeler,

- Ülkenin kalkınma ve büyüme dinamikleri,

- Olağanüstü koşullar,

- Bireyin veya hanehalkının özellikleri ve toplumsal yapıdaki farklılıklar.

Bu nedenler arasında konumuz açısından ön plâna çıkan unsur bireyin ve hanehalkının özellikleridir. Toplumdaki bazı fertlerin yeterli ve sürekli bir gelir düzeyine ulaşamamalarının başlıca sebepleri arasında üst sıralarda "iyi bir eğitimden yoksun olmaları" yer almaktadır. Eğitim eksikliği, yetenek ve çalışma gayreti farklılıkları açısından gelir düzeyinde yükselme potansiyeli taşıyan kişilerin bu potansiyelini de ortadan kaldırmaktadır.

Şenses (2003)'te ele alındığı üzere, ekonomik büyüme ve gelir artışı ile birlikte eğitim düzeyinin artması yoksulluğu düşürecektir ve aslında gelir düzeyini artırmayı amaçlayan büyüme politikaları yoksullukla mücadele yaklaşımları arasında dolaylı bir yöntem olarak bilinmektedir. Aktan ve Vural (2002), beşeri sermayenin güçlendirilmesine dönük politikaları yoksullukla mücadelenin olmazsa olmazları arasında görmektedir. Buna göre; eğitim, bilgi ve beceri eksikliği nedeniyle yoksul kalan kişilere nitelikli bir eğitim verilmesi bu kişilerin gelir elde etme kabiliyetlerini artırır. Eğitimle birlikte artan emek verimliliği kişilerin teknolojik gelişmelere uyum sağlayabilmesini temin eder ve yapısal işsizliğin önüne geçer. Eğitim imkanlarının sadece artırılması yetmez mevcut eğitimin kalitesi de artırılmalıdır. Öte yandan kişilerin eğitim talebinin artırılması da bu sürece paralel bir şekilde yürütülmelidir. Özellikle kız öğrencilerin eğitime katılması için hem devlet hem de sivil toplum kuruluşları nezdinde çalışmalar yapılmalıdır.

Görüldüğü üzere, eğitim düzeyinin yükseltilmesine ve beşeri sermayenin güçlendirilmesine dönük politikalar yoksullukla mücadelenin en önemli kanallarıdır. Bilgi ve beceri eksikliği nedeniyle yoksulluk sarmalına yakalanan kişilere nitelikli bir eğitim verilmesi bu kişilerin gelir elde etme kabiliyetlerini artırır ki uygun şartlar oluştuğunda bu durum gelir üretmeye başlayacaktır. Eğitim süreci kişilerin verimliliğini artırmaktadır. Eğitimle artan emek verimliliği ve kişilerin teknolojik gelişmelere uyum sağlayabilmesi yapısal işsizliğin önüne geçen önemli bir unsurdur. Eğitim imkânlarının sadece nicel olarak artırılması yetmez, mevcut eğitimin kalitesi de artırılmalıdır. Öte yandan nitelikli bir eğitimin üretilmesi yani arz edilmesine rağmen, yeterli talep olmayınca beklenen olumlu etki ortaya çıkmayacaktır. Bu nedenle her yaştan çeşitli sosyal grupların (çocuk, kadın, engelli…vb) eğitim talebinin artırılması büyük önem taşımaktadır.

Yoksulluk ve eğitim ilişkisi incelendiğinde eğitim düzeyinin yoksulluğu etkilediğine dair önemli kanıtlar ortaya çıkmaktadır. Türkiye'de yapılmış olan bazı çalışmalar bu konuda örnek olarak gösterilebilir. Erdoğan (1999) ve bu temel çalışmaya dayalı verileri aktaran DPT (2001: 147-48) çalışmalarında, minimum gıda harcaması maliyetine göre yapılan hesaplamalarda yoksulların yüzde 31.94'ünü okuryazar olmayanlar, yüzde 24.42'sini okur-yazar olup bir okul bitirmeyenler, yüzde 38.91'ini ilkokul mezunlarının oluşturduğu görülmektedir. Yani yoksulların yarıdan fazlası okur-yazar olmayan ve ilkokul diploması olmayanlardan oluşmaktadır. Bu oran kırsal alanda yüzde 67.43'e kadar çıkmaktadır. Dolayısıyla yoksulluk düşük eğitim düzeyi ile doğru orantılı bir artış içindedir. İlgili çalışmada Türkiye'de 4.199.600 kişi olan okul çağındaki yoksulun 3.991.172'si yani yüzde 95.27'si eğitimi hiç olmayanlar ile ilkokulu bitirecek kadar eğitim alanlar oluşturmaktadır. Aynı araştırmada benzer eğilim temel gereksinimler maliyetine göre hesaplanan yoksul sayısında da görülmektedir. Bu açıdan bakıldığında toplam hesaplanan 12.485.442 yoksulun yüzde 26.90'ı okuryazar olmayan, yüzde 22.69'u okuryazar olup bir okul bitirmeyenlerden, yüzde 42.48'i ilkokul mezunu olanlardan oluşmaktadır. Ortaokul ve dengi okul mezunlarının yoksulluk oranı yüzde 5.12, lise ve dengi okul mezunlarının yoksulluk oranı yüzde 2.66 ve yüksekokul, üniversite mezunu yoksulların oranı sadece yüzde 0.14'tür.

Yukarıda bahsi geçen araştırmanın ardından TÜİK'in başlatmış olduğu yoksulluk araştırması sonuçlarına bakıldığında son dönemlerde de aynı eğilimin devam ettiği görülmektedir. Tablo 3'e bakıldığında Türkiye genelinde yoksulluk oranlarının her eğitim türünde azaldığı görülmektedir. 2009 yılında yüksekokul, fakülte ve üstü mezunlarında yoksulluk

oranı yüzde 0.40'a, lise ve lise dengi meslek liseleri mezunlarında yüzde 4.76'ya, ortaokul ve orta dengi meslek okulları mezunlarında yüzde 7.82'ye düşmüştür. Bunların dışındaki eğitim düzeylerinde bulunan okullardan mezun olanlar ile hiçbir okulu bitiremeyenlerdeki yoksulluk oranları düşme eğiliminde olmakla birlikte henüz oldukça yüksektir.

Tablo 3: Fert Yoksulluk Oranları (%)

Eğitim durumu -	2005			2006			2007			2008			2009		
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	
TÜRKİYE	19,97	21,01	17,81	17,32	18,27	17,79	17,33	18,26	17,11	16,70	17,52	18,08	17,10	19,03	
6 yaşından küçük fertler	27,86	27,56	24,78	25,12	24,43	24,52	24,91	24,10	22,53	22,86	22,18	24,04	22,87	25,27	
Okur-yazar değil veya bir okul bitirmeyen	30,94	31,92	28,10	27,73	28,34	28,98	29,13	28,88	30,50	30,77	30,31	29,84	30,34	29,52	
İlkokul	19,92	14,51	14,19	16,52	12,05	14,24	15,87	12,68	13,44	15,91	11,22	15,34	16,86	13,83	
İlköğretim	21,79	23,02	18,06	16,47	19,66	19,19	19,79	18,55	17,20	18,67	15,66	17,77	17,19	18,39	
Ortaokul ve orta dengi meslek	9,72	5,62	8,07	9,69	4,89	9,16	11,06	5,57	8,34	9,85	5,78	9,76	10,89	7,82	
Lise ve lise dengi meslek	7,98	5,14	5,20	6,06	4,05	5,88	7,05	4,09	5,64	6,00	5,11	5,34	5,71	4,76	
Yüksekokul, fakülte ve üstü	0,83	0,72	1,01	1,28	0,56	0,81	0,97	0,53	0,71	0,88	0,43	0,71	0,92	0,40	

Kaynak: 2009 Yoksulluk Çalışması Sonuçları, TÜİK.

Eğitim düzeyi ile yoksulluk oranı arasındaki negatif yönlü ilişki dünyadaki diğer ülkelerde de aynıdır. Amerika Birleşik Devletleri İstatistik Bürosu'nun 2005 yılında yayınlamış olduğu bir çalışmaya göre liseyi bitirememiş kişilerin yıllık ortalama toplam geliri 19.169 $ iken lise mezunları 28.645 $, üniversite mezunları 51.554 $ ve üniversite üstü eğitim yapmış olanlar 78.093 $ yıllık gelire sahiplerdir. Yine bir araştırmada belirtildiği üzere (Bernstein, 2007) kişilerin eğitim düzeyi, eğitime eklenen her yıl için yüzde 7 oranında yükselmektedir. Aslında burada bir kısır döngüden de söz etmek gerekir. Eğitim almak yoksulluğu azaltan bir faktördür, ama yoksullar eğitim alacak gelire sahip olamadıkları için yoksullukları da kalıcı olmaktadır.

Eğitim seviyesinin artması hem istihdamı hem de gelir durumunu olumlu yönde etkilemektedir. Dolayısıyla iyi eğitim alamamış kişi ve hanehalklarının yoksul olmaları son derece doğal kabul edilmektedir (Berg, 2008: 3). Orazem, Glewwe ve Patrinos (2007:5) kırsal alanda verimliliği artan işgücünün yoksulluktan kurtulduğuna dair çalışma sonuçlarına işaret ederken, Ferreira ve Litchfield (1998, 32) Şili'de hanehalkı gelirlerinde yüzde yirmibeş ile yüzde otuz civarındaki artışın eğitim seviyesinin yükselmesi nedeniyle gerçekleştiğine dikkat çekmektedir. Öte yandan, eğitimin getirisi özellikle birincil seviyedeki eğitimlerde daha yüksektir. Psacharopoulos ve Patrinos (2004) artan eğitim yatırımları sonucunda birincil eğitimin daha yüksek seviyedeki eğitime göre getirisinin yüksekliğini göstermektedirler (Berg, 2008: 3). Ama farklı çalışmalar aynı sonuçları vermeyebilmektedir. Ama şurası mutlak bir gerçektir ki, gelişmekte olan ülkelerde bulunan mutlak yoksullar genellikle düşük eğitimlilerdir ve çoğu birincil eğitimini dahi tamamlayamamış kişilerden oluşmaktadır. Küresel çapta birincil eğitim yoksulluğun düşürülmesinde hayati bir role sahiptir. Ancak görünen odur ki birincil eğitimde nicel anlamda büyük ilerleme sağlayan birçok ülke eğitimin niteliğini artıramadığı için kısa ve orta vadede yoksullukta önemli bir düşüş sağlayamamaktadır (Berg, 2008: 4). Bu arada Schnepf (2004) çalışmasında gösterildiği üzere özellikle gelişmiş ülkelerdeki bazı öğrenci gruplarının dil, etnik azınlık statüsü ve göçmen statüsü nedeniyle yoksulluğa düştükleri görülmektedir. Bu öğrenciler sosyal açıdan dışlanmakta, sosyal dezavantajlara sahip olmakta ve yoksulluk riskini sürekli olarak hissetmektedirler. Öte yandan bu grupların sosyal hareketliliğinin düşük olması çalışabilecekleri meslek yelpazesini daraltırken aynı gruplarda eğitimin gelir artırma yoluyla yoksulluktan kurtarma oranı daha düşük kalmaktadır (Berg, 2008: 4).

Raffo vd. (2007), çalışmalarında eğitim ve yoksulluk arasındaki ilişkiyi üç düzeyde incelerler: Mikro, makro ve ara düzey. Mikro düzeydeki açıklamalar bireysel, makro düzeydeki açıklamalar sosyal yapı ve eşitsizlik, ara düzeydeki açıklamalar ise orta düzey sosyal koşulları konu almaktadır. Makro düzeydeki açıklamalara göre; küreselleşmenin ortaya çıkardığı yüksek oranlı işsizlik gettolaşma, sağlık sektöründeki eşitsizlikler, evsizlik ve zayıflayan altyapı

aracılığı ile eğitimi zayıflatmakta, bu süreç ise başta çocuk yoksulluğu olmak üzere hanehalklarının yoksulluk düzeyini olumsuz etkilemektedir. Mikro düzeydeki açıklamalara göre; eğitim süreci gençlerin beşeri sermayesini inşa eden "tuğlalar" oluşturmakta onları "doğdukları" durumdan daha üst pozisyonlara taşımaktadır. Dolayısıyla eğitim süreci yoksulluk üzerinde önemli pozitif katkılar oluşturmaktadır. Ara düzey etkilerine göre ise küreselleşmeden başlayarak ortaya çıkan zincirleme etkiler evdeki anne ve babaların eğitimini de kapsamakta ve bu şekilde çocuklar ve gençlerin yoksulluğu başta gelmek üzere olumsuz etkiler üretmektedir.

AÇIK VE UZAKTAN EĞİTİM İLE YOKSULLUĞUN AZALTILMASI: LİTERATÜR TARAMASI

Açık ve uzaktan öğretim, "öğrencinin iletişim teknolojilerinden yararlanarak öğrenmesini sağlayan" çağdaş bir uygulamadır. Gelişmiş ya da gelişmekte olan birçok ülkede uygulanmaktadır. Böylece her yaş, gelir ve meslek grubundan insan üretkenlikten kopmadan ve öğrenimlerini kendi hız ve kapasitelerine göre uyarlayarak eğitim fırsatlarından yararlanabilmektedir. Birbirinden farklı mekânlardaki öğretici, öğrenci ve eğitim araçlarını modern bilgi-iletişim teknolojileri ile bir araya getiren eğitim modellerini kapsayan açık ve uzaktan eğitim, ileri teknolojiye kapılarını açmış olan bir eğitim felsefesi olarak da değerlendirilebilir (www.anadolu.edu.tr, 2012).

Açık ve uzaktan eğitimin başlıca karakteristik özellikleri şunlardır (Bukhsh, 2007):

-Öğretici ve öğrencinin ayrılması,

-Zaman ve mekan özgürlüğü,

-Teknoloji kullanımı

-Öğrenciler için esnek öğrenme fırsatları,

-Herkese açık bir eğitim,

-Eğitim türlerinin hızlı artması.

Açık ve uzaktan eğitim sisteminin bir ülkenin eğitim sistemine, kültür düzeyine ve ekonomisine, kısaca toplumun kalkınma ve refah seviyesine çok sayıda olumlu katkısı bulunmaktadır. Çalışmamız bu katkı unsurlarından özellikle yoksulluk olgusuna dikkat çekmektedir. Eğitimin gelir ve yoksulluk düzeyine olumlu etkileri konusunda oldukça önemli kanıtlar bulunmaktadır. Bu kanıtlar açık ve uzaktan eğitim söz konusu olduğunda daha büyük önem kazanmaktadır. Çünkü yoksulluk büyük ölçüde kitlesel bir olgudur ve kitlesel bir sorunun ortadan kaldırılmasında yaygınlaştırılmış bir eğitim sisteminden yararlanılması gerektiği de ortadadır. Çalışmamızın bu kısmında açık ve uzaktan eğitim sisteminin yoksulluk üzerindeki etkilerini gösteren çalışmalardaki bulgulara değinilecektir.

Ferdousi (2010), eğitimin bir toplumu değiştirmek için önemli bir araç olduğuna dikkat çekerken nüfusun yüzde sekseni kırsal kesimde yaşayan ve 120 milyondan fazla nüfusa sahip bir ülke olan Bangladeş'teki cinsiyet eşitsizliği üzerinde durmaktadır. Yazar yasalarda cinsiyet eşitliğine dair yeteri kadar hüküm olmasına rağmen kadınların bu haklardan haberinin olmadığını ve bu haklardan yararlanamadığını belirtmektedir. Ferdousi, bu ülkedeki resmi uzaktan eğitim kurumlarının cinsiyet eşitsizliğinin bu dezavantajı üzerinde olumlu etkilerde bulunduğunun altını çizmektedir. Bangladeş Açık Üniversitesi'nin ülkedeki yetişkinlere ve özellikle kadınlara okurken çalışma imkanı verdiğini, açık ve uzaktan eğitimde, bazıları kadınlara özel 23 resmi program olduğunu ve bu sistemin cinsiyet eşitsizliğini azaltıcı etki oluşturduğunu belirten yazar bu sistemde üretilen çok sayıda video ve ses materyalinin varlığına dikkat çekmektedir.

Ofoegbu (2009) çalışmasında Ferdousi (2010)'a benzer şekilde açık ve uzaktan öğretim sisteminin temel eğitime kadınların katılmasını sağlayarak cinsiyet eşitsizliğini azaltması üzerinde durulmaktadır. Nijerya'nın Edo eyaletinin Benin kentinde yapılan saha araştırmasında kadınların okula kayıt olmasında ve devam etmesinde açık ve uzaktan eğitimin çok etkili olduğu ve bu sayede erkeklerin yakaladığı fırsatlara erişebildikleri belirtilmektedir. Yazar kadınların bu sayede gelir getirici ekonomik fırsatlar yakalayabildiklerine işaret etmektedir.

Aderinoye ve Ojokheta (2004) çalışmasında açık ve uzaktan öğretim sisteminin sürdürülebilir kalkınma üzerindeki etkisi ele alınmaktadır. Açık ve uzaktan öğretim sisteminin kişisel, toplumsal ve ulusal kalkınma üzerindeki etkilerine dikkat çeken çalışma Nijerya üzerinde gerçekleştirilmiştir. Anketler, görüşmeler ve kişisel katılımlarla yürütülen araştırma, uzaktan eğitimin insanların önündeki seçenekleri artırdığını ve günümüzdeki veya gelecekteki seçenekler hakkında bilgilendirdiğini, bu sayede gelir artışı ve sürdürülebilir kalkınma sürecine girildiğini göstermektedir.

Ambe-Uva ve Adegbola (2009)'un açık ve uzaktan eğitimin Afrika'nın toplumsal değişimine, yoksulluk, çatışma ve marjinalleşmenin sona ermesine ve insani gelişme amaçlarına ulaşılmasına neden olduğunu ileri süren çalışmalarında Nijerya konu alınmaktadır. Yazarlar, açık ve uzaktan eğitimin ve bilgi-iletişim sektörünün bütünleştirici gücünün insanların geçimlik gelir elde etmesinin önünü açtığını ve dolaylı olarak insan güvenliği ve HIV/AIDS gibi hastalıkların da yayılmasını önlediğini savunmaktadır.

Eğitimin gücü özgürleştiren en büyük etken olduğunu iddia eden Ghadoliya (2012), eğitim düzeyindeki yükselmenin sanayileşme ve modernizasyonun da itici gücü olduğunun altını çizmektedir. Mikro finansman yoluyla gelir düzeylerinde artış olan kadınların bankacılık, muhasebe ve benzeri faaliyetler açısından zayıf olduklarını ve bu nedenle kocalarına muhtaç kaldıklarını ileri süren çalışma, uzaktan eğitimin bu boşluğu doldurduğunu ve kadınlara kendilerini geliştirme fırsatı vererek şirketlerini daha iyi yönetme olanağı yarattığını savunmaktadır. Çalışma Hindistan'daki örnekleri inceleyerek bu sonuca ulaşmaktadır.

Asha S. Kanwar ve Margaret Taplin'in editörlüğünü yapmış olduğu 2001 tarihli çalışma çeşitli ülkelerde yapılmış olan örnek olay araştırmalarından oluşmaktadır. Asha S. Kanwar, Atifa Durrani, Elaine Kwok, Huang Danqing, Li Yawan, Madhulika Kaushik, Margaret Taplin, Monira Hossain, Mridula Rashmi, Nalini Ratnasiri, Shobhita Jain, Zhang Daixia isimli araştırmacıların, Çin, Hong Kong, Hindistan, Pakistan, Sri Lanka ve Bangladeş'te yapmış olduğu çalışmaların ortak noktası uzaktan eğitimin kadınların hayatını nasıl değiştirdiği üzerinedir. Çalışmalarda şu ortak sonuçlara ulaşılmıştır: Uzaktan eğitim kadınların ve annelerin evden çok uzaklaşmaksızın kocalarına, çocuklarına ve diğer aile fertlerine faydalı olabilmelerini sağlamaktadır. Uzaktan eğitim kadınların kendilerine olan faydalarını artırmaktadır. Uzaktan eğitim çocuklara fayda sağlamakta, acılarını azaltmaktadır. Uzaktan eğitim sayesinde çocuklar evde anneleriyle kalabilmektedir. Uzaktan eğitim sayesinde kadınlar korkularıyla başedebilmektedir. Uzaktan eğitim aracılığı ile kadınlar diğerleriyle deneyimlerini ve zorluklarla baş edebilme yöntemlerini paylaşabilmektedir.

Olakulein (2006)'da uzaktan eğitimin kadınların güçlendirilmesindeki rolü tartışılmaktadır. Nijerya için yapılan araştırmaların sonuçlarından yola çıkan Olakulein, uzaktan eğitimin etkin olduğu kadar ucuz bir eğitim sistemi olduğunu, okuma oranlarında ve geçim koşullarında hayli dezavantajlı bir kesim olan kadınlara önemli fırsatlar doğurabileceğine dikkat çekmektedir. Kaliteli bir uzaktan eğitim sisteminin kadınları ve aileleri yoksulluktan kuratarabileceğini savunan Olakulein, eğitim ile birlikte toplumsal hayatın nitelikli hale geleceğinin ve hatta bulaşıcı hastalıkların azalacağının altını çizmektedir.

Sharma (2005) çalışmasında Asya-Pasifik ülkelerinde 1 ABD dolarının altında yaşayan 700 milyon mutlak yoksul bulunduğundan bahsetmekte ve bu yoksulların sayısının azaltılmasında bilgi-iletişim teknolojilerinin (BİT) önemine dikkat çekmektedir. BİT'lerin başta eğitim sektörü olmak üzere sağlık ve kültürel sektörlerde kullanılmasının yoksulları ihtiyaçları olan bilgi ve deneyimlerle donatabileceğini ileri süren yazar bu uygulamaların "uzaklıkları" azaltabilme özelliği üzerinde durmaktadır.

BİT'lerin eğitim sektöründe ve özel olarak da uzaktan eğitimde kullanılması doğrudan ve dolaylı etkilerle yoksulluk oranlarını azaltabilecek etkiler oluşturabilmektedir. Spence (2003), bilgisayar kullanımının ücretler üzerindeki etkilerini incelediği çalışmasında, bilgisayar kullanımının ücretleri yüzde 25'e kadar artırabildiğini gösteren kanıtlar bulmuştur. Açık ve uzaktan eğitim süreçlerinde BİT'lerden daha yoğun bir şekilde destek alınması genel bir eğilimdir. Dolayısıyla uzaktan eğitim sistemi ve BİT'ler sayesinde yoksullar, iş arama, iş değiştirme, sağlık ve eğitim hizmetlerinden yararlanma, bu konulardaki gelişmelerden haberdar olma fırsatı yakalayabilmektedir. Uzaktan eğitim sisteminin sayesinde yoksullar bilgiye hem düşük bir maliyetle hem de hızlı bir şekilde ulaşabilecektir. Adeya (2002:12) BİT'lerin "coğrafi izolasyonu" aşmaya yardımcı olduğunu ileri sürerken aslında yoksulların sosyal dışlanma sorununun da bu sayede azaltılabileceğine işaret etmektedir. Dolayısıyla uzaktan eğitim yoksulların içinde bulundukları toplumla bütünleşme derecelerini artıran bir faktör olarak da ön plana çıkmaktadır. Tablo 4'te BİT'lerin yoksulluk ile ilişkisi üzerine yapılmış çalışmaların bir özeti yer almaktadır (Günsoy ve Günsoy, 2008).

Tablo 4: Yoksulluk ve BİT İlişkisi Üzerine Yapılmış Bazı Çalışmalar ve Sonuçları

ÜLKE	BULGU	YAZARLAR
Ghana	Gana kentlerinde küçük ölçekli işletmelerin başarısında haberleşme merkezlerinin varlığı etkilidir.Ancak önemli miktarda küçük işletmenin bu merkezlere sahip olmaması ve/veya ulaşamaması başarılarını ve dolaylı olarak kırsal kalkınmayı engellemektedir. Bu işletmelerin BİT'lere ulaşmakta parasal desteğe gereksinimleri vardır.	Owen ve Darkwa(1999)
Botswana	Özellikle internet kullanımı ve buna dönük altyapıya ait yatırımlar zaman, deneyim, finansal maliyetler ve değişken maliyetler için oldukça önemlidir.	Duncombe ve Heeks (1999)

Sahra-altı Afrika	Sahra-altı Afrika ülkelerinde küçük ölçekli işletmelerin hızlı büyüme ve istihdam artışı için çok önemli bir rolü olmasına rağmen BİT altyapısının geriliği bu faydaların ortaya çıkmasını geciktirmektedir.	CSIR (1996)
ABD (özellikle düşük gelirli topluluklar)	Yoksulluk sadece gelir açığı değildir.İletişim teknolojileri yoksulları bilginin tüketiciliğinden üreticiliğine dönüştürür.	Schon vd.(1999)
Ghana	BİT'lerin küçük ve orta ölçekli çiftliklerde kullanımının gelirlerini arttırabileceği, bölgesel piyasalar hakkında bilgi sahibi yapabileceği ve uluslararası tarımsal know-how'ları tanıtabileceğini göstermektedir.	Addo-Dankwa (2002)
Orta Doğu ve Kuzey Afrika	İncelenen bölgede geleneksel tekniklerle yüksek kalitede üretim yapan düşük gelirli esnafların, yüksek gelirli ülkelerin pazarlarına e-ticaret aracılığı ile ulaşarak önemli fırsatlar yakalayabileceği gösterilmiştir.	Hazan (2002)
Bangladeş	Bangladeş'teki köy temelli mikro-finansman organizasyonu olan Grameen Bank'ın üyelerinin telefon kullanımının artmasıyla yaşamlarının nasıl değiştiği ve kırsal gelişmedeki ilerlemeler konu edilmektedir.	-Ahmed(1998) -Bayes vd.(1999) -Camp ve Anderson(1999) -Lawson ve Meyenn(2000) -Telecommons Development Group (2000) -UNCTAD(2001)
	Telekomünikasyonun gelişmesi kırsal kalkınmayı olumlu etkilemektedir.	Hudson (1984)
	Telekomünikasyon sektörüne dönük yatırımların geri kazanımları oldukça yüksektir ve ekonomik kalkınmayı da olumlu etkilemektedir.	Kenny vd . (2000)

Kaynak: Adeya (2002:16-21); Spence (2003:23).

Burada açık ve uzaktan eğitimin BİT altyapısı yoluyla yoksulluğu düşürebileceğine dair ipuçları üzerinde durulmuştur. Ancak bu konuda dikkat edilmesi gereken bazı hususlar da bulunmaktadır. Öncelikle BİT'lerden beklenen olumlu etkilerin ortaya çıkabilmesi için bazı ön koşulların gerçekleşmesi gerekmektedir. Zira, yoksulluk çok farklı boyutları olan karmaşık bir olgudur ve her ülkenin koşulları farklıdır. Dolayısıyla açık ve uzaktan eğitim sisteminin BİT'ler aracılığı ile yoksulluğu azaltma yeteneği çevresel koşulların uygunluğunu gerektirir. Bu nedenle, BİT'lerin yardımıyla yoksulluğu azaltmak üzere geliştirilecek politikalar öncesinde, toplum, teknoloji ve eğitim unsurları bütünsel bir yaklaşımla ele alınmalıdır.

SONUÇ

Eğitimin yoksulluğu azaltma konusundaki başarısı ortadadır. Eğitim sürekli gelirin önemli bir kaynağı olduğu gibi fertlerin hayatlarındaki seçenekleri artırıcı bir faktördür. Dolayısıyla sosyal refahı artırma politikaları eğitim ile güçlü bağlantılar içindedir. Yoksulluk üzerinde açık ve uzaktan eğitimin etkisi de bu kapsamda ele alınmalıdır. Dünya ülkelerinde yoksulluk oranları düşme eğilimi göstermekle birlikte halâ büyük kitleler yoksulluk içinde yaşamaktadır. Bu yoksulların önemli bir kısmı eğitim olanaklarından yararlanamamaktadır. Dolayısıyla aslında bir kısır döngü oluşmaktadır. Yoksullar hem gelir düzeyleri düşük olduğu için hem de çalışmak zorunda olduklarından eğitim alamamakta ve yoksullukları sürmekte, yoksulluk bir miras gibi gelecek nesillere aktarılmaktadır. O halde eğitim sistemi onlara alternatif bir seçenek sunmak zorundadır. Bu alternatiflerin en güçlüsü açık ve uzaktan eğitim sistemidir. Açık ve uzaktan eğitim bir yandan çalışırken eğitim görme fırsatı oluştururken diğer yandan kazandırdığı bilgi ve becerilerle fertlerin iş bulma ihtimallerini artırmakta ve seçeneklerini çoğaltmaktadır.

Dünyanın çeşitli ülkelerinde uygulanmakta olan açık ve uzaktan eğitimin bu ülkelerdeki yoksulluk seviyeleri üzerindeki olumlu etkilerini gösteren belirli sayıda çalışma bulunmaktadır. Genellikle az gelişmiş Afrika ve Asya ülkelerindeki uygulamaları konu edinen bu çalışmalar açık ve uzaktan eğitimin özellikle kadınlar üzerindeki etkilerine yoğunlaşmaktadır. Cinsiyet eşitsizliğinin yoğun olarak yaşandığı bu ülkelerde kadınların eğitim hakkından yeterli ölçüde yararlanamadığı ortadadır. İşte açık ve uzaktan eğitim bu eşitsizliği gidermek için önemli bir araçtır. Öte yandan yapılan anketler, görüşmeler ve kişisel katılımlarla yürütülen bu çalışmalar uzaktan eğitimin kişilerin sadece günümüzdeki değil gelecekteki seçenekleri de artırdığına işaret etmektedir. Bazı çalışmalarda açık ve uzaktan eğitimin insan güvenliğini artırdığı ve HIV/AIDS gibi hastalıkların yayılmasını dahi engelleyebildiği ortaya konulmuştur. Mikro finansman yoluyla girişimcilik konusunda faaliyette bulunan kadınlar yoksulluktan kurtulabilmektedir. Yapılan çalışmalar bu kadınlara uzaktan eğitim yoluyla bankacılık, muhasebe ve benzeri konularda eğitim verilmesinin onların şirketlerini daha iyi yönetebilmelerini sağladığını göstermektedir. Uzaktan eğitimin kadınlara sağladığı önemli faydalardan birisi de eğitim görürken evden (ve bazen evde yürüttüğü üretim faaliyetlerinden) uzaklaşmak zorunda olmamaları ve böylece çocuklarına ve diğer aile fertlerine vakit ayırabilmeleridir. Kuşkusuz bu durum topluma sağlıklı bireyler yetiştirme açısından da olumlu katkı yapmaktadır.

Geniş kitlelere ulaşabilen açık ve uzaktan eğitim, geleneksel yüzyüze eğitimin bireylere ve topluma sağladığı faydalara eşdeğer işlevler gören ve hatta bu faydaları daha da artırmaya aday bir eğitim sistemidir. Gelişen teknoloji ve eğitim araçları sayesinde yüzyüze eğitimin dahi elde edemediği avantajlara sahip olabilen açık ve uzaktan eğitim sistemi bugün çağın gerektirdiği eğitim ihtiyaçlarına rahatlıkla cevap verebilmektedir. Klasik tanımlamalarda öğretici ve öğrencinin ayrı mekânlarda olduğu bir eğitim sistemi olarak açıklansa da bugün artık öğretici ve öğrenciyi gerek gerçek gerekse elektronik ortamda aynı mekanda buluşturabilen çok sayıda uygulama geliştirilmiştir. Küreselleşmenin sonucunda gelişen esnek üretim sistemleri dünya genelinde yaygınlaşırken eğitim sistemlerinde de esnek uygulamalar önem kazanmaktadır. Zaman ve mekânda özgürleşmenin fırsatlarını sunan açık ve uzaktan eğitim sistemi geleneksel eğitim sistemlerine zengin alternatifler oluşturmaktadır. Dolayısıyla açık ve uzaktan eğitim sistemi başta yoksulluk olmak üzere çok sayıda toplumsal sorunu çözmek için yararlanılabilecek güçlü bir araçtır.

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Özet: Çalışmada, uzaktan eğitim yöntemiyle eğitim verilen Anadolu Üniversitesi Açıköğretim Fakültesi Yönetim ve Organizasyon Bölümü Ev İdaresi Önönlisanslisans Programı'nın öğrenciler açısından değerlendirilmesi amaçlanmaktadır. Bu amaca yönelik olarak 33 sorudan oluşan bir anket hazırlanmıştır. Anket e-mail ile bu bölümde kayıtlı aktif öğrencilerin tümüne gönderilmiştir. Çalışmada öncelikle kadına yönelik bir eğitim programı olarak Ev idaresi Önlisans Programı'nın amacı, işlevi, dersler, öğrenci sayısı ile ilgili bilgiler verilmiştir. Daha sonra Dünyada ve Türkiye'de uzaktan eğitimde kadın konusuna ve kadın ve erkeğin eğitimle ilgili istatistiki verilerine yer verilerek, uzaktan eğitimin kadınlar açısından olumlu ve olumsuz yönlerine değinilmiştir. Bulgular bölümünde ise öğrencilerden gelen 343 adet anket SPSS programında analiz edilerek değerlendirilmiştir. Değerlendirmede; öğrencilerin demografik özellikleri, programı tercih nedenleri, sosyal yaşamlarında, aile içi ilişkilerinde, iş yaşamlarında yararlandıkları dersler, ders programı hakkında düşünceleri, bilgisayar ve internet kullanımları, programın meslek edinmelerine, kendilerini birey olarak yetiştirmelerine ve kadın hakları konusunda bilinçlendirmeye katkısı olup olmadığı dikkate alınmış, sonuçta öğrenciler açısından programın değerlendirilmesi yapılmıştır.

Anahtar sözcükler: Anadolu Üniversitesi, uzaktan eğitim, ev idaresi, kadın.

ASSESSMENT OF ANADOLU UNIVERSITY HOME ECONOMY ASSOCIATE DEGREE PROGRAM IN TERMS OF STUDENTS

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Abstract: The purpose of this study is the assessment of Anadolu University Open Education Faculty, Management and Organization Department, Home Economy Associate Degree Program providing education through the distance education in terms of students. For this purpose, a survey consisting of 33 questions has been prepared. This survey has been sent to all active students enrolled to this department by e-mail. The followings are primarily mentioned in the study; the purpose and function of the housekeeping associate degree program which is an education program women oriented, information on the courses and student numbers. Thereafter, by being referred the subject of woman in distance education in Turkey and world and the related statistical data on education belonging to woman and man, the positive and negative sides of the distance education were mentioned with regards to woman. At the findings stage, 343 surveys received from students have been assessed by being analyzed in SPSS program. . The followings have been taken into consideration in the assessment; demographic characteristics of students, reasons for preference of the program, the courses from which they benefit in their social lives, intra-family relations and business lives, their opinions on academic program, computer and internet utilization, whether the program makes contribution to acquire a profession, improve themselves as an individual and finally the program assessment has been carried out in terms of students.

Key words: Anadolu University, distance education, home economy woman.

GİRİŞ

Uzaktan öğretim; dünyada ve ülkemizde eğitim olanağından yoksun kesimin, ağırlıklı olarak kadınlar olması nedeniyle ve uzaklık, zaman ve çoklu karar gibi sınırlılıkların üstesinden gelmesiyle eğitime daha çok kadın kazandırmanın bir yolu olarak görülmektedir. Örgün eğitim olanağı bulamayan kadınlar, kendilerini geliştirmenin bir yolu olarak uzaktan eğitimi tercih etmektedir. Kadınların gelişiminde uzaktan eğitimin önemli bir işlevi vardır. Kadınlar yer ve zaman sınırlılıkları, kaynak yetersizlikleri, evdeki sorumluluklarının erkeklere oranla fazlalığı nedeniyle örgün eğitimden yeterince yararlanamamaktadırlar. Bu nedenle zaman ve mekan sınırlılığı olmayan uzaktan eğitim sistemiyle kadınlara evlerinde ulaşılarak, eğitimden yararlanmaları, yarım kalan eğitimlerini tamamlamaları ve kendilerini geliştirmeleri sağlanabilmektedir. (Demiray, 2010, s. ix.).

Ülkemizde yüksek eğitim düzeyinde kadınlara yönelik örgün eğitim veren; Çocuk Gelişimi ve Eğitimi, Ev Ekonomisi bölümleri ve Aile Ekonomisi ve Beslenme, Çocuk Gelişimi ve Okul Öncesi Eğitimi, Dekoratif Ürünler, Giyim, Hazır Giyim, Kuaförlük ve Güzellik Bilgisi, Nakış, Trikotaj Öğretmenliği bölümlerinin yanı sıra, Eskişehir Anadolu Üniversitesi bünyesinde yer alan ve uzaktan öğretim yöntemiyle hizmet veren Açıköğretim Fakültesinde, 1982 yılından bu yana devam eden İktisat-İşletme lisans programlarına ek olarak, 1992-1993 öğretim yılında Açıköğretim Önlisans Programlarından biri olan "Ev İdaresi Önlisans" programı başlatılmıştır. Program; ev, aile ve bireyin sahip olduğu kaynakların, amaca en uygun şekilde kullanma bilgi ve becerisini kazandırmayı amaçlamaktadır. Programa kayıtlı öğrenciler 1. Sınıfta; Genel İşletme, Davranış Bilimlerine Giriş, İktisada Giriş, İletişim Bilgisi, Uygarlık Tarihi, Temel Bilgi Teknolojileri, Hukuka Giriş, Yabancı Dil derslerinden, 2. Sınıfta ise; Aile Ekonomisi, Türk dili, Atatürk İlkeleri ve İnkılap Tarihi, Aile Sağlığı, Aile Yapısı ve İlişkileri, Ev Yönetimi, Toplumsal Yaşamda Kadın, Aile Psikolojisi ve Eğitimi derslerinden sorumludurlar. 20. Kasım. 2012 tarihi itibariyle Ev İdaresi programında aktif ve pasif olarak toplam 4038 kadın, 5044 erkek öğrenci eğitim görmektedir. Programdan eğitime başlanılan 1992-1993 tarihinden bugüne dek ise 28.175 kadın, 19.232 erkek mezun olmuştur. Bu bölümden mezun olanlar Bakanlıklarda, otellerde, kreşlerde, ana okulu, hastane, huzurevlerinde vb, kısacası evin görevlerini üstlenen her türlü kamu kuruluşlarında ve özel kuruluşlarda uzman olarak da çalışabilirler. (www.anadolu.edu.tr. 19.11.2012)

Türkiye'de eğitim açısından kadın ve erkekler değerlendirildiğinde, okuma yazma bilmeyen toplam 3.171.270 kişinin 553.704'ünün erkek, 2.617.566'sının kadın olduğu görülmektedir. Yüksekokul veya fakülte mezunu toplam 5.495.749 kişinin ise 3.196.262'si erkek, 2.299.487'si ise kadındır. 2010/11 yılı itibariyle üniversitede eğitimini sürdüren 3.817.086 öğrencinin % 45'ini (1.723.602) kadınlar oluşturmaktadır. (KSGM, 2012, s.12, 14)

Kadınların toplumsal algılanışı, doğurganlık, üretkenlik rolü örgün eğitime katılımlarını olumsuz etkilemektedir. Toplum kadınları, ev kadını ve çocuk bakıcısı olarak görmekte ve normal programını aksatacak hiç bir aktiviteyi hoş görmemektedir. Bunun sonucu olarak da özellikle aile kurmuş kadınlar ev dışındaki çalışmalara katılmakta zorluk çekmektedir. Çok sayıda çalışma bunu kanıtlamıştır. Uzaktan eğitim bu nedenlerden dolayı kadınlara uygun gelmektedir. Çünkü ev kadını ve anne rolleri ile sınıf katılımı, esnek zaman yönetimine engel olurken, uzaktan eğitim buna olanak sağlar. Kadınların kısıtlı zaman, yer, kaynak ve sosyo-ekonomik yetersizliklere sahip olması uzaktan eğitime olan yönelimleri arttırır (Kwapong, 2007, s:69).

Dünyada uzaktan eğitim yöntemiyle yüksek öğrenim düzeyinde eğitim veren ülkelerde de kadın ve erkek öğrencilerin uzaktan eğitimden yararlanmaları konusunda yapılan pek çok araştırma bulunmaktadır. Christine Von Prummer bir çalışmasında uzaktan eğitim çalışmalarının, ev kadınları ve küçük çocuğa sahip annelerin günlük ev işleri ve çocuk bakımını planlayabilmeleri, kadınların kendi çalışma zamanlarını düzenleyebilmeleri açısından olumlu olduğunu belirtmektedir. Uzaktan eğitimle, özellikle yetişkin kadınlar, işte çalışmaya devam ederken ve aile kurarken eğitimlerini sürdürebilmektedirler. (Von Prummer, 2000, s:3). Sheila Wipf'de çalışmasında, uzaktan eğitimin kendilerini akademik açıdan geliştirmek isteyen kadınlar için çok güzel bir olanak olduğunu, kadınların geçmişte mümkün olmayan kendi geleceklerini kontrol etmelerine izin verdiğini, uzaktan eğitimde kullanılan bilgisayar ve teknolojilerin kullanımında da kadınların sayısının erkeklerin sayısını yakaladığını belirtmiştir (Wipf, 2007). Kirkup ve Von Prummer'in yaptığı araştırmadada şu veriler elde edilmiştir. Kadınların çoklu rolleri, finansal yükler, güvenlik kaygıları ve uzaklık geleneksel eğitim için engel oluşturmaktadır. Aile sorumlulukları üzerine yıkılmış olan kadın için eğitim yerine gitmek bile imkansız olmaktadır. Finansal sınırlılıklar içinde okul ücreti, çocuk bakımı, ulaşım için para ödemek eğitim için büyük engeldir. Ayrıca kadınlara kültürel olarak verilen roller, erken evlilikler, aile desteğinin eksikliği de kadınlardaki eğitim arzusunu yok etmektedir. Uzaktan eğitim kadınların eğitim engellerinin birçoğunu aşabilmektedir. Cinsiyet, ırk, sosyo-ekonomik yapı ve fiziksel özelliklere bağlı farklılıkları azaltarak eğitimde adaleti arttırır. Uzaktan eğitimle öğrenme mekandan ve zamandan bağımsız hale gelir. Ancak kadınlar için teknolojik ve finansal engeller uzaktan eğitimde de geçerlidir. Teknoloji korkusu, bilgisayarların pahalı olması kadınlar açısından sorun oluşturabilmektedir (Eshelman, 1997).

Uzaktan eğitim, kadınların eğitimlerini tamamlamaları için önemli bir fırsattır. Ancak kadınların özellikle de çalışan kadınların uzaktan eğitimden yararlanmaları evdeki sorumlulukları nedeniyle sorun yaratmaktadır. Çünkü kadınlar eğitim faaliyetlerine yeterli zaman ayıramamakta, ailedeki diğer bireylerden bu konuda yardım alamamaktadırlar. Uzaktan eğitimden kadınların yararlanması konusunda araştırmaların sonucunda çıkan diğer bir eleştiri ise uzaktan eğitimin kadınları tamamen ev ortamına kapattığı, sosyal ortamlardan uzaklaştırdığı ve yalnızlığa ittiğidir. Örgün eğitim

ortamında çevresiyle iletişimde bulunabilen öğrenciler, uzaktan eğitimde bu olanaktan yararlanamamaktadırlar. Yine de bu olumsuzluklara rağmen uzaktan eğitim, kadınlar için kendini geliştirme, meslek sahibi olma, statü-kariyer kazanma ve yarım kalan eğitimlerini tamamlamaları açısından önemli bir fırsattır. (Demiray, 2010, s.119)

AMAÇ VE YÖNTEM

Bu araştırmada uzaktan eğitim yöntemiyle eğitim verilen Anadolu Üniversitesi Açıköğretim Fakültesi Yönetim ve Organizasyon Bölümü Ev İdaresi Önlisans Programı'nın öğrenciler açısından değerlendirilmesi amaçlanmaktadır. Araştırma kapsamında 32 sorudan oluşan bir anket formu hazırlanmış ve e-mail ile bu bölümde kayıtlı aktif 2129 kadın ve 2968 erkek öğrencilerin tümüne gönderilmiştir. Çalışmanın evrenini oluşturan toplam 5097 öğrenciden 343'ü anketi doldurarak geri göndermiş, ancak bir anket geçersiz kabul edilmiştir. Değerlendirmeler çalışmanın örneklemini oluşturan 342 anket üzerinden yapılmıştır. Anket formunda yer alan değişkenlerin nominal ölçekli olması sebebiyle analiz kapsamında non parametrik tekniklerden ki kare yöntemi kullanılmış ve çapraz tablolarla ilişkiler açıklanmıştır. Analiz kapsamında SPSS 20.0 paket programı kullanılmıştır.

Çalışmada öncelikle giriş bölümünde kadına yönelik bir eğitim programı olarak Ev idaresi Önlisans Programı'nın amacı, işlevi, dersler, öğrenci sayısı ile ilgili bilgiler verilmiştir. Daha sonra Dünyada ve Türkiye'de uzaktan eğitimde kadın konusuna ve kadın ve erkeğin eğitimle ilgili istatistiki verilerine yer verilerek, uzaktan eğitimin kadınlar açısından olumlu ve olumsuz yönlerine değinilmiştir. Bulgular bölümünde ise öğrencilerden gelen 342 adet anket değerlendirilerek yorumlanmıştır. Değerlendirmede; öğrencilerin demografik özellikleri, programı tercih nedenleri, sosyal yaşamlarında, aile içi ilişkilerinde, iş yaşamlarında yararlandıkları dersler, ders programı hakkında düşünceleri, bilgisayar ve internet kullanımları, programın meslek edinmelerine, kendilerini birey olarak yetiştirmelerine ve kadın hakları konusunda bilinçlendirmeye katkısı olup olmadığı dikkate alınmış, sonuçta öğrenciler açısından programın değerlendirilmesi yapılmıştır.

BULGULAR VE YORUMLAR

Uzaktan eğitim yöntemiyle eğitim verilen Anadolu Üniversitesi Açıköğretim Fakültesi Yönetim ve Organizasyon Bölümü Ev İdaresi Önlisans Programı'nın öğrenciler açısından değerlendirilmesinin amaçlandığı bu çalışmada araştırmaya katılan 342 kişinin %30.7'si kadın, %69.3'ü erkektir. Kadınların yaşları %44.8 oranında 18-24, %39 oranında 25-34 yaş aralığında, erkeklerin yaşları ise %39.2 oranında 25-34, % 28.7 oranında ise 18-24 yaş aralığındadır. Medeni durum açından değerlendirildiğinde kadınların %68.6'sı, erkeklerin ise %54'ü bekarken, kadınların %77.1'i, erkeklerin ise %62.4'ü çocuğu olmadığını belirtmiştir. Öğrenciler gelir durumları açısından değerlendirildiğinde ise kadınların %49.5'i, erkeklerin ise %23.6'sı gelirim yok cevabını verirken, kadınların %29.5'inin, erkeklerin %30.8'inin 1000-2000TL. geliri olduğu görülmüştür. Ankete katılan öğrencilerin yaşadıkları bölge ise kadınlarda %44.8, erkeklerde %40.1 oranıyla en yüksek Marmara Bölgesi'dir. İkinci sırada İç Anadolu Bölgesi yer almıştır. İkamet edilen yer olarak da kadınlarda %61.9, erkeklerde % 57 oranıyla büyükşehir ilk sırada, şehir seçeneği ise ikinci sıradadır.

Ankete katılanların demografik özelliklerinden sonra programla ilgili görüşleri sorgulanmıştır. İlk olarak programı tercih nedenleri değerlendirildiğinde kadınlar %53.3 oranında meslek edinme, %19 oranında işte derece yükselmesi cevabını verirken, erkekler %34.6 oranında işte derece yükselmesi, %31.2 oranında diploma sahibi olma cevabını vermiştir. Tablo 1'de de görüldüğü gibi cinsiyet ile programı tercih nedeni arasında anlamlı bir ilişki bulunmuştur. ($p < 0,05$) Erkek katılımcıların tercih nedenleri diploma sahibi olma ve işte derece yükselmesi seçeneklerinde toplanırken, kadın katılımcıların tercih nedenleri %53,3'lük oranla meslek edinme olarak belirlenmiştir. Sonuçlar toplumsal cinsiyet bağlamında değerlendirildiğinde kadınlar ev idaresi programını kadınlara yönelik bir meslek olarak görürken, erkekler meslek olarak değil, çalıştıkları işte derece yükselmesi ve diploma sahibi olma olarak görmektedirler. Bu sonuç da programın istihdam olanaklarında da belirtildiği gibi programın amacıyla örtüşmektedir.

Tablo 1: Programı Tercih Nedenleri

X^2= 43,977; p=0,000			Cinsiyet		Toplam
			Kadın	Erkek	
Tercih Nedeni	Aile ve günlük yaşamım için gerekli bilgileri edinme	f	4	12	16
		%	3.8%	5.1%	4.7%
	Diploma sahibi olma	f	17	74	91
		%	16.2%	31.2%	26.6%
	Genel kültür amacıyla	f	4	15	19
		%	3.8%	6.3%	5.6%
	İşte derece yükselmesi	f	20	82	102
		%	19.0%	34.6%	29.8%
	Kendimi kanıtlama	f	2	6	8
		%	1.9%	2.5%	2.3%
	Meslek edinme	f	56	48	104
		%	53.3%	20.3%	30.4%
	Rastlantı	f	2	0	2
		%	1.9%	0.0%	0.6%
Toplam		f	105	237	342
		%	100.0%	100.0%	100.0%

Öğrencilerin genel olarak programda yer alan dersleri yeterli bulup bulmamaları sorgulandığında, kadınlar dersleri %82.9, erkekler ise %82.3 oranında yeterli bulduklarını ifade etmişlerdir. (Tablo. 2)

Tablo 2: Programda yer alan dersleri yeterli mi?

X^2= 0,017; p=0,897		Cinsiyet		Toplam
		Kadın	Erkek	
Yeterli	f	87	195	282
	%	82.9%	82.3%	82.5%
Yeterli değil	f	18	42	60
	%	17.1%	17.7%	17.5%
Toplam	f	105	237	342
	%	100.0%	100.0%	100.0%

Ders programını yeterli bulma konusundaki görüşler cinsiyete göre farklılık göstermemektedir. (p>0,05) Hem Kadın hem erkek katılımcılar çoğunluk olarak programda yer alan derslerin yeterli olduğunu düşünmektedir. Programda yer alan temel dersleri ise kadınlar %82.9, erkekler ise %82.3 oranında yeterli bulurken, branş derslerini kadınlar %74.3, erkekler ise 71.7 oranında yeterli bulmuştur. Yabancı dil derslerini yeterli bulanların oranı ise kadınlarda %61.9, erkeklerde ise %70' dir. Bu sonuçlar ankete katılan öğrencilerin programdan, yer alan derslerden ve içeriklerinden memnuniyetlerini göstermektedir. Ancak programın iki yıllık önlisans olmasını yeterli buluyor musun sorusuna kadınlar %62.9, erkekler ise %51.5 oranında yeterli değil, dört yıllık lisans programı olmalı cevabını vermişlerdir.

Öğrenciler "Programın meslek edinmeye katkısı var mı?" sorusuna ise %68.4 oranında "evet" var cevabını vermişlerdir.(Tablo.3) Bu oran kadınlarda %79, erkeklerde %63.7' dir. Ki kare analizi sonucunda cinsiyet ile programın meslek edinmeye katkısı hakkındaki görüşler arasında istatistiksel açıdan anlamlı bir ilişki olduğu tespit

edilmiştir. (p< 0,05) Söz konusu programın meslek edinmeye katkısına ilişkin kadın katılımcıların görüşleri erkeklere göre daha olumlu olarak ortaya çıkmıştır. Bu sonuç kadınların programı tercih nedeni olarak meslek edinme cevabını vermeleriyle de örtüşmektedir.

Tablo 3: Programın meslek edinmeye katkısı var mı?

X^2= 7,919; p=0,005			Cinsiyet		Toplam
			Kadın	Erkek	
	Evet	f	83	151	234
		%	79.0%	63.7%	68.4%
	Hayır	f	22	86	108
		%	21.0%	36.3%	31.6%
Toplam		f	105	237	342
		%	100.0%	100.0%	100.0%

Programın bireysel gelişime katkısı olup olmadığı sorgulandığında da yine %75.4 oranında evet katkısı var cevabı verilmiştir. Bu oran kadınlarda %82.9, erkeklerde %72.2' dir. Cinsiyet ile programın bireysel gelişime katkısı hakkındaki görüşler arasında anlamlı bir ilişki olduğu görülmüştür. (p< 0,05) Programın bireysel gelişime katkısına ilişkin kadın katılımcıların görüşleri erkeklere göre daha olumlu olarak belirlenmiştir. "Programda yer alan derslerin kadın hakları konusunda bilinçlenmeye katkısı var mı?" sorusuna ise kadınlar %65.7, erkekler ise %65.4 oranında evet katkısı var cevabını vermişlerdir. Programda yer alan derslerin kadın hakları konusunda bilinçlendirmeye katkısına ilişkin görüşlerle cinsiyet arasında anlamlı bir ilişki yoktur. (p > 0,05) Kadın ve erkek öğrenciler genel olarak konu hakkında olumlu görüş belirtmişlerdir. Program bu açılardan da öğrenciler açısından olumlu bulunmuştur.

"Sosyal yaşamda, aile içi ilişkilerde ve iş yaşamınızda en çok yararlandığınız dersler hangileridir?" sorusuna ise sosyal yaşamda en çok yararlandıkları ders olarak kadınlar %22.9, erkekler ise %24.1 oranında ilk sırada "Bilgi Teknolojileri" dersini, ikinci sırada ise kadınlar %19, erkekler ise %18.1 oranında "Hukuka Giriş" dersini tercih etmişlerdir. Bu sonuca göre yapılan ki kare analizi sonucunda cinsiyet ile sosyal yaşamda en çok yararlanılan dersler arasında anlamlı bir ilişki bulunmamıştır. (p>0,05). Ankete katılan öğrencilerin çoğunluğunun büyük şehirlerde yaşıyor ve genç yaşta olmaları sosyal yaşamda en çok yararlandıkları dersin "Bilgi Teknolojileri" dersi olmasıyla doğru orantılıdır. Öğrencilerin aile içi ilişkilerde en çok yararlandıkları dersler de kadınlarda % 43.8, erkeklerde %39.7 oranıyla "Davranış Bilimlerine Giriş", ikinci sırada kadınlarda %34.3, erkeklerde %26.6 oranıyla "İletişim Bilgisi" dersidir. Aile içi ilişkilerde en çok yararlanılan dersler ile cinsiyet arasında yine anlamlı bir ilişki yoktur. (p > 0,05). Kadınların ve erkeklerin ders tercihlerinde fark görülmemiştir. Kadın ve erkek öğrenciler için aile içi ilişkilerde "Davranış Bilimlerine Giriş" ve İletişim Bilgisi" dersinin en yüksek oranda çıkmış olması programın ve derslerin bireylerin özel yaşamlarında da anlamlı olduğunu ve amacına ulaştığını göstermektedir. Programda yer alan derslerin hangilerinin iş yaşamına katkısı olduğu sorusuna ise kadınlar %24.8, erkekler ise %27.8 oranında "Genel İşletme" cevabını verirken, ikinci sırada kadınlar %21.9, erkekler ise %18.6 oranında "Bilgi Teknolojileri" cevabını vermiştir. İş yaşamında en çok yararlanılan dersler ile cinsiyet arasında da anlamlı bir ilişki yoktur. (p > 0,05) Hem kadın hem erkek katılımcıların iş yaşamında en çok yararlandıkları dersler arasında fark yoktur. "Genel İşletme" dersinin yüksek oranda çıkması da öğrencilerin çoğunluğunun çalışıyor olması ile doğru orantılıdır.

Ankete katılan öğrenciler "Bilgisayarınız var mı?" sorusuna %94.2 oranıyla evet cevabını vermişlerdir. Bu oran kadınlarda %93.3, erkeklerde %94.5' dir. İnternet kullanımları sorgulandığında ise %89.5' i internet kullandığını belirtmiştir. Bu oran kadınlarda %91.4, erkeklerde %88.6' dır. Öğrencilerin bilgisayar ve internet kullanım oranlarında cinsiyete göre anlamlı bir fark bulunmamıştır. Öğrenciler teknolojik olanaklara sahiptir ve bu olanakları kullanmaktadır. Öğrencilerin uzaktan eğitimde en çok kullandıkları materyal olarak kitap kadınlarda %52.4, erkeklerde %43.9 oranıyla ilk sırada, internet kadınlarda %26.7, erkeklerde %33.8 oranıyla ikinci sırada yer almıştır. Uzaktan eğitimde öğrencilere sunulan internet hizmetleri içinde ise kadınlar %43.8, erkekler %46.4 oranında en çok e-sınav hizmetini kullandıklarını ifade etmişlerdir.

Öğrencilere son olarak ise programın kadınlara yönelik bir program olup olmadığı sorulmuştur. Bu soruya da %56.1 oranında hayır cevabı verilmiştir. Toplumsal cinsiyet açısından bakıldığında programın amacı ve meslek olarak çalışma yerleri kadınlara yönelik gibi görünse de öğrenciler açısından dersler ve program içeriği sadece kadınlara yönelik bir program olarak görülmemiştir.

SONUÇ VE ÖNERİLER

Sonuç olarak uzaktan eğitim yöntemiyle eğitim verilen Anadolu Üniversitesi Açıköğretim Fakültesi Yönetim ve Organizasyon Bölümü Ev İdaresi Önlisans Programı'nın öğrenciler açısından değerlendirilmesinin amaçlandığı bu çalışmada program öğrenciler açısından olumlu bulunmuştur. Programı tercih nedeni olarak kadın öğrencilerde meslek edinme, erkek öğrencilerde ise işte derece yükselmesi ilk sırada yer almıştır. Bu sonuç kadın öğrenciler açısından programın amacıyla örtüşmektedir. Ders programını yeterli bulma konusundaki görüşler de cinsiyete göre farklılık göstermemektedir. Hem kadın hem erkek öğrencilerin büyük çoğunluğu programda yer alan derslerin yeterli olduğunu düşünmektedir. Bu sonuçlar ankete katılan öğrencilerin programdan, yer alan derslerden ve içeriklerinden memnuniyetlerini göstermektedir. Ancak öğrenciler programın iki yıllık önlisans olmasını yeterli buluyor musun sorusuna, dört yıllık lisans programı olmalı cevabını vermişlerdir. Programın meslek edinmeye katkısına ilişkin kadın katılımcıların görüşleri erkeklere göre daha olumlu olarak ortaya çıkmıştır. Bu sonuç kadınların programı tercih nedeni olarak meslek edinme cevabını vermeleriyle de örtüşmektedir. Programın bireysel gelişime katkısına ilişkin kadın katılımcıların görüşleri de erkeklere göre daha olumludur. Programda yer alan derslerin kadın hakları konusunda bilinçlendirmeye katkısına ilişkin ise kadın ve erkek öğrenciler genel olarak konu hakkında olumlu görüş belirtmişlerdir. Sosyal yaşamda en çok yararlandıkları ders olarak kadınlar ve erkekler ilk sırada "Bilgi Teknolojileri" dersini, aile içi ilişkilerde "Davranış Bilimlerine Giriş" dersini, iş yaşamında ise "Genel İşletme" dersini tercih etmiştir. Öğrencilerin uzaktan eğitimde en çok kullandıkları materyal olarak hem kadın hem erkekler için kitap ilk sırada yer almıştır. Uzaktan eğitimde sunulan İnternet hizmetleri içinde ise en çok kullandıkları e-sınavdır.

Kadınların gelişiminde uzaktan öğretimin önemli bir işlevi vardır. Uzaktan eğitim yöntemiyle eğitim veren Açıköğretim "Ev İdaresi Önlisans" programı da daha çok kadınlara yönelik olarak ev, aile ve bireyin sahip olduğu kaynakların, amaca en uygun şekilde kullanma bilgi ve becerisini kazandırmayı amaçlayan bir programdır. Bu da kadınların programı tercih etme nedeni olarak " meslek edinme "seçeneğinin ilk sırada yer almasıyla örtüşmektedir. Kadınların yer ve zaman sınırlılıkları, kaynak yetersizlikleri, evdeki sorumluluklarının erkeklere oranla fazlalığı nedeniyle Açıköğretim sistemiyle verilen eğitim, kadınlara evlerinde ulaşarak yardımcı olabilir. Tüm dünyada olduğu gibi Türkiye'de de kadınlara yönelik eğitim programları yalnızca yüksek öğrenim düzeyinde değil, kadınlara meslek kazandırma ve çalışmaya özendirme, hakları konusunda bilinçlendirme, toplumda kendilerine güvenen, sosyal yaşamda başarılı, çağdaş bireyler olarak yetişmelerine büyük katkısı olacak yaygın eğitim türünde programların açılması da gereklidir

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AUTHENTIC LEARNING IN MULTIMEDIA

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Abstract: In nowadays where rapidly evolving technology especially computer technology has an important role in our lives; the concepts of authentic learning and multimedia stand out. While the concept of multimedia describe the applications of environments which are created by using a combination of different media types, authentic learning characterizes the type of leaning which students learn in their natural environment with the real-world issues and complex problems. In this study, the terms and characteristics of multimedia and authentic learning are explained; reasons and examples of the authentic learning in multimedia are sorted.

Key words: Multimedia, Authentic Learning.

INTRODUCTION

The present fast progress of technology, education takes the shape in accordance with the technology and the concept of multimedia and authentic learning come into prominence. In this study, two important concepts -multimedia and authentic learning- are defined and authentic learning applications in multimedia are exampled.

MULTIMEDIA

Technology is steady incremental growth and is used in every environment. With the technology integration, multimedia is used more increasingly. Multimedia is developed with the terms of hypertext and hypermedia.

These terms are defined in many ways by different researchers and specialists. While the term of hypertext as book metaphor is defined as electronic text document or electronic book, hypertext as space metaphor is defined as information networks or spaces (Bromme & Stahl, 2005). The most important feature of hypertext is its non-linear structure. In the light of this feature hypertext is the non-sequential text which is organized for users to access the non-linear information (Son, 1998). The other term of hypermedia not only covers hypertext and also includes diagram, animation, audio and video with the text. Hypermedia is often described as a system of nodes of information through which people can move nonlinearly. In this definition, nodes of information with links between them, suggesting the conceptual model of a graph denotes hypermedia (Parunak, 1991).

Multimedia is defined as the combining of different media types such as sound, animation, text, graphics and video for the presentation of information by making use of computers (Bornman & Solms, 1993). According to Mayer (2001), multimedia is the presentation of materials that text and image are used in. In response to this definition there are some objections caused by insufficient definition. Briefly the definition of multimedia is commonly understood to mean the integration and combination of the components of multimedia or several media types such as sound, animation, text, graphics and video (Tolhurst, 1995, Schwartz & Beichner, 1999, Brooks, 1997, Greenlaw & Hepp, 1999, Maddux, Johnson, & Willis, 2001, Mishra & Sharma, 2004).

Mayer(2001; Akkoyunlu&Yılmaz, 2005; Mann, 2006; Clarck & Mayer, 2003; Mayer, 2005) explain multimedia principles for the effective multimedia. These principles are:

1. *Multimedia Principle:* Students learn better from words and pictures than from words alone.
2. *Spatial Contiguity Principle:* Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
3. *Temporal Contiguity Principle:* Students learn better when corresponding words and pictures are presented

simultaneously rather than successively.

4. *Coherence Principle:* Students learn better when extraneous words, pictures, and sounds are excluded rather than included.
5. *Modality Principle:* Students learn better from animation and narration than from animation and on-screen text.
6. *Redundancy Principle:* Students learn better from animation and narration than from animation, narration, and on on-screen text.
7. *Individual Differences Principle:* Design effects are stronger for low-knowledge students than for high-knowledge learners. Design effects are stronger for high-spatial students than for low-spatial students.

In the light of these principles and features, multimedia applications are used in education as in other environments. There are some reasons of using multimedia applications in education. These reasons are derived from the characteristics and principles of multimedia. Multimedia;

- Provides individual differences.
- Allows students to learn according to their own learning speed for giving students control over the transition between the information.
- Provides personalized instruction. In this tutorial individual differences are stood out. Students have the chance to learn with different cognitive strategies, different teaching styles and different teaching methods.
- Rises the remaining time in memory of what has been learned and this affect the increment of the retention.
- Provides the transfer in two ways: using information in real applications or in different areas.
- Provides students to participate actively in lesson.
- Increases the students' interest and provides motivation. This simplifies and accelerates the learning.
- Gives students the problem-solving and decision-making skills.
- Increases students' ability to focus on.

AUTHENTIC LEARNING

The word of authentic is defined as genuine, original, accurate or reliable, trustworty, real, right, honest in different dictionaries (Oxford, Babylon, WordReference, Cambridge, Longman, Meriam-Webster). Contained meanings of authentic are also included within the definition of authentic learning.

Newmann and Wehlage(1993) use the word authentic to distinguish between learning that is significant and meaningful and that which is trivial and useless and define the authentic learning . In their definitions, when students achieve authentic learning, students construct meaning and produce knowledge, use disciplined inquiry to construct meaning, and aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school.

On the other hand Cholewinski(2009) define authentic learning in two different ways. First definition is commonly used as a synonym for classroom realia that means there are not any material (e.g., newspapers, movies, song lyrics) specifically designed for instruction. Second definition is made by constructivist with a more complicated meaning, history and use. This definition includes the complex task and real life authentic activities. Lombardi (2007) also expresses that authentic learning typically focuses on real-world, complex problems and their solutions and use role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.

Authentic learning has nine basic characteristics (Herrington, 1997; Herrington, 2006; Herrington and Oliver, 1995)

1. *Authentic Context:* Authentic learning provide authentic context that reflect the way the knowledge will be used in real-life.
2. *Authentic Activity:* Authentic learning provides authentic activities.
3. *Expert Performances:* Authentic learning provides access to expert performances and the modeling of processes.
4. *Multiple Perspectives:* Authentic learning provides multiple roles and perspectives.

5. *Collaboration:* Authentic learning supports collaborative construction of knowledge.
6. *Reflection:* Authentic learning promotes reflection to enable abstractions to be formed.
7. *Articulation:* Authentic learning promotes articulation to enable tacit knowledge to be made explicit.
8. *Coaching and Scaffolding:* Authentic learning provides coaching and scaffolding at critical times.
9. *Authentic Assessment:* Authentic learning provides for integrated assessment of learning within the tasks.

AUTHENTIC LEARNING IN MULTIMEDIA

For the realization of a successful and effective authentic learning, some requirements should be taken into consideration. As a result of studies, it is observed that multimedia environments meet the requirements of authentic learning. Looking at opportunities offered by multimedia, it provides the necessary conditions for authentic learning. In multimedia, the realization of authentic learning is formed with providing close to real-world environments, increasing permanency with using a combination of audiovisual aids, focusing attention on the information by appealing to several senses, creating flexible learning environments (Akkoyunlu and Yılmaz, 2005).

With these features, authentic learning may be applied in multimedia activities. In these activities for design of multimedia there must be three equally fundamental elements: the learner, the implementation and the multimedia program (Herrington and Oliver, 1995, Svensson and Östlund, 2005, Herrington, 2005). Authentic context, authentic activity, expert performance and multiple perspectives provide designing the role of the multimedia program; collaboration, reflection and articulation provide designing for the role of the learner; coaching and scaffolding and authentic assessment provide designing implementation (Svensson and Östlund, 2005).

Authentic multimedia program must have some features like authentic learning characteristics. Herrington (1997) lists these features in the guidelines for use of the interactive multimedia program:

1. Be thoroughly familiar with the program and its possibilities.
2. Introduce the issue of assessment.
3. Provide brief instructions to students on the program elements and how to access them.
4. Model a problem briefly, by asking a question and thinking aloud as you demonstrate how you would go about investigating it.
5. Ensure students are working in groups of 2 or 3.
6. Be available to students at all times when they are using the program.
7. Respond to student's requests for assistance.
8. Initiate assistance by asking students frequently if they need any help, but do not impose.
9. Provide hints and ask questions.
10. Provide assistance to students as they use the program, not by supplying the solution if there is one, but by giving guidance—the 'scaffolding'—to take them to the next stage.
11. If a problem emerges which more than one group needs assistance with (such as a misconception about the required task or a problem with the program's operation), give this advice to the whole class.

EXAMPLES OF MULTIMEDIA APPLICATIONS

There are lots of multimedia applications in authentic learning. In this section examples of multimedia applications are presented.

Read and Cafolla (1999 cit. Kabakçı, Fırat, İzmirli and Kuzu, 2010) studied about the projects combining authentic assessment and multimedia technologies used in the portfolio for teachers. Projects carried out at Florida Atlantic University. In this university, faculty staff and administrators supported the multimedia portfolios that are authentic assessment tool. The most important problem in the development of multimedia portfolios was expressed that how to manage portfolios in all of the institution. In this study, teachers' multimedia portfolios were stated that innovation of

education and technology. As a result of this study, it was indicated that teacher candidates using multimedia portfolios may have knowledge that they need.

Herrington(2005) defined authentic tasks for e-learning environments and gave examples of them. The Project of North American Fiction and Film was presented for learning literature. In this project, students studied about novels or films of famous authors and published summaries of novels or films in an online magazine. This online magazine was a real issued journal at the end of each semester and its' editor was also teacher. An authentic task in this project was writing literary criticism with reaching out the real readers and making arrangements in this online newspaper. Another study also tried to teach research methods. In this study students were working on the data collected by two researchers by going online research rooms. According to their research method, students examined school records, demographic information, interviews with teachers, family, and community members, newspaper interviews and other documents individually. An authentic task in this project was to write a report based on qualitative and quantitative data and analysis, and to decide these information about the school or not.

Tüzün(2006) examined the educational computer games and presented the program of Quest Atlantis(QA) as an example. QA environment offers authentic learning activities to users in a gaming environment. Its design configured dimensions of the principles of education, entertainment and social responsibility. Participants can make contributions with student identification in the parallel with the dimension of education, player identification in the parallel with the dimension of entertainment and identification of a citizen of a virtual community of QA in the parallel with the dimension of social responsibility in the game. QA includes authentic world affairs. Game is carried out on the basis of experience and inquiry - based learning and in the game portfolio assessment is used. The project of Quest Atlantis is designed for primary school children (9-12 years of age) from the beginning. In QA, topics are the fields of science, geography, history, social studies, technology, health, arts, economics and music. In a study on the effects of learning on QA, middle school students following the unit plan about plant and animal cells with three quest showed significant learning with respect to the conceptual understanding of the cells over time. Similarly in the context of QA, students who are learning history of the world have made the big stage about her/his interest in this topic in their own lives (Tüzün, 2006). These data show that as a result of all these efforts a rich meta-gaming environment that is perceived as meaningful and attractive by children participation has emerged. Approximately 5,000 registered users, revised and approved 6000 quest, approximately 1.2 million lines of chat and 50,000 sending messages from various countries around the world show that students are itching to participate this kind of meaningful and attractive learning environments.

Ferry et al.(2006) formed a virtual classroom to support teacher candidates education with creating online classroom simulation. Developing teacher candidates' decision-making skills in students' literary education is the aim of this study. In this online class, there are pre-school students ages 5-6 and teacher candidates play the role of teacher for these students. During the simulation, teacher candidates make decisions belonging to a variety of skills in the teaching processes such as coordinating teaching and learning experiences.

Anderson and Cowan (2006) presented an example of performance evaluation strategy. In this study archived the students' information and recorded studies on the management. Studies were found from the internet; documents and standard samples were analyzed and assessed. It is also expressed that online discussions prevent distant students feel alone and help them.

Herrington and Kervin (2007) presented 10 key recommendations for authentic learning environments. These are authentic context using real-life data, authentic activities, expert performance, multiple roles and perspectives, reflection, collaboration, articulation, coaching and scaffolding, authentic assessment and professional learning.

Woo, Herrington, Agostinho and Reeves (2007) made some recommendations to the practitioners about the use of authentic tasks in online classes as a result of their research. These recommendations fall under three topics: Consideration in Task Design, The Management Challenge, and Facilitation Tips.

CONCLUSION

Multimedia and authentic learning are two significant factors in education. Nowadays there are applications combining multimedia and authentic learning. Especially simulations and games are used for authentic learning.

Authentic learning may be applied in multimedia activities with some features such as providing close to real-world environments, increasing permanency with using a combination of audiovisual aids, focusing attention on the information by appealing to several senses, creating flexible learning environments.

Authentic learning has nine basic characteristics (Herrington, 1997) and these characteristics are used for designing multimedia programs. Authentic context, authentic activity, expert performance and multiple perspectives provide

designing the role of the multimedia program; collaboration, reflection and articulation provide designing for the role of the learner; coaching and scaffolding and authentic assessment provide designing implementation (Svensson and Östlund, 2005).

Consequently, designing authentic learning environment is important for efficient and attractive learning. For making this environment with authentic learning features, multimedia applications are available. In the future with the importance of authentic learning multimedia programs will be designed according to authentic learning more.

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BİLGİSAYAR VE ÖĞRETİM TEKNOLOJİLERİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN MESLEKİ KAYGILARI VE BİLİŞİM TEKNOLOJİLERİ İŞ DÜNYASINDA KENDİLERİNİ KONUMLANDIRDIKLARI YER

COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGIES DEPARTMENT STUDENTS' PROFESSIONAL CONCERNS AND SELF-POSITIONING IN THE BUSINESS WORLD INFORMATION TECHNOLOGIES

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Özet: Eğitim fakültelerinin 1998 yılında yeniden yapılanması sonucunda birçok eğitim fakültesinde Bilgisayar ve Öğretim Teknolojileri Eğitimi (BÖTE) bölümleri oluşturulmuş ve bu bölümler gittikçe çoğalarak günümüze gelinmiştir. Geldiğimiz noktada BÖTE bölümü mezunlarının karşı karşıya oldukları bazı problemler bulunmaktadır. Bunlardan ilki; BÖTE bölümü mezununun bilgisayar veya bilişim öğretmeni mi yoksa öğretim teknoloğu mu olduğudur. Türkiye Milli Eğitim sisteminde bilişimle ilgili derslerin azaltılması hatta bazı kademelerde tamamen kaldırılması ve BÖTE bölümlerinin çok fazla mezun vermesi nedeniyle BÖTE bölümü mezunlarının bu iki kimlik arasında kalmaktan başka ikinci bir problem olarak, öğretmenlik ile bilişim teknik elemanlığı arasında ikilem yaşamaktadırlar. Bilişim sektöründe teknik eleman olarak çalışmak isteyen BÖTE mezunları bir mühendis veya bir tekniker olarak nitelendirilememektedir. Çünkü hâlihazırda bu unvanlara sahip ilgili yükseköğretim programlarından mezun elemanlar bulunmaktadır. BÖTE bölümü mezunlarının iş dünyasına atılacağı andan itibaren karşılaşacakları bu tür problemlere onların gözüyle bakabilmek ve izlenimlere akademik bir boyut kazandırabilmek düşüncesiyle yapılan bu çalışmada Fırat Üniversitesi Eğitim Fakültesi BÖTE bölümü öğrencileri çalışma gurubu olarak seçilmiştir. Araştırmaya temel teşkil eden verilerin toplanması için bir anket geliştirilmiş ve geçerlilik-güvenirlik çalışmaları yapılmıştır. Anket, mezuniyete bir başka deyişle iş dünyasına daha yakın olması sebebiyle BÖTE bölümü üçüncü ve dördüncü sınıf öğrencilerine uygulanmıştır. Anketten elde edilen veriler istatistiksel veri analizine tabi tutularak bulgular yorumlanmıştır. Çalışmadan elde edilen en genel sonuç; BÖTE bölümü öğrencilerinin kendi dünyalarının dışında gelişen olaylardan bağımsız olarak her duruma hazır olacak biçimde bir eğitim sürecinden geçmeyi ve meslekleri ile ilgili belirsizliklerin ortadan kaldırılmasını istemektedirler.

Anahtar Kelimeler: BÖTE bölümü mezunları, iş dünyası, mesleki kaygı, öğretmen.

Abstract: As a result of the restructure of education faculties in 1998, Computer Education and Instructional Technologies (CEIT) Departments have been built up and these departments have come until today by gradually increasing. Today, the graduates of CEIT Department have some problems that they face. First one of these problems is whether a graduate of CEIT Department is a computer or an information teacher or a teaching technologist. As a second problem, the graduates of CEIT Department are between two identities due to the decreasing of lessons and even totally cancelling these lessons and CEIT Departments' giving a lot of graduates. As a result of this identity problem, these students have a dilemma between teaching and information technical staff. The graduates of CEIT who want to work as technical staff in the information sector are qualified as an engineer or a technician. Because there are already staff graduated from the higher education programs having this title. In this study that aims to be able to look at the problems of the students with their eyes from the moment they step to the business world and to gain an academic aspect to impressions, the students from Department of CEIT in Education Faculty at Firat University were chosen as working team. A survey was developed to gain the data that constitutes a base to this study and the validity and reliability studies were done. The survey was implemented to the third and fourth grade students of CEIT Department due to their being closer to graduation and in other words, to business world. The data that have been gained from the survey were subjected to statistical data analyze and the findings were commented. The most general result gained from the study is that; the students of CEIT Department want to go through the education process readily for any situation regardless of the events developed outside of their own world and to remove the uncertainties related to their jobs.

Keywords: Graduates of CEIT department, business world, professional concern, teacher

GİRİŞ

Bugün ki yapısına 1998 yılında kavuşan eğitim fakülteleri, ilk kimliğini 1982 yılında yürürlüğe giren 2547 sayılı Yükseköğretim Kanunu ile öğretmen yetiştirmenin üniversitelere bırakılmasıyla kazanmıştır. Ardından öğretmen yetiştiren yükseköğretim programlarının tümü 1989'da 4 yıl olmuştur. YÖK'ün 4 Kasım 1997 tarihli bir kararıyla hayata geçen yeniden yapılanma çalışmalarıyla, ortaöğretim öğretmenliğinin lisansüstü düzeye çıkarılmış ve öğretmen yetiştirme programlarında yer alan derslerin yeniden düzenlenmiştir (Kızılçaoğlu, 2005, Kavcar,2002).

İlk olarak 1986 yılında Marmara Üniversitesi Teknik Eğitim Fakültesinde Bilgisayar Öğretmenliği Bölümü açılmış ve bu bölümün mezunları mesleki ve teknik eğitim okullarında görev almışlardır. Ancak teknolojide yaşanan hızlı gelişmeler ve toplumun her aşamasında bilgi teknolojilerinin yoğun bir şekilde kullanılması, bilgisayar öğretiminin eğitim fakülteleri bünyesinde de bilgisayar öğretimine yönelik bölümlerin oluşturulması ihtiyacını ortaya koymuştur (Demirli vd., 2012). 1998 yılında üniversitelerin yeniden yapılanması süreci sonucunda Eğitim Fakülteleri bünyesinde Bilgisayar ve Öğretim Teknolojileri Eğitimi (BÖTE) Bölümleri oluşturulmuştur. Günümüz itibariyle Eğitim Fakültesi olan hemen her üniversitede BÖTE bölümü bulunmaktadır. Bölümün amaçları arasında;

- İlk ve orta öğretim kurumları için, temel mesleki bilgi ve becerileri kazanmış bilgisayar öğretmenleri yetiştirmek,
- Öğrenci kitlesinin eğitim düzeyine ve eğitim içeriğine uygun öğretim materyali ve eğitim yazılımı tasarlama, geliştirme, uygulama ve değerlendirme alanlarında donanımlı bilgisayar destekli öğretim uzmanları yetiştirmek yer almaktadır (BTE derneği BT eğitimi durum raporu).

İhtiyacın büyüklüğü eğitim fakültelerinde bölüm sayısının hızla artmasında,benzer öğretmenlik bölümlerinin açılmasında ve öğrenciler tarafından hayli yüksek puanlarla tercih edilmesinde büyük rol oynamıştır. Ancak Bilgisayar dersleri Bilişim Teknolojileri (BT) dersi adını almış, seçmeli ders statüsüne yerleştirilerek, haftalık ders saati 1 saate düşürülmüş ve karne notu da kaldırılmıştır. Bu durum Bilişim Teknolojileri (BT)öğretmenlerini olumsuz yönde etkilemiştir. "Milli Eğitim Bakanlığına bağlı örgün ve yaygın eğitim kurumlarında bilgisayar laboratuarlarının düzenlenmesi ve işletilmesi ile bilgisayar ve bilgisayar koordinatör öğretmenlerinin görevleri hakkında" 15.3.1993 tarih ve 2378 sayılı bir yönergesiyle bilgi teknolojisi sınıflarının daha etkin, verimli, bilinçli ve yoğun kullanılması amacıyla okullarda bilgisayar formatör öğretmenleri görevlendirilmiştir (Karal, Timuçin, 2010).

Türkiye'de görev yapan öğretmenlerin hangi alanda derslere gireceğine dair düzenlemeleri içeren 07/07/2009 tarih ve 80 sayılı Talim ve Terbiye Kurulu kararı ek çizelgesine göre bilişim teknoloji derslerine bilgisayarla ilgili mezun veren hemen her bölümün mezunu, pedagojik şartları yerine getirmek kaydıyla girebilmektedir. Ancak BÖTE mezunları meslek lisesi dışındaki okullarda görev alabilmektedirler (Demirli vd., 2012).

On yıl öncesine kadar en popüler bölümlerden biri omasına rağmen BÖTE günümüzde, özellikle de Fatih projesi kapsamındaki büyük bir hızla popüleritesini yitirmektedir. BÖTE mezunlarının öğretmen olarak atanmasının neredeyse imkansız hale gelmesi, devlet kadrolarında öğretmenlik dışında bir tanımlamasının yapılmamış olması, özel sektörde söz sahibi olmalarına yetecek kadar teknik donanımlı yetiştirilememesi gibi nedenlerle BÖTE öğrenciler mezuniyet sonrasını karamsarlıkla beklemektedirler.

Bilişimde gelecek var oluşumunun hazırlamış olduğu "Bilişim teknolojisi öğretmenleri durum analizi, sorunlar ve çözüm önerileri" konulu raporda günümüz şartlarında bu öğretmenlerin karşılaştıkları problemler sıralanmış bu problemlerin sebep olduğu sorunlar ve çözüm önerileri irdelenmiştir. Bu rapora göre Bilişim Teknolojileri öğretmenlerinin mevcut durumu şöyle sıralanmıştır (BGV Rapor):

- *Bilişim Teknolojileri Dersinin Seçmeli statüde olması ve Ders saatlerinin/Dersi alacak kademelerin kaldırılması, Not ile değerlendirmesinin yapılmaması, hem Bilgisayar ve İletişim Teknolojilerine hem de okullardaki Bilişim Eğitimine bakış açısından sorun yaratmaktadır.*
- *Metropollerdeki İlköğretim ve Liselerde dahi, Bilişim Teknolojisi Dersi ve Öğretmeni için Norm oluşmamakta; Yönetmeliklere aykırı olarak resen Norm ataması yapılmaktadır.*
- *Bilgisayar ve İletişim Teknolojilerinin ortaya çıkardığı ürünler çok hızlı gelişim göstermesine rağmen Bilişim Teknolojileri Dersinin Öğretim Programında ve Bilişim Teknolojisi Sınıfı ekipmanlarında bir revizyon ya da çeşitliliğe gidilmemektedir.*
- *Eğitim Kurumlarında ideal bir Bilgisayar Destekli Eğitim (BDE) vizyonunun yerleşmemiş olması, Dersin Seçmeli oluşu ve Öğretim Programındaki sorunlar nedeniyle gelişen bakış açısı, Görevlendirmelerin yarattığı sorunlar ve Norm düşüşleri nedeniyle Bilişim Teknolojisi Öğretmenlerine Öğretmenlik vasfı olmayan bir eleman statüsü yakıştırılmaktadır.*
- *Gerek diğer Branş Öğretmenleri gerekse diğer Branşlardan görevlendirilen Formatörlerin BT Sınıfını ve Ekipmanlarını sahiplik duygusu olmadan/verimsiz kullanması, BDE-BDÖ ilkelerine uymadan hazırlıksız ders işlemesi sonucunda bu sınıflar, öngörülen sürelerden çok daha öncesinde atıl duruma gelmekte ve İlkesiz*

verilen Eğitimin kalitesi de düşmektedir.

- *Bilişim Teknolojisi Öğretmenleri için yaşanan gelişmeler yine bu Öğretmenler için BİTEFO Görevlendirmelerini dayatmaktadır. Literatürden kaldırılması gereken bu görevlendirme türünde Öğretmenin mağdur olmasına neden olan sayısız uygulama mevcuttur.*

Problem Durumu

Öğretmen yetiştirme kurumlarımız olan Eğitim Fakülteleri her yıl binlerce mezun vermektedir. Bunların bir kısmı ise BÖTE bölümü mezunlarıdır ve Milli Eğitim sistemimizde değişik isimlendirmelerle öğretmen vasfı kazanmaktadırlar. Ancak her meslek grubunda veya her öğretmenlik alanında olduğu gibi BÖTE bölümü öğrencilerini de mezuniyet sonrası hayatlarında bazı problemler ve zorluklar beklemektedir. Toplumun bazı kesimleri bu problemlerin ve zorlukların farkında olabilir. Ancak bu konudan asıl haberdar olması gereken kişiler bizzat BÖTE bölümü öğrencileridir. BÖTE bölümü öğrencilerinin meslek hayatlarında ne tür zorluklarla ve problemlerle karşılaşacaklarını bilmeleri, bunların üstesinden gelme adına alacakları tedbirler açısından önemlidir. Akademik çalışmalarla öğrencilerin bu konudaki kaygıları ve gelecekten beklentileri incelenerek gerek ders programlarında gerekse rehberlik ve danışmanlık etkinliklerinde öğrencilere yardımcı olunabilir.

Araştırmanın Amacı

Bu çalışmanın amacı Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü öğrencilerinin mesleki kaygılarını ve bilişim teknolojileri iş dünyasında kendilerini konumlandırdıkları yeri belirlemektir.

Sayıltılar

Bu çalışmada; öğrencilerin veri toplama aracını doğru ve samimi bir şekilde cevapladıkları, bununla birlikte Fırat Üniversitesi, Eğitim Fakültesi, BÖTE bölümü 3. ve 4. sınıf öğrencilerinin tüm BÖTE bölümü 3 ve 4 sınıf öğrencilerinin temsil edebilen bir parçası olduğu varsayılmıştır.

Sınırlılıklar

Bu çalışmada araştırmanın genel yapısını ve tutarlılığını bozmamak kaydıyla şu sınırlılıklar vardır:

1. Çalışma grubu Fırat Üniversitesi, Eğitim Fakültesi, BÖTE bölümü öğrencilerinden mezuniyete daha yakın olan 3. ve 4. sınıf öğrencileri ile sınırlıdır.
2. İstatistiksel analizde kullanılacak veriler çalışmada kullanılan veri toplama aracı ile toplanan verilerle sınırlıdır.

YÖNTEM

Bu bölümde; taranan alanyazın ve tespit edilen problem ışığında gerçekleştirilmesine karar verilen bu çalışmanın amaçlarına ulaşabilmesi için kullanılan yöntemler açıklanmıştır. Araştırmada tarama modeli kullanılmıştır.

Araştırma Grubu

Araştırma Fırat Üniversitesi, Eğitim Fakültesi, BÖTE bölümü 3. ve 4. sınıf öğrencilerinin tümü ile yürütülmüştür. Veri toplama aracını cevaplamayı kabul etmeyenler ve hatalı cevaplama yapanlar çıktıktan sonra kalan 169 öğrenci çalışmanın araştırma grubu olmuştur. Araştırma grubunun genel profili tablo 1'de görülmektedir.

Tablo 1: Araştırma Grubunun Profili

Cinsiyet	**N**	**%**	**Yaşadığı Bölge**	**N**	**%**
Erkek	86	50,89	Marmara	3	1,78
Kadın	83	49,11	Ege	9	5,33
Öğrenim Türü			Akdeniz	18	10,70
I.Öğretim	84	49,70	Karadeniz	5	2,96
II.Öğretim	85	50,30	İç Anadolu	12	7,10
Sınıf			Doğu Anadolu	97	57,40
3.Sınıf	88	52,07	G.Doğu Anadolu	24	14,20
4.Sınıf	81	47,93	Yurtdışı	1	0,59
Toplam	**169**	**100,00**	**Toplam**	**169**	**100,00**

Tablo 1'den de anlaşılacağı gibi katılımcıların cinsiyet, öğretim türü ve sınıf verilerine göre dengeli bir dağılım göstermiştir. Öğrencilerin yükseköğrenimlerine başlamadan önce yaşadıkları bölge verileri incelendiğinde ise ağırlığın Doğu Anadolu bölgesinde olduğu görülmektedir. Araştırmanın yapıldığı üniversitenin bu bölgede olması bu sonuç üzerinde etkili olmuştur.

Veri Toplama Aracının Geliştirilmesi ve Uygulanması

Alanyazın taramasından elde edilen veriler ve öğrenci gruplarıyla yapılan görüşmeler ışığında araştırmacılar tarafından 4'ü kişisel bilgi, 5'i düşünceleri ile ilgili seçimlik sorular ve 16'sı likert tipi sorulardan oluşan toplam 25 soruluk bir anket geliştirilmiştir. Bu anketin güvenirliğinin ölçülmesi için yapılan analiz sonucunda Cronbach Alpha katsayısı .736 olarak bulunmuş ve anketin araştırmada uygulanabilir olduğuna karar verilmiştir.

Veri toplama aracı araştırma grubuna iki haftalık bir süreç içerisinde elektronik ortamda uygulanmış, yansızlığın ve veri güvenliğinin sağlanması için gerekli tedbirler alınmıştır.

Verilerin Analizi

Veri toplama aracının araştırma grubuna uygulanmasıyla elde edilen veriler istatistiksel analize tabi tutulmuş ve bu amaca yönelik olarak istatistiksel veri analizi paket programlarından faydalanılmıştır. Verilerin çözümlenmesinde; betimsel analizler için frekans, yüzde, ortalama ve standart sapma kullanılmıştır. Likert tipi sorular 1 ile 5 arasında derecelendirilmiş, elde edilen ortalamalar aşağıdaki gibi sınıflandırılmıştır.

1,00 -1,80	Kesinlikle katılmıyorum
1,81-2,60	Katılmıyorum
2,61-3,40	Kısmen katılıyorum
3,41-4,20	Katılıyorum
4,21-5,00	Tamamen katılıyorum

BULGULAR VE YORUMLANMASI

Elde edilen verilerin istatistiksel çözümlemesi ile ortaya çıkan bulgular ve bunların yorumlanması, çalışmanın alt amaçları da göz önüne alınarak, bu bölümde ele alınmıştır. Bunlardan "BÖTE bölümünde öğrenim görmekten memnun musunuz?" şeklindeki soruya öğrencilerin % 53,85'lik bölümü "evet", %34,32'lik bölümü ise "hayır" cevabını vermiştir. Geriye kalan kısmının ise fikir sahibi olmadığı dikkate alınırsa bölümde öğrenim görenlerin yarısının memnun olduğu görülmektedir. Bu soruya ait veriler tablo 2'de görülmektedir.

Tablo 2: Öğrencilerin BÖTE bölümünde öğrenim görmekten memnuniyet durumu

Memnuniyet	**N**	**%**
Memnun değil	58	34,32
Memnun	91	53,85
Fikri yok	20	11,83
TOPLAM	**169**	**100,00**

Öğrencilerin BÖTE bölümünü çevrelerindeki üniversiteye hazırlanan adaylara önerip önermeyecekleriyle ilgili soruya verdikleri cevaplara ait veriler tablo 3'te görülmektedir. Hayır cevabı % 86,39 gibi yüksek bir orana sahiptir. Öğrencilerin yarısından fazlası bölümden memnun olmasına rağmen tavsiye etmemeleri öğrencilerin fikrinin bölümde öğrenim görüp mezuniyete yaklaştıkça değiştiğinin göstergesidir.

Tablo 3: Öğrencilerin BÖTE bölümünü tavsiye edip etmemesi

Tercih Sırası	**N**	**%**
Tavsiye ederim	23	13,61
Tavsiye etmem	146	86,39
TOPLAM	**169**	**100,00**

"Öğreniminiz bittikten sonra hangi bölgede yaşamak istersiniz?" şeklindeki soruya verilen cevaplarda homojen bir dağılım ortaya çıkmıştır. Öğrencilerin öğrenim görmeye başlamadan önceki yaşadıkları bölgede yığılmalar oluşurken mezuniyetten sonra yığılmanın olmaması, mesleklerini kullanarak her bölgede yaşayabileceklerine inandıklarını göstermektedir. Bu soruya ait veriler tablo 4'te görülmektedir.

Tablo 4: Öğrencilerin, öğrenimleri bittikten sonra yaşamak istedikleri bölge

Yaşamak İstediği Bölge	**N**	**%**
Marmara	18	10,65
Ege	26	15,38
Akdeniz	28	16,57
Karadeniz	19	11,24
İç Anadolu	17	10,06
Doğu Anadolu	33	19,53
G.Doğu Anadolu	13	7,69
Yurtdışı	15	8,88
Toplam	**169**	**100,00**

Gelecek kelimesinin öğrencilerde ilk çağrıştırdığı kavramı belirlemek için öğrencilere öntanımlı 14 kavram sunulmuş, bunlardan birini seçmeleri veya başka bir kavramı çağrıştırıyorsa "diğer" bölümüne yazmaları istenmiştir. Öğrencilerde çağrışan kavramlardan ilk üçü , "Milli Eğitim Bakanlığı", "Yeni bir yaşam" ve "İş" kavramları oluşturmuş, son üçü ise "Şanslı", "emeklilik" ve "evlilik" oluşturmuştur. Diğer seçeneği ile belirtilen ifadelerde ise "umut", "mutluluk" ve "yüksek lisans" kavramları öne çıkmıştır.

Öğrencilerin gelecekte kendilerine nasıl bir yer belirlediklerini yorumlayabilmek için sorulan sorulardan biri de "Aşağıdakilerden hangisi gelecek planlarınızda daha öne çıkıyor?" sorusudur. Öğrencilerin % 81,07 gibi büyük bir kısmı kendini "Eğitim Bilimci" olarak görürken geri kalan kısmı ise BT teknik elemanı olarak görmektedir. Yine başka bir maddede "Bir devlet kurumunu, bir şirketi veya bir ekibi yönetebileceğinizi düşünüyor musunuz?" sorusuna %

72,19 gibi büyük bir oranla "evet" cevabı verilmiştir. Önceki bölümlerde üzerinde durulan, öğrencilerin bilgisayar ile ilgili bir bölüm olduğu için geldikleri BÖTE bölümünde eğitimci yanlarının daha fazla ortaya çıktığı ve liderlik yapabileceklerine inanmaya başladıklarını göstermektedir. Bu sorulara ait veriler tablo 5'te görülmektedir.

Tablo 5: Öğrencilerin gelecekte kendilerine nasıl bir yer belirledikleri

Kendilerini ne olarak gördükleri	**N**	**%**	**Liderlik vasfı**	**N**	**%**
Eğitim Bilimci	137	81,07	Evet	122	72,19
BT teknik elemanı	32	18,93	Hayır	25	14,79
TOPLAM	**169**	**100,00**	Fikrim Yok	22	13,02
			TOPLAM	**169**	**100,00**

Kendini eğitim bilimci veya BT teknik elemanı olarak gören öğrencilerin bu yönlerini ön plana çıkardıklarında hangi branşlarda başarılı olabilecekleri ile ilgili düşüncelerini belirlemek için sorulan sorulara verilen cevaplar tablo 6'da görülmektedir.

Tablo 6: Öğrencilerin hangi branşlarda başarılı olabilecekleri ile ilgili düşünceleri

Eğitim Bilimci	**N**	**%**	**BT Teknik Elemanı**	**N**	**%**
Bilişim teknolojileri öğretmeni	110	27,09	Bilgisayar mühendisliğine denk bir pozisyon	28	6,42
Bilgisayar öğretmeni	93	22,91	Sistem mühendisliğine denk bir pozisyon	9	2,06
Öğretim teknoloğu	54	13,30	Yazılım mühendisliğine denk bir pozisyon	22	5,05
Akademisyen	65	16,01	Bilgisayar teknikerliğine denk bir pozisyon	37	8,49
Eğitim kurumunda rastgele çalışan	27	6,65	Bilgisayar teknisyenliğine denk bir pozisyon	33	7,57
			Ağ uzmanı	28	6,42
Farklı bir devlet kurumunda rastgele çalışan	52	12,81	Veri tabanı yöneticisi	26	5,96
			Donanım uzmanı	48	11,01
Diğer:	5	1,23	İşetim sistemi uzmanı	30	6,88
TOPLAM	**406***	**100,00**	Uygulama geliştirici	36	8,26
			Web tasarımcısı	69	15,83
			Bilgisayar işletmeni (Operatör)	56	12,84
			Diğer:	14	3,21
			TOPLAM	**436***	**100,00**

* Bu sorularda katılımcılar birden fazla seçenek işaretleyebilmişlerdir.

Tablo 6'dan da anlaşılacağı gibi öğrenciler eğitimci kimliklerini ön plana çıkardıklarında "Bilişim teknolojileri Öğretmeni" ve "Bilgisayar Öğretmeni" branşlarını daha çok benimsemişlerdir. Öğrenciler kendilerini her ne kadar eğitim bilimci olarak görseler de bunu bilgisayar eğitimi şeklinde teknik tarafa kaydırdıkları gözlemlenmektedir. BT teknik elemanı kimliklerini ön plana çıkardıklarında ise "Web Tasarımcısı" ve "Bilgisayar İşletmeni" branşlarını daha çok benimsemişlerdir. Öğrencilere gelecek kaygıları ile ilgili sorulan likert tipi sorulara ilişkin veriler tablo 7'de verilmiştir.

Tablo 7: Öğrencilerin gelecek kaygıları ile ilgili dereceli cevapları

Maddeler	Ort	SS	Cevap aralığı
Gelecek kaygısı mesleki bilgi ve beceri kazanma kaygısının önüne geçiyor.	3,95	1,23	Katılıyorum
Mezun olduğumuzda bir işe yaramayan bireyler olacağımız konusunda kaygılıyım.	3,74	1,18	Katılıyorum
İş bulmakta zorlanacağım.	3,66	1,22	Katılıyorum
Öğretim elemanlarının bizden iş hayatındaki beklentileri gereğinden fazla yüksek.	3,12	1,17	Katılmıyorum
Okullarda derse girmektense, okulun teknik işlerini yürütmek işimize gelir.	2,47	1,37	Kısmen katılıyorum
Özel sektörde çalışmak her zaman daha avantajlıdır.	2,47	1,12	Kısmen katılıyorum
Bir BÖTE mezunu eğitim ve bilgisayar temelli ve NİTELİK isteyen her işi yapabilir.	3,18	1,14	Kısmen katılıyorum
Öğretmen olarak atandığımızda okulda saygın bir yerimiz olacak.	2,80	1,25	Kısmen katılıyorum
Her okulun mutlaka bir BÖTE mezununa ihtiyacı vardır.	4,33	1,04	Tamamen Katılıyorum
FATİH projesinin BÖTE mezunlarının devlet kurumlarındaki iş imkânlarını artıracağını düşünüyorum.	3,20	1,28	Kısmen katılıyorum
FATİH projesinin BÖTE mezunlarının özel sektördeki iş imkânlarını artıracağını düşünüyorum.	2,96	1,27	Kısmen katılıyorum
BÖTE mezunlarına okullardaki idareciler tarafından görevlerinde tanımlanmayan işler yaptırılıyor.	3,83	1,15	Katılıyorum
Bilgisayar öğretmenlerinin kendi bölümleri dışında, okulda bulunan diğer bölümlerdeki bilgisayarların bakım-onarımıyla da ilgilenmeleri isteniyor.	3,93	1,08	Katılıyorum
Okuldaki diğer öğretmenlerin özel istekleri için bilgisayar öğretmenini rahatsız ettikleri görülüyor	3,84	1,15	Katılıyorum
Bilgisayar öğretmenlerinin projelerini gerçekleştirebilmeleri için yeterli desteğin verilmediği görülüyor.	3,72	1,07	Katılıyorum
Bilişim Teknolojileri Rehber Öğretmenliği bir an önce yaygınlaştırılmalıdır.	4,30	1,04	Tamamen Katılıyorum

Öğrenciler "Her okulun mutlaka bir BÖTE mezununa ihtiyacı vardır." ve "Bilişim Teknolojileri Rehber Öğretmenliği bir an önce yaygınlaştırılmalıdır." maddelerine yüksek bir ortalamayla "Tamamen Katılıyorum" şeklinde cevap vermeleri taşıdıkları gelecek kaygısı ile çözüm beklentilerinin ne kadar yüksek düzeyde olduğunu göstermektedir. Bunlar dışındaki gelecek kaygısı ile ilgili sorulara "Katılıyorum" düzeyinde cevap vermişlerdir. Bu durum öğrencilerin ciddi düzeyde gelecek kaygısı taşıdıklarını göstermektedir. Gelecekteki niteliklerini derecelendirdiklerinde ise "Kısmen katılıyorum" cevabı vererek zorlukların ve problemlerin üstesinden gelip gelemeyecekleri konusunda fikirlerinin olmadığını belirtmişlerdir.

SONUÇ

Bu bölümde, verilerin çözümlenmesi ve yorumlanmasıyla varılan sonuçlara ve bu sonuçlara göre geliştirilen önerilere yer verilmiştir. Bu sonuçlardan ilki, belki de en dikkat çekeni, BÖTE bölümü öğrencilerinin bölümlerinden memnun olmalarına karşın üniversite adaylarına tavsiye etmemeleridir. "Bölümünüzden memnun musunuz?" sorusu veri toplama aracının ilk bölümlerindeki bir soru olduğu için öğrenciler memnun olduklarını ifade etmişlerdir ancak sorular ilerledikçe ve gelecek kaygısı ile ilgili sorular öğrencileri etkilemeye başladıkça öğrencilerde bir karamsarlık belirmeye başlamış ve son bölümlerdeki bölümü tavsiye etme ile ilgili soruya olumsuz cevap vermişlerdir.

Öğrencilerin kendilerini eğitimci olarak görmesiyle birlikte ne tür bir eğitimci olarak gördükleri sorusuna bilgisayar veya BT öğretmeni şeklinde cevap vermeleri, öğretim teknoloğu seçeneğinin çok zayıf kalması, öğrencilerin bilgisayarın popüleritesinden vazgeçemediklerini göstermektedir.

Öğrencilerin gelecekle ilgili kaygı düzeyi yüksek çıkmıştır. Hatta bu kaygıların motivasyonlarının önünde engel olduğunu belirtmişlerdir. Gelecek kaygısının nedenlerinden biri, öğrenimlerinin kendilerini mezuniyet sonrası hayata hazırlayamadığı yönündedir. Bu sonuca ulaşılmasını sağlayan veriler öğretim elemanlarını ve bölüm derslerini değerlendiren sorulara verilen cevaplardan çıkmıştır.

Gelecek beklentileri ile ilgili sorulara ise öğrenciler "her okula bir BÖTE öğretmeni lazım" ve "BT rehber öğretmenliği bir an önce yaygınlaştırılmalı" şeklinde cevap vererek eğitim politikalarına gönderme yapmışlardır.

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BİLGİSAYAR VE ÖĞRETİM TEKNOLOJİLERİ EĞİTİMİ ÖĞRETMEN ADAYLARININ TEKNOLOJİ KULLANIM SIKLIĞI VE BECERİSİ DÜZEYLERİ BAKIMINDAN ÖĞRENME STİLLERİNİN İNCELENMESİ (SAU ÖRNEĞİ)

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Özet: Son yıllarda bilişim teknolojileri hayatın her alanında olduğu gibi eğitim öğretim alanında da yaygın bir şekilde kullanılmaya başlamıştır. Zaman içerisinde daha küçük boyutlu, daha hafif ve daha işlevsel sürümleriyle karşımıza çıkan bilgisayar teknolojisi eğitim - öğretimde vazgeçilmez unsurlar arasına girmeyi başarmıştır. Benzer şekilde gelişen internet teknolojileri eğitim-öğretim alanında yeni uygulamaların kullanıma sunulmasını sağlamıştır.Günümüzde benimsenen öğrenci merkezli eğitim anlayışında öğrencilerin öğrenme stillerini bilmek önem taşımaktadır. Her öğrencinin güçlü ya da zayıf olduğu öğrenme stillerinin bilinmesi öğrencinin güçlü yönlerinin desteklenmesi ve zayıf yönleri için tedbirler alınmasında ilk aşamadır. Sonraki aşamada öğrenci başarısını olumlu etkileyecek öğrenme ortamlarının bu bilgininde göz önünde tutularak tasarlanması özellikle eğitimin kalitesini artırır.Bu çalışmanın temel amacı, Sakarya Üniversitesi Eğitim Fakültesi Bilgisayar ve Öğretim Teknolojileri Eğitimi öğretmen adaylarının, Kolb Öğrenme stilleri içerisindeki kategorilerden hangilerine daha elverişli olduklarını belirlemek; öğretmen adaylarının cinsiyet ve öğrenim gördüğü sınıfa göre öğrenme stillerinde farklılık olup olmadığını ve yine öğretmen adaylarının cinsiyet, sınıf ve öğrenme stiline göre teknoloji kullanım sıklığı ve teknoloji kullanım becerilerinde farklılık olup olmadığını araştırmaktır. Araştırmaya 2012-2013 öğretim yılında Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümünde öğrenim gören 182 öğretmen adayı katılmıştır. Araştırmada, veri toplama aracı olarak Aşkar ve Akkoyunlu (1993) tarafından Türkçe'ye uyarlanmış olan Kolb Öğrenme Stili Envanteri kullanılmıştır.

Anahtar Sözcükler: Kolb Öğrenme Stilleri, Teknoloji Kullanım Becerisi, Teknoloji Kullanım Sıklığı

GİRİŞ

Son yıllarda bilişim teknolojileri kapasiteleri artarken fiyatların ucuzlaması ile teknolojiyi daha geniş bir kitle kullanmaya başlamıştır. Bunun doğal sonucu olarak eğitim öğretim alanında da kullanımı yaygınlaşan bilişim teknolojilerinin, özellikle bilgisayar ve internet teknolojilerinin kullanım sıklığı ve becerisi önemli bir veri olarak karşımıza çıkmaktadır. Bu durum teknoloji kullanım sıklığı ve becerisinin öğrencilerin öğrenme stilleriyle arasındaki ilişkinin belirlenmesi konusunu gündeme getirmiştir.

Öğrenme sürecinde her birey kendini en rahat hissettiği, en başarılı olduğu yol ve yöntemleri kullanır. Bu yöntemler kişilere göre farklılık gösterse bile genel anlamda benzerlikler gösterir. Benzer öğrenme yöntemlerinin kategorilere ayrıştırılmasıyla öğrenme stilleri oluşturulur. Oluşturulan bu öğrenme stillerine göre öğrenciler sınıflandırılarak güçlü ve zayıf yönlerine göre eğitim – öğretim ortamı tasarlanır. Öğrenme süreci yıllardan beri araştırılmakta olan bir konu olup geçen süre içinde öğrenme stillerinin karmaşıklığı azaltılarak daha anlaşılır hale getirilmiştir. Bu sayede farklı işlevlere sahip çok sayıda öğrenme stili modeli geliştirilmiştir (Veznedaroğlu ve Özgür, 2005).

Önemli öğrenme stili modellerinden birisi de öğrenme stili kavramını "bilgiyi kavrama ve işlemede kişisel olarak tercih edilen yöntem" olarak tanımlayan Kolb öğrenme stili envanteridir (Kolb, 1984).

Kolb Öğrenme Stili Modeli

Kolb Öğrenme Stili Modeli "Yaşantısal Öğrenme Kuramına" dayanır. Öğrenmenin bir süreç olarak görüldüğü Yaşantısal Öğrenme Kuramını temel alarak geliştirdiği öğrenme stilleri modelinde Kolb, bu öğrenme sürecini algılama/kavrama (somut yaşantı ve soyut kavramsallaştırma) ile işleme/dönüştürme (aktif yaşantı ve yansıtıcı gözlem) olarak iki temel boyutta yer alan dört öğrenme biçimine dayandırır. Somut yaşantıda hissederek; soyut kavramsallaştırmada düşünerek; aktif yaşantıda yaparak; yansıtıcı gözlemde izleyerek ve dinleyerek öğrenme söz konusudur (Kolb, 1984). Bunun yanında, Kolb öğrenme stili bireylerin öğrenme stillerini değiştiren, özümseyen, ayrıştıran ve yerleştiren olmak üzere dört alt boyuta ayrıştırır. Kolb öğrenme stili boyutlarının temel özelliklerini şöyle boyutlandırabiliriz (Akt: Aşkar ve Akkoyunlu, 1993)

Değiştiren Öğrenme Stili: Bu öğrenme stiline sahip bireyler Somut Yaşantı (hissederek) ve Yansıtıcı Gözlem (izleyerek) öğrenme biçimlerini kullanır. Bu öğrenme stiline sahip bireyler, düşünceleri biçimlendirirken kendi duygu ve düşüncelerini göz önüne alırlar ve öğrenme etkinliklerinde bireysel çalışmayı tercih ederler. Bu bireylerin belirleyici sorusu "Niçin?" sorusudur. Bu tür öğrenenler motive edilmeleri gerekir (Kolb, 1984; Jonassen ve Grabowski, 1993; Guild ve Garger, 1991). Bu öğrenme stiline sahip bireylerin güçlü ve zayıf yönlerine aşağıda yer verilmiştir:

Güçlü Yönler	Zayıf Yönler
Somut durumlara farklı açılardan bakar	Seçim yapma konusunda zorlanır
Fikirlere odaklanma konusunda başarılıdır	Karar vermede güçlük çeker
Fikirleri ilişkilendirme konusunda başarılıdır	Fırsatları değerlendiremez
Sabırlı ve dikkatlidir	
Gözlem yapmayı ve farklı fikirler üretmeyi sever	

Özümseyen Öğrenme Stili: Bu öğrenme stiline sahip bireyler Soyut Kavramsallaştırma (düşünerek) ve Yansıtıcı Gözlem (izleyerek) öğrenme biçimlerini kullanır. Bu bireylerin belirleyici sorusu "Nedir?" sorusudur. Bu stiline sahip bireylere sunulan bilgi sıralı, mantıklı ve ayrıntılı olmalıdır. Bu bireyler işitsel ve görsel sunumları tercih ederler (Kolb, 1984; Jonassen ve Grabowski, 1993; Guild ve Garger, 1991). Bu öğrenme stiline sahip bireylerin güçlü ve zayıf yönlerine aşağıda yer verilmiştir:

Güçlü Yönler	Zayıf Yönler
Düşünme yeteneği	Hatalardan öğrenememe
Değer ve anlamların farkında olma	Hayalcilik
Soyut kavramlar ve fikirler üzerinde odaklanma	Uygulama ve pratik eksikliği
Planlama, model yaratma, kuram geliştirme	Sistematik bir yaklaşım izleyememe
Problem tanımlama	Yapılandırılmış sistematik bilgiyi tercih etme

Ayrıştıran Öğrenme Stili: Bu öğrenme stiline sahip bireyler Soyut Kavramsallaştırma (düşünerek) ve Aktif Yaşantı (yaparak) öğrenme biçimlerini kullanır. Bu bireylerin belirleyici sorusu "Nasıl?" sorusudur. Ayrıştıran bireyler, detaylara önem verirler, parçalardan hareketle bütünü anlamaya çalışırlar. Öğrenme etkinliklerinde basamakları sıra ile takip ederler (Kolb, 1984; Jonassen ve Grabowski, 1993; Guild ve Garger, 1991). Bu öğrenme stiline sahip bireylerin güçlü ve zayıf yönlerine aşağıda yer verilmiştir:

Güçlü Yönler	Zayıf Yönler
Problem çözme, karar verme	Sosyal ve kişisel etkinlikler
Fikirleri mantıksal ve sistematik olarak planlama	Çabuk karar verme
Teknik sorunlarla uğraşmayı sevme	Odak noktasını kaçırma
	Dağınık düşünme yapısı

Yerleştiren Öğrenme Stili: **:** Bu öğrenme stiline sahip bireyler Somut Yaşantı (hissederek) ve Aktif Yaşantı (yaparak) öğrenme biçimlerini kullanır. Bu bireylerin belirleyici sorusu "Eğer … ise ne olacak?" sorusudur. Yerleştiren bireyler, zihinsel analizlerden çok duygulara dayalı davranma eğilimindedir ve teknik analizler yerine insanlarla diyalog sonucu bilgi edinmeyi tercih ederler. Bu bireyler, araştırarak, bir şeyleri keşfederek, uygulayarak öğrenmekten hoşlanırlar (Kolb,1984; Jonassen ve Grabowski, 1993; Guild ve Garger, 1991). Bu öğrenme stiline sahip bireylerin güçlü ve zayıf yönlerine aşağıda yer verilmiştir:

Güçlü Yönler	Zayıf Yönler
Planlama yapma	Anlamsız etkinliklerde bulunma
Kararları yürütme	Pratik ve hedefe yönelik olmayan planlar yapma
Yeni deneyimler içinde yer alma	
Açık fikirli ve değişimlere karşı kolaylıkla uyum sağlama	
Liderlik ve risk alabilme	

Bireyler kendi öğrenme stillerine uygun şartlarda daha kolay ve etkili öğrenir. Aynı öğretim etkinliği bir öğrenci için mükemmel olarak kabul edilirken, diğeri için katlanılması zor bir süreç olabilir. Bu nedenle okul öğrenmelerinde kendi stillerine uygun öğrenme ortamında bulunanlar, diğerlerine göre daha başarılı olurlar (Erden ve Altun, 2006: 21-22).

Günümüz ezberci öğretim sisteminin olumsuz etkilerine maruz kalan öğrencilerin düşünme ve öğrenme becerilerinin bilgi toplumunu oluşturmada yetersiz kaldığı söylenebilir. Bilgi toplumunda daha yeterli öğrenciler yetiştirmenin yollarından biriside öğretmen adaylarına öğrenme stilleri hakkında bilgi vermek ve bu öğrenme stillerini en etkili şekilde kullanabilecekleri ortamlar yaratarak kullanmalarını sağlamak olacaktır.

Araştırmanın Amacı ve Önemi

Bu araştırma ile SAÜ Eğitim Fakültesi Bilgisayar ve Öğretim Teknolojileri Eğitimi Öğretmenliği Bölümünde öğrenim gören öğretmen adaylarının öğrenme stillerinin belirlenmesi amaçlanmaktadır. Öğretmen adaylarının cinsiyet ve öğrenim gördükleri sınıfın öğrenme stillerinde bir farklılığa yol açıp açmadığını belirlemek için yapılan çalışma tarama türündedir. Çalışmada ayrıca öğretmen adaylarının, cinsiyet, öğrenim gördükleri sınıf, Kolb öğrenme stillerinin teknoloji kullanım sıklığı ve teknoloji kullanım becerisinde bir farklılığa yol açıp açmadığının belirlenmesi hedeflenmiştir.

Yapılan bu araştırma bilgisayar ve öğretim teknolojileri eğitimi bölümünde okumakta olan öğretmen adaylarının öğrenme stillerinin öğretmenlik alanlarına göre değişip değişmediğini tespit etmek bakımından önemlidir. Bu araştırma öğretmen adaylarının akademik başarılarını olumlu yönde etkileyecek öğretim ortamının öğrenme stillerine göre tasarlanmasında eğiticilere yardımcı olacaktır.

YÖNTEM

Bu araştırma öğretmen adaylarının baskın öğrenme stillerini belirlemek için tarama modelinde yapılmış bir çalışmadır.

Araştırmanın Modeli

Bu araştırma, öğretmen adaylarının cinsiyet ve öğrenim gördükleri sınıf değişkenlerine göre öğrenme stillerini ve yine öğretmen adaylarının cinsiyet, öğrenim gördükleri sınıf, Kolb öğrenme stillerine göre teknoloji kullanım sıklığı ve teknoloji kullanım becerisini incelemek üzere planlanmış bir çalışmadır.

Evren ve Örneklem

Araştırmanın evreni SAÜ Eğitim Fakültesi Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümünde öğrenim gören öğretmen adaylarıdır. Araştırmaya bu bölümde öğrenim gören toplam 550 öğretmen adayı içerisinden seçkisiz örnekleme yöntemi ile belirlenen 200 öğretmen adayı dâhil edilmiştir. Bu adaylara uygulanan ve geçerli sayılan 182 öğrenme stili envanteri değerlendirmeye alınmıştır. Sonuçta elde edilen verilerin cinsiyet, sınıf ve kolb öğrenme stiline göre dağılımı Tablo 1'de sunulmuştur.

Tablo 1. Öğretmen adaylarının cinsiyet, sınıf ve Kolb öğrenme stili özelliklerine göre dağılımı

		Frekans	%
Cinsiyet	Erkek	97	53.3
	Kız	85	46.7
Sınıf	1	49	26.9
	2	59	32.4
	3	42	23.1
	4	32	17.6
Kolb Öğrenme Stili	Değiştiren	13	7.1
	Özümseyen	22	12.1
	Ayrıştıran	88	48.4
	Yerleştiren	59	32.4

Tablo 1'e göre, araştırmaya katılan toplam 182 öğretmen adayının %48.4 ile "Ayrıştıran" öğrenme stiline sahip olduğu görülmektedir.

Veri Toplama Aracı

Verilerin toplanması aşamasında örneklem alınan öğretmen adaylarının öğrenme stillerini belirlemek amacıyla Kolb (1976) tarafından geliştirilen ve Kolb (1985) tarafından yeniden düzenlenen, Aşkar ve Akkoyunlu (1993) tarafından Türkçe'ye uyarlaması yapılan 12 durumdan oluşan Kolb Öğrenme Stili Envanteri kullanılmıştır. Aşkar ve Akkoyunlu (1993) tarafından yapılan geçerlik ve güvenirlik çalışması sonucuna bakıldığında, envanterin dört boyutuna (öğrenme biçimlerine) ait güvenirlik katsayılarının (Cronbach Alpha) en düşüğünün 0.73 değerinde olduğu görülmektedir.

Verilerin Toplanması ve Analizi

Çalışmada her öğretmen adayı cinsiyet, sınıf, Kolb ölçeği soruları, teknoloji kullanım sıklığı ve becerisi sorularını cevaplandırmıştır.

Kolb öğrenme ölçeği her birinde dörder seçenek bulunan on iki durumu kapsamaktadır. Seçenekler Somut Yaşantı (SY), Yansıtıcı Gözlem (YG), Soyut Kavramsallaştırma (SK), Aktif Yaşantı (AY) sıralamasıyla yerleştirilmiştir. Çalışmaya katılan her öğretmen adayı her bir durum için kendi içinde sıralama yapmıştır. Ölçeğin sonunda her öğretmen adayının aldığı Somut Yaşantı (SY), Yansıtıcı Gözlem (YG), Soyut Kavramsallaştırma (SK) ve Aktif Yaşantı (AY) puan toplamları hesaplanarak SK-SY ile AY-YG farkları bulunmuştur. Bulunan bu değerlere göre her öğretmen adayının hangi öğrenme stiline sahip olduğu belirlenmiştir. Bu çalışmanın ardından her bir öğrenme stiline 1ile 4 arasında sayısal bir değer verilerek öğretmen adaylarının öğrenme stili olarak SPSS dosyasına girilmiştir.

Öğretmen adaylarının teknoloji kullanım sıklığı ve becerisini ölçmek amacıyla "Bilgisayar Kullanımı" ile ilgili 6, "Web / İnternet Kullanımı" ile ilgili 11 ve "Cep Telefonu Kullanımı" ile ilgili 9 olmak üzere toplamda 26 soru sorulmuştur. Teknoloji kullanım sıklığı "Kullanmadım", "Günde En Az Bir Kere", "Haftada En Az Bir Kere", "Ayda En Az Bir Kere" ve "Yılda En Az Bir Kere" olmak üzere 5 seçenekten oluşmaktadır. Teknoloji kullanım becerisi "Çok Becerili Değilim", "Becerili Değilim", "Kararsızım", "Beceriliyim" ve "Çok Beceriliyim" olmak üzere 5 seçenekten oluşmaktadır. Teknoloji kullanım sıklığı ve teknoloji kullanım becerisi değeri olarak teknoloji kullanma sıklığı seçeneklerinden "Kullanmadım" seçeneği dışındaki değerlerin ortalaması alınarak kullanılmıştır. Elde edilen teknoloji kullanım sıklığı ve teknoloji kullanım becerisi değerleri SPSS dosyasına girilmiştir.

Verilerin Çözümlenmesi

Öğretmen adaylarının öğrenme stillerinin çeşitli özelliklere göre değişiklik gösterip göstermediğini belirlemeye yönelik sayısal karşılaştırmalar için frekans (f), yüzde (%), t-testi ve ANOVA testinden yararlanılmıştır. Araştırma verilerinin istatistiksel çözümlemeleri SPSS paket programı kullanılarak gerçekleştirilmiştir. Araştırmada yapılan istatistiksel çözümlemelerde anlamlılık düzeyi .05 olarak benimsenmiştir.

BULGULAR VE YORUMLAR

Bu bölümde araştırmanın temel amacına bağlı olarak elde edilen bulgu ve yorumlara yer verilmiştir.

Öğretmen adaylarının cinsiyetleri ile öğrenme tipleri arasında yapılan çaprazlama sonucu elde edilen veriler Tablo 2'de verilmiştir.

Tablo 2. Öğretmen adaylarının cinsiyet özelliklerine göre öğrenme tipleri bakımından dağılımı

			Kolb Öğrenme Stili				
			Değiştiren	Özümseyen	Ayrıştıran	Yerleştiren	Toplam
Cinsiyet	Erkek	Frekans	5	10	45	37	97
		%	5,2	10,3	46,4	38,1	100
	Kız	Frekans	8	12	43	22	85
		%	9,4	14,1	50,6	25,9	100
Toplam		Frekans	13	22	88	59	182
		%	7,1	12,1	48,4	32,4	100

Tablo 2'ye göre, toplam 182 bilgisayar ve öğretim teknolojileri eğitimi öğretmen adayının %7.1'i "Değiştiren", %12.1'i "Özümseyen", %48.4'ü "Ayrıştıran" ve %32.4'ü "Yerleştiren" öğrenme stiline sahip olduğu görülmüştür. Cinsiyet değişkenine göre toplamda 97 erkek öğretmen adayında bu oranlar sırasıyla %5.2, %10.3, % 46.4 ve %38.1 olurken; toplam 85 kız öğretmen adayında %9.4, %14.1, %50.6 ve %25.9 olarak tespit edilmiştir. Bu duruma göre her iki cinsiyet için en yüksek oranlar sırasıyla "Ayrıştıran" ve "Yerleştiren" öğrenme stillerinde toplanmıştır. Her iki öğrenme stili cinsiyete bakılmaksızın toplamda %80.8 oranını bulmaktadır. Bunun dışında her iki cinsiyet için en düşük değerlere sahip öğrenme stilleri sırasıyla "Değiştiren" ve "Özümseyen" olarak gerçekleşmiştir.

Araştırmada öğretmen adaylarının cinsiyetleri bakımından öğrenme tiplerinde farklılık olup olmadığına bakılmıştır ve t-testi sonuçlarında elde edilen veriler Tablo 3'de verilmiştir.

Tablo 3. Öğretmen adaylarının cinsiyetine göre öğrenme stillerinin değişim tablosu

Cinsiyet	N	X	S	t	sd	p
Erkek	97	3,18	,82	1,95	180	,053
Kız	85	2,93	,88			

Tablo 3 incelendiğinde, cinsiyet bakımından öğretmen adaylarının Kolb öğrenme stillerinde (t=1.95) anlamlı bir farklılık olmadığı (p>.05) bulunmuştur.

Araştırmada öğretmen adaylarının öğrenim gördükleri sınıfı bakımından öğrenme tiplerinde farklılık olup olmadığına bakılmıştır ve ANOVA sonuçlarında elde edilen veriler Tablo 4'de verilmiştir.

Tablo 4 . Öğretmen adaylarının sınıfına göre öğrenme stillerinin değişimi ANOVA tablosu

Sınıf	N	X	SS		Kareler Top.	sd	Kareler Ort.	F	p
1	49	3,18	,78	Gruplar arası	1,36	3	,45	,62	,61
2	59	2,97	,91	Grup içi	130,97	178	,74		
3	42	3,02	,87	Toplam	132,34	181			
4	32	3,09	,86						
Toplam	182	3,06	,86						

Tablo 4 incelendiğinde, sınıf bakımından öğretmen adaylarının Kolb öğrenme stillerinde ($F_{(3,178)}$=.62) anlamlı bir farklılık olmadığı (p>.05) bulunmuştur.

Araştırmada öğretmen adaylarının cinsiyetleri bakımından teknoloji kullanım sıklığında ve teknoloji kullanım becerisinde farklılık olup olmadığına bakılmıştır ve t-testi sonuçlarında elde edilen veriler Tablo 5'de verilmiştir.

Tablo 5. Öğretmen adaylarının cinsiyetine göre teknoloji kullanım sıklığı ve teknoloji kullanım becerisinin değişimi tablosu

	Cinsiyet	N	X	SS	t	sd	p	Ort. Fark
Teknoloji Kullanım Sıklığı	Erkek	97	2,87	,36	2,13	180	,034	,12
	Kız	85	2,75	,39				
Teknoloji Kullanım Becerisi	Erkek	97	3,97	,54	-2,46	180	,015	-,19
	Kız	85	4,16	,51				

Tablo 5 incelendiğinde, cinsiyet bakımından "Teknoloji Kullanım Sıklığı" (t=2.13) ve "Teknoloji Kullanım Becerisi" (t=-2.46) açısından anlamlı bir farklılık olduğu (p<.05) bulunmuştur. Teknoloji kullanım sıklığında erkek öğrencilerin (x=2.87) kız öğrencilere (x=2.75) göre daha sık olduğu bulunmuştur. Teknoloji kullanım becerisinde kız öğrencilerin (x=4.16) erkek öğrencilere (x=3.97) göre daha becerili olduğu bulunmuştur. Teknoloji kullanım sıklığı daha yüksek olan erkeklerin teknoloji kullanım becerisinin daha yüksek çıkması beklenirken tam tersinin gerçekleşmesi kız öğrencilerin daha az sayıda teknolojiyi daha becerili kullanıyor olmasından kaynaklanmaktadır.

Araştırmada öğretmen adaylarının öğrenim gördükleri sınıfı bakımından teknoloji kullanım sıklığında ve teknoloji kullanım becerisinde farklılık olup olmadığına bakılmıştır ve ANOVA sonuçlarında elde edilen veriler Tablo 6'da verilmiştir.

Tablo 6. Öğretmen adaylarının sınıfına göre teknoloji kullanım sıklığı ve teknoloji kullanım becerisinin değişimi ANOVA tablosu

		N	X	SS		Kareler Top.	sd	Kareler Ort.	F	p
Teknoloji Kullanım Sıklığı	1	49	2,74	,40	Gruplar Arası	,34	3	,11	,77	,51
	2	59	2,82	,39	Grup İçi	26,08	178	,15		
	3	42	2,85	,38	Total	26,42	181			
	4	32	2,85	,35						
	Toplam	182	2,81	,38						
Teknoloji Kullanım Becerisi	1	49	3,96	,63	Gruplar Arası	,90	3	,30	1,05	,37
	2	59	4,10	,48	Grup İçi	50,72	178	,29		
	3	42	4,14	,55	Total	51,61	181			
	4	32	4,04	,43						
	Toplam	182	4,06	,53						

Tablo 6 incelendiğinde, sınıf bakımından "Teknoloji Kullanım Sıklığı" ($F_{(3,178)}$=.77) ve "Teknoloji Kullanım Becerisi" ($F_{(3,178)}$=1.05) açısından anlamlı bir farklılık olmadığı (p>.05) bulunmuştur.

Araştırmada öğretmen adaylarının Kolb öğrenme stili bakımından teknoloji kullanım sıklığında ve teknoloji kullanım becerisinde farklılık olup olmadığına bakılmıştır ve ANOVA sonuçlarında elde edilen veriler Tablo 7'de verilmiştir.

Tablo 7. Öğretmen adaylarının Kolb Öğrenme Stiline göre teknoloji kullanım sıklığı ve teknoloji kullanım becerisi değişimi ANOVA tablosu

		N	X	SS		Kareler Top.	sd	Kareler Ort.	F	p
ST	1	13	2,84	,43	Gruplar arası	,35	3	,12	,80	,49
	2	22	2,70	,39	Gruplar içi	26,07	178	,15		
	3	88	2,84	,38	Toplam	26,42	181			
	4	59	2,80	,38						
	Toplam	182	2,81	,38						
BT	1	13	3,71	,62	Gruplar arası	2,00	3	,67	2,39	,07
	2	22	4,12	,49	Gruplar içi	49,61	178	,28		
	3	88	4,12	,52	Toplam	51,61	181			
	4	59	4,04	,53						
	Toplam	182	4,06	,53						

Tablo 7 incelendiğinde, Kolb öğrenme stili bakımından "Teknoloji Kullanım Sıklığı" ($F_{(3,178)}$=.80) ve "Teknoloji Kullanım Becerisi" ($F_{(3,178)}$=.07) açısından anlamlı bir farklılık olmadığı (p>.05) bulunmuştur.

SONUÇ VE ÖNERİLER

Sonuç olarak araştırmaya katılan Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümünde öğrenim gören öğretmen adayları dikkate alındığında, bu grubun %48.4 ile "Ayrıştıran" öğrenme stiline sahip olduğu görülürken; ikinci sırada %32.4 ile "Yerleştiren" öğrenme stiline sahip olduğu görülmektedir.

Öğretmen adaylarının cinsiyet ve sınıf değişkenine göre öğrenme stillerinde anlamlı bir farklılık bulunamamıştır. Benzer şekilde sınıf ve öğrenme stili değişkenine göre öğretmen adaylarının teknoloji kullanım sıklığı ve teknoloji kullanım becerilerinde anlamlı bir farklılık bulunamamıştır. Öğretmen adaylarının cinsiyet değişkenine göre teknoloji kullanım sıklığı ve teknoloji kullanım becerilerinde anlamlı bir farklılık bulunmuştur.

Araştırma bulgularına dayalı olarak ulaşılan sonuçlara ilişkin şu önerilere yer verilebilir:

- Öğretmen adaylarının öğrenme tiplerindeki farklılığın ortaya konulması ve eğitimin bu farklılığa uygun verilmesi verimliliğin artmasına daha fazla katkı sağlayabilir
- Öğretmenlerin, öğretmen adaylarının öğrenme stillerini bilmesi ders ortamı ve materyallerinin tasarlanması sürecinde öğretmene daha fazla yardımcı olabilir.
- Baskın öğrenme stillerine göre öğretimin düzenlenmesinin akademik başarıya etkisi incelenebilir.

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CREATING AN ONLINE COMMUNITY OF LEARNERS DURING SOFTWARE SKILLS DEVELOPMENT

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ABSTRACT

The development of software skills commonly required for business activities can often be a solitary task as the user interacts with the hardware and software to the exclusion of classmates. The positive aspects of interactive software for skills development include providing immediate, personalized feedback and on-demand training as each keystroke is recorded. When the software skills course is exclusively online, the social aspects of learning can be missed. The most common way to facilitate the social aspects of learning in an online environment is through discussion boards. However, while discussion boards are readily applied to topics that require opinions, conclusions, and consensus, the development of specific software skills does not involve opinions, conclusions, or consensus. The skill is either present or absent. Thus instructors who wish to develop discussion boards to facilitate the social learning aspects of a software skills training course face a unique challenge. This paper provides a framework for adapting "best practices" in discussion boards to support software skills courses.

INTRODUCTION

The necessity for employees in the global marketplace to have basic computer skills in office applications has been well-established for some time now (Zhao, Ray, Dye, & Davis, 1998) and continues to be a source of importance globally for both new graduates (Gibbs, Steel, & Kuiper, 2011; Haruehansawasin, S. & Kiattikomol, P. 2010) and older workers (Corcoran, 2012). In fact, many employers today take it for granted that job applicants will have obtained the necessary office computer skills prior to employment as well as those for the specific functional area (accounting, marketing, etc.) skills (Gibbs, et al., 2011). Computer proficiency, defined as "the knowledge and ability to use specific computer applications (spreadsheets, word processors, etc.)" (Grant, Malloy, & Murphy, 2009, p. 142) has become as basic a necessity as is knowledge of reading and writing (Grant, et al., 2009).

The rapid changes in technology requires both recent graduates and more mature workers to continue to update their skills in using office software products in order to stay competitive and productive in the job market. Today these skills updates can be obtained in various ways: face-to-face courses, hybrid courses, and fully-online courses (Senn, 2008). Using technology to provide distance education has eliminated "the barriers of time and space" (Renes & Strange, 2011), and opened learning opportunities to a wider population.

Despite the popularity of distance education (online courses) for their convenience, accessibility, and flexibility, there remain certain key aspects of learning, such as the need for a social community in order for the learner to be fully engaged, that require special attention when using this delivery mode. In order to find the appropriate tool to address these key aspects, one must first determine which theory of learning is deemed relevant to the specific course content.

STUDENT ENGAGEMENT: WHICH LEARNING THEORY APPLIES?

An overview of three learning theories is provided by Maddrell (2011, p.6) as follows:

1- The Behaviorist views learning as being the result of the learner experiencing a stimulus, responding to the stimulus either correctly or incorrectly, and the consequences of the learner's actions are used to convey whether the response was correct or incorrect.
2- The Cognitivist views learning through the lens of how the learner can perceive, organize, and recall the information to be learned

3- The Constructivist views learning as being created from attaching new information to the scaffolding of personal experiences assisted through the discourse of others

How a course is organized and delivered is guided by which of these learning theories is embraced by the instructor. Student interactions with the course content, the instructor, and classmates will all be designed to support the learning theory in effect at the time of the design.

In addition, Garrison, D. R., Anderson, T., & Archer, W. (2010) have proposed that learning in the online environment must take place within a Community of Inquiry (CoI) that must include a social presence, a teaching presence, and a cognitive presence. These elements determine the learning outcomes. The CoI therefore embraces a social-constructivist view of learning (Maddrell, 2011).

The social presence relates to the how closely connected students feel to others when interacting in the course (Swan & Shih, 2005). The teaching presence refers to how the course is designed and organized, how the communications are handled, and how the content is delivered (Anderson, Rourke, Garrison, & Archer, 2001). The cognitive presence develops through the student's engagement with the material via discussions, reflection, and critical thinking (Garrison, Anderson, & Archer, 2001).

STUDENT ENGAGEMENT IN ONLINE SOFTWARE SKILLS DEVELOPMENT COURSES

Therefore, which of the learning theories is appropriate for guiding the construction of an online course to teach software skills? The development and use of software skills commonly required to perform business activities can often be a solitary task as the user interacts with the hardware and software to the exclusion of classmates or co-workers. Thus the nature of individual skill-development courses such as learning new software requires individual rather than group activities. New knowledge is not gained from discussions with other students about the validity of the concepts being covered (constructivist) but rather through the actual behavior of performing keystrokes and getting the consequences that confirm if the action was correct or incorrect (behaviorist). Repetition of correct behavior with repeated favorable consequences result in retaining the information for later recall and application.

The individual learner benefits from the positive aspects of online courses through the use of interactive software such as MyITLab (Pearson Education Inc.) that provides on-demand training with immediate, personalized feedback as each keystroke is recorded and assessed. Research has shown that the ability to receive timely, individual feedback on performance during learning activities can increase overall performance and enhance learning outcomes (Limniou & Smith, 2012).

ROLE OF DISCUSSION BOARDS

Given the above discussion of the nature of the course content within the context of the various learning theories, what role should Discussion Boards play in an online course teaching computer software skills? Discussion boards (DB) provide the electronic meeting place for students to discuss and collaborate on coursework. The discussions can be instructor guided or student directed or a combination of both. In addition, they can be used as graded assignments or non-assessed (Robinson, 2011). A review of the extensive body of research on the use of discussion boards (Robinson, 2011) indicates that few online courses omit them. The quality of the interactions on DBs can vary greatly, especially during long discussion threads where the postings at the end receive less attention (Kay, 2006). In addition, the instructor's participation level varies greatly, with some researchers finding that the personal email correspondence between instructor and students outside of the group forums has a positive effect and enhanced learning outcomes (Woods, 2002).

The role of DBs clearly supports a course based on the social-constructionist view of learning where diversity of opinions, conclusions, and consensus are germane to the learning outcomes. However, in courses such as learning new software skills operating under the behaviorist view of learning, the goal of individual skill development can best be achieved through repetition, coupled with immediate, personalized feedback and on-demand review of the material. The use of discussion boards in these courses can provide an effective way of eliciting student introductions, allowing students to find shared interests or other networking activities, and providing a forum for topics discussing the real world application of the new skills being learned.

CONCLUSION

Employers today assume that if a new hire has graduated from a university, he or she has the requisite computing skills, in addition to other specific functional area skills, to be able to add value to the organization (Gibbs, Steel, & Kuiper, 2011). Most universities are diligent in providing training in this area, increasingly through distance education courses. This paper has reviewed some of the challenges unique to creating a "community of learners" when the delivery mode for teaching computing skills is online. Future presentations will provide examples of tools and techniques to enhance software skills courses.

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DEVELOPMENT AND ACCEPTANCE EVALUATION OF PERSONALIZED CLASSROOM RESPONSE SYSTEM

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ABSTRACT

Learning technology greatly modifies traditional classroom teaching methods due to the continuous development and innovation of information technology and wireless network technology. The integration of an interactive response system in traditional classrooms can improve the interaction between teachers and students; the classroom response system (CRS) can store students' response data and save assessment time. However, the current application of CRS in practice exams has many disadvantages. For example, the traditional CRS used to allow students to input their responses using small remote transmitters that send signals to a receiver and wait for other classmates to complete their responses; moreover, the CRS cannot provide adaptive individuals' supplementary information. Therefore, the study aimed to develop a personalized interactive response system (IRS) to facilitate both teaching activities and personal learning assessment in a classroom setting; students are required to use mobile learning devices (i.e. tablets as interactive tools, a platform for instant assessment, and e-readers). Through the wireless network, pop quizzes, or learning activities can be performed to increase interactions between teachers and students and conduct remedial teaching instantly. The system can shorten waiting time for students and stimulate reflection of what they learn in practice exams, increase the readability of questions, and provide privacy when answering questions. The study recruited 6th graders of an elementary school as participants to investigate the usability and users' acceptance of the system. The results indicate the differences between the traditional CRS and the personalized IRS and recommend applicable learners based on the results of the cross verification between different personality preferences and users' acceptance. The collected feedback from the participants and teachers can be referred for further studies.

INTRODUCTION

The personalized interactive response system (IRS) can provide instant automatic grading results different from the traditional classroom teaching method and offer instant individual remedial teaching different from the traditional classroom response system (CRS). In addition, the personalized IRS can completely save students' records of learning process, reduce teachers' time to do inductive analysis, and promote interaction between teachers and parents to understand students' academic performance. The study aimed to develop a personalized IRS that can improve teachers' efficiency and teaching convenience in a classroom setting and increase learners' immediate learning efficiency significantly in the process of assessment to stimulate reflection of what they learn in the problem solving process. The system retained the advantages of the interaction response system and improved the disadvantages of the assessment process in the traditional CRS. For example, the traditional CRS used to allow students to input their responses using small remote transmitters that send signals to a receiver and wait for other classmates to complete their responses; moreover, the CRS cannot provide adaptive individuals' supplementary information. Participants of the study were

required to use mobile learning devices (i.e. tablets as interactive tools, a platform for instant assessment and e-readers). Through the wireless network, pop quizzes or activities can be performed to increase interactions between teachers and students and conduct remedial teaching instantly.

The current CRS tools have given a new dimension to the field of education, but there are still many challenges to overcome. The study combined tablets with back-end application system to investigate issues with regard to informal computerized assessment and a mechanism for stimulating reflection of learning in a computer assisted learning environment. The following are challenges of the common computer assisted learning system.

- Shortening time to stimulate reflection: Most learners are too nervous to completely understand exam questions and mistakenly understand that they don't possess enough knowledge to answer those questions in assessment which result in inaccurate assessment outcomes that cannot reflect on learners' knowledge level. However, with appropriate stimuli and hints, learners can reflect what they learn previously and apply the knowledge to answer exam questions correctly to yield true assessment outcomes and help examinees understand their proficiency levels. The traditional CRS used to allow students to input their responses using small remote transmitters that send signals to a receiver and wait for other classmates to complete their responses that result in losing opportunities to stimulate students to reflect and learn from the test items.
- Readability of test items: The centralized display equipment (i.e. single projectors and slides) of a computerized assisted learning system may lead to difficulties of reading projection content because of environmental factors, such as sunlight or indoor lighting, in a general classroom setting (Yan, 2007). This situation may lower students' learning effectiveness and cause bias of evaluating students' performance. Learners answer incorrectly may result from poor hardware devices, not due to teaching methods or individuals' personality preferences. Therefore, the readability of test items is very important in a computerized assisted assessment.
- Answer with privacy: The current computerized assisted learning system can display all students' correct and incorrect answers that may lead to peer pressure and increase middle and lower learning students' anxiety and depression. According to Seligman's learned helplessness theory, if students are placed in a helpless and passive condition for a long time, what they learn is inability to change the status quo and take any constructive action (Maier, & Seligman, 1976). This situation has a negative impact on students' overall learning performance; therefore, the design of the system should address privacy as a consideration.

In addition, the study aimed to develop a personalized IRS and investigate three dimensions, perceived usefulness, perceived ease-of-use, and satisfaction, of the personalized IRS applied in the Technology Acceptance Model. The results of cross verification of learning styles and users' acceptance indicated applicable learners and provided feedback from educators and system developers for further studies.

LITERATURE REVIEW

Previous studies showed that the application of the classroom response system (CRS) has other names, such as Personal Response System (PRS) and Electronic Voting System (EVS); the systems require individuals to input their responses using small remote transmitters that send signals to a receiver of the computer and then instantly present statistical results for analyzing learning situation. Cutts, Carbone, and van Haaster (2004) developed three different experimental activities to show that the EVS can enhance the consensus among students and that the company staff and students all agree that the EVS is more practical and beneficial than the traditional method. Moreover, the application of the EVS in a classroom setting can effectively promote students to provide learning feedback (Cutts, Carbone, &van Haaster, 2004). Many educational theories are based on the interactive relationships between teachers and students; however, the traditional lecture method is not conducive to the interactive relationships because students are unable or unwilling to express their opinions. The adoption of the EVS in courses allows students to respond to their teachers' instruction and questions that can alleviate barriers to the interactive relationships and increase learning effectiveness (Cutts & Kennedy, 2005). The PRS has an anonymous function helpful to increase students' participation in classroom activities and stimulate

students to reflect on what they learn (Fan & van Blink, 2006). Another study pointed out that the system can rapidly collect multiple choice responses and display participants' results so that the system is a useful tool to promote classroom discussion (Purchase, Mitchell, & Ounis, 2004). The CRS is a good interactive technology that saves students' learning records for future references of course design; the participants agreed that the technology prompt them to remain cautious and receive instant feedback on the course.

Ganger and Jackson (2003) adopted wireless PDAs as research tools and found that the use of wireless PDAs can improve the learning environment, allow students to have interactive relationships with teachers, and provide a solution of examination tools for a large course. In addition, the results indicated that the appropriate design of the optimized graphical user interface of the PDA screen can minimize tutorial which is also necessary. Researches indicated that the students who use PDAs pay full attention to the course topic that is also the moment that they lose their concentration in traditional lecture courses, and teachers replied that using PDAs as teaching tools can solve many difficulties in the classroom (Jackson, Ganger, Bridge, & Ginsburg, 2005). Some studies proposed the application of the Mobile Lecture Interaction (MLI) allows students to use personal mobile devices to ask anonymous questions and vote for questions proposed by other students so that their questions and the mostly asked questions are immediately displayed to teachers. In addition, the application of MLI in speech can increase interactions between the speaker and audience applicable for distance education to have interactive relationships between teachers and students in distant locations (Costa, Ojala, & Korhonen, 2008).

Learning styles originated from the German psychological research on cognitive style in the 1970s. McDermott & Beitman (1984) indicated that learning style is a unique way of learning demonstrated in the learning process, which includes observable strategies from problem solving and decision-making behavior. Learning styles are personal characteristics in the nature of biological development and various ways of learning that help individuals learn better. Therefore, the proposed system in the study can record learners' problem solving strategies when encountering problems, problem solving time, reflection time, and waiting time as important indicators of evaluating learning effectiveness. In addition to psychological based learning styles, the study adopted the Myers-Briggs Type Indicator (MBTI), a psychological and behavioral science-based instrument developed by Myers and Briggs, to measure individuals' personality preferences. Myers & McCaulley (1985) pointed out that individuals who have different psychological personality differences favor different majors when studying in college and selecting occupations. Personality differences and individuals' learning interests have a great impact on academic achievement. Therefore, the adoption of the MBTI instrument in education facilitates individuals to understand their personality differences and encourage educators to adapt their instruction to effectively increase teaching effectiveness.

RESEARCH METHOD

The study started with the system design and literature review to understand previous and present technical and application issues of the classroom response system, propose the system design, discuss characteristics of educational application of CRS in previous studies, investigate research questions, and conduct the experimental activity. The participants were recruited to participate in the experimental activities, take the MBTI instrument to understand their personality preferences, and fill out the Technology Acceptance Model survey. The researchers collected data from the results of the MBTI instrument, the TAM survey, and students' records in the tablets.

System Design

In addition to learning content, the most important part of the personalized IRS is devices for mobile learning. The integration of mobile learning devices (i.e. tablets) in education allows teachers to conduct pop quizzes and interactive activities and promote students to answer questions immediately. The interactive assessment technology of tablets includes multiple wireless networks; a

base station coordinates the activities of the multiple wireless networks and a plurality of mobile devices (i.e. tablets). The system has two subsystems, the classroom management system for teachers and the instant feedback system for students, in the Server-Client mode. Teacher use tablets to lecture course content, interact with students' devices, and display teaching materials on the whiteboard; students use tablets for classroom learning assessment. The classroom management system is for teachers to understand students' learning process and manage classroom activities. Teachers use their personal computers to remote control students' devices. With the roll call system (the first one from the left on Figure 1), students who attend the class can be recognized immediately simply by entering their student IDs. Teachers select the desired type of assessment in the assessment mode that displays pop quizzes, exams, test items, and content for testing (the second one from the left on Figure 1). The answer mode of students instantly receives test items sent by teachers. Teachers can check students' records to understand their learning activities and records of using the system (the third one from the left and the rightmost one on Figure 1) and display all students' answers anonymously. The platform can instantly display each individual's answer to increase teaching convenience and effectiveness; students' learning records are saved in the personalized IRS for students and their parents to check and review.

Figure 1. The screenshots of the roll call, posed question, and students' learning process.

Students use the tablets for learning and assessment. The system provides supplementary information to assist students to be familiar with objectives and learning records that help them understand their learning process. Students enter their IDs for attendance and take an assessment test when turning on the tablets. Then, students instantly receive the multiple choice items (see the first one from the left on Figure 2) from the teachers. Reading the questions on the tablets increase the readability in comparison with the tradition CRS using a single projector to display test items so that students can feel comfort in reading each test item without turning off the light. Students are able to modify their answers before pressing the button, "send", receive instant feedback to check whether their answer is correct or incorrect (see the second one from the left on Figure 2), and read test results and supplementary information to review and further understand the learning objectives (see the rightmost one on Figure 2).

Figure 2 Check the correct answer and supplementary information and the score.

RESULTS AND DISCUSSION

The study performed the t-test to investigate differences of the personalized IRS applied in the TAM. The TAM survey items use 5-point Likert scale, and "3" indicates neutral. Therefore, the study set a critical value of 3.5 that determined the assigned value of each survey item above 3.5 indicated a positive perception on the dimensions of the TAM. The mean values of the three dimensions, ease of usefulness, ease of learning, and satisfaction, are all above 4.82; the meal value of the overall performance is above 4.85; the three dimensions and the overall performance of the personalized IRS reached the significant level (p=.000<.001), indicating that the participants had a significant perception on the personalized IRS applied in the TAM. The results are shown in Table 1.

Table 1 t-test of the personalized IRS in the TAM

Dimension	Mean	Std. Deviation	t-value
Ease of usefulness	4.87	.18990	69.690***
Ease of learning	4.82	.38146	33.737***
Satisfaction	4.85	.24625	53.662***
Overall perception	4.8535	.22312	42.893***

**p<.05 ** p<.01 *** p<.001*

The study adopted the MBTI instrument to measure the participants' personality preferences and identify their differences. The personality preferences are Extraversion (E), Introversion (I), intuition (I), Sensing (S), Feeling (F), Thinking (T), Perceiving (P), and Judging (J). The results of the t-test reveal that the extroverts and introverts demonstrated a significant difference in the perception on ease of learning (see upper part of Table 2), indicating that the extroverts and introverts had a stronger perception on ease of learning in the TAM than the other participants in the personalized IRS. The results of the t-test reveal that the participants with a preference of Judging (J) or Perceiving (P) demonstrated a significant differences in the perception on satisfaction (see lower part of Table 2), indicating that the participants with a preference of Judging (J) had a stronger perception on the personalized IRS than those with a preference of Perceiving (P). In addition, the results reveal that the participants with a preference of Thinking (T) or Feeling (F) and those with a preference of Sensing (S) or Intuition (N) did not demonstrate any difference in dimensions of the TAM.

Table 2 Independent samples test of different MBTI learning style.

Independent samples test of the participants with a preference for Extraverts (E) and Introverts (I)								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**95% Confidence Interval of the Difference**	
							Lower	**Upper**
Ease of usefulness	.013	.910	1.335	48	.188	.07119	-.03604	.17842
Ease of learning	32.523**	.000	2.393*	25.732	.024	.25481	.03584	.47377
Satisfaction	.459	.501	-.501	48	.619	-.03516	-.17640	.10608
Independent samples test of the participants with a preference for Judging (J) or Perceiving (P)								
Ease of usefulness	8.866*	.005	1.363	11.590	.199	.12093	-.07313	.31500
Ease of learning	7.726*	.008	1.311	11.553	.215	.23543	-.15738	.62824
Satisfaction	4.597*	.037	2.490*	12.295	.028	.24788	.03156	.46420

CONCLUSION

The study conducted the experiment that required the participants to experience the personalized IRS and the traditional CRS. The participants' response time of test items in the both systems was recorded as objective evaluation indicators; their personality preferences measured by the MBTI instrument and the results of the TAM that adopted the USE survey were subjective self-perceived evaluation indicators. The objective and subjective evaluation indicators were used to discuss the effects of the overall performance of the personalized IRS. The objective evaluation indicators, the response time of the both systems, show that the participants' response time of the test items in the personalized IRS is shorter than that in the traditional CRS. The participants that used the personalized IRS can review and reflect on the supplementary materials and didn't need to wait for the others to complete their responses so that the participants could use the class time effectively and efficiently. However, the participants' 2nd response time was longer than the 1st response time when using the personalized IRS for the reason that the participants might spend time on combining the prior knowledge with the supplementary materials before answering the same test item again which may need a further

verification. The subjective evaluation indicators, the participants' personality preferences, show that the extraverts had a stronger perception on ease of learning that reached a significant level than the introverts did, consistent with the characteristic that the extraverts don't like tedious issues. In addition, the participants with a preference of judging had a stronger perception on satisfaction that reached a significant level than those with a preference of perceiving did, indicating that the participants with a preference of judging were satisfied with the goal-oriented instruction in the personalized IRS. However, the participants with a preference of Thinking (T) or Feeling (F) and those with a preference of Sensing (S) or Intuition (N) did not perceive any difference in dimensions of ease of usefulness, ease of learning, and satisfaction in the TAM. The subjective evaluation indicators, the results of the USE survey, indicate that the participants had a positive perception on the personalized IRS applied in the TAM that reached a significant level; the values of the three dimensions and the overall performance are above 4.8 out of 5. The qualitative feedback indicate that the anonymous function of the personalized IRS, the supplementary materials, the 2nd opportunity to answer questions, the clear and interesting displayed view of learning content, and the novel impression of the assessment activities increased the participants' learning motivation.

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DİSTANCE EDUCATION AND LEARNING STYLES: THE NATIONAL TEACHERS' INSTITUTE NIGERIA EXPERIENCE

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Abstract

An individual's learning styles are his characteristic ways of approaching problems and seeking solutions to them. All leanings are based on problem solving and whenever learning takes place, it must have been preceded by the solution of a problem. In finding a solution to a particular academic problem, students may follow different methods, because they differ in their cognitive orientations, hence they differ in the way they visualize the problem. In our daily interactions with one another, it is necessary to keep an open mind and to understand ourselves better because of our differences. This paper is an attempt to discuss the different learning styles that exists in Nigeria and particularly as they relates to the different distance education programmes of the National Teachers' Institute, Kaduna Nigeria.

INTRODUCTION

Distance Education is an area of learning that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both". The Commonwealth of Learning (2012) explains Distance Education as "the delivery of learning or training to those who are separated mostly by time and space from those who are teaching and training. The teaching is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes". Similarly, UNESCO (2002) sees Distance Education as "any educational process in which all or most of the teaching is conducted by someone removed in space and/time from the learner, with the effect that all or most of the communication between teachers and learners is through an artificial medium, either electronic or print". Greenberg (1998) defines contemporary distance education as "a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning". Teaster & Blieszner (1999) say "the term distance education has been applied to many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time". Keegan (1995) says that distance education and training result from the technological separation of teacher and learner which frees the student from the necessity of traveling to "a fixed place, at a fixed time, to meet a fixed person, in order to be trained". Some of these definitions are clear, that the student and teacher are separated by space and time, while others explained that they may be separated by space but not necessarily by time. This would include compressed video, which is delivered in real time. As stated earlier, this type of live video instruction is the fastest growing means of distance learning today.

Learning Styles on the other hand, **are** individuals' characteristic ways of approaching problems and seeking solutions to them. Most authorities agree that a learning style is an approach to learning in order to solve problems. Learning styles or cognitive styles are often interchangeably used. Adeyanju (1996) defined learning style as "an approach to learning which in turn determine how individuals will utilize various learning abilities to solve problems". Kagan (1971) explains it to include the individual's variation in modes of perceiving, a way of apprehending and storing, transferring and utilizing information. From these definitions, it is clear that a factor basic to differentiation in learning efficiency is the learning style of an individual. It has been shown that one of the major difficulties in educating the child is the ability to be able to diagnose and adapt to different learning styles of pupils. For example, we know that pupils have:

a. Different learning styles
b. Some can handle only limited alternatives in learning
c. Some need more help than others
d. Some will easily rebel when asked to do the teacher's assignment.

Therefore, the teacher's efficiency is not limited to merely passing instructions to students with different learning rates or just personalizing instruction to meet the learner's personal interest, but his efficiency should include awareness of pupil's learning styles and techniques which are appropriately suited to learning.

DISCUSSION

The National Teachers' Institute (NTI) Kaduna, Nigeria was established in 1976 to upgrade and update teachers' skills and knowledge for effective classroom performance in Nigeria. The Institute is one of the parastatals responsible for the production of quality teachers in Nigeria. The Federal Government of Nigeria through Act No. 7 of 1978 charged the Institute to among other things provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus, using Distance Education Techniques.

Specifically, the functions of the Institute includes:

i.) Upgrade under – qualified and unqualified teachers;
ii.) Provide refresher and other upgrading courses for teachers;
iii.) Organize workshops, seminars and conferences for the enhancement of teachers;
iv.) Conduct examinations for participating teachers in the NTI programmes;
v.) Carry out researches on the best, current and scientific ways and methods of imparting knowledge to Nigerian teachers;
vi.) Foster and enhance International cooperation in the education of teachers;
vii.) Improve the quality and quantity of Nigerian teachers.

In continuation of this assignment, and as a result of government intention to make Nigeria Certificate in Education (NCE) the minimum qualification for all categories of teachers in the country, the Institute embarked on the Nigeria Certificate in Education (NCE) by Distance Learning System (DLS) in 1989. It is critical for qualified, under-qualified and unqualified teachers to have ongoing and regular opportunities to keep them up-to-date on new research about how children learn, emerging technology tools for the classroom, new curriculum resources and more.

As a further step in the provision of courses leading to the development and upgrading of teachers, the Institute conducts some professional courses in education, so as to further equip NCE graduates and university graduates without teaching qualifications with modern teaching techniques such as the Advanced and Post-graduate Diploma in Education in specified fields by the Institute using its popular delivery method of **Distance Learning System (DLS).**

NTI Training Programmes for Teacher Development:

i. Teacher Certificate Grade II (TC II): 1984 to 2006.
ii. Nigeria Certificate in Education (NCE): 1990 to date.
iii. Pivotal Teacher Training Programme (PTTP): 2000 to date.
iv. Advanced and Postgraduate Diploma in Education: 2005 to date.
v. Special Teacher Upgrading Programme (STUP): 2007 to 2009.
vi. Continuing Professional Development (CPD) programme for teachers on demand by States and other Agencies: 1980 to date.
vii. Capacity building programmes for teachers under the MDGs: 2006 to date (NTI, 2007).

The Federal Government, as a part of its commitment to teacher development began implementing a nation-wide capacity building programmes for primary school teachers under the Millennium Development Goals (MDGs) project in 2006. The Federal Ministry of Education mandated NTI to design and mount a nation-wide retraining programme for primary school teachers across the country. Also in view of the fact that a large number of primary school teachers received the training over the years, the Federal Government decided to include the teachers of junior secondary schools in the training exercise in 2011. MDGs capacity building programme for teachers has been an annual event since 2006.

The National Teachers' Institute (NTI) is one of the leading Institutions in the production of teachers in Nigeria. The institution has been playing active role in Open and Distance Education activities in the country, as a result of which the Commonwealth of Learning and International Council on Distance Education (ICDE) among many organizations recognized the Institute as one of the reputable training institutes all over the world.

The Distance Education programmes of the Institute provides unlimited access to education to all categories of people in Nigeria, especially to those who due to one reason or the other could not further their education in the conventional Universities or Colleges of Education on full time.

The Institute has a network of Thirty Six (36) States Offices located in each of the States Capitals including the Federal Capital Territory (FCT), Abuja and Six (6) Zonal Offices Akure (South West), Enugu (South East), Kano (North West), Benin (South South), Bauchi (North East) and Abuja (North Central).

The Institute has the responsibility of retraining Science Education and Mathematics (SMASE) teachers throughout the country and it is one of the Eight (8) institutions selected to constitute the core group of Teacher Education in Sub – Saharan Africa (TESSA).

The Institute has established strong partnership with the British Council on Continuing Professional Development for Trainers of English Language Teachers (CPDTELT).

The Institute is the Secretariat of the West African Teacher Consotium; member of African Council for Distance Education (ACDE) and a member of the Commonwealth of Learning (COL) Vancouver Canada, UNESCO, USAID, JICA, UNICEF, etc (NTI, 2007).

The Institute admits students into its programmes from both sexes (no gender bias); men, women and young people are in the stream of staff employed to work; both staff and students of the Institute represent the whole country, admission and programmes of the Institute cut across all the states of the federation, hence the creation and establishment of Thirty Six (36) states offices, one in each state, including Federal Capital Territory (FCT) Abuja, irrespective of the educational advantage or disadvantage of the state and irrespective of its geographical location.

Most, if not all of the students of NTI Kaduna, Nigeria are adults, who attained a particular age level in maturity and experience. From observation, some of the commonest and different learning styles of students of the Institute include the following:

i- a) **Conservative Focusers:** Are those individuals who started solving problems with maximum number of attributes and then gradually eliminate them, one after another, as they come across contradicting evidence. This simply means continuous checking of the first hypothesis from subsequent confirming evidence, until the concept is pinned down (trial and error).

b) **Scanners:** In thinking abilities or strategies, scanners cannot hold any hypothesis, and they are likely to alter it at the slightest contradiction, so they start their thinking once again, forming an entirely new methods of solving the problem.

c) **Gamblers:** These are individuals who take risks and are sometimes consistent in their problem solving strategies. They are usually unsuccessful in their achievement, because their problem solving approaches are entirely haphazard.

ii- a) **Wholists:** These are individuals who take a broader look at the problem or the area of study, including information that are not necessary or which they may not need, in order to arrest the problem.

b) **Serialists:** Are those who look steadily through a narrow sequence of the whole problem and later come to the broad picture of the problem in their operations. It must be remembered that good answers to

examination questions are presented in 'serialists' form, that is, in sequence of logical development; like production, presentation, construction and integration of solutions to problems.

iii- **a) Field Independence:** Are children who are independent in their problem solving process and do not rely on teachers for information. They go to libraries and other places for more facts. In classroom situations, these sets of pupils give quicker responses than others who are not independent.

b) **Field Dependence:** These are pupils who strongly rely on teachers and colleagues for everything in classroom situations. These sets of pupils are not as good as their counterparts in problem solving abilities. Here, girls are more field dependence than boys, because they are always asked to get on with jobs without questions.

Another dimension of learning styles called Reflectivity and Impulsivity have been noted:

iv- **a) Reflective Learners:** This is the learner who usually surveys the pros and cons of the problem before acting on it. And he/she normally gives correct answers to questions and problems.

b.) **Impulsive Learners:** An impulsive child acts first before surveying the pros and cons. He/she is always likely to give wrong responses to questions and problems.

Another entirely different classification of learning style noted among the students of NTI is Divergent and Convergent thinkers.

v- **a) Divergent thinkers:** These are learners who love different forms of creative work in arts. When confronted with problems related to their areas of interest, they solve them with relative ease of mind and smoothness of behavior and without much stress. The divergers are good in humanities and are much more freedom lovers and are very inquisitive in nature. Hilgard & Atkinson (1971) reported that the divergers seem to be more sympathetic to females, i.e. they have more cordial relationship with the opposite sex. They are also always known for their lack of interest in formal classroom activities. Sometimes, they are strongly emphatic about their beliefs, likes and dislikes. It was also noted that even when divergers show academic success, most teachers still prefer to teach and interact with the most docile convergers.

b) **The Convergent Thinkers:** The convergers on the other hand, are those learners who obey school rules and regulations and who tend to conform to the norms of the society. They are very good in sciences and close-ended-tests. Such things as good manners, getting on well with team or peer group in socially acceptable ways, are all very important to the convergent thinkers. Incidentally, these are qualities that teachers would like to see in their students (Dill, 1978). Piaget (1978) and Johnson (1979) have made conclusion that convergent thinkers have cordial relationship with their teachers because they are obedient and well-behaved. Anytime they face opposition in school, they politely argue and present their views without riot or misunderstanding, to solve their problems.

Psychologists have maintained that learning includes the entire socialization process, the acquisition of behavioral patterns and particular way of tackling issues of everyday life. Some learning may be deliberate and conscious, while most learning takes place without the conscious effort of the individual (unconsciously). For example in the classroom, students usually show differences in their approaches to solving problems. Some take longer time than others to

understand and solve problems, others rush to solutions without success and some solve their academic problems with ease of mind.

CONCLUSION

The different learning styles that exist in other parts of the world are also found in the Distance Education Programmes of the National Teachers' Institute, Kaduna Nigeria. Individual learners have different ways of perceiving and solving problems just like their counterparts in other conventional institutions and those of other parts of the world. The only general misconception and misunderstanding of distance education in Nigeria is that the conventional programmes are rated as better in quality. This is not true and it is totally false. Good or bad quality formal conventional education can be found in either of the systems. It all depends on how either programme is conceived, developed, delivered and evaluated. The quality of materials used, the dedication of staff and the effectiveness of the learner support system. It is necessary here to emphasize that in order to address the challenge posed by unequal access to education; there is the urgent need in Nigeria for a shift from the current dependence on relying completely on conventional education system, claiming that there is no solution to the problem of inadequate access to education, to large scale expansion and mainstreaming of distance education at the tertiary and post primary levels.

It is also important to further emphasize that the knowledge of one's self (self concept), the behavioral characteristics of individuals and the knowledge of the differences that exists between individuals is necessary, in order to appreciate human nature and learn to tolerate one another, regardless of our differences. Through school experiences also we would be able to know our capabilities and limitations. This experience helps the teacher in no small way in assisting him/her to know and understand how best to interact and handle individual learners and their problems.

RECOMMENDATIONS

- It is strongly recommended that any organization or institution in the world that sees the distance education programmes of NTI Kaduna, Nigeria and is interested in giving additional access to education of the less privileged, should come and partner with us to solve the major problem of inadequate access to education in Nigeria.
- Distance education institutions should put in place a good and robust Learner Support Services, in order to enhance programme effectiveness.
- There is need to establish good quality assurance units in distance education institutions.
- In handling learners, teachers should always develop a knowledge base and be interested in their activities, since divergence often results from unique combination of existing ideas, knowledge can bring about more creative possibilities. A broad range of knowledge can further be of help for supply of a variety of images which could help in representing and solving problems in different ways.

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EĞİTİM AMAÇLI OLARAK SOSYAL AĞ KULLANAN BİREYLERİN YANSITICI DÜŞÜNME PROFİLLERİNİN ZAMAN DEĞİŞKENİ AÇISINDAN KARŞILAŞTIRILMASI

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Abstract: Throughout the history, to find information has not been so easy but after development of computer and internet technology, this situation has changed. There are some methods using technology and internet developed in the education field parallel with them. These methods developed as an alternative to traditional training methods have been improving themselves to increase the interaction between educator and student, achieve meaningful data from accumulated data that occur as a result of the data exchange. At this point, development of the information, skills, creative thinking, problem solving, reflective thinking and critical thinking of participants, students, educators and network leaders have been gaining importance day by day. To think effectively, consistently and carefully of the information, any belief or knowledge support the results aimed by them emerges as the reflective thinking. The information and the number of users is so much in social networks and this situation reveals that the reflective thinking skills should take an active role in these networks. In this study, it is aimed to bring out and compare the reflective thinking skills and profiles of the participants in social networks. A 28-item questionnaire was adapted and prepared to determine of 511 social network users' reflective thinking profiles in terms of the time variable. The obtained data were analyzed with statistical methods (t-test, frequency, percent) by using spss software.

Key words: social networks, reflective thinking, time variable, education

GİRİŞ

Bilgisayar ve sonrasında gelişen internet teknolojisi ile bilgiye ulaşmak tarih boyunca hiç bu kadar kolay olmamıştır. İnsanların kendisine ve dış dünyalarına ait bilgilerinin sanal alemde gün geçtikçe artması, bu bilgilerin anlamlı hale getirilmesi, işlenmesi ve kullanılması gittikçe önem kazanan bir uzmanlık alanı halini almıştır. Sosyal ağlar ise kullanıcıların özellikle ülkemizde %80-85 arası bir değeri bulduğu ve liderliği ele aldığı bir sanal alemde, başta reklam, ticaret, sosyal paylaşım, eğitim gibi alanlarda aktif olarak kullanılmaktadır. Sosyal ağların uzaktan eğitim ortamlarında, internet tabanlı öğrenmede, eğitime takviye ve paylaşım sağlayarak kullanılması şuanda mümkündür. Literatür incelendiğinde, özellikle son iki yılda bu alanda yapılan çalışmalar gittikçe artmaktadır.

Sosyal ağlarda katılımcıların, öğrencilerin, eğitimciler ve ağ liderlerinin bilgi ve becerilerinin artması, yaratıcı düşünme, problem çözme ve eleştirel düşünme gibi yeteneklerinin de gelişimi gün geçtikçe önem kazanmaktadır. Herhangi bir inanç veya bilgiyi ve onun ulaşmayı amaçladığı sonuçları destekleyen bir bilgi yapısını etkin, tutarlı ve dikkatli bir biçimde düşünme ise yansıtıcı düşünme olarak karşımıza çıkmaktadır. Sosyal ağlarda ise, bilginin ve kullanıcı sayısının bu kadar çok olması, bu yapı içerisinde yansıtıcı düşünme becerisinin aktif bir rol alması gerektiğini ortaya koymaktadır.

Bu çalışmada ise, sosyal ağlarda yer alan katılımcıların (üye, öğrenci, eğitimci veya lider) yansıtıcı düşünme yetenekleri ve profilleri ortaya çıkarılmak ve karşılaştırılmak istenmiştir. Teknolojinin bu kadar hızlı geliştiği, eğitim ortamlarındaki etkileşimin anlık olarak maksimum düzeyde artırılmasının gerektiği, zamanın ise bu noktada büyük rol oynadığı bir ortamda, zaman değişkeninin sosyal ağ kullanan bireylerin yansıtıcı düşünme becerileri açısından etkilerinin tespiti yerinde bir araştırma olacaktır. Hazırlanmış ve bu konuya uyarlanmış olan 28 maddelik anket ile 511 sosyal ağ kullanıcısının, zaman değişkeni açısından yansıtıcı düşünme profillerinin tespiti amaçlanmıştır. Elde edilen veriler, istatistiki yöntemlerden yüzde, frekans, t-testi kullanılarak spss programı ile analiz edilmiştir.

SOSYAL AĞLAR

İnternette sınırları belirlenmiş bir oluşum içerisinde, kullanıcı bilgilerinin veya profillerinin diğer kullanıcılara tamamen veya kısmen açık olduğu, üye olan kullanıcıların listelendiği, aynı zamanda istediğimiz zaman bilgiye ulaşmamızı, gruplar kurabilmemizi ya da düşüncelerimizi paylaşabilmemizi, etnik veya kültürel farklılıklara rağmen insanlarla rahatlıkla anlaşabilmemizi sağlayan internet tabanlı iletişim araçlarına *sosyal ağlar* denilmektedir (Kayışlı, Hazar & Öztürk, 2011). Sosyal ağların günümüzde bu kadar yaygın kullanımı, beraberinde çoğu sektör için cazip fikirleri de beraberinde getirmektedir. Yapılan bir araştırmada 5000 katılımcı sayesinde elde edilen verilerden, ankete katılan kişilerin %73'üne sosyal ağlar ile ulaşmanın mümkün olduğu tespit edilmiştir. Katılımcıların %32'si sosyal ağlarda minimum bir markayı izlemekte, %75' i ağ bildirimlerine ulaşmak için maillerini kontrol etmektedir ve paylaşılan her mesaj ortalama 77 arkadaşa ulaşmaktadır. Bu araştırma ile, incelenen 6 ülkeden 5'ine facebook %88 ağ kullanım oranıyla hakim olduğu tespit edilmiştir (url-1). Sosyal ağlar sunduğu klasik hizmetlerin yanında eğitim amaçlı da kullanılabilme olanağına sahiptirler. Sanal ortamda fazla iletişim kurmanın, insanları asosyalliğe ve internet bağımlılığına yönelttiği şeklinde olumsuz özelliklere de sahip olduğu iddia edilmektedir. İnsanlar tarafından çok yaygın olarak kullanıldığı ve popüler olduğu için sosyal ağ sitelerinin sayısı her geçen gün artmaktadır (Sevindik, T., Kayışlı, K. ve diğerleri, 2011).

Şuan dünyada en çok kullanılan sosyal ağ platformu olan Facebook' un yetmiş dilden fazla çevirisi mevcuttur ve tüm internet kullanıcılarını kapsamayı amaçlayarak hizmetine devam etmektedir. Türkiye'deki internet kullanıcılarının ortalama 100 kişisinden 87' si facebook üyesidir ve Türk kullanıcıların sayısı 30.5 milyon rakamına ulaşmıştır. 2011 yılı sonuna doğru tespit edilen verilere göre, 70 dilde 800 milyon kullanıcıya sahip olan bu sosyal ağ sitesi kullanıcılarının ortalama olarak 130 arkadaşı vardır (url-2). Sosyal ağ kullanımında ikinci sırada olan twitter'a ait istatistikler Webrazzi Digital 2012 Konferansında açıklanmış ve Türkiye' de 7.2 milyon tekil twitter üyesi bulunduğu belirtilmiştir. Bu üyelerin 5.3milyonu aktif olarak bu sosyal ağ sitesini kullanırken, günde 1.7 milyon Türkçe tweet atılmaktadır. Bu ise yaklaşık olarak saniyede 20 tweet' e denk gelmektedir. Kullanıcıların %53 ü erkek, %47' si ise kadındır. Ortalama takipçi sayısı, facebooktaki arkadaş sayısına yakın bir değer olarak 151' dir (url-3).

YANSITICI DÜŞÜNME

Dewey'e göre yansıtıcı düşünme herhangi bir konunun aktif, sürekli ve dikkatli bir şekilde düşünülmesidir. Dewey, yansıtıcı düşünmeyi, herhangi bir inanç ya da bilgiyi ve onun ulaşmayı amaçladığı sonuçları destekleyen bir bilgi yapısını etkin, tutarlı ve dikkatli bir biçimde düşünme olarak tanımlamaktadır. Dewey (1933), yansıtıcı düşünmenin anlamını dört boyutta sunmuştur:

1. Yansıtıcı düşünmede görüşler arasında anlamlı ilişkilere dayanan bir ardışıklık vardır.
2. Yansıtıcı düşünme, duyguları olumlu duruma getirmeyi amaçlar.
3. Yansıtıcı düşünme, inancı bazı temellere dayandırır.
4. Yansıtıcı düşünme, bir inancın doğasına, koşullarına ve temellerine ilişkin bilinçli bir araştırma yapmayı gerektirir

(Doğan Dolapçıoğlu, S., 2007 ve Kozan, S., 2007).

Dewey'in ifade ettiği boyutlar bağlamında sosyal ağlarda yer alan bireylerin farklı görüşler ile kendi görüşleri arasında ilişki kurarak ve bun görüşleri de inanç noktasında bazı temellere dayandırarak duygularını tekrar aynı platform üzerinde yansıttıkları gözlemlenmektedir. Toplumun en önemli gereksiniminin, öğrencilerin okulda öğrendiklerini yaşama yansıtmayı öğrenmeleri olduğunu belirtmiştir. Yansıtıcı bir uygulayıcı, aktif ve kararlı olduğu gibi, varsayımlarını ve uygulamalarını sorgulayan bir birey olarak tanımlanmıştır. Yansıtıcı bir uygulayıcının sahip olduğu tutumlar ise açık fikirlilik, samimiyet ve sorumluluk olarak özetlenebilir (akt. Kozan, S., 2007).

Yansıtıcı düşünme günümüz teknolojisi ile birlikte yeni bir boyut kazanmakta ve sanal ortamda fikirlerin ilişkisel yönü ortaya çıkmaktadır. Sosyal ağ platformlarının etkin şekilde kullanımı ile yansıtıcı düşünme bireylerde daha hızlı ve etkin bir şekilde yol almaktadır. Ayrıca, yansıtıcı düşünmeyi desteklemek için teknolojinin çok güçlü bir araç olarak kullanılabileceği düşünülmektedir. Yansıtıcı uygulamalar, öğrenenlerin problem çözme sürecinde kendi öğrenme ajanları olmalarını sağlayarak öğrenme süreçlerini değerlendirmelerine de yardımcı olur. Bu açıdan bakıldığında problem çözme süreci sırasında öğrenciye sağlanacak desteklerden biri de yansıtıcı düşünmesine fırsat tanıyacak etkinliklerin sunulması ve bu konuda teşvik edici ve cesaretlendirici bir ortamın yaratılmasıdır.

Dewey' e göre problem, insan zihnini karıştıran, ona meydan okuyan ve inancı belirsizleştiren ve daha önce karşılaşmadığı her şey olarak tanımlamaktadır. Bingham'a göre, problem, bir kişinin istenilen hedefe ulaşmak amacıyla topladığı mevcut güçlerinin karşısına çıkan engeldir. Morgan problemi, bireyin bir hedefe ulaşmada engellenme ile karşılaştığı bir çatışma olarak tanımlar (akt. Kozan, S., 2007).

Birçok araştırma problemi tanımladıktan sonra, problem çözme sürecinde neredeyse aynı prosedürü göz önünde bulundurmaktadır. Bunlar, problemin irdelenerek anlaşılması, çözüm planı yapılması, çözüm planının uygulanması ve elde

edilen sonucun değerlendirilmesi şeklindedir. Yapılan bu araştırmalarda, problem çözmede ve etkileşimli bir ortam yaratmada bilgisayar yazılımlarının etkin olarak kullanılabileceğini ifade edilmiştir. Harskamp ve Suhre, (2007) çalışmalarından yola çıkarak özellikle bilgisayar ortamındaki öğretimde, öğrencilerin problem çözme süreçlerinde düşünme ipuçlarının etkili olabileceğini ifade etmişlerdir. Araştırmalarında, öğrencilere yansıtıcı düşünmelerini destekleyecek etkinlikler sunarak problem çözme başarılarındaki farklılaşmayı ortaya çıkarmayı amaçlamışlardır. Yansıtıcı düşünmeyi desteklemek için ise düşünme ipuçları olarak ifade ettikleri bir araç kullanmışlardır. Araştırma sonuçları, düşünme ipuçlarının verildiği deney grubu öğrencilerin daha başarılı olduğu yönündedir (Kızılkaya, G., 2009).

MATERYAL VE METOD

Araştırmanın evreni 2012-2013 eğitim-öğretim yılı güz yarıyılında öğretim gören Bitlis Eren Üniversitesi Tatvan Meslek Yüksekokulu öğrencilerinden oluşmaktadır. Örneklem adı geçen üniversitede rastgele olarak seçilen, 212 erkek, 299 kız olmak üzere toplam 511 kişiden oluşmaktadır.

Araştırmada veri toplama aracı olarak Doğan Dolağçıoğlu tarafından geliştirilen yansıtıcı düşünme ölçeği kullanılmıştır. Ölçme aracı, araştırma kapsamında bulunan öğrenci grubuna uygulanmaya hazır hale getirilmiştir. Ölçek araştırmacı tarafından internet üzerinde sosyal ağ kullanan bireylere uygulanmıştır. Öğrencilere ölçeği doldurmaları için belirli bir süre verildikten sonra aynı yolla toplanmıştır.

Verilerin analizinde SPSS 15.0 for Windows istatistiksel çözümleme programı kullanılmıştır. Öğrencilerin ölçek maddelerine katılma derecelerine ilişkin belirlenen puan aralıkları ise şöyle belirlenmiştir: Tamamen Katılıyorum: 4.21-5.00, Katılıyorum: 3.41-4.20, Kısmen Katılıyorum: 2.61-3.40, Katılmıyorum: 1.81-2.60, Hiç Katılmıyorum: 1.00-1.80.

Verilerin analizinde kişisel özellikleri ile ilgili tanımlayıcı istatistiksel analizler için frekans (f) ve yüzde (%) tekniği kullanılmıştır. Sosyal ağları kullanan bireylerin yansıtıcı düşünme profilleri cinsiyetlerine göre karşılaştırılmış ve bu amaçla bağımsız gruplar t testi (Independent groups t test) ve zaman değişkeni açısından Varyans analizi tekniği kullanılmıştır. Ayrıca, verilerin analizinde anlamlılık düzeyi 0.05 olarak kabul edilmiştir.

BULGULAR

Bu bölümde araştırma kapsamında bulunan öğrencilere ait kişisel bilgiler ile bu öğrencilere uygulanan yansıtıcı düşünme ölçeğinden elde edilen öğrenci görüşlerine ait analiz sonuçları ve bunların yorumlanması bulunmaktadır. Araştırma ile elde edilen verilerin analizi sonucunda ulaşılan bulgular aşağıda tablolar halinde sunulmaktadır. Tablo 1'de araştırma kapsamında bulunan öğrencilere ilişkin kişisel bilgiler görülmektedir.

Tablo 1. Öğrencilerin istatistiki olarak kişisel profil bulguları

Cinsiyetiniz?	**Frekans (f)**	**Yüzde (%)**
Bayan	212	41,5
Bay	299	58,5
Ne kadar süredir bilgisayar kullanıyorsunuz?		
0-12 Ay	26	5,1
13-24 Ay	46	9
25-36 Ay	40	7,8
37-48 Ay	81	15,9
49 Ay ve üstü	318	62,2
İnterneti günde ortalama kaç saat kullanıyorsunuz?		
0-59 dk	98	19,2
60-119 dk	172	33,7

120-179 dk	92	18
180 ve üzeri	149	29,1
Sosyal ağları kullanma sebebiniz nedir?		
Arkadaşlar ile iletişim	283	55,4
Sosyal çevre edinme	10	2
Yeni arkadaşlıklar kurma	24	4,7
Bilgi (kaynak, video ,ses vs.) paylaşımı	155	30,3
Oyun ve vakit geçirme	39	7,6
Toplam	**511**	**100**

Tablo 2.' de ankete katılan bireylerin likert tipi anket sorularına verdiği cevaplar neticesinde tespit edilen tutumlara ilişkin bulgulara yer verilmiştir.

Tablo 2. Tutumlara ilişkin bulgular

	N	**x**	**SS**
Soru1	511	3,8141	1,19913
Soru2	511	3,8278	1,12794
Soru3	511	3,9804	1,17307
Soru4	511	3,6301	1,21679
Soru5	511	3,5342	1,22647
Soru6	511	3,5186	1,24426
Soru7	511	3,4012	1,24204
Soru8	511	3,6732	1,13104
Soru9	511	3,4423	1,06830
Soru10	511	3,8454	1,09972
Soru11	511	3,3601	1,10591
Soru12	511	3,0372	1,20318
Soru13	511	3,4599	1,15549
Soru14	511	3,4207	1,08152
Soru15	511	3,7299	1,07076
Soru16	511	3,5323	0,88253
Soru17	511	3,8395	0,81028
Soru18	511	3,8591	0,84928

Soru19	511	3,8082	0,73459
Soru20	511	3,5577	1,13072
Soru21	511	3,5538	1,13955
Soru22	511	3,5362	1,06004
Soru23	511	3,5499	0,94400
Soru24	511	3,5205	0,96765
Soru25	511	3,6517	1,05347
Soru26	511	3,4090	1,11454
Soru27	511	3,4932	1,00169
Soru28	511	3,2681	1,10460

Ankete verilen cevaplara neticesinde, cinsiyet değişkenine farkların t-testi (independent samples t-test) ile belirlenmesi doğrultusunda bulunan sonuçlar Tablo.3' te verilmiştir.

Tablo 3. Cinsiyet değişkenine göre

	Cinsiyet	**N**	**x**	**SS**	**df**	**t**	**p**
Soru1	Bayan	212	3,5236	1,3435	509	-4,706	.000
	Bay	299	4,0201	1,0392			
Soru2	Bayan	212	3,5660	1,3350	509	-4,500	.000
	Bay	299	4,0134	0,9121			
Soru3	Bayan	212	3,5896	1,3513	509	-6,601	.000
	Bay	299	4,2575	0,9361			
Soru5	Bayan	212	3,1651	1,3823	509	-5,917	.000
	Bay	299	3,7960	1,0274			
Soru6	Bayan	212	3,1415	1,4271	509	-5,961	.000
	Bay	299	3,7860	1,0171			
Soru7	Bayan	212	3,1792	1,2452	509	-3,437	.001
	Bay	299	3,5585	1,2175			
Soru11	Bayan	212	3,1698	1,0528	509	-3,307	.001
	Bay	299	3,4950	1,1243			
Soru15	Bayan	212	3,5472	1,0632	509	-3,280	.001
	Bay	299	3,8595	1,0588			
Soru18	Bayan	212	3,7217	0,9603	509	-3,105	.002
	Bay	299	3,9565	0,7473			
Soru27	Bayan	212	3,6368	1,0281	509	2,747	.006
	Bay	299	3,3913	0,9714			

Bağımsız değişkenlerden *internet günde kullanma süresine* göre yapılan varyans analizi sonucunda (anova) elde edilen sonuçlar ise Tablo 4.'te gösterilmiştir.

Tablo 4. Günlük ortalama internet kullanımı varyans analizi sonuçları

		Kareler Toplamı	df	Kareler Ortalaması	F	p	Anlamlı Farklar *
Soru3	Gruplararası	32,548	3	10,849	8,219	,000	1-4,2-4
	Grupiçi	669,257	507	1,320			
	TOPLAM	701,804	510				
Soru20	Gruplararası	32,636	3	10,879	8,904	,000	1-4,2-4,3-4
	Grupiçi	619,411	507	1,222			
	TOPLAM	652,047	510				

p< 0,05

SONUÇ VE TARTIŞMA

Yapılan anket çalışmasına katılan 211 bayan ve 299 erkek bireyin verdiği cevaplar neticesinde, katılımcıların %62,2'sinin interneti 4 seneden daha uzun bir süredir kullandığı belirlenmiştir. Aynı şekilde, katılımcıların %33,7'sinin günlük internet kullanımlarının 1-2 saat aralığında olduğu, %29.1'inin ise günlük 3 saat ve üzeri internet kullandıkları tespit edilmiştir. İnternette şuan için en yaygın kullanılan aktivitenin sosyal ağlar olduğu düşünülecek olursa, bu ağları kullanan bireylerin yarısından fazlasının kullanma amacı arkadaşları ile iletişim kurmaktır. Bunu yaklaşık %30'luk bilgi paylaşımı için kullanım izlemektedir. Bunlara ilişkin veriler Tablo 1.'de mevcuttur.

Tablo 2'de verilen tutum ölçeği frekans bilgilerine göre ise, katılımcıların anket sorularına verdikleri cevapların ortalaması yaklaşık 3.58 (katılıyorum) şeklinde olumludur.

Tablo 3' e bakıldığında, anket sorularından ilki olan **"Sosyal ağ katılımcılarının yeteneklerine ve bireysel ihtiyaçlarına göre öğrenme-öğretme süreci düzenlenmelidir"** sorusuna bayanların verdikleri cevap katılıyorum (x=3,5236), erkeklerin verdikleri cevap (x=4,0201) ise tamamen katılıyoruma yakın olduğu görülebilir. Bu değerler ışığında ihtiyaçlara göre öğrenme-öğretme sürecinin düzenlenmesi konusunda anlamlı bir farklılık tespit edilmiştir.

İkinci soru olan **"Sosyal ağ katılımcılarının öğrenme düzeylerini belirlemek için çeşitli etkinlikler yapılmalıdır (sınav, ödev, katılımcı ile görüşme vb.)"** ne ise bayanlar (x=3,5660) katılıyorum, baylar (x=4,0134) tamamen katılıyoruma yakın olarak cevaplar vermişlerdir. Aynı şekilde üçüncü soru olan **"Sosyal ağ katılımcılarının öğrenme düzeylerini belirlemek için yapılan etkinliklerin sonuçları değerlendirilmelidir"** e verilen cevaplarda ortalama olarak ilk iki soruya yakındır ve bu tutumlar arasında da anlamlı farklılık söz konusudur.

Soru 5 **"Sosyal ağda öğretme-öğrenme hedefleri, konular, yöntem ve teknikler, ölçme değerlendirme ile ilgili karar verirken tekrar tekrar düşünülmelidir"**, soru 6 **"Sosyal ağlarda konular katılımcıların yaşamları ile ilişkilendirilerek işlenmelidir."** ve soru 7 **"Sosyal ağ ortamında düşüncelerini özgürce savunan katılımcıları överim"** için bayanların verdikleri cevaplar ortalama x=3.15 civarlarında katılıyorum düzeyinde iken bayların ise x=3,7 ile katılıyorum-tamamen katılıyorum arasında cevapları söz konusudur. Bu üç soruda da anlamlı farklılık tespit edilmiştir.

Bayanların kısmen katılıyorum (x=3,1698), bayların ise katılıyorum (x=3,4950) şeklinde cevap verdikleri soru 11 **"Sosyal ağlardaki öğrencilerin öğretim sürecine, paylaşımlara ve sistemdeki aksamalara ilişkin yorumlarını dikkatle takip eder, kendi yorumlarımla katkı sağlarım"** içinde anlamlı bir farklılık mevcuttur. Soru 15 **"Sanal ortamdaki eğitime katılırken güçlü ve zayıf yönlerimi değerlendiririm"** ve soru 18 **"Sanal ortamda ders daha sonra okutulurken hangi değişiklikler yapılabilir" sorusunu kendime sorar, fikirlerimi sosyal ağda paylaşırım"** için verdikleri cevaplar bayanlar için (x=3.6 civarlarında), baylar için ise (3.9 civarlarında) katılıyorum ve tamamen katılıyoruma yakın olarak gerçekleşirken, anlamlı bir farklılıkta söz konusudur.

Soru 27 **"Mesleki gelişimimi izlemek ve eksikliklerimi görmek amacıyla sosyal ağlarda sürekli paylaşımlar yaparım"** için verilen cevaplar ise bayanlar için katılıyorum (x=3,6368), baylar için kısmen katılıyorum (x=3,3913) şeklindedir. Bu durum günlük tutma konusunda bayanların daha hevesli olduklarını söz konusu anlamlı farklılık göstermektedir.

Tablo 4' e bakıldığında, saman değişkeni açısından 0-59 dk arasında interneti kullanan bireyler ile 180 dk ve üzeri kullananlar arasında P<0,05 düzeyinde anlamlı bir farklılık olduğu görülebilir. 180 dk ve üzeri günlük internet kullananların (x=3,6309) **"Sosyal ağ katılımcılarının öğrenme düzeylerini belirlemek için yapılan etkinliklerin sonuçları değerlendirilmelidir"** görüşüne ilişkin katılıyorum yönünde ancak kararsızım eğilimine de yakın bir görüş sergilerken 0-59 dk (x=4,0816) arasında günlük internet kullanan bireyler katılıyorum yönünde görüş bildirmişlerdir. Ayrıca; aynı tutuma yönelik olarak zaman değişkeni açısından 60-119 dk arasında günlük internet kullanan bireyler (x=4,2558) tamamen katılıyorum yönünde görüş bildirirken 180 dk ve üzeri kullananların (x=3,6309) katılıyorum yönünde görüş bildirdikleri ancak kararsızım yönünde bir eğilimde gösterdikleri belirlenmiştir.

Zaman değişkeni açısından **"Alternatif yöntemler ve bakış açıları üzerinde düşünürüm"** tutumuna yönelik yapılan varyans analizi neticesinde 0-179 dk arasında interneti kullanan bireylerin bu görüşe katılıyorum yönünde fikir beyan ettikleri, ancak 180 dk ve üzerinde interneti kullanan bireylerin (x=3,1879) kararsız bir tutum sergiledikleri belirlenmiştir. Bu durum interneti kullanım süresi arttıkça bireylerin düşünce ve bakış açılarında duraklama sergiledikleri belirlenmiştir.

Katılımcıların söz konusu ankete vermiş olduğu cevaplar ışığında, yansıtıcı düşünme becerilerinin sosyal ağ ortamındaki tutumlarında açıkça görüldüğü ve bu becerilerine genel olarak yerine getirdikleri sonucuna ulaşılmıştır. Aynı şekilde katılımcıların eleştirilere önem verme ile ilgili yansıtıcı düşünme davranışlarına ilişkin tutumları katılıyorum şeklindedir. Bu durum genel olarak eleştirilerin gerçekleştirildiğini göstermektedir. Öz değerlendirme ile ilgili yansıtıcı düşünme davranışlarının da aynı şekilde genel olarak gerçekleştiği tespit edilmiştir. Bu durum eleştiri yapma ve buna açık olmanın göstergeleridir. Problem çözme ile ilgili yansıtıcı düşünme davranışları katılıyorum-kararsızım şeklinde değiştiği tespit edildiğinden, bu noktada bazı eksikliklerin mevcut olduğu düşünülebilir.

Zaman değişkeninin özellikle internet kullanım süreleri düşünüldüğünde, sosyal ağ kullanım noktasındaki yeterlilikleri bu değişkenle orantılı olarak değişmektedir. Aynı şekilde sosyal ağ hakimiyetinin gittikçe arttığı bir zaman diliminde, yansıtıcı düşünme becerilerinin de arttığı söylenebilir.

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ELT TEACHERS AS ONLINE MATERIAL DEVELOPERS

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Abstract: Online education has gained acceleration especially with the developments in ICT. This model of instruction is now widely seen in many fields, and language education is no exception. Nowadays, many institutions are giving language courses online. In ELT Departments, there have been material development courses for prospective English teachers. However, creating online materials is not an issue dealt effectively in these courses. There have been few books and articles providing information to ELT teachers about the material development process with a technology-oriented approach. As these teachers will most likely give online English courses in the future, the curriculum of these courses should include online material development issues. The aims of this study are to investigate the fundamentals of material development for online English courses and produce a set of practical recommendations to the teachers, in particular to ELT teachers.

Key words: Material Development, Online Language Education, ELT

INTRODUCTION

With the emergence of internet, many universities or other educational institutions have attempted to carry their education online. Such a transition normally has brought about challenges for teachers to overcome. Teachers should have considerable knowledge about online education to perform effectively in this environment, because this new delivery model has marked differences when compared to traditional educational settings. One of these differences is related with the delivery of the content and the material type. The content in online education is not provided only with text-based materials. Using only text-based materials such as *Pdf* or *Word Document* is not an appropriate and effective way for online education, because technology gives us many opportunities to enrich materials with animations, simulations, audio and video components, hyperlink etc.

Many languages have been taught through distance education (Adıyaman, 2002) and English is no exception. The field of English language teaching requires the adoption of technology more when compared to other disciplines (Kartal, 2005). The materials used in English Language Teaching (ELT) are one of the most important components of instruction. In addition, they pave the way for effective teaching and learning in language education (Núñez Pardo & Téllez Téllez, 2009). Language teaching in online settings has wider opportunities in terms of material development. These materials can be more effective with the use of advances in computer technology, raising the degree of interaction between the content and the student.

English teachers have always supported their students by adapting the materials they use or developing new materials to fulfill the specific needs of them. In fact, ELT departments of universities in Turkey have been offering material development courses in their curriculum to train English teachers since material development is an important part of being an effective language teacher. However, there have been few books and articles providing practical information to English language teachers about the material development process with a technology-oriented approach. This study has attempted to provide practical guidance for English language teachers on the material development process by bearing in mind the opportunities offered by ICT.

ROLES OF ONLINE ENGLISH TEACHERS

The transition from a traditional language classroom to an online language-teaching environment has influenced the roles of the language teachers considerably. Online English teachers have assumed a different role in this environment; they become the sole developers of their course materials to a certain degree. However, material development is a challenging and demanding task. Besides having the knowledge of material development for online courses, it is necessary for online English teachers to have basic computer skills to achieve their roles as online teachers.

Online teachers should be well aware of their changing roles in online settings. Especially, when material development is considered, online English teachers have more responsibilities for the development of their course materials. In traditional English teaching settings, they mostly use the course books of the publishers and support-packs of these

books. However, in online environment, English teachers cannot use text books or their digital version mostly due the copyright issues. Moreover, they should design and develop their materials according to the new delivery method that is different from the traditional one. At this point, they actually need to know online material development principles. In their list of the skills of teachers in distance education, Schlosser and Anderson (1993) suggested that designing and developing interactive materials with recent technologies and organizing the teaching resources for independent study are necessary skills for teachers.

ONLINE ENGLISH MATERIALS

Materials are important resources for distance learners to achieve effective learning (Mutiara, Zuhairi & Kurniati, 2007). In online English teaching, the materials used are one of the essential components of instruction. According to Jones (1999) and Soo and Ngeow (1998), text-based materials are the dominant part of any computer assisted language teaching course (cited in Blake & Delforge, 2004). This is also the case for most of the online English courses conducted in universities, particularly in Turkey. However, using just text-based materials such as *Word Documents* or *Pdf* in online English courses makes no difference. In other words, if this type of materials is seen as online education, then it can be concluded that despite all the advances in ICT, distance education is still in its *crawling period* that was conducted through posting letters at the beginning.

In distance education, we can talk about three types of interaction: student-instructor; student-content; and student-student (Moore, 1989). Since materials are an integral part of online language instruction, the interaction between the students and content should be provided properly. If this interaction is achieved, it will have substantial benefits for the students. The advances in ICT have made it possible to develop online English materials more interactive, motivating and engaging for the language learners. Therefore, adding multimedia elements to online English teaching materials should be considered as an indispensable part of online material development process. With such an approach, the materials used in online English education can provide the desired benefits. These materials should have interactive properties that provide the utmost benefit for the students where and when there is no support of the teachers. In other words, d*istance learners* deal with the materials alone. Therefore, the materials should *speak to them*, that is, the materials should present the content appropriate for self-study, allowing students to understand the content independently.

Online materials are advantageous when compared to those text-based materials in traditional learning-teaching environment. They are easily updatable. This will also reduce the cost of developing the material from scratch again. Updatability is an important aspect of online materials. If language teachers feel a need for a change in the material depending on the needs and level of the students, they can easily adapt the material. This can save time, money and energy.

GUIDELINES FOR DESIGNING ONLINE ENGLISH MATERIALS

Developing materials for online teaching is a demanding task. Online English teachers should be aware of some principles related to online material development. The guidelines can be the product of experimental studies and experiences of experts in the field. Howard and Major (2004; 104-107) have listed some of the guidelines for effective English materials. The underlying point in this guideline actually depends on the general principles in the field of language education. This list includes some sound recommendations for material development in language education, in particular English Language Education. The list includes the following guidelines;

English language materials

- should be contextualized,
- stimulate interaction and be generative in terms of language,
- encourage learners to develop learning skills and strategies,
- allow for a focus on form as well as function,
- offer opportunities for integrated language use,
- should be authentic,
- link to each other to develop a progression of skills, understandings and language items.
- should be attractive.

Tomlinson (2010) in his book chapter titled as “Principles of effective materials development” has adopted a similar approach while listing the principles of material for language education; however, he also gives some practical guidance to the material developers. He first mentioned about the principles of language acquisition from the literature, and then

gave the related material development principles depending on these principles. His study is comprehensive and includes an in-depth analysis of the related literature. Some of the principles he listed are as follows:

- Materials should contain enough spoken and written text.
- Materials should include authentic language.
- Language input in materials should be contextualized.
- Learners should be exposed sufficient samples of language in authentic use.
- Materials should include activities that provide critical thinking and encourage learners to visualize.
- Materials should include interesting and engaging tasks.
- Materials should provide learners to produce the desired outcomes.
- Materials should provide a link to other subject areas.

Developing the online material for English teaching is mainly the responsibility of the online instructor. Online English teachers should have a robust knowledge about the language acquisition theories and material development principles derived from these theories. However, language teachers are also in need of practical recommendations in the process of developing online materials. The following list includes the practical recommendations to the teachers while developing online materials:

Using text-based material: Online education is not just delivering the content with solely text-based materials such as *Pdf* or *Word* document to the students. Teachers should use this type of materials where appropriate. However, it is good to add some multimedia elements into text-based materials to enhance their effectiveness. Supporting text-based materials with visuals has a positive influence on the student's performance (Seghayer, 2001).

Linking within the material: Teachers should give hyperlinks within the material for words, phrases, video or audio components and direct the students to explore the subject matter. They should also give links to outer sources for supporting the content in their material.

Using web pages on the Internet: Teachers should browse the web for quality materials fulfilling the aims of their lessons and make use of them where appropriate. On the Internet, there are activities, videos, exercises and learning objects that teachers can easily integrate into their materials. While doing this, they should pay attention to copyright issues.

Using videos: Teachers should use the videos that they prepare or videos from the video-sites such as *youtube.com, ted.com, schooltube.com, learner.org* etc. With these videos, they have a chance *to bring the world to their students.* The videos should not be used as they are. Teachers should add transitions, comments and quizzes on these videos in order to make them more engaging, attractive and motivating. These videos should be kept short; 5 to 15 minutes. Adding hidden words to various parts of the videos is a good way for teachers to check whether their students watch the video.

Using authoring tools: Teachers should know how to use authoring tools to combine texts, images, video and audio to develop a more effective teaching material. They can also get help when necessary since they are not expected to be computer experts. With the help of authoring tools, the developed material will be more motivating.

Using Web 2.0 tools: On the internet, there are many freely available tools called Web 2.0 tools, for developing online materials. Teachers should behave as *a web-watcher* for these tools and integrate some of the appropriate ones into their materials for improving their effectiveness. Some of these tools can be listed as *wallwisher, jogtheweb and voxopop*.

Having knowledge about LMS: Learning Management System (LMS) is a requirement for online education. With LMS, in addition to many things not within the scope of this study, the delivery of the content to the students can be

conducted in an organized way. Whether software or a freeware, teachers should know the properties of LMS they use and opportunities provided to them with this system. The properties of the LMS have influence on the materials developed by the teachers to a great degree. Moreover, teachers can also convert their face-to-face courses into online courses with freely available ones such as *engrade*, *edmodo* or *schoology*.

Using Presentation Tools: Teachers should use multi-media elements even in a simple presentation. For instance even a *PowerPoint* presentation can include video, animations and audio elements. This presentation will most likely be more motivating for students, because it does not include only the text.

Using Communication Tools: In online education environment, communication tools such as forums, messages, discussions and chats can be accepted as online materials. For this reason, teachers should plan the communication in a way that helps the students understand the subject matter better.

Using Videos from Virtual Classroom: Virtual classroom is to some degree a substitute for classroom teaching. It enables live teacher instruction and feedback. These online classroom can be recorded as videos and these videos can also be used for further teaching activities. For this reason, preparation to virtual class is important for the instructor. The video is a valuable material since it includes the interaction between the teachers and the students. Students can learn a lot from these videos while re-watching it.

Using a Template; In online material development, teachers should develop a template, allowing consistence between the materials they develop. This template may have flexibility to some extent in order not to bore the students. It may also help teachers speed up the material development process with its structured appearance.

The practical recommendations for the development of online language teaching materials above depend on the researcher's experiences in online teaching and material development for online English courses. Therefore, they can serve as practical guidelines for language teachers in the material development process for online language courses.

DISCUSSION AND CONCLUSION

Materials play a key role in language education. In online language education, materials are essential part of the learning and teaching processes. In traditional classroom settings, materials are mainly text-based and static (Cruz, Boughzala & Assar, 2012). However, in online education, interactive materials can be developed for creating better learning opportunities. In this learning and teaching platform, the responsibility of material development is mostly on the shoulders of the teachers. Therefore, language teachers should have the necessary skills for developing effective materials. To achieve this, teachers should have robust knowledge of the general and online material development principles. Practical knowledge for developing online language materials is also a requirement for the language teachers.

ELT departments training English language teachers have been using a program consisted of three components including language, science and practicum (Rahimi, 2008). Material development is in the scope of science and practicum component. In these components, prospective English teachers are taught about the material development principles depending on the theories of language teaching. Moreover, in the practicum component, they learn how to evaluate language-teaching materials and make some observations. However, practical knowledge about material development for online courses is the missing part of this training. Considering the increase in the number of online language courses provided by many institutions, schools and universities, online material development should be given the required importance in ELT departments. The responsibility of these departments is not just to equip the prospective English teachers with theoretical knowledge, but also to equip them with the practical knowledge that are also the products of the principles depending on those theories. Teacher education departments should maintain the fine balance between theory and practice. In other words, reshaping the teacher education should start with constructing a bridge between theory and practice (Rahimi, 2008).

Prospective ELT teachers should be trained as online material developers. Because, all throughout the language teaching *adventure*, ELT teachers have been participating in the process of developing teaching materials; they adapt the materials they use, modify them or create them from scratch depending on the needs, levels, ages and interest of their students. However, this time, in online language education, teachers are in need of those skills more than ever. According to Rahman (2006), no materials for distance education can be developed without special training. Therefore, it is necessary to equip English teachers with online material development processes. To this end, curriculum of ELT departments should pay special attention to this subject. While doing this, emphasis should not only be on the principles of material development but also the practical knowledge depending on implementations of these principles. In other

words, a technology-oriented approach to design and develop online language teaching materials should be integrated into material development courses.

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ENHANCING SOCIAL INTERACTION IN MASSIVE PROFESSIONAL ENGLISH COURSES

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Abstract: This paper describes the long way undergone in UNED, the Spanish national distance university, in the last ten years to improve our teaching of the English language with the assistance of computers and, more specifically, with the emerging web technologies. There are a number of milestones in this long way, such as the development of the aLF in house platform from the early MIT dotLearn which allowed students and teachers to engage in English only interaction, either as part of the usual educational routine or as part of teaching innovation networks, i.e., projects undertaken by volunteering students, sometimes with students from other language subjects, degrees or universities. For years all this work was written and there was little chance for students to develop their oral capabilities. The incorporation of UNED's webconferencing system and the AVIP-PRO tool enabled asynchronic evaluation of oral production and interactive skills. One of the increasing problems of UNED, the unbalanced ratio between students (300,000) and teaching staff (1,500) has found a very promising option in dynamic organization and social networks, whereby large groups are automatically split into small groups with an advanced student as monitor who assumes a number of conventional teacher's tasks, such as providing feedback, correcting errors, controlling the group collaborative dynamics, etc. The role of monitor is assigned by a rather simple procedure of social labelling, an idea half way between web 2.0 and gamification. This paper describes UNED's experiences with the application of all these technologies to English language distance learning.

Key words: Computer Assisted Language Learning, oral competences, evaluation, social/collaborative learning

INTRODUCTION

In foreign language teaching, we have been familiar with concepts such as continuous formation and tailor-made courses for quite some time. The reality these days is that changes at the technological, economical, and social levels occur so rapidly that, as educators, we are obliged to offer flexible and customized learning formulae to our busy and demanding adult students. The worst case scenario here is not one where students fail their courses because of lack of time to study, but one in which they quickly drop out of the courses if their learning expectations are not satisfactorily, quickly and comfortably met. It does not seem to be reasonable to expect people to alter their busy lives and tight schedules to acquire new knowledge and skills, unless these are absolutely essential (and the corresponding courses last for very limited periods of time). Specifically, the demand for EFL (English as a Foreign Language) tuition is one that requires effective courses which allow students to start communicating more or less competently in the language from an early stage with a reasonable investment of time and effort. However, while EFL learning may involve an initially brief phase to explicitly learn the basics, the subsequent practise and perfecting processes require a large amount of time and effort on the part of the student. If he is unable to use the language as part of his working or social life, then he must turn to EFL courses to meet this need, something which, as mentioned above, his busy life may not make possible. Given this situation, people often turn to distance learning as a way to match their personal and/or professional needs to their circumstances.

In the last few decades, distance learning has become an increasingly popular modality for adults wishing to pursue EFL studies. Such courses permit, theoretically speaking, a very large number of adults to study the language. Exact personal reasons for opting for distance learning differ but include autonomy, privacy, and the flexibility of timetables, geographical location and study rhythms that it offers (Roe, 1994). However, while such courses offer advantages to their students, they also entail certain disadvantages, including very little peer contact and access to a tutor or teacher (curiously, Mueller [2001] counts the latter among the positive aspects, since he believes that teacher-student relations are often not as positive and stimulant as everybody would like to think!). In theory, the role of the teacher in EFL courses includes preparing materials and providing tuition and feedback on the student's performance. Furthermore, peer contact provides both social interaction and academic support. However, the reality of distance EFL courses is that teacher feedback is often limited and peer contact scarce.

In the case of institutions like the UNED (*Universidad Nacional de Educación a Distancia*), which specialises in distance learning, the various English courses can have up to 15,000 students. Hence, a problem present with these courses is that, as the number of students grows, it becomes progressively harder for the teacher(s) to maintain control of the overall learning process of the group: follow the progress of individual students, identify their difficulties,

providing help and guidance accordingly, introducing modifications in the way in which the materials are being studied to adapt to individual needs, etc. In this case of very high student numbers, the teacher's role is reduced to administrative tasks, being able to deal with only a very small percentage of problems that certain students present via e-mail or telephone calls (not always the ones who really require the help!). Furthermore, effective EFL learning would require the practise of interactive skills in communicative contexts, something that is obviously greatly limited in distance learning.

Computer technology has been used to try to overcome these problems. Since the invention of computers, they have proven to be good working companions to professionals, providing assistance in tasks of great volume and complexity. It is, therefore, not surprising that educational institutions like UNED have gradually adopted computing technology for most of the services they provide, both administrative (accessing information about registration, diplomas, etc.) and academic (e.g., searching for publications across libraries, listening to stored radio seminars, correcting exams!). On-line learning revolves around institutional e-Learning platforms and their related resources and tools (in the case of English language students: on-line exercise-based practice, student forums in English, videoconferences, etc.) (Pavón Rabasco & Cancelas y Ouviña, 2002; Gimeno Sanz, 2006). This paper describes the long way undergone in UNED, in the last ten years to improve our teaching of the English language with the emerging web technologies. In the next sections the milestones along this long path are presented, such as the development of the aLF in house platform from the early MIT dotLearn which allowed students and teachers to engage in English only interaction for the first time. For years all this work was written and there was little chance for students to develop their oral capabilities. The incorporation of UNED's webconferencing system and the AVIP-PRO tool enabled asynchronic evaluation of oral production and interactive skills. One of the major problems of UNED, the unbalanced ratio between students and teaching staff, has found a very promising option in dynamic organization and social networks, whereby large groups are automatically split into small groups with an advanced student as monitor who assumes a number of conventional teacher's tasks, such as providing feedback, correcting errors, controlling the group collaborative dynamics, etc. The role of monitor is assigned by a rather simple procedure of social labelling, an idea half way between web 2.0 and gamification. In the next sections UNED's experiences with the application of all these technologies to English language distance Learning are presented.

The aLF platform and CALL

As well as the use of general computer tools for language learning, there is also a specific line of research dedicated to the design and development of computer systems for this purpose (known as Computer Assisted Language Learning; henceforth, CALL). Paradoxically, most existing CALL programs have been designed for classroom use and require face-to-face teacher's assistance and peer participation (they are, therefore, not suitable for distance learning). Furthermore, they are mostly receptive by nature, offer only limited language production, and are used individually (which goes against the actual principle of learning a language as a vehicle for communication).

A milestone in the process of improvement the teaching of languages in UNED, and specifically EFL, has been the adoption of its Learning platform aLF. A learning platform is an integrated set of interactive online services that provide teachers and learners with information, tools and resources to support and enhance educational delivery and management (Dillenbourg, 2000). At a simple level, it could be said that platforms reproduce or simulate conventional real-world education by integrating equivalent concepts for homework, classes, evaluation, etc., and even external academic resources. As this author puts it, platforms (also known as virtual learning environments) are the basic component of contemporary distance learning, although they can also be integrated in a face-to-face learning context (what is known as blended Learning of b-Learning).

There are very many platforms available these days. As the Centre of Computing Services at UNED explains on the institution's web site (www.uned.es), when UNED's virtual campus was started in the year 2000, a commercial e-Learning platform was initially used. With time it became evident that this system was not sufficiently flexible for the university's needs, and hence the platform aLF (a system developed by researchers in the School of Computer Science) was gradually introduced as a substitute. UNED's current own in-house platform, aLF, is a community-based learning platform developed from MIT's dotLRN. In particular, according to aLF's developers, this was selected for the following properties: "1) Virtual community approximation, 2) User centred approach, 3) Collaborative spaces, 4) E-mail centred work and 5) Technical efficiency [and also:] 1) Adaptivity, 2) Reusability, 3) Accessibility, 4) Internationalization, 5) Support for educational standards, 6) Friendly interface (more usable and accessible), 7) User tracking, 8) Blogs, 9) RSS, 10) Feeds, 11) Wiki pages and 12) Web services to facilitate the integration of external components." (http://www.dotlrn.org/users/uned). The main of aLF are on innovation in relation to on-line and collaborative learning. Modifications have been necessary and are still taking place but they do not imply a drastic restructuring of the platform, its basic structure or any of its tools for that matter.

The key concept in relation to aLF is that of *virtual community* (Rheingold, 2000) and, accordingly, its whole design is oriented to enable and promote group work (see figure 1), which is of utmost importance in EFL. As Bird (2010) says, wikis, blogs and forums appear to be best for open production written practice and for identifying individual students' error patterns. However, systematic accuracy corrections in public are probably inappropriate, so the teacher has the option of going to the Evaluation tool in aLF, where he can correct students' assignments and provide as much feedback as necessary. For learners who have a low-level of confidence or accuracy in the target language, the foreign language

teacher can use the forum to get them to plan out a conversation, which they can then try out without that scaffold. For learners working at higher levels, the teacher can greater exploit forums for fluency practise, for example, by asking learners to debate a topic on the forum and use posts as stimuli for discursive writing.

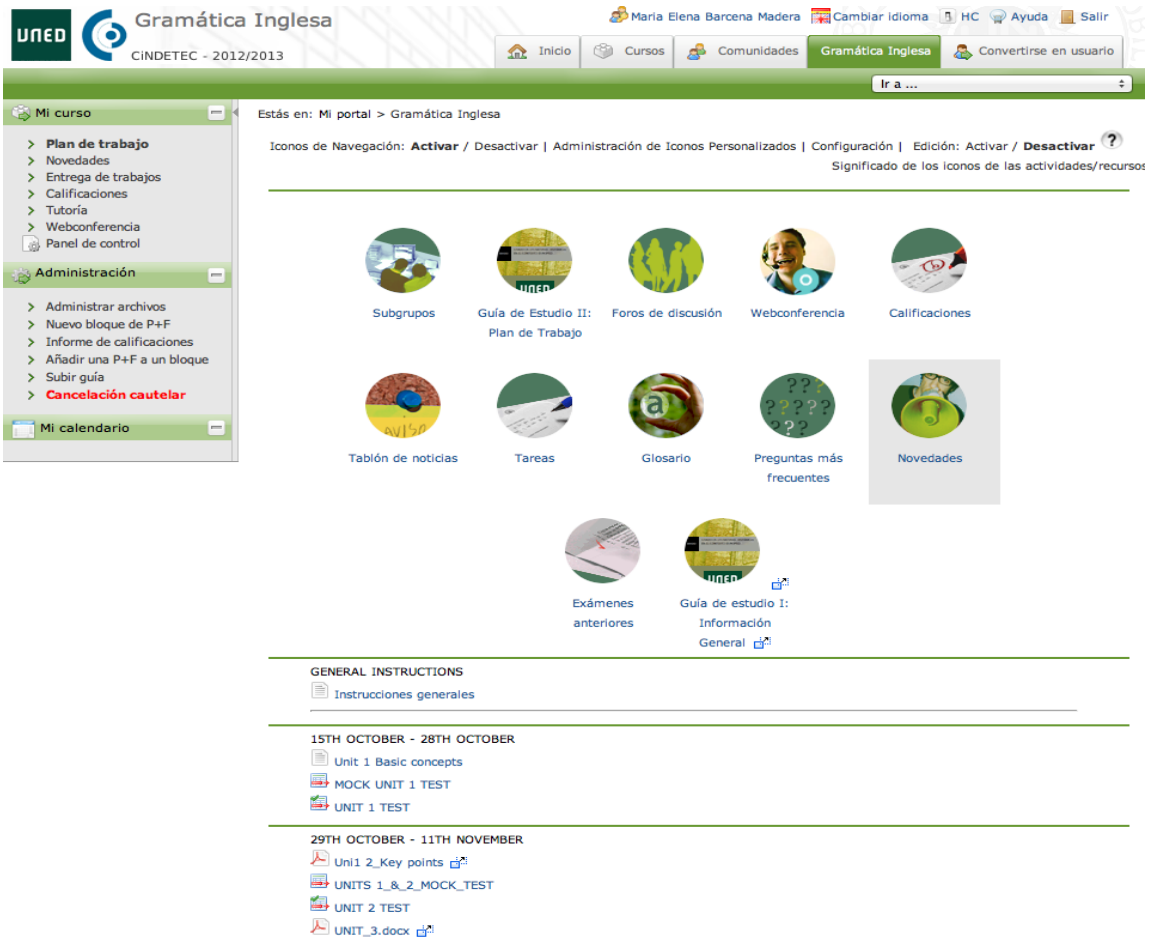

Figure 1. The virtual course of the English Grammar subject in aLF.

The AVIP-PRO tool

Until the AVIP-PRO was developed for distance language learning courses in the UNED, there has essentially been little or no oral training and testing in online courses. In institutions with small numbers of students actual face-to-face oral evaluation can be undertaken, and in distance education, the telephone had been used for such purposes or even Web-conferencing tools like Skype. However, as the number of students rise and synchronous evaluation is not possible, it was necessary to develop a tool that enabled tasks to be prepared where students could undertake any kind of online oral communication and training, combining the flexibility of the AVIP framework together with the task-based structure of aLF. Institutionally, the tool is scalable and can be managed from within aLF as a standard task type enabling large-scale training and evaluation to be undertaken. Such an integration facilitates interoperability (Read et al., 2003).

The AVIP-PRO is built on the AVIP level 2+ architecture, which was developed as a web-based conferencing tool built around Flash technology. It enabled users to connect together from a standard web browser, sharing a simulated desktop environment where presentations can be used as a backdrop for an interactive video class (enabling the speaker to annotate the presentation or add any other details). Control is required for user participation (the same phenomena is present in face-to-face classroom teaching), to prevent everyone from speaking at the same time. Someone, typically a lecturer or tutor, defined as the moderator and could talk, control the presentation, and let other members of the group speak. In a similar way to the AVIP level 1 and 1+, the sessions are recorded for future use. As well as its application for standard distance education taught classes, the AVIP level 2+ is also very useful for a lecturer (or tutor) to record small video fragments illustrating some concept related to a course s/he teaches (where no other users are present in

session), which can be recorded and left for student use. For example, lecturers on language courses, where students need to learn how to speak in a foreign language, can record fragments of them speaking in that language, illustrating the concepts the students are currently learning. In the AVIP-PRO, the moderating role has been removed so that any authorized student can connect to the tool, follow the instruction for a given test, and undertake the audio/visual recording for subsequent review and correction.

Figure 3. Example of the display of a student's ID card during a sesión.

The presentation and control of the task that the student has to undertake comes from the e- Learning platform in which the tool is installed (aLF). The use of the AVIP-PRO within aLF has three roles associated with it: firstly, as a lecturer or person responsible for setting up the task to be performed and evaluated. Secondly, as a student, who will undertake the activity, and thirdly and finally, as a tutor or person who will undertake the evaluation. AVIP-PRO represents a didactic tool that can be used for multiple functions, namely the training of specialized oral discourse (of particular relevance in disciplines like law and business), real-time oral evaluation (fairly common in face-to-face institutions with a reasonable student-teacher ratio) and training and evaluating second language oral competences online. Furthermore, language learning tasks can be prepared where students undertake online oral communication and training, combining the flexibility of the AVIP framework together with the task-based structure of aLF.

CONCLUSIONS AND FUTURE WORK

This paper has presented the current forms of technology-based language teaching at UNED for the development of receptive, productive and interactive written and oral capabilities. It has been explained that the institutional Learning platform was built over the enterprise information system dotLRN and that, as such, it is robust and scalable, and is actively used by more than more than 200,000 people. Over the last couple of years it has been modified and extended to be prepared for use in the new courses and degrees. As part of this work, both the general AVIP and also the AVIP-PRO tools have been integrated. The AVIP level 2+ tool can be accessed from within a course in aLF (for synchronous communication), should a lecturer or tutor wish to have a virtual meeting with the students, or to prepare a small video fragments (where no other uses are present in the session). It can also be used for asynchronous oral evaluation of large student numbers.

Finally, it has been explained that collaboration is a key concept in UNED's educational methodology as it facilitates the general mobilisation of the cognitive mechanisms underlying communication in authentic social contexts, giving rise to the development of the relevant knowledge and skills. However, the process of forming groups in such large courses must be automatic and fine-grained because, as Alfonseca et al. (2006) note, in collaborative learning the way in which students are grouped together affects the results of the learning experience.

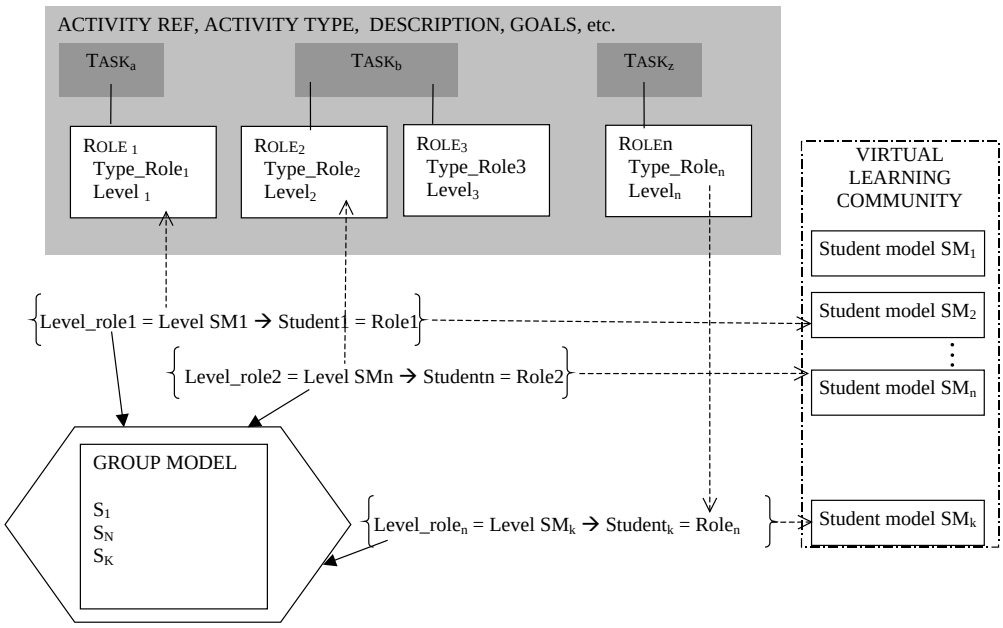

Figure 4. Adaptive group formation using collaborative templates.

The group formation process currently being explored can be seen in figure 4 above. It is adaptive in the sense that the algorithm is used to dynamically match the students available at a particular moment in the virtual community. Failure to participate causes re-allocation of students, and in the worst case, group dissolution. A fundamental aspect of collaborative group work in massive language courses is that students with a higher competence state (measured socially by peer approval/voting) are proposed for the role of student monitor. The monitoring and diagnosis of a group's work by other students in the virtual learning community is a fundamental part of the framework, for two reasons. Firstly, it enables students with higher communicative language competence states to evaluate the work being generated by lower level students, which is argued to be very reinforcing and rewarding for all involved. Secondly, it provides a solution to the computational intractability of the analysis of the open linguistic production, particularly for the oral modality. It is believed that the implementation of this project will be a qualitative improvement in key aspects of the distance foreign language process such as student correction and feedback.

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"FACTS OR FANTASY", IMPLEMENTING PODCAST BASED SUPPLEMENTAL INSTRUCTION IN AN OPEN DISTANCE LEARNING CONTEXT: THE CASE OF THE UNIVERISITY OF SOUTH AFRICA (UNISA)

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Abstract: This study explores the feasibility of implementing a supplemental instruction (SI) programme at Unisa using audio podcasting technology. It addresses high failure and dropout rates among first-year students enrolled in "high-risk" modules. A designation of "high risk" for a module makes no prejudicial comment about the course lecturer/s or students; it merely denotes that over an extended period a sizeable number of students enrolled in these modules fail to meet the expected level of performance. The study aligns itself with Unisa's drive towards the creative use of technology, as it proposes podcasting as a channel for SI. SI is aimed at helping students registered in "at-risk" modules to develop the use of metacognitive skills and enhancing their motivation and academic performance, thus becoming more independent and proactive learners. Since participation in SI is completely voluntary, not all students might volunteer to participate. At the end of the first semester or year of implementation of SI, evaluation will be undertaken to establish whether there is a significant difference between the performance of SI participants and non-participants. Both groups of students will be invited to reflect on their experiences of the module/s. These students' participation in other interventions such as e-tutoring would not stop

Key words: Podcast based Supplemental instruction, student academics support and development,

'At-risk 'modules/courses, "at risk" students, throughput rate.

INTRODUCTION

Clearly explain the nature of the problem, previous work, purpose, and contribution of the paper. While many factors determine whether or not a student will be academically successful, students who do not complete their qualifications are a loss to the university, particularly in terms of subsidy, and to the country in terms of subsidy investment and skills production (Report to Council, 2012:21). Ideally, all students should complete their qualifications in the designated minimum time (Report to Council, 2012:21). One major challenge to achieving high throughput rates is the relatively high dropout rate of students as a consequence of many factors, some of which an institution cannot influence. Unisa has, however, embarked on a number of interventions to manage this risk and others. For instance, it has introduced the compulsory science foundation programme for students at risk within the College of Science Engineering and Technology (CSET) and the College of Agriculture and Environmental Science (CAES) and will be providing e-tutorial support to all first-year students from 2013. This programme was initiated by the College of Economic Management Sciences (Department of Institutional Statistics and Analysis, 2012). Many government policy documents, including the recent draft policy on distance education, have highlighted the importance of universities focusing on increasing graduate output (Report to Council , 2012:13) At Unisa the pass rates at present stand at 58,63%.

Determining whether or not a student will persist with or drop out from their studies is as complex as the various contributing factors. All the same, universities have an obligation and responsibility to ensure the efficient throughput of their students. "Student dropout is the greatest in 1st year as the student feels overwhelmed and unable to cope" (Report to council, Unisa, 2011)In expressing their frustration, the Deans' Forum indicated that the first-year students' experience of Unisa as a result of not receiving study materials will increase the dropout rate of students (Unisa, 2011). Factors contributing towards high failure rates and low throughput rates, especially in open and distance learning (ODL), include delays in the delivery of study materials, differing levels of student preparedness for tertiary education, module difficulty, motivation levels, students' socioeconomic status, ineffective teachers and unavailability of funding. To the university, high dropout rates denote a risk of attrition. Unisa (Department of Institutional Statistics and

Analysis, 2012:52) describes risk in three areas: a) the probability of registering for the module but not passing the exam, a risk area related to the measure of overall success; b) the probability of registering for the module but cancelling before the exam, which is a risk of attrition prior to the exam; c) the probability of sitting for the exam but not passing, which is the risk of exam failure. In this study the (a) and (c) categories of risks will be used

The aim of the study is to explore the feasibility of implementing podcast based supplemental instruction to help address the issue of high failure and dropout rates in historically difficult first year level module at the University of South Africa.

Classroom discourse has been recognized as important to the educational experience of students. "Speech makes available to reflection the processes by which they [students] relate new knowledge to old. But this possibility depends on the social relationships, the communication system, which the teacher sets up" (Cazden, 1986, p. 432). Vygotskian concepts concerning semiotics and the mediation of higher mental functioning by tools and signs (including speech and language) have been used by cognitive scientists and educational researchers (Bruner,1990, Wertsch, in Moll, 1990) to study the intimate relationships between discourse and learning. Vygotsky was concerned with how the "forms of discourse encountered in the social institution of formal schooling provide the underlying framework within which concept development occurs" (Wertsch, 1990, p.116). New concepts of classrooms and formal schooling have come of age with the advent of the use of the Internet and virtual conference forums and seminars. New forms of discourse are taking place within these virtual classrooms. Computer mediated communication involves electronic discourse. This is a written form of communication that reads like speech acts of conversation. Davis and Brewer (1997) have referred to this quality as "writing talking" (p.2). Computer mediated communication is different from face-to-face conversations in important ways. Participation is asynchronous and often there is a time lag between the initial posting of a message and the responses it generates. Interactivity can be delayed by minutes, hours, days. Every participant has equal access to the conversational floor and turn taking is never an issue. Software formats delineate each participants' contribution as a separate entity and it is listed in the order received. Speakers within these conversations are not able to talk over or interrupt another. Participants are able to refer back to previous speech acts within a discussion thread in ways that face-to-face experiences never afford. Conversations are scripts that are archived and saved as transcripts. Claims have been made "that the electronic medium exercises a democratizing influence on communication" (Herring, 1992, p.250). This claim is the focus of this study. If opportunities to engage in reflection and conversations are opportunities for learning, it is vitally important to be aware of the patterns of discourse being used in this new medium of communication. Is it really true that there is more equality of participation in discussions and with the lack of nonverbal status cues are these electronic forums classrooms where power and control do not mirror society's status quo?

Motivation for this study

The published research on academic support offers little in the way of empirical evidence to encourage the use of PSI in ODL as an academic support strategy. Without this, it could be argued that an in-depth understanding of student academic support and development in ODL would surely be incomplete. A variety of studies have endeavoured rather to make comparisons between various strategies addressing students at risk in higher learning but very few target courses at risk. The Department of Institutional Statistics and Analysis (DISA) (2012:52) in its report entitled "Progress on Identifying Students 'At-risk' at Unisa" concluded its executive summary by indicating that "the process of identifying students 'at-risk' will further continue with the identification of 'modules at risk'".

Electronic discourse within computer mediated virtual courses supports conversations of practice and learning. There are performance features within these conversations that can be studied using the same focal lenses used to examine face-to-face conversations. Conversations have negotiated meanings and values in either context. Is there a dominant speaker, one who contributes the most text, introduces the highest number of topics, and receives the most number of directed speech acts? What are the frames (Tannen, 1996) set within the conversations? How do the participants position themselves within the conversation, within the discussion group? Are particular stances sex class (Tannen, 1996) linked? Are there participants who are not "listened" or attended to?

What supplemental instruction is

SI avoids the remedial stigma often associated with students at risk. It is a proactive academic intervention given to students before learning problems occur, as it is implemented in the first two weeks of resumption of lectures, providing academic assistance during the critical initial six-week period of the academic semester, before students face their first major examinations. It is during this period that attrition from courses is high (Unisa, 2011). SI use is therefore proactive rather than reactive. It is open to all students in the targeted course, and therefore pre-screening of students is unnecessary. The intervention is attached directly to specific courses. While some of the students participating in SI may be achievers or under-prepared, internal motivation is an integral component of students who participate in the SI programme as they are self-regulated. SI programmes are designed to provide and promote a high degree of student

interaction and mutual support and to capitalise on the power of group study and the practice of collaborative learning and interaction through peer study groups.

Theoretical underpinnings of SI and podcasting

PSI is underpinned by the theory of social constructivism (Vygotsky, 1978). Social constructivism views learning as an active process where learners should learn to discover principles, concepts and facts for themselves (Vickerman, 2009). Piaget (1935) regarded active learning as a key element for academic success.

Podcast based SI is also underpinned by the cognitive theory of self-regulated learning (Zimmermann, 2001). One common feature is an emphasis on learners being proactive and exerting control on their learning processes and environments. Self-regulated refers to self-generated –thought, feelings and behaviours that are oriented to attaining goals (Zimmermann,2000).Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert events that happens to them in reaction to teaching.

The theory of lifelong learning considers learning through activities that foster learning beyond a specific learning environment, be that face to face or ODL. Within this approach, it is considered that learning takes place all of the time and is impacted by the individual's environment and specific situations they encounter. According to Tough (1971)formal learning may come in two forms: intentional (through taking part in deliberate learning projects) and accidental (knowledge is obtained from world observation, conversations, TV news, newspapers, podcasts, YouTube or some confusing situations) (Naismith, 2004:3). Within this approach, learning is embedded into an individual's everyday life, which stresses the value of mobile technologies and audio podcasting in particular.

Along with the theory described above, the theoretical concept of learning and teaching support effectively explains the use of podcasting as an example of open education resources (OER). It focuses on activities that help to coordinate learners and existing resources used for learning activities within this approach. Mobile devices are seen as tools of providing course material to students, as well as information about a particular course. This approach can be applied effectively to frame the use of audio podcasting by ODL students because, according to McGreal et al. (2011), OER are normally accessed freely using the World Wide Web either on institutional sites or in organisational repositories. Course developers, teachers and instructors are principal users of OER, but there is a growing number of students who are accessing them directly to augment their learning. OER include learning objects such as modularised lessons, video and audio lectures (podcasts), references, workbooks and textbooks, multimedia simulations, experiments and demonstrations, as well as syllabi, curricula and lesson plans.

Podcast- Based SI

We propose the use of podcasting, mobile-learning technology as a channel for SI. The word "podcast" is a hybrid of "iPod" and "broadcast" (Ng'ambi, 2008:10). The *New Oxford American dictionary* defines a podcast as "a digital recording of a radio broadcast or of *similar programme"*. Podcasting is a method of distributing audio files commonly in MP3 format over the internet that can be played by a number of portable media players/devices such as desktop computers, laptops and mobile phones (Mehrak & Maral, 2012).The strength of podcasts in education lies in the availability of easy-to-use free software such as Audacity. Audacity supports both the production and distribution of podcasts and the downloading of them to computers or other mobile devices by users (Ng'ambi, 2008:10). This mobile technology provides social learning spaces other than a lecture hall, tutorials or even text. Social learning space refers to the myriad of physical and virtual resources which support student-centred, interactive learning in formal and informal contexts (Oldenburg, 1991).

Podcasting technology gives students online internet-based spaces to share and discuss their understanding and to interact socially within the SI podcasting environment. With podcasts, learning occurs during discussions between students and the SI leader, who himself/herself has reached a higher level of knowledge and experience. These students therefore benefit from one another's learning experience and knowledge. Students are socialised into understanding challenging course concepts and develop positive attitudes towards the historically difficult course, taking responsibility for their learning. In this study sharing of experiences and knowledge will be made possible through the use of myUnisa tools such as online discussions and blogs.

Podcasting provides mobile, flexible, accessible and personalised learning. By using podcasts a learner is engaged in the ongoing learning activities and thus enhances their productivity and effectiveness. Podcasting also has the capacity to enhance a learner's sense of individuality and community as well as their motivation to learn through participation in collaborative learning (Ally et al., 2009). It stimulates a learner's sense of ownership of the content as they participate actively in a variety of social, collaborative and cooperative activities – all of which are centred on the mobile learning device, cellphone, MP3 or flash disc. Podcasting addresses the needs of learners in this age of wireless communication and connectedness. It is neither teacher centred nor technology centred, but it has the learner and learning as its core.

Modes of communication that were spontaneously developed by the younger generation of the 21st century are being recognised to transmit higher education (Hew, 2009).

Podcasting offers new opportunities for students' educational activities, in that it can be used anywhere and anytime (Muppala, 2007). Even though ODL students are so remote from their institution of learning or faculty, using podcasts gives them full control over and access to information downloaded on their mobile devices. One of the main advantages of podcasting is that it allows the current generation of self-regulated learners to enjoy a certain amount of freedom and independence to learn.

The spoken word can influence a learner's cognition, adding clarity, meaning and motivation and conveying directly a sense of the person creating those words (Durbridge, 1984, in Hew, 2009). Auditory learning is the most portable form of learning (Muppala & Kong, 2007). Short "bite-sized" audio clips not only fill dead-time moments amidst other day-to-day activities, but also coincide with these activities for pervasive learning that is interwoven into the learner's lifestyle. This allows for learning that takes place regardless of time and geographical location (Clark, 2007). Distance education research offers significant findings on audio instruction and its effects on learning, dating back to the use of radio and television. Earlier studies investigated the impact of audiotapes and found out that students using the tapes had lower dropout rates. Results of several large-scale studies indicate that computer-based interactive programs using audio-based instruction are effective (Barron, 2004, in Hollandsworth, 2007).

One other advantage of podcasting over other audio technologies such as audiotapes and CDs is its simplicity, convenience and time saving that it offers to learners. First, podcasting greatly simplifies the process of obtaining relevant materials. Secondly, although it is possible to use audio cassettes or CDs to convey the spoken words, the ubiquitous nature of podcasting technology makes it more convenient and easy for online students to access the podcast files in MP3 format, rather than having to mail students the cassette tapes or CDs (Unisa, 2011).

RESEARCH DESIGN

This study is both quantitative and qualitative in design; quantitatively it will use quasi-experimental design and qualitatively interpretive design.

Data collection and analysis

Since participation in SI is voluntary, some students might not volunteer to participate in the programme. Therefore for any targeted module there will be two groups, participants (treatment group) and non-participants (control group). Monitoring of performance of the two groups will be undertaken quarterly and at the end of the semester/year the performance of two groups will be recorded and analysed. Both groups will reflect on their experience of the targeted modules. Our assumption is that the SI participants' performance will be significantly higher than that of non-participants.

SI leader-produced podcasts will be uploaded on myUnisa for students to access by downloading through their preferred devices. Students will give feedback on the effectiveness and usefulness of podcasts through myUnisa tools such as the blog and online discussion forum. Data about the effectiveness or ineffectiveness of this programme will be collected from online discussions, coded and analysed.

Conclusion and recommendations

The focus of this study is to explore the feasibility of implementing the use of Podcast based supplemental instruction programme at Unisa with the aim of reducing overall course "high-risk" status by improving students' performance in historically difficult modules. Even as we grapple with our proposed alternative strategy, we are not so sure whether our dream is just a fantasy or a dream than can be a reality. In our minds we are convinced though that this is a fantas"tic" idea that if concretised could turn out to be one of the real strategies to change the bleak picture of poor first year academic performance in most modules

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FOUNDATION OF THE COMPUTER ASSISTED TRANSLATION ACT

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Abstract: Mechanical translation (MT) is the transfer of a text from a source language (SL) into a target language (TL) via a **cybernetic** machine, in other words, "**computer**". Human labour, human skills, human experience and human brain power are inevitable in this operation.Mechanical translation is based on **word-for-word** translation. What occurs in mechanic translation can be summarized as the mutual functioning of SL and TL together, and the achievement of coherence and equivalence in the performed translation. The data are given by humans and the translation is "automated" and mechanized by the computer.With the development of computers, mechanical translation has progressed to a more advanced level in recent years. The recent developed technology has put the polysemy of the words as well as the grammar rules at the disposal of humanity with a developed computer for an optimal translation.This study will show the stages of mechanical translations and the working systems of the projects conducted in this field. On the other hand, **sentence-for-sentence-translation**, which is the point that normal translation has arrived at, renders the mechanical translation more successful and fruitful. In this way, the contextual meaning of the text gets transferred.The current paper is comprised of the titles of The Realization of Natural Language Elements in Computer, Terminology Formation in Mechanical Translation and Actions Occurring in Mechanical Translation, and mechanical translation is tried to be presented and explained through illustrations and the main elements used.

Keywords: Machine Translation (MT), PC/Computer, Source Language (SL), Target Language (TL), Terminology

INTRODUCTION

Today's individuals follow the scientific, political, cultural and commercial developments, and watch them with interest. A political or a commercial development in a country could affect the lives of those individuals who are so far away from that country. It is so interesting and important to read or listen a document or a novel that was written in a foreign language in our mother tongue through Machine translation techniques with the help of electronic tools-especially with computer.

Translation which is automatically performed from a human language into another by using computer software and hardware technology is called automatic translation, or machine translation (MT) in general. The function of computer assisted translation (Mechanical Translation) is to ensure that the source text is analyzed by Computer (PC) and synthesized into a target language, that is, to ensure that the source text is translated word for word or sentence for sentence by PC. A Machine translation block between two persons is given in Figure 1. O. Kade, A. Neubert, G. Jaeger from "Leipzig Translation School" have contributed significantly to the works in MT.

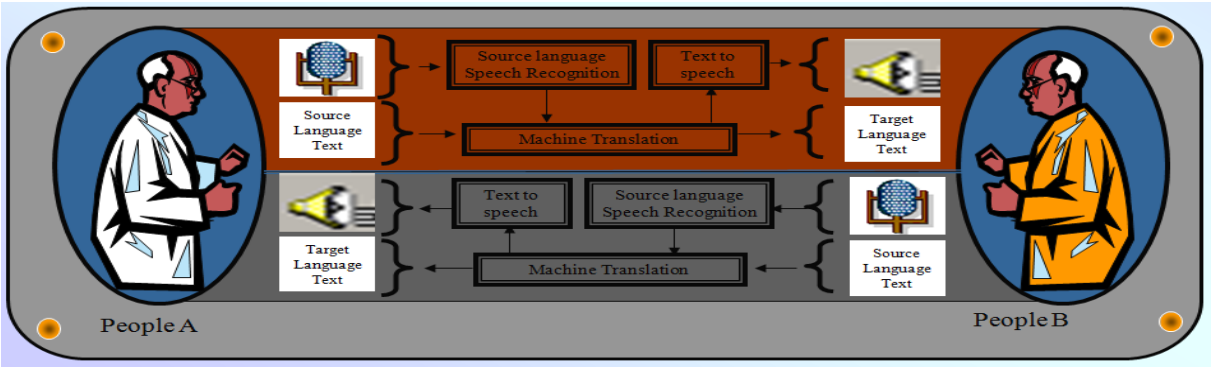


Figure 1.[1] Machine Translation between two persons

There have been many studies conducted on machine translation and the automatication of machine translation. These works began with the invention of computer and progressed in parallel with the development of computer technology. It is 1950's and 1960's that the works on this field boomed. The advancements and successes in those years are limited and unsatisfactory translations were accomplished. The works that began in 1950's continue rapidly and significant achievements have been reached. Still, full automatic translation is yet to be reached and human translation has to be a

[1] This table was firstly used in the article of Oz, C., Leu, MC. (2011) and was taken and modified according to the scope of this study.

part of it. On the other hand, the studies are still being carried out on scientific methods to create better and more accurate translations.

What happens in mechanical translation is to ensure that the ST and TT, that is, both languages, function together and create harmony. And that happens with the help and skill of human power. The data are given by the humans and the translation is "automated" - mechanized by the computer. When mechanical translation finds the various meanings of the words belonging to a source text in the target texts, it will succeed in reaching an optimal automatic translation. We cannot say we have accomplished it today. Significant achievements have been reached in a few languages (English, German and French). That level has yet to be reached in many languages apart from them.

Let's have a look at the English and German translations of a Turkish sentence done by the "google translate" program.

„**Üç yıl önce Dubai'de bulundum"**

a.Three years ago **I** was in Dubai (engl-human translation)

b. Vor drei Jahren war **ich** in Dubai gewesen.(german- human translation)

On the other hand:

c. Three years ago **we (I)** have been to Dubai (english - google translation

d. Vor drei Jahren **haben wir (ich)** bereits in Dubai (…) (german -google translation)

There is problem in the perception of pronouns in German and English. "We" should be "I", "wir" should be "ich" and "haben" should be "sein". The syntax is not completely realized in German. While the verb "gewesen" should be at the end, it is not understood in translation. It is revealed here that for a meaningful translation, humans must take part in translation process.

„**Üç yıl önce Dubai'de bulundum**"

(English) Three years ago **I** have been to Dubai: a. ***Üç yıl önce ben dubai olmuştur***. (Turkish)

(German) Vor drei Jahren war ich in Dubai gewesen: b. **Üç yıl önce Dubai'de olmuştu.**

In the Turkish equivalents of the English and German sentences, we are more faced with meaning-based incomprehensibility. Both sentences reflect a meaningless translation. After the translations performed above, the problem is seen as the fact that Turkish is from a different language family (Ural-Altaic language family). As the syntax structures of the both language families are different, there is a problem in the transfer from ST into TT.

According to the determination of UNESCO, there are 4000 languages in the world and translation is done only between 1200 of them (Ljudskanow:1972:219). Mechanical translation is successful only in a few languages as understood from the illustrations we have seen above and the success is limited to the translations among European languages.

Mechanical translation is based on word-for-word translation. It seeks to give more than one meaning of a word in TT. To the extent that the computer succeeds in knowing which one of the meanings to choose, the translation will reach its translation goal. The biggest trick of the mechanical translation is idioms. In this regard, the difficulties are much more in social and literature texts.

In this respect, mechanical translation will be more fruitful to the extent that it is able to do sentence-for-sentence translation which human translation has reached. While a mechanical translation of any sentence of a text is performed, it is a necessity to know all the information of the whole context.

Methods Used in Machine Translation

In all machine translations bilingual dictionaries and grammar rules in Data-Form are used as moduls. Yet each method differs from each other. We can part the approaches in machine translation in four groups: Direct MT, rule-based MT, Corpus-based MT and information-based MT. There are advantages and disadvantages in each approach group. The methods used in Machine Translation are given in Figure 2.

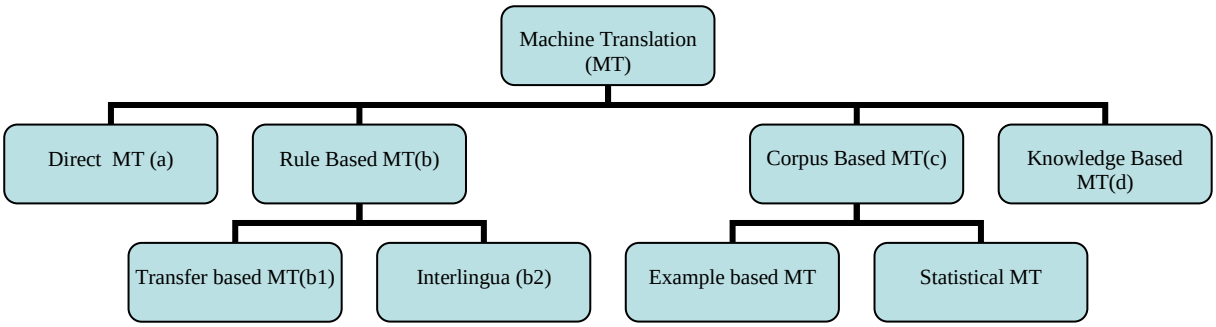
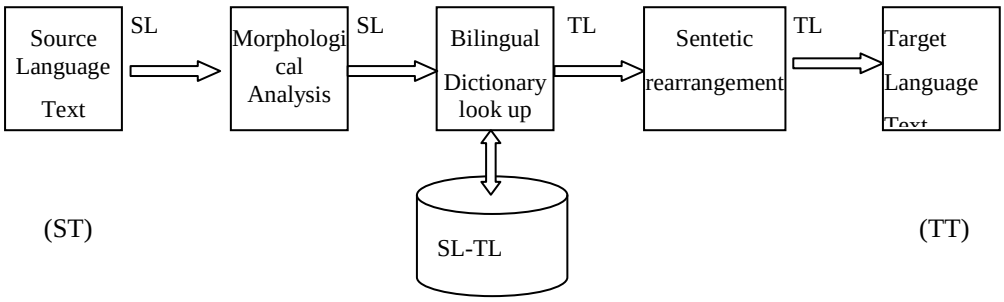


Figure 2.[2] Methods used in Machine Translation

(a) Direct Machine translation

There is no interim representation or a complicated structure in Direct Machine translation the block diagram of which is given in Figure 3. The words of the source text are transferred into TT with the same word-for-word arrangement with the help of bilingual dictionary. After the translation is performed, the sentences are changed according to the TL rules and then transferred into TL. This method is the oldest one. The stages of direct machine translation are as follows:

- The morphological inflections are removed from the words of the source text according to the different grammar rules of the word.
- The target language equivalent is found in a bilingual dictionary.
- Necessary syntactical arrangements are performed.



(SL-TL-Dictionary) >

Figure 3.[3] Direct machine translation system **(Direct MT)**

The disadvantages of direct machine translation are that it does not take into consideration the structure and relations between the words, that a system developed for a given language cannot be applied to a different language and that the perceptions and changes in the language are not considered.

(b) Rule-based Machine Translation

[2] This table was firstly used in the article of Jaganadh G. (2010) and was taken and modified according to the scope of this study.

[3] This table was firstly used in the article of Jaganadh G. (2010) and was taken and modified according to the scope of this study.

Compared with direct Machine translation, rule-based machine translation yields better results . The system includes language rules which play an important role in machine translation and which are created by linguists. There are two rule-based machine translations: transfer-based and Interlingua.

(b1) Transfer- based MT : This application is a classic method comprising of three stages. These stages are Analysis, Transfer and Generation. First the grammar structure is analyzed. Then the semantic structure is produced. At the end, all actions are transferred into TT. Thus the operations performed in TT are reproduced. Transfer-based MT diagram is given in Figure 4.

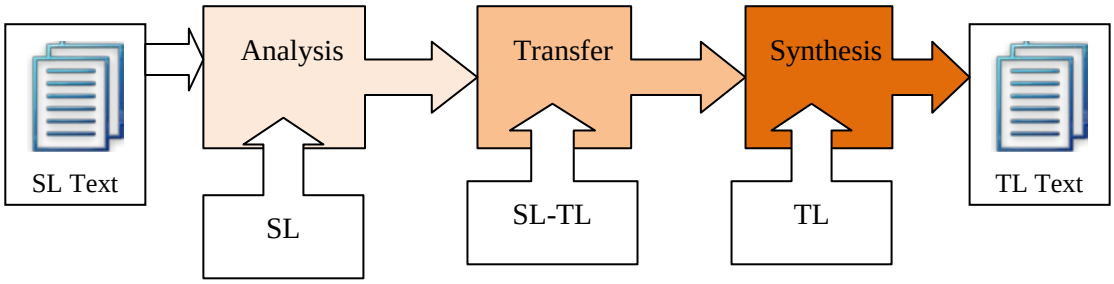


Figure 4.[4] Transfer-based MT diagram

(b2) Interlingua: Here the grammar data of the source text is analyzed and transferred into an second interlanguage (Zwischensprache). These grammar data is produced in TL via this second interlanguage. This method is suitable for the statements with multiple meanings.

(c) Corpus-based MT

Corpus is the database of the conversations and words in a language. It is possible to see many studies on this subject. It results from the fact that there is a less need for qualified linguists. It is parted into two groups: SBMT (Statistics-Based Machine Translation) and EBMT (Example-Based Machine Translation).

(d)Information-Based MT

Information-based MT is a system that performs translation from a source language into a target language by using one of the morphological, syntactical or expanded semantic information. These kinds of systems make use of artificial intelligence.

Translation Programs

The number of MT systems and programs used today increases gradually. Especially recent years have seen great expansions and advances in this field. It is worthwhile to introduce some systems which are among translation programs.

a. SYSTRAN

SYSTRAN is one of the first commercially used machine translation systems. It was first used in 1971 for a translation from Russian into English. And NASA used SYSTRAN in sharing spacecraft information.

b. LOGOS

It was begun to be developed in 1964. It was used for translation from English into Vietnamese at Air Force of United States of America. It was supported by Siemens AG in 1978 and was used for the translation of communication

[4] This table was firstly used in the article of Jaganadh G. (2010) and was taken and modified according to the scope of this study.

documents from German into English. The system was not used any more since it was not found successful. Later, this system was bought by multi-partnered companies (Hewlett-Packard, Nixdof etc.).

c. COMSKEE

It is a system established and used by Saarbrücken Research Center (SFB-100). This system was specifically adapted to Computational Linguistics base. This is a program language oriented towards Linguistics. It has greatly contributed to MT. Translation processes are performed on mathematical four operations of addition, subtraction, division and multiplication (+ , - , : , x), logarithm and potential calculations and for this, "**Computers**" are an inevitable equipment. Elementary actions of mathematical logic (and - ^ , or > , negation >, if ---) are performed in the production stages of translation processes. For this reason, computer is necessary and without it there cannot be MT (K-D-Schmitz:1987:116).

d. EUROTRA (European Translation System)

EUROTRA translation system has been created with a work performed in 1982 at the request of European Union Council.

As is evident from its name, as EUROTRA was founded with the support and wish of European Union, it will conduct its operations with a function that will comprise of the states of European Union. We see that Turkey has not been included in the MT projects carried out up to now. Although included in the programs of some private firms, qualified Turkish translation programs have not yet been developed as we will see in the following text illustrations.

It could be overcome with the entry of Turkey into European Union. One reason why the executers of the MT programs up to now were not interested in Turkish is that Turkish has a rather different structure than the European languages that are accepted as main languages. After our private attempts on this subject, we learnt that there had to be computer programming knowledge besides theoretical knowledge. We understood that in order to take part in such a project, there is a need for a double skill of both processing and using theoretical knowledge in computer environment. Apart from that, we have understood that there is an alternative to work together with the dominant computer programmers.

European Center for Scientific Knowledge Processing too was performing works in this field too, They had yielded the first product of their first work in 1963. With the system they had developed, they were able to translate 60,000 Russian words into English in an hour. 1000 Russian words were translated for 7 Dollars. When looked at from a financial aspect, it was seen that it could compete with human translation. While EUROTRA was focusing its attention on knowledge and developments, the Russian scientific institution ISPRA was concentrating on translation.

As a result of this cooperation, 115 translations were performed and a translation capacity of 700,000 words were realized between 1965 and 1968 (Piatrowski:1984: 335). As soon as the translations were obtained from the machine, they were given to the **Editors** with the Russian original text.Even though the machine could not translate the comparisons and formulas in the original text, a successful action had then been realized on the text base. It was observed that those who gave translation brief were more or less satisfied with the performed translations.

300,000 words were transferred with these translations done with IBM Computer system. A dictionary had a capacity of around 150,000 words.

e. SUSY:

Meanwhile, significant works were being performed with a project (**Saarbrücken Mechanical Translation System**) conducted by **H. D. Moos** in Saarbrücken, Germany. Its works serve as a source for world-wide developments even today. It contributed significantly to MT with translations of word-for-word and word groups.

Though the works of mechanical translation augmented rapidly, it was not possible to make fast progress due to the resulting problems. This in turn led the researchers to translate texts in certain fields. The purpose was to settle the foundations of translation system. As a result, some characteristic views emerged.

- Full automatic translation cannot be performed completely.
- Understandable, albeit flawed, translations in specific languages and fields are performed.
- Much better translation programs should be developed and translations should be done with the existing good programs.
- The correlation of the languages to be applied in mechanical translation should be determined.

In 1966, the scientific academy of Automatic Language Processing Advisory Committee in USA performed works. After its works, this committee had some decisions about mechanical translation.

In parallel with the worldwide attempts, Germany conducted some mechanical translation works as well. The SUSY project in Saarbrücken could be given as an example to these works. Important developments to machine translation were made with this project. With a project named **"Feasibility study on fully automatic high quality Translation**" at the University of Texas, USA, in 1970, it was aimed to meet the fully automatic translation need felt in the fields of Philosophy, Linguistics and Computer. Numerous scientists as well as linguists worked in the development of this project.

The first outputs of this work showed that only the translations of individual sentences were successful and were presented by Stachowitz. For him, these works had to be concentrated more in the fields of descriptive, theoretical and comparative linguistics. In this way, many issues such as the studies of linguistic models would be examined (Stachowitz: 1973: 9).

The main starting point of mechanical translation is the realization of word-for-word translation with the help of a dictionary. The equivalents of the words are automatically brought and there is more than one translation possibility for each word in question. The problem here is the fact that the syntaxes of different languages cannot be ordered clearly. We have seen in the examples above that the syntaxes of German, English and Turkish are different and that problems arise resulting from that.

The computer has not yet completely succeeded in transferring the equivalency of different syntaxes, because each language carries a different syntax system. A second problem is how to give which one of the different meanings of the words and where to give. The whole problem lies at the two points here. It is seen that humans should be a part of this process. It is a fact that even human help cannot render mechanical translation completely automatic.

Application processes of mechanical translation

Trojanskji (1946) who started the first study in the field of mechanical translation made it possible for the mechanical system to be understood with the tool he acquired. With this tool, the researchers applied the following processes (Bruderer:1982:24).

1st Process: This system transfers the code number of each word of the foreign language into TT with the relevant codes. The name of this application is "directory system". The coding in this system is performed as such: A=01 , B=02, C=03.....Z= 26

The code number of the German word "**und**" is (as the code number of each letter is different) is 211404 with u=21, n=14, d=04. The equivalent of the English word "and" would be coded as 011404 with a=01, n=14, d=04 (**and** : 211404 = 011404). This system is not practical because an alphabet of 26 letters on average would have a combination of fourteenth power of 1.4 x 10, which would not be practical at all.

2nd Process: An application performed with the adoption of a dictionary system: trying to the give the code words of SL with the equivalents of TL.

	SL (fr.)	TL (eng.)
E.g.:	beau: 0205011200	beautiful :020501232009062112 (beautiful)
	Chien:0308090514	dog : 041507 (dog)

(Schwanke:1991:26)

If we consider that this system was made with the punched card system of the day (1947) we could understand how difficult it is. Still, it is an application that has a place in mechanical translation as a successful endeavor. Both the present situation is much more beyond it, and it is successful and easy. At the same time, the data are applied and realized on a digital environment.

3rd Process: The first step in this field was taken by two entreprenuers named Booth and Richens. It is a system which ensures that the root and affixes of the word reflect in the translation. It was an advanced stage compared with the first step. With this method, not the word with its root but just its root was kept in the memory. When a word was looked up and not found, the longest word that is nearest to it comes to the screen. It was a significant stage then but as the

computer technology was not sufficient enough it could not yield the desired success. A block diagram belonging to MT conducted in this process is given in figure 5.

Director of Physical Sciences of **Rockefeller Foundation**, **Warren Weaver,** made an offer to Language and Physical Sciences and made it possible for this kind of works to be performed. In this context, the works **Erwin Reitler** performed at the University of Washington are noteworthy. The innovation that the foundation brought to the works is the new style it offered to the **human-machine** connection.

Text producer + Machine tr. + Review = Translation

Figure 5. MT. Block diagram showing the third process

Here it was not considered that the text producer should have TL knowledge. His/her task is to remove the words with double meanings from the ST. The task of the editor (Nachredaktuer) was thought to be all about orderly putting down on paper the text given by the machine. As seen, these works did not give the expected result either.

4th Process: In 1952, a conference on mechanic translation was held in U.S.A. for the first time. The significance of the international conference is that it accelerated the subsequent works. The creation of Russian Machine Dictionary was realized after the works of this conference. After even all this intervening time MT still was not able to proceed practically. The year 1955, in this sense, is a turning point to remember. Conducted at the same year and published in 1956, "Machine Translation of Language" is an important work carried out by **Booth**.

After all these works, the structure of the mechanical word was getting more and more complicated because the separated root and suffixes could not be found distinctly. The word was found either in the form of "root + suffix" or just in the form of "root". Also the "**roots**" was not found on their own. The suffixes and the words had to be found with individual structure numbers (e.g: -er:12; -st:75; -haft:81…) structure number This could not be achieved because the TL rules was not introduced to the machine completely. The biggest hardship here was that the machine did not completely identify the syntax rules and idioms of SL and TL. Meanwhile, while there were intense works being performed on MT in America, in Russia there were intensive developments where 500 researchers took part.

The Realization of Natural Language Elements in Computer

The most important component of this process is database. The data on the database constitutes all the materials and building stones of machine translation. Databases should have such information:

a. Morphological explanations

b. Syntax explanations

c. Word roots

d. Word separations and suffixes

e. Frequency differences between the words (such as gehen: **go** on foot / fahren: **go** with a car Geist: life, soul)

f. Expression styles

g. Bibliography

While the information above and the explanations of roots and words are being loaded to the database, the characteristics of both partner languages should be known in detail. However, as will be seen in the following example, there may arise difficult problems to resolve such as the emergence of different translations in the German equivalents of an English expression.

Terminology Formation in Mechanical Translation

Unknown words seem to be more than normal in a text before a translational act gets started. For this reason, it is more useful to do a raw translation firstly, put the new words instead of those which cannot be determined by the computer and start the translation in that way. Terminology relating to the expertise fields of relevant texts could be loaded to the database or could be added in addition to the existing dictionaries. Trados translation program could be given as an example to it. The function of Trados translation programs continually increases.

Trados was founded as a language service provider (LSP) in Germany in 1984. The company started developing translation software at the end of 1980's. By the end of 1990's, it had become an important trademark in desktop translation memory software. Trados was purchased by SDL in 2005 (www.trados.SDL :14.10.2012). In SDL/Trados system, MultiTerm Extract process operates and the following concepts are valid. They are operated on action process.

Monolingual Term Extraction Project	MultiTerm Extract extracts source language terms starting with a, b, c, and d, up to a maximum of 100 terms. If the source language is not Latin alphabet-based, the first 100 terms are extracted. No export functionality is available and projects cannot be saved.
Bilingual Term Extraction Project	MultiTerm Extract extracts source language terms starting with a, b, c, and d (and associated translation proposals), up to a maximum of 100 terms. If the source language is not Latin alphabet-based, the first 100 terms are extracted. No export functionality is available and projects cannot be saved.
Translation Project	MultiTerm Extract processes the first 20 terms that are common to both the termbase and the bilingual input files. No export functionality is available and projects cannot be saved.
QA Project	MultiTerm Extract processes QA projects that contain one file only; the file must be less than 100KB in size. No export functionality is available and projects cannot be saved.
Dictionary Compilation Project	MultiTerm Extract extracts source language terms starting with a, b, c, and d (and associated translation proposals), up to a maximum of 100 words. If the source language is not Latin alphabet-based, the first 100 words are extracted. No export functionality is available and projects cannot be saved.

(www.SDL Multiterm 2007)

There is a dictionary server in MT translation. Some firms create their own databases and create translation programs. If the technical side of the issue, the money and time spent and the difficulty thereof are considered altogether, it is more appropriate for the firms to buy ready translation programs from the outside. However, the firms Siemens, Bosch and Mercedes which develop their own translation programs make significant progresses on it. After overcoming the specified hardships, the introduction of original translation programs creates more productive, faster and more qualified translation from the programs that could be bought.

Many terminologies are created automatically im MT where works have been conducted since 1950's. These words are put on our agenda as specialty language **(Fachsprache)**. These newly coined words are called (information) source.

The act of machine translation is a phenomenon where appropriate algorithm operations are realized on Computer with the power of human intelligence. In other words, Mechanical translation is the realization of appropriate algorithm marks on machine environment with human power.

Here what is mentioned is a phenomenon that does not take place in human practice. Each number, figure and mark processed by computers, and each command given to the computer are stored in a cell within its memory. The operation occurring here or realized by humans is "**Euclidean Algorithm**".

Ders bitene kadar beklemelisin. – Du musst warten, bis der Unterricht aus ist. (German)

The above sentence is comprised of a series of words. We should express the forms of discourse and meaning created by each word and their suffixes with direct speech paraphrase) What constitutes the content of the text is paraphrase. Each word, suffix, letter and grammatical mark that serves a purpose in the sentence has a value. If we give the number equivalents of each element in order to find the value of this sentence, we will be confronted with millions of numbers. In this regard, it is revealed that the euclidean algorithm is an inevitable mathematical operation (Ljudskanow:1972:219).

Accordingly, Machine Translation should have the following characteristics:

a. The translation should reflect the word meanings of the original text

b. It should reflect the inner meaning of ST.

c. The TT should be read as the original

d. The TT should reflect the style of the translator

e. TT should reflect the style of ST author by adapting to the style of the translator

f. TT should also reflect the time when the ST was created

g. Nothing should be added to or removed from the TT

h. If the translation cannot be transferred as poetry, it should be transferred as prose

As we have stated before, although all the translation programs use different methods, they are basically established on computer technology. With each passing day, new usage conveniences and solutions for MT are created along with the innovations in computer technology.

Technology Use in Translation Works in European Union

For multilingualism, language learning has crucial importance for European Union. Multilingualism has been accepted as a identity determination criterion for EU. In this regard, European Commission has Directorate-General for Translation. Translation briefs are performed among 23 languages in 27 member countries. Directorate-General for Translation of European Union Commission conducts these translation briefs.

The translators in the Directorate-General for Translation work with translator's work bench and translation memories. This commercial application package (TWB) is a program that includes local translation memory and stores all official documents and allows for being taken from itself when necessary. In addition to them, **Euromis** (European Advanced Multilingual Information System) is a commonly used application. Euromis is a set of web applications that is combined with electronic mail mechanism and that allows access to many services in the field of language operations. Terminology formation in the Directorate-General for Translation is the task of language departments. By means of terminologists, these departments support the formation of the terminology necessity for the translations between the official languages of EU. The Union supports for the formation of different institutions for the development of the following translation professions: European machine translation (computer translation) institution, European Council of Associations of Literary Translators, European Community of Translation Works and European Union of Associations of Translation Companies (www.euro.eu.) http://ec.europa.eu/pubic

Comskee: It is a system founded and used by Saarbrücken Research Center (SFB-100). This system has been specifically adapted to the LDV (Computational Linguistics) base. It is program language oriented towards Linguistics. It has greatly contributed to MT. The translations are performed on the mathematical four operations of addition,

subtraction, division and multiplication (+ , - , : , x), logarithm and potential calculations and "**Computer**". Elementary actions of mathematical logic (und - ^ , oder > , negation >, wenn ---) are performed at the formation stages of translation processes. In this regard, computer is necessary and without it, MT cannot be realized (K-D-Schmitz:1987:116).

The system processes raw translation (Rohübersetzungen) in fully automatic translation process. Specific subject domain texts are more suitable for the structure of the system. These texts are processed in a short time, that is, translated and put into the service of the customers. LFC system has a capacity of processing one word in a second or 200 pages of text in a work day (Schwanke:1991:104).

CONCLUSION

As the countries become closer and closer to each other, people are left no choice but to reach more information. This in turn created an effective translation need between languages. Automatic machine translation is a commercial market and a new research area which ensures that people instantly access current information in global world. While mechanical translation is a field also related to artificial translation, it is the research subject of also linguistics, informatics and computer science. Today, MT is a world-famous branch of Software Industry and many softwares have been developed in this field. Most of them are carried out in University environments. Despite these, 1 % of all the translations is performed with MT (www.google.de/maschinelle übersetzung). In this study, machine translation, methods used in machine translation, the past and present of machine translation have been presented. In the light of these explanations, still many works are being conducted on machine translation. In spite of this, it cannot be denied that human translation is inevitable and irreplaceable in this process.

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GENDER ANALYSIS OF THE STUDENTS ENROLLED IN ANADOLU UNIVERSITY FACULTY OF ECONOMICS, FACULTY OF BUSINESS ADMINISTRATION AND OPEN EDUCATION FACULTY

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Abstract: The purpose of this study is to analyze the undergraduate and associate students enrolled in Anadolu University Faculties of Business Administration, Economics and Open Education, which are providing education through the distance education systems, in terms of gender. For this purpose, a survey consisting of 28 questions was prepared. This survey has been sent to all active students enrolled in these faculties by e-mail. Primarily, the following issues are mentioned in the study; information on distance education system of Anadolu University and faculties providing education through this method, number of students in faculties, the rates of the preferred departments in terms of man and woman. Thereafter, the importance of the distance education for women is mentioned in terms of gender notion, man-woman roles and gender equality. At the findings stage, 1651 surveys received from students have been assessed by being analyzed in SPSS program. The followings have been taken into consideration in the assessment; demographic characteristics of students, participation rate in programs, reasons for preference of the distance education, time allocated for their courses, computer and internet utilization, whether they prefer the distance education in case of different gender especially in terms of woman, the materials from which they benefit at the utmost in the distance education system, and finally the data have been assessed comparatively in terms of gender.

Key words: Anadolu University, distance education, woman, gender.

INTRODUCTION

Distance learning is a dimension of contemporary and new education technologies. The concepts and applications in this field are a result of some necessities and the advances in communication and education technologies. Distance learning applications have some conceptual grounds. These are creating new education and teaching opportunities, establishing job-education integrity, democratization in education, life long education, turning towards individuality, effective use of institutions, technology-education integration, turning towards the needs of individuals and society, grounding on three dimension integrity (printed material, published material, face to face education), reaching masses, individual- massive education integrity, education demand and financial resource balance. (Alkan, 1998, s:24-26).

Distance education, which enables students to learn by making use of communication technologies, is a contemporary application. Being practiced in many developed and developing countries, it is a system in which people from different ages, income or occupation groups continue their education at their own pace and without loosing their productivities. It includes education models that unite students in different places, instructors and education tools with communication technologies. It is an education philosophy that makes it possible for people to benefit from the technology of the era. Anadolu University Open and Distance Education System is the first institution that provides higher education through distance education model in contemporary terms in our country. Article 5 and 12 of the law no 2547, which came into force on 6th November 1981, and which reorganizes Turkish Higher Education, gave Turkish universities the right to provide " Life long and Open education". Later on, with the decree law no 41 issued on 20th July 1982, this mission was given to Anadolu University, and which- in technological and scientific terms- supplied its deficiencies in a very short time. Thereby, The Open Education Faculty, which arose out of existing Communication Sciences Faculty, was charged with distance education service throughout the country.

Open Education System starting with two distant learning programs in the field of Economics and Business Administration in 1982-1983 education year has broadened its service area since then. In 1993, Open Education System was restructured according to the education needs at the time with the decree no 496 and the programs of Economics and Business Administration became four year license programs. Business Administration Faculty was founded in 1993 when Open Education system was restructured. Business Administration Faculty contributes much to the generalization of higher education among a mass of people. Business Administration Faculty has Management and Organization,

Accounting- Financing, Administration, Marketing and Home Economy departments. The Faculty of Economics, founded in 1993, also provides education via distance education system. It has the departments of Economics, Finance, Public Administration, Labor Economics, Industrial Relations and International Relations. Open Education Faculty was charged with open education and managing the things about implementations and associate degree and degree completion and certificate of all kinds. Using advanced technologies such as the Internet, computer aided education and video conferencing in the lessons, in open education system, faculties try to create a technological interaction and make the students adjust to these technologies. Moreover, in particular zones, academic consultancy and face-to-face education services are given. The student numbers in faculties as of 20.11.2012 are shown in Table 1. (www.anadolu.edu.tr. 19.11.2012)

Table 1: Student number

Faculties	**Woman**	**Man**	**Total**
Open education	320.653	258.850	579.503
Economics	113.386	175.087	288.473
Business Administration	163.916	299.878	463,794
Total	597.955	733.815	1.331.770

Education is a fundamental right from which all individuals should benefit equally without gender discrimination. However, when the proportion of literate people and people's getting benefit from education opportunities all around the world are taken into consideration it has been noticed that there is a severe difference between man and woman. This is not different in Turkey. Although the women in Turkey gained the most fundamental right to have an education with the law, which came into force in 1924 and which clustered the education in Turkey under one system, the inequality in practice continues. According to the data in 2009 of Turkish Statistics Institution, the rate of illiterate women is %12.9 while the rate of illiterate man is %3.4 (KGSM, 2010, p: 9). Despite the significant progress in public education opportunities since the foundation of the republic until today, there are still considerable opportunity inequalities between man and woman in terms of making use of these opportunities in addition to the inequalities between different regions and urban-rural areas. Especially when urban and rural areas and age factor are taken into consideration, compared to men, women face remarkable inequalities in terms of taking advantage of education opportunities. However, this unequal opportunity in education is not exclusive to Turkey and it is not the only one inequality area between men and women. It is known that throughout the history there has been an unequal division of labor between man and woman based on sexual role division and this division of labor is the source of gender inequality, which is accepted as one of the most important dimension of social inequalities. In addition to education, gender inequality exists in many other aspects of life such as domestic work, paid work and taking part in political life. (Suğur and Savran, 2006, p.195)

People learn and acquire gender differences throughout their socialization process. Besides, it changes according to individuals and cultures (Dökmen, 2004, p: 11). This notion is a decisive factor in our educational preferences as it is also the case in every other aspect of our lives. Gender roles determine the division of social labor between genders. In other words, some occupations and positions are defined as women's job and some are defined as men's job. For this reason, gender discrimination is mostly discussed in work life and in education environments where individuals acquire the necessary skills to get a job. Basic areas where gender discrimination in work life arises are categorized as vocational guidance, staffing and attitudes, behaviors and judgments in organizations (Acar, Ayata and Varoğlu, 1999, p: 6-7). Gender equality means equal rights, responsibilities and opportunities in public and private areas as well as being citizens that are equally strong and inequality of education opportunities that stem from gender discrimination. Time and place restrictions, scarcity of resources and more duties at home than men lead distance education facilities to reach the women at their homes and help them further their education (Demiray and Curabay, 2000, p: 41). The purpose of distance education in Turkey is to encourage people who are in a disadvantageous position in terms of social, economic and geographical restraints to continue their higher education actively and to offer auspicious opportunities especially for women. Distance education makes it possible for a good number of women to consider higher education with its reasonable cost and flexible timing for students and it also provides equal opportunity in education by removing some psychological, social, physical obstacles women face (McIsaac and Köymen, 1990, p: 26).

PURPOSE AND METHOD

The purpose of this study is to analyze the undergraduate and associate students enrolled in Anadolu University Faculties of Business Administration, Economics and Open Education, which are providing education through the distance education systems, in terms of gender. For this purpose, a survey consisting of 28 questions was prepared and has been sent to 597.955 female and 733.815 male students enrolled in these faculties by e-mail. 1615 students out of 1.331.770 students have sent the survey back but one survey has been canceled. The evaluations have been made on 1650 surveys. As the variables in the survey are nominal, chi-square method has been employed and cross-charts relationships have been explained. SPSS 20.0 packaged software was used.

Introduction part was allocated to brief information about Anadolu University Open Education system and faculties involved in the system. And also the numbers of the students in the faculties and male-female ratio in the preferred departments was given. Later, the importance of distance education system for women was issued in terms of gender equality, social roles of men and women and the concept of gender. In findings part, 1650 survey results were analyzed on SPSS program. During evaluation, students' demographics, attendance rates, reasons for choosing distance education, time allocated for the lessons, computer and Internet use and the materials that are used the widest were taken into consideration. Female students also evaluated by whether they would still choose distance education if they were different sex. In the end, the results were comparatively evaluated for male and female students.

FINDINGS AND COMMENTS

In this study, aiming at analyzing the undergraduate and associate students enrolled in Anadolu University Faculties of Business Administration, Economics and Open Education, in terms of gender; 27.4% of 1650 participants are women and 72.6% are men. The percentage of students who studies at Faculty of economics is 25%, and that at business administration is 34.1%. Open Education Faculty undergraduate students account for 21.2% of the participants whereas associate degree students at the same faculty account for 19.7%. The women participated in the study are aged between 18-24 with a percentage of 40.7% and 42.3% of the women are between 25-34. The rest 28.8% are aged 35-49. As for the marital status; whilst 60.2% of the women and 51.8% of the men said they are single, 72.1% of the women and 58.4% of the men said they do not have kids. When the number of siblings asked, 27.2% of the women said they have 2 siblings, 26.5% said they have only one and 23.9 said they have 4 or more siblings. Men said they have one sibling with a rate of 27.3%, two siblings with 25.5% and four or more siblings with 23.6%. Considering the income rates, 43.4% of the women and 20.5% of the men said they have no regular income while 25.7% of the women and 26.1% said they have a monthly income of 1000-2000 TL. The region where 45.1% of the women and %39.9 of the men live is Marmara and it is followed by Inner Anatolian region. Metropolitan cities reserve 60.6% of the men and 59.2% of the women and second best choice for accommodation is "cities". When it comes to the parents of the participants; 51.3% of the men and 44.4% of the women has mothers who are primary school graduates. And 39.5% of the men and 38.9% of the women have fathers who are primary school graduates.

After the demographics, students were asked about their opinion on the distance education programs. First, their reasons were questioned and the answers of the female participants were "acquiring a profession" with a percentage of 30.3% and "getting a degree" with 16.2%. However; men said they for "getting a degree" with a rate of 18.1% and to " get promoted" in their current jobs with a rate of 16.2%. As seen in Table 2, there is a significant correlation between sex and reasons to prefer distance-learning programs ($p<0,05$). Women chose distance education programs mostly to acquire a profession and that is a meaningful gender related result. It is positive for women to choose the options: no compulsory attendance, marriage and familial reasons and financial restrictions with lower rates similar to those of men. This indicates that social inequalities in our country stemming from gender difference are lessening gradually.

Table 2: The reasons to prefer the program

X^2= 123,080 ; p = 0,000			Sex		Total
			Male	**Female**	
The reasons to prefer the program	**Other**	f	57	22	79
		%	4.8%	4.9%	4.8%
	No compulsory attendance	f	29	9	38
		%	2.4%	2.0%	2.3%
	Getting a degree	f	217	73	290
		%	18.1%	16.2%	17.6%
	Marriage and familial reasons	f	1	3	4
		%	0.1%	0.7%	0.2%
	Acquiring general knowledge	f	60	11	71
		%	5.0%	2.4%	4.3%
	Second university	f	124	44	168
		%	10.4%	9.7%	10.2%
	Promotion at the current job	f	196	38	234
		%	16.4%	8.4%	14.2%
	Completing a license	f	187	59	246
		%	15.6%	13.1%	14.9%
	Financial restrictions	f	17	15	32
		%	1.4%	3.3%	1.9%
	Contribution to the current job	f	184	41	225
		%	15.4%	9.1%	13.6%
	Acquiring a profession	f	126	137	263
		%	10.5%	30.3%	15.9%
Total		f	1198	452	1650
		%	100.0%	100.0%	100.0%

When the time allocated for the studies is questioned, 27.2% of the women answered " at available times " and 23% said "1 or 2 hours a day". Men answered to the same question as "only before the exams" with a rate of 25% and "at available times" with 24%. While women's answers mostly include studying at available times and 1 or 2 hours a day, men's mostly include studying only before the exams. This shows that women make effort to keep their study time regular. The time allocated for studying shows discrepancy while comparing genders and a meaningful relationship has been found between gender and reasons to study at the program.

The following results were found after inquiring students' time that they spend using computer and on the Internet for distance education purposes. 27.4% of the women and 31.1% of the men said they use computers for less than an hour a day for distance education purposes whereas 47.3% of the women and 44.2% of the men said they do not use computers for that purpose at all. No meaningful relationship was observed between genders and time spent using computers for their studies. In other words, there is no difference between genders in terms of the time they spend in front of computers for distance-learning purposes. The amount of time women and men allocate for using computers is close to each other. The percentage of the women saying they use the Internet for distance learning purposes is 47.6% and the percentage of the men saying the same is 42.9%. 28.8% of the ones saying that they use the Internet for less than an hour a day are men and 33% of them are women. No meaningful relationship was observed between genders and time spent online for their studies. The amount of time women and men allocate for going online is close to each other.

Noting no significant difference in making use of distance education technologies goes against the notion that women tend to remain distant to technology compared to men.

To the question" Would you still prefer distance education programs if you were a different sex?" women answered, "yes" with a rate of 76.5% and "no" with a rate of 23.5%. Men answered the sane question as " yes" with a percentage of 90.9% and as "no" with 9.1%. Within the context of social gender, these figures can be explained as; both women and men think it is suitable for women to prefer distance education to face-to-face education because of the density and prominence of duties at home. Whereas 90.9% of the men states they would still prefer distance learning if they were different sex, only 23.5% of women would still prefer so. And this reveals that men believe distance learning fits more to women (Table 3).

Table 3: Would you still prefer distance education programs if you were a different sex?

X^2= 59,657 ; p = 0,000			Sex		Total
			Male	Female	
Answer	No	f	109	106	215
		%	9.1%	23.5%	13.0%
	Yes	f	1089	346	1435
		%	90.9%	76.5%	87.0%
Total		f	1198	452	1650
		%	100.0%	100.0%	100.0%

When the preferred material was asked, 62.8% of the women answered as books and 25% of them answered as the Internet. Men answered as books with a percentage of 56.2% and the Internet with a rate of 30.4%. Books turned out to be the most preferred source for both women and men. The first two of the most preferred materials for distance learning are the same for men and women, but the other choices of materials in the list are different for women and men. A meaningful relationship was found between gender and preferred materials of study. ($p < 0,05$) (Table 4)

Table 4: The preferred materials of study in distance learning

X^2= 10,500 ; p = 0,033			Sex		Total
			Male	Female	
Material	Books	f	673	284	957
		%	56.2%	62.8%	58.0%
	TV	f	24	5	29
		%	2.0%	1.1%	1.8%
	Internet	f	364	113	477
		%	30.4%	25.0%	28.9%
	Face to face	f	18	12	30
		%	1.5%	2.7%	1.8%
	All	f	119	38	157
		%	9.9%	8.4%	9.5%
Total		f	1198	452	1650
		%	100.0%	100.0%	100.0%

The Internet services offered to the students in distance learning e-exam is the most favored one for 44% of the men and 42.5% of the women. E-class Notes comes second.

When asked if the distance education program has any contribution to acquire a profession, 89.6% of the women and 75.5 of the men said yes. And this result corresponds to women's top reason to study at distance education programs, which is to acquire a profession.

Lastly, 54.6% of the women and 39.8% of the men answered "no" to the question: "would you like your kids to study at distance education programs in the future?" while majority of the women want their kids to study at face to face education programs, the rate is relatively small for the men, and this indicates another difference in terms of gender.

RESULTS AND IMPLICATIONS

As a result, the data collected from this study the purpose of which is the gender analysis of the undergraduate and associate students enrolled in Anadolu University Faculties of Business Administration, Economics and Open Education, which are providing education through the distance education systems, has been found positive in terms of gender.

To summarize, the fallowing data stands out in this study. For female students, acquiring a profession while for male students getting a degree tops the other answers when the reason to choose the program is asked. As for the time allocated for their studies, women favored the answer 'at available times' while men chose 'only before the exam' the most. Both men and women stated that they do not use computers and the Internet for distance learning purposes with very close rates. Men would still prefer distance education program if they were a different sex while women said they would not choose distance education with a higher rate compared to man. For both women and men, book comes first in the list of the most commonly used material in distance education and the most preferred online service is e-exam. Students think that the program they study at contributes to acquiring a profession. Most of the female students would prefer their kids to study at programs that implement face-to-face learning, but the percentage of men who would prefer so is lower compared to women.

Distance education is an option particularly for working adults from lower class who mostly live in rural areas and cannot receive formal education. It is also a big opportunity for women, who benefit from educational facilities less then men around the world, to complete their education. However; when women, especially working ones attend distance education programs, they may face some disturbances regarding the duties at home. That is because they cannot spare enough time to study and get help from other family members. A criticism about women attending distance education programs is that these programs lock women down in their homes, alienate them from social life and push them to loneliness. Students cannot get enough interaction while they can receive enough of it in face-to-face education. Nevertheless, distance education system is a worthy opportunity for women to acquire a profession, pursue a career/status and complete unfinished education; and also for lessening the inequalities originating from gender.

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İKTİSAT ÖĞRETİMİNDE KARMA (BLENDED) EĞİTİM TEKNİKLERİ: ANADOLU ÜNİVERSİTESİ'NDE BİR UYGULAMA

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Özet: Anadolu Üniversitesi'nde uygulanan bir proje olan *ANAPOD*, senkron (öğretim elemanı ile eşanlı iletişim, sanal sınıf, interaktif ve canlı uydu bağlantısı, eşanlı faaliyet gösteren tüm işitsel ve görsel unsurlar …) ve asenkron (kayıtlı sistemler, web üzerinden yapılan kayıtlı sunular, öğrencinin kendi çaba ve imkanlarıyla ulaştığı CD-ROM ve internet kaynakları, videoya çekilerek sunulan sınıf ortamında ders anlatımları…) eğitimin avantajlı yönlerini birleştirmeyi amaçlayan ve temel unsurunu "podcast" formatının oluşturduğu bir eğitim projesidir. *ANAPOD* bu anlamda tüm eğitim yöntemleri arasında etkinliği kanıtlanmış bir sistem olan "karma (blended) eğitim" kapsamında değerlendirilebilir. *ANAPOD*, karma eğitim sisteminin bilinen etkinliğini ve üstün özelliklerini , öğretim elemanlarının ve öğrencilerin mobil iletişim araçlarını kullanmalarını sağlamak suretiyle en üst seviyeye çıkarmayı amaçlamaktadır. Bu çalışmanın amacı ANAPOD sisteminin potansiyel avantaj ve dezavantajlarını ortaya koymak ve daha sonra bu sistemde yer alan derslerden birisi olan "İktisada Giriş" dersinde gerçekleştirilmiş olan materyaller hakkında öğrenciler üzerinde yapılmış bir anketin sonuçlarını analiz ederek bazı ipuçlarına ulaşmaktır. İktisada Giriş dersinde ANAPOD üzerinde hazırlanmış olan materyaller hakkında öğrenciler üzerine yapılan anketlerde bazı ilginç sonuçlar ortaya çıkmıştır: 1. Öğrencilerin neredeyse tamamı bu sistemi beğenmiştir ve diğer derslere de yaygınlaştırılmasını istemektedir. 2. Öğrencilerin önemli bir kısmı derslerin kameraya çekimi sırasında kendi görüntülerinin alınmasını istememektedir. 3. Öğrencilerin büyük kısmı öğretim üyesinin sınıftaki doğal ders anlatımını en önemli ders materyali olarak görmekte, powerpoint sunuları üzerinden yapılmış çalışmaları tercih etmemektedir. 4. Öğrencilerin bu sistemle ilgili en büyük sıkıntılarının başında ders materyallerini indirecekleri bilgisayar bulmak ve materyallerin indirilmesi sırasında yaşadıkları teknik sorunlar gelmektedir.

Anahtar Kelimeler: Karma Öğrenme, İktisat Eğitimi

BLENDED LEARNING TECHNIQUES IN EDUCATION OF ECONOMICS: AN APPLICATION AT ANADOLU UNIVERSITY

Abstract: ANAPOD, which is a project carried out by Anadolu University, is an educational project that aims to combine the advantages of both synchronous (simultaneous communication with instructor, virtual classroom, interactive and live satellite connection, all the auditorial and visual components that resembles simultaneous activity...) and asynchronous (recordable systems, recorded presentations on the web, CD-ROMs and Internet Sources obtained by the student, recorded lectures that are given in classroom...) education, using mainly "podcast" format. In this sense, ANAPOD may be considered as a kind of blended education, which has proven efficiency among all other education techniques. ANAPOD aims to maximize well-known efficiency of blended educational system by mobile communication systems for both the instructor and the student. This paper intends to reveal potential advantages and disadvantages of ANAPOD System and to analyze a conducted survey on the students of the lecture "Introduction to Economics" which is one of many lectures in ANAPOD System. There stands some interesting results of the survey: 1. Almost all of the students have liked the system and wanted it to be widespread. 2. While the recording process, a large propostion of the students did not want to appear in the scene. 3. Many of the students prefer the instructor to be natural as in formal education and consider Powerpoint Presentations less important. 4. Main problems for the students using the system are finding computer and technical problems that occur during the download process.

Key words: Blended Learning, Education of Economics

GİRİŞ

Teknoloji tüm dünyayı büyük bir hızla değiştirmektedir. Tüm kavramlar teknolojinin yoğurmasıyla birlikte anlam değiştirmekte, anlamını yitirmekte veya anlam kazanmaktadır. Deyim yerindeyse teknoloji güncel hayatın boşluklarını doldurmakta ve geçen zamanın daha etkin kullanılmasına aracılık etmektedir. Bazı düşünürler ise bu kadar iyimser değildir. Teknolojinin getirdiği iyilikler kadar zararlı yönlerinin de olduğunu savunmaktadırlar. Örneğin iletişim teknolojilerinin insanları birbirine yakınlaştırdığı kadar uzaklaştırdığını ve yalnızlaştırdığını ileri sürenlerin sayısı azımsanmayacak kadar çoktur. Tartışmasız gerçek şudur ki teknoloji sosyal yapıyı derinden etkilemektedir. Dolayısıyla teknoloji "Janus'un iki yüzü" gibidir, hem iyi hem de kötü yönleri vardır. Biz burada her iki yönünü de kapsayan bir konu etrafında çalışmamızı şekillendireceğiz.

Teknolojinin getirdiği önemli yeniliklerin kapsamlı bir uygulama alanı da eğitim sektörüdür. Özellikle öğretim teknolojileri ve materyal tasarımındaki gelişmeler eğitim sektöründe oldukça hızlı bir uygulama alanı bulmuştur ve bulmaktadır. Yeni öğretim teknolojilerinin öğretim hizmetlerinin niteliğini artıracağını ve bu nedenle gelişen teknolojinin imkanlarından yararlanılması gerektiğini savunan çok sayıda akademisyen vardır.

Toplumun kendi içindeki deviniminin çok hızlı bir şekilde gerçekleşmesi, toplumu geleceğe hazırlamakla görevli olan eğitim sektörünün yararlandığı ortamların da giderek çeşitlenmesine yol açmaktadır. Geleneksel yüz yüze eğitim halen varlığını sürdürmekte ve eğitim sektörünün temelini oluşturmaktadır. Ama bugün itibariyle, bilgi ve iletişim teknolojilerindeki ilerlemelerden yararlanmak suretiyle yüz yüze eğitime yardımcı olan ve hatta belirli alanlarda onun yerini almaya aday çok sayıda öğretim sistemi geliştirilmiş bulunmaktadır. Temelini gelişmiş teknolojilerden alan bu sistemler senkron ve asenkron eğitimin avantajlı yönlerinin birleştirilebilmesi için önemli imkanlar sağlamaktadır.

Bu çalışma, iktisat eğitiminde uygulanmış olan karma (blended) öğrenme ortamının, uygulanma biçimi ve sonuçları üzerine bina edilmiştir. Çalışmanın ilk kısmında uygulanmış olan öğrenme ortamı tanıtılmakta, daha sonra yöntemin verimliliği üzerine bir tartışma gerçekleştirilmektedir.

KARMA (BLENDED) ÖĞRENME ORTAMLARI

Her öğretim sisteminin kendine özgü avantajları vardır. O halde bu avantajları birleştirmek öğrenmenin etkinliğini artıracaktır. Bu bağlamada, karma öğrenme ortamları giderek yaygınlaşmakta ve tercih edilmektedir. Çünkü bir yandan öğrenmenin maliyetini önemli ölçüde düşürürken öte yandan e-öğrenme ile birlikte sınıftaki yüz yüze eğitimin etkinliğini artırmaktadır (Hofmann, 2008: 55; Bersin, 2004).

Karma öğrenme, Sloman (2003)'te genel bir ifade ile belirtildiği üzere "farklı bilgi aktarım yöntemlerinin bir arada ve bir öğrenme yöntemi kapsamında bazı durumlarda kullanılmasıdır" (Dağ, 2011: 75). Singh ve Reed (2001)'de karma öğrenme "sadece farklı bilgi aktarım yöntemlerinin karıştırılması veya birlikte kullanılması değil, bunun programın maliyeti ve programın öğrenme kazanımları açısından programdan en üst düzeyde verim elde etmeyi sağlayacak biçimde 'doğru' öğrenme teknolojilerini 'doğru' öğrenme stilleri ile ilişkilendirerek 'doğru' yetenekleri 'doğru' insana 'doğru' zamanda aktarma işi", Osguthorpe ve Graham (2006)'da ise "özellikle bilgisayar tabanlı teknolojilerin vurgulandığı, iki ayrı öğrenme/öğretme modelin, geleneksel yüzyüze öğrenme sistemi ve dağıtık öğrenme sisteminin birleşimidir" şeklinde tanımlanmaktadır (Dağ, 2011: 75). İşte bazı yazarlar bu özellikleri nedeniyle karma öğrenmenin hem basit hem de karmaşık bir öğrenme sistemi olduğunu ifade etmektedirler (Garrison ve Kanuka; 2004: 96).

Sınıflardaki yüz yüze eğitimin, devlete, öğretim kurumlarına, öğretim elemanlarına ve en önemlisi öğrenciye ait çok sayıda artısı bulunmaktadır. Mackay ve Stockport'un (2006) belirttiği üzere yüz yüze eğitim önemli avantajlara sahiptir, örneğin kişiler sosyal gruplar içinde ve akranlarıyla öğrenmeye alışıktırlar, iletişim ve birbirleriyle fikir alışverişi fırsatı yakalarlar ve kendilerini ifade edebilirler. Ama öte yandan kendi kendine öğrenme ve öğrenmeyi yönlendirebilme, dersleri özelleştirebilme, istedikleri zaman dersi tekrar edebilme, dersleri tamamlama süresini kısaltabilme, farklı kişiliklerin aynı ortamda yer almasını mümkün kılma gibi avantajlardan ise yoksundur (Hofmann, 2008:55). Bu çerçevede karma öğrenme yönteminin sağladığı başlıca avantajlar şunlardır (Osguthorpe ve Graham, 2003; Wilson ve Smilanich, 2005; Graham, 2006; Graham, 2003 ve Ünsal, 2007'den hazırlayan Dağ, 2011: 78):

- Karma öğrenme öğrencinin bilgiye ulaşma yollarını zenginleştirerek kitap, web destekli materyaller, ve etkinlikler aracılığı ile farklı kaynaklardan ve karşılaştırarak öğrenmesine olanak tanımaktadır.
- Karma öğrenme zaman ve mekan sınırlandırmalarını ortadan kaldırarak eğitimci-öğrenci, öğrenci-öğrenci etkileşiminin sürdürülmesini sağlamaktadır.
- Öğrenciler bilgilerini tartışma, sorma, deneyimiyle yaşantı haline dönüştürme fırsatı yakalamakta ve unutmamaktadır.
- Karma öğrenme öğrenci merkezli öğretim yaklaşımının gerçekleşebilmesine imkan sağlamakta ve öğrencinin kendisinin öğrenebilmesine fırsat tanımaktadır.
- Karma öğrenme sınav ve değerlendirme gibi süreçleri kısaltabilmekte ve zaman tasarrufu sağlamaktadır.
- Karma öğrenme, öğrenme için sunulan alternatifleri zenginleştirmektedir.

- Karma öğrenme, e-öğrenmenin sunduğu olanaklardan yararlanarak daha düşük maliyetli, güncellenme hızı yüksek, coğrafi dezavantajları ortadan kalkmış bir eğitim sistemi sunmaktadır.

Bu avantajları nedeniyle karma öğrenme çok sayıda eğitim sürecinde kullanılmaktadır. Eğiticilerin eğitimi üzerine bile başarılı uygulamalarla sıkça karşılaşılmaktadır (örn. Mouzakis ve Bourletidis, 2010).

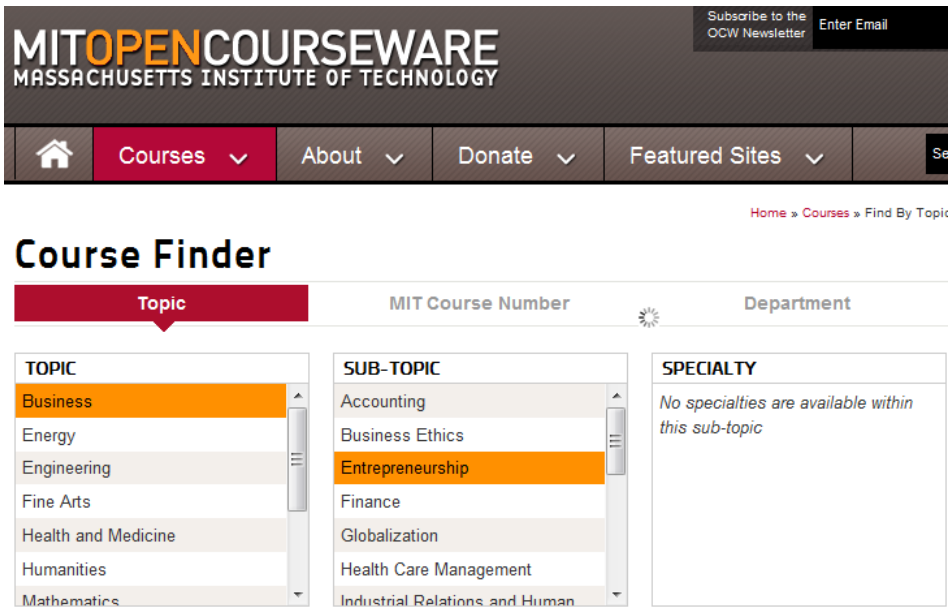
Driscoll (2002) ve Valiathan (2002), karma öğrenme ortamlarının farklı teknolojik ve yöntemsel temel unsurlarını şu şekilde sıralamaktadır (Hofmann, 2008: 58):

- Yüz yüze eğitim, canlı e-öğrenme oturumları ve kendi kendine çalışmaları içeren senkron ve asenkron süreçlerin kombinasyonu,
- Eğitim teknolojilerinin yardımıyla veya eğitim tekmolojilerinin yardımı olmaksızın önemli pedagojik yaklaşımların (davranışçılık, oluşturmacılık, bilişselcilik gibi) optimal öğrenme sonuçlarını elde etmek için bir araya getirilmesi,
- Yüz yüze eğitimdeki öğretici merkezli yaklaşımlar ile farklı eğitim teknolojisi ve yöntemlerinin (video oynatıcı, CD ROM ve DVD'ler, web tabanlı teknikler…) kombinasyonları,
- Mesleki ihtiyaçlar doğrultusunda öğrenmeyi çalışma performansına dönüştürmeyi destekleyici eğitim teknolojisi kombinasyonları.

Karma öğrenmenin temelinde çoklu zeka kuramlarının yer aldığı düşünülmelidir. Howard Gardner tarafından 1983 yılında geliştirilen çoklu zeka kuramına göre beyinsel yetenekler tek bir unsura indirgenemez ve oldukça geniş bir yelpazeyi içerirler. İnsanlar matematiksel, sözel, sanat ve spor gibi farklı zeka türlerine sahiptirler ve geleneksel eğitim sistemi -ne yazık ki- insan zekasını tek bir boyutta ölçmekte ve değerlendirmektedir. Oysa farklı etkinlikler, yöntemler ve materyaller ile her öğrenci belirli bir düzeye çıkarılabilir ve öğrenme zorlukları ortadan kaldırılabilir. Stanford ve Tennesse üniversitelerinde yapılan araştırmalar, karma öğrenmenin geleneksel yöntemlerden ve tek başına e-öğrenmeden daha etkili verimli olduğunu tespit etmiştir (Altun ve Ateş, 2009: 105). Bu konudaki literatür taramaları da genellikle başarı hikayelerine işaret etmektedir (Skelton, 2009: 10-50). Dijital çağın getirdiği teknolojik gelişmelerin ve internetteki sosyal ağların küresel çapta çalışan ve "dijital zeka" adıyla anılan yeni bir zeka türü ortaya çıkardığının ileri sürüldüğü (Adams, 2011) son günlerde geleneksel öğrenme ortamlarının başarı düzeyini sürdüremeyeceği zaten ortadadır.

DÜNYADA VE TÜRKİYE'DE KARMA ÖĞRENME VE AÇIK DERS MALZEMELERİ PROJELERİ

Karma öğrenme ilköğretim, orta öğretim ve üniversite eğitiminde giderek daha yaygın olarak uygulanmaktadır. Üniversite eğitiminde karma öğrenme uygulamalarının son dönemde hızla yaygınlaşan türü "açık ders malzemeleri" (ADM) projeleridir. Üniversite ADM, "bir üniversitede verilen derslerin internet ortamında açık ve ücretsiz olarak erişime ve kullanımına imkan sağlayan her türlü ders kaynağıdır. Projede ifade edilen açık ders malzemesi bir dönemi kapsayan (14 hafta ya da 42-50 saat) ders izlencesi, ders notları, ders sunumları (powerpoint sunumlar, video, animasyon, vb.) örnek sınav ve çözümleri, örnek ödev ve çözümleri, proje ve uygulamalar, ek okuma parçalarından oluşmaktadır" (TÜBA, 2012: 4). Açık Ders Malzemeleri, bir yandan öğrencilerin derslerle ilgili kaynaklarını zenginleştirmekte, öte yandan da öğretim üyelerine verdikleri derslerin içeriklerini benzerleri ile karşılaştırma, bunlardan yararlanma ve geliştirme olanağı sağlamakta, herkes proje sayesinde kendini geliştirme fırsatı yakalamaktadır (TÜBA, 2012: 5). ADM konusunda ilk girişimleri Massachusetts Institute of Technology (MIT) 1999 yılında kurduğu bir portal ile başlatmıştır. "OpenCourseWare" başlığı ile (http://ocw.mit.edu/index.html) adresinde çok sayıda dersin ders materyallerini (belge, video, ses kaydı, podcast, sınav notları, örnek soru ve çözümleri vb.) tüm dünya ile ücretsiz olarak paylaşan MIT, bu proje ile yüksek öğretimde yeni bir dönemi başlatmış ve birçok üniversiteye de örnek olmuştur. ADM'lerin alt yapısında "açık kaynak yazılımı" ürünleri vardır ve bu yazılımlar sürekli olarak geliştirilmekte, her geçen gün daha fazla kullanıcı dostu haline getirilmektedir. Şekil 1'de MIT'nin OpenCourseWare portalının görünümü verilmektedir.



Şekil 1: MIT OpenCourseWare Portalı

Türkiye'de ADM konusundaki çalışmalar 2006 yılında TÜBA'nın gündemine gelmiş ve Türkiye'de de bu yönde bir çalışma yapılmasına karar verilmiştir. İlk resmi faaliyetler ise TÜBA'nın 19 Ekim 2006'da üniversite rektörlerine ilettiği bir mektupla başlamış ve Ulusal Açık Ders Malzemeleri Konsorsiyumu (UADMK) 25 Mayıs 2007'de ilk Genel Kurul Toplantısı'nı gerçekleştirmiştir. Çeşitli çalıştaylar, Kalkınma Bakanlığı'ndan (DPT) sağlanan pilot proje desteği, teşvik ödülleri ve (www.acikders.org.tr) adresli bir sitenin kurulmasının ardından çok sayıda dersin (2012 itibariyle 80 ders) portalda açılması sağlanmıştır. Şekil 2'de TÜBA'nın çizdiği çerçevede üniversitelerimizde mevcut açık ders uygulamalarından örnekler verilmektedir.

Şekil 2: TÜBA Ulusal Açık Ders Malzemeleri Portalı

AÇIK DERS MALZEMESİ PROJESİ OLARAK ANAPOD

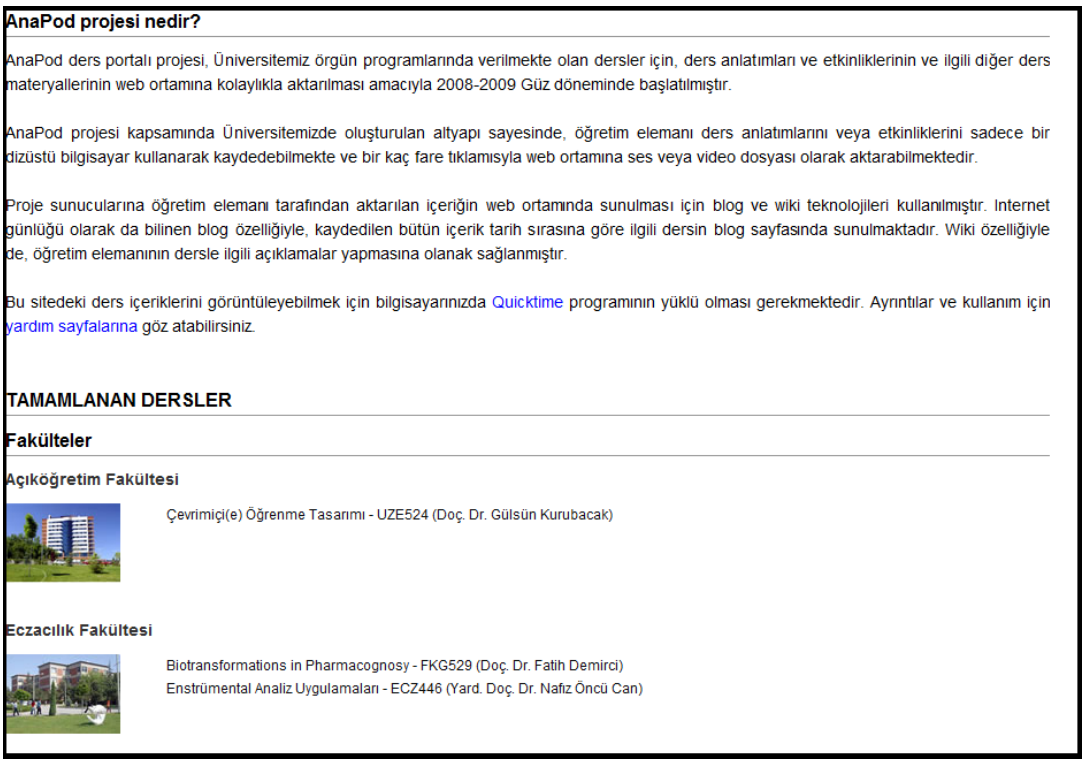
ADM konusundaki ilerlemelere paralel olarak Anadolu Üniversitesi de bu konuda çalışmalar başlamış ve 2008 yılında ANAPOD adı verilen bir proje uygulamaya konulmuştur. Anadolu Üniversitesi, açık ve uzaktan eğitim sisteminde Türkiye'de lider, dünyada ise ilk sıralarda yer alan yüksek öğretim kurumudur. Açık ve uzaktan eğitim konusunda karma öğretim sistemlerini geniş ölçüde ve başarılı bir şekilde kullanmaktadır. ANAPOD ise daha çok örgün eğitimi hedefleyen bir proje olmuştur. ANAPOD, örgün öğretim ağırlıklı olarak yapılandırılan, senkron (öğretim elemanı ile

eşanlı iletişim, sanal sınıf, interaktif ve canlı uydu bağlantısı, eşanlı faaliyet gösteren tüm işitsel ve görsel unsurlar …) ve asenkron (kayıtlı sistemler, web üzerinden yapılan kayıtlı sunular, öğrencinin kendi çaba ve imkanlarıyla ulaştığı CD-ROM ve internet kaynakları, videoya çekilerek sunulan sınıf ortamında ders anlatımları…) eğitimin avantajlı yönlerini birleştirmeyi amaçlayan ve temel unsurunu "podcast" formatının oluşturduğu bir eğitim projesidir. ANAPOD bu anlamda tüm eğitim yöntemleri arasında etkinliği kanıtlanmış bir sistem olan "karma (blended) eğitim" kapsamında değerlendirilebilir. ANAPOD, karma eğitim sisteminin bilinen etkinliğini ve üstün özelliklerini, öğretim elemanlarının ve öğrencilerin mobil iletişim araçlarını kullanmalarını sağlamak suretiyle en üst seviyeye çıkarmayı amaçlamıştır.

ANAPOD'un temelini *podcasting* oluşturmaktadır. Podcasting, çoğunlukla dizi halindeki dijital medya ürünlerinin (radyo programları, videolar vb.) internet üzerinden –genellikle feed (besleme) yoluyla- bilgisayar ve taşınabilir cihazlara (cep telefonu, tablet vb.) indirilebilecek şekilde yayınlanmasıdır ve bu şekilde indirilmiş dosyalar da *podcast* adı verilir. Podcast kelimesi, 2000'li yıllarda "iPod" sözcüğündeki pod (küçük kapsül) ve broadcast (yayın) sözcüklerinden oluşmuştur (Wikipedia, 2012). ANAPOD projesinde görev verilen öğretim elemanları derslerini ve dersleriyle ilgili her türlü materyali kendilerine sağlanmış olan çeşitli araçların (dizüstü bilgisayar, kamera, doküman kamerası, mikrofonlar ve çeşitli yazılımlar) yardımıyla video veya audio dosyası olarak kaydeder ve üniversitenin web sayfası üzerindeki ANAPOD portalına transfer ederler. Portalda kendilerine ayrılan sayfalar aslında bir blogtan oluşmaktadır ve öğretim elemanları sayfalarını bir blog kullanma mantığı ile düzenlerler. Şekil 3'te ANAPOD portalınının Anadolu Üniversitesi ana web sayfasındaki görünümü bulunmaktadır. Portalın adresi http://anapod.anadolu.edu.tr şeklindedir ve portal isteyen herkese açıktır, şifresiz bir şekilde portala girilebilinmektedir.

Şekil 3: Anadolu Üniversitesi Web Sayfasında ANAPOD Portalı

ANAPOD web sayfasından portala giren öğrenciler orada yer alan dersler arasından İktisada Giriş dersinin üzerine tıklayarak bu dersle ilgili materyallere ulaşabilmekte, bu materyalleri bilgisayarlarına veya benzeri araçlara indirebilmektedir. Şekil 4'te görüldüğü gibi bu sayfada ANAPOD'un bir tanıtımı yapılmakta ve öğrencilerin dersleri takip edebilmeleri için hangi programı indimeleri gerektiği belirtilmektedir. Bu program internet üzerinden indirilebilen ücretsiz bir programdı



AnaPod projesi nedir?

AnaPod ders portalı projesi, Üniversitemiz örgün programlarında verilmekte olan dersler için, ders anlatımları ve etkinliklerinin ve ilgili diğer ders materyallerinin web ortamına kolaylıkla aktarılması amacıyla 2008-2009 Güz döneminde başlatılmıştır.

AnaPod projesi kapsamında Üniversitemizde oluşturulan altyapı sayesinde, öğretim elemanı ders anlatımlarını veya etkinliklerini sadece bir dizüstü bilgisayar kullanarak kaydedebilmekte ve bir kaç fare tıklamısıyla web ortamına ses veya video dosyası olarak aktarabilmektedir.

Proje sunucularına öğretim elemanı tarafından aktarılan içeriğin web ortamında sunulması için blog ve wiki teknolojileri kullanılmıştır. Internet günlüğü olarak da bilinen blog özelliğiyle, kaydedilen bütün içerik tarih sırasına göre ilgili dersin blog sayfasında sunulmaktadır. Wiki özelliğiyle de, öğretim elemanının dersle ilgili açıklamalar yapmasına olanak sağlanmıştır.

Bu sitedeki ders içeriklerini görüntüleyebilmek için bilgisayarınızda Quicktime programının yüklü olması gerekmektedir. Ayrıntılar ve kullanım için yardım sayfalarına göz atabilirsiniz.

TAMAMLANAN DERSLER

Fakülteler

Açıköğretim Fakültesi

Çevrimiçi(e) Öğrenme Tasarımı - UZE524 (Doç. Dr. Gülsün Kurubacak)

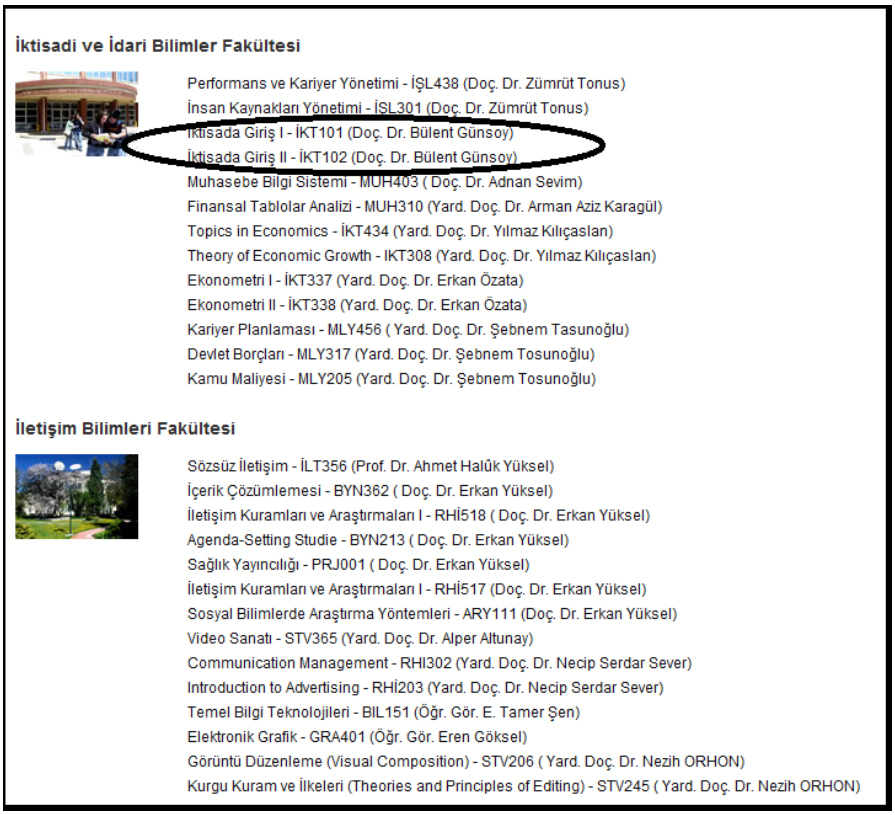
Eczacılık Fakültesi

Biotransformations in Pharmacognosy - FKG529 (Doç. Dr. Fatih Demirci)
Enstrümental Analiz Uygulamaları - ECZ446 (Yard. Doç. Dr. Nafiz Öncü Can)

Şekil 4: ANAPOD Ders Portalı

ANAPOD'TA İKTİSAT DERSLERİ UYGULAMASI

ANAPOD'ta yer almasını istediğim iktisat derslerinin iktisat bölümü birinci sınıf öğrencilerine verilen İktisada Giriş I ve İktisada Giriş II adlı dersler olmasını tercih ettim. Buradaki başlıca amaç, bu dersin farklı bölüm, fakülte ve yüksekokullarda da verilmekte olan yaygın ve önemli sayıda öğrenciye sahip bir ders olmasıdır. Böylelikle projenin muhtemel faydasından Türkiye'deki çok sayıda öğrencinin yararlanabileceği düşünülmüştür. Şekil 5'te İktisada Giriş derslerinin yer aldığı portal görülmektedir.



İktisadi ve İdari Bilimler Fakültesi

Performans ve Kariyer Yönetimi - İŞL438 (Doç. Dr. Zümrüt Tonus)
İnsan Kaynakları Yönetimi - İŞL301 (Doç. Dr. Zümrüt Tonus)
İktisada Giriş I - İKT101 (Doç. Dr. Bülent Günsoy)
İktisada Giriş II - İKT102 (Doç. Dr. Bülent Günsoy)
Muhasebe Bilgi Sistemi - MUH403 (Doç. Dr. Adnan Sevim)
Finansal Tablolar Analizi - MUH310 (Yard. Doç. Dr. Arman Aziz Karagül)
Topics in Economics - İKT434 (Yard. Doç. Dr. Yılmaz Kılıçaslan)
Theory of Economic Growth - IKT308 (Yard. Doç. Dr. Yılmaz Kılıçaslan)
Ekonometri I - İKT337 (Yard. Doç. Dr. Erkan Özata)
Ekonometri II - İKT338 (Yard. Doç. Dr. Erkan Özata)
Kariyer Planlaması - MLY456 (Yard. Doç. Dr. Şebnem Tasunoğlu)
Devlet Borçları - MLY317 (Yard. Doç. Dr. Şebnem Tosunoğlu)
Kamu Maliyesi - MLY205 (Yard. Doç. Dr. Şebnem Tosunoğlu)

İletişim Bilimleri Fakültesi

Sözsüz İletişim - İLT356 (Prof. Dr. Ahmet Halûk Yüksel)
İçerik Çözümlemesi - BYN362 (Doç. Dr. Erkan Yüksel)
İletişim Kuramları ve Araştırmaları I - RHİ518 (Doç. Dr. Erkan Yüksel)
Agenda-Setting Studie - BYN213 (Doç. Dr. Erkan Yüksel)
Sağlık Yayıncılığı - PRJ001 (Doç. Dr. Erkan Yüksel)
İletişim Kuramları ve Araştırmaları I - RHİ517 (Doç. Dr. Erkan Yüksel)
Sosyal Bilimlerde Araştırma Yöntemleri - ARY111 (Doç. Dr. Erkan Yüksel)
Video Sanatı - STV365 (Yard. Doç. Dr. Alper Altunay)
Communication Management - RHI302 (Yard. Doç. Dr. Necip Serdar Sever)
Introduction to Advertising - RHİ203 (Yard. Doç. Dr. Necip Serdar Sever)
Temel Bilgi Teknolojileri - BIL151 (Öğr. Gör. E. Tamer Şen)
Elektronik Grafik - GRA401 (Öğr. Gör. Eren Göksel)
Görüntü Düzenleme (Visual Composition) - STV206 (Yard. Doç. Dr. Nezih ORHON)
Kurgu Kuram ve İlkeleri (Theories and Principles of Editing) - STV245 (Yard. Doç. Dr. Nezih ORHON)

Şekil 5: ANAPOD Dersler Sayfası

Portaldan İktisada Giriş I veya İktisada Giriş II dersini seçen öğrenciler için bir ara yüz hazırlanmıştır. Şekil 6'da yer alan ara yüzde görüleceği üzere derslerin içeriği çok farklı ihtiyaçlara cevap verecek şekilde hazırlanmıştır. Öğrenciler bu ders kapsamında dersin ara yüzü üzerindeki simgelere tıklayarak dersle ilgili hazırlık yapabilmektedir.

KONU	Video	Audio	Slide show	Sesli sözlük	Beyin Firtinasi	Problem Çözümü	
Ders Tanitimi							
Bir Bilim Olarak Iktisat ve Modeller							
Iktisatın Temel Kavramlari							
Iktisatta Varsayimlar, Yapilan Hatalar, Pozitif ve Normatif İktisat							
Iktisadi Sorun: Kitlik							
Baslica Ekonomik Amaclar							
Ekonomik Karar Birimleri							
Firsat Maliyeti ve Uretim İmkanlari Egrisi							
Uretim İmkanlari Egrisi, ekonomik sistemlere giris							
Ekonomik Sistemler							
Tuketici Dengesi I							
Tuketici Dengesi II							
Bireysel Talep Egrisi, Piyasa Talep Egrisi I							
Bireysel Talep Egrisi, Piyasa Talep Egrisi II							
Firma Arz Egrisi Ve Piyasa Arz Egrisi							
Piyasa Dengesi Ve Esneklikler							
Arz Ve Talep Uygulamalari I							
Arz Ve Talep Uygulamalari II							
Uretim Fonksiyonu							
Azalan Verimler Kanunu							
Kisa Donem Maliyetler							
Uzun Donem Maliyetler							
Tam Rekabette Firma Ve Endüstri Dengesi							
Monopol (Tekel) Piyasasi Ve Firma Dengesi							

Şekil 6 : İktisada Giriş Dersleri Ara Yüzü

İktisada Giriş dersi için hazırlanan materyallerin en başında dersle ilgili videolar bulunmaktadır. Videolar iki ana dala ayrılmaktadır:

a) *Yüz yüze eğitim videoları:* Ders videolarının ilk kısmında öğretim elemanının sınıfta yüz yüze teorik dersleri anlatırken çekilmiş videoları bulunmaktadır. Şekil 7'de bu sayfanın görünümü yer almaktadır. Videolar ders saatinden bittikten kısa bir süre sonra portala aktarılmaktadır. Burada o gün yapılmış olan üç saatlik dersin tümü tek bir dosya yerine parçalara bölünerek portala yüklenmektedir. Çünkü çok büyük hacimli video dosyaları açılırken zorluk çıkarabilmektedir.

Şekil 7: Yüz Yüze Eğitim Videoları

b) *Uygulama Videoları:* Burada konu ile ilgili gerçek hayattan örnekler verilmekte ve üniversite dışındaki mekanlarda amatör kamera çekimleri yapılarak portala yüklenmektedir. Böylece öğrencilerin derslerde teorik olarak gördüğü bilgilerin yaşayan örnekler yardımıyla pekişmesi sağlanmaktadır. Şekil 8'de iktisadın önemli konularından biri olan tam rekabet piyasası bir semt pazarında yapılan kamera çekimleri ile açıklanmaya çalışılmaktadır. Burada bir pazarcı esnafı ile yapılan görüşmeden bir fotoğraf yer almaktadır. Ders kitaplarında konunun teorik olarak anlatımında sürekli olarak verilen bu klasik örnek video yardımıyla açıklanmakta ve öğrenilen bilgilerin pekişmesi sağlanmaktadır.

Şekil 8: Güncel Hayattan Bir Video

c) *Farklı Türdeki Videolar:* İktisada Giriş dersi ile ilgili olarak farklı türden videolar da kaydedilmiş ve portala yüklenmiştir. Öğrencilere verilen belirli saatlerde, gönüllü olan öğrencilerle internet üzerinden görüntülü sohbet yapılmış, dersle ilgili tartışmalar ve örnek soru çözümleriyle ve bu görüşmelerin bilgisayar ekranındaki görüntüleri video şeklinde kaydedilerek portala yüklenmiştir. Şekil 9'da bu görüntülü sohbetten bir fotoğraf yer almaktadır.

Şekil 9: Görüntülü Sohbet İle Yapılan Bir Tartışma Videosu

Öte yandan, İktisada Giriş dersinde anlatılan teorik konular ile farklı disiplinlerde yer alan konular arasında ilişki kurulmuş ve konu ile ilgili videolar hazırlanmıştır. Şekil 10'da eski çağ ekonomileri (antik iktisat) ile bağlantı kurularak açıklanmaya çalışılan teorik bir konunun tarihi bir eserden yararlanarak yapılmış bir anıtın önündeki video çekiminden bir kesit yer almaktadır.

Şekil 10: Farklı Bir Disipline Ait Konu Yardımıyla İktisat Anlatımı

Portala yüklenen videolardan bir kısmı da internette konu ile ilgili sitelere yapılan ziyaretler sırasında çekilen ekran görüntülerinden oluşmaktadır. Gazete ve dergilerin ekonomi sayfaları, kütüphanelerdeki yayınlar, haber sitelerinin videoları ve buna benzer çok sayıda web sayfasındaki tematik gezilerin video görüntüleri sistematik olarak portala yüklenmiştir. Öte yandan dersin sınavı ile ilgili çeşitli materyaller de üretilmiştir. Her konunun sonunda alıştırma soruları çözülmüş ve bu çözümlerin videoları da dersin web sitesine yüklenmiş, sınav öncesinde örnek soru çözümleri yapılmış, sınavdan sonra ise sınavda çıkan soruların çözümleri yine hem "pdf" dosyası hem de video olarak portala yüklenmiştir. Bunun yanı sıra zaman zaman bazı konular ile ilgili olarak gerek sınıfta gerekse özel öğrenci gruplarıyla yapılan tartışmaların videoları "beyin fırtınası" başlığı altında ilgili konu başlığına eklenmiştir.

İktisada Giriş dersinin konuları video dosyaları yanında ses dosyaları olarak da portala yüklenmiştir. Bunun için konular ayrıca seslendirilmiş ve kayda alınmıştır. Öğrenciler bu ses dosyalarını mp3 çalıcılarına yükleyebilmektedir. Ses dosyası olarak hazırlanan materyallerden birisi de "sesli sözlük" tür. Her konu ile ilgili olarak öğrencilerin merak edebileceği kavramlar ayrı bir ses dosyası olarak hazırlanmış ve konu başlığının yanına eklenmiştir.

İktisadi ve İdari Bilimler Fakültesi'nde İktisada Giriş dersi iki dönem halinde okutulmaktadır. Bu ders ANAPOD'ta yapılandırılırken iki farklı yöntem kullanılmıştır. Güz döneminde okutulmakta olan İktisada Giriş I dersi portalda "konular" bazında yapılandırılırken bahar döneminde okutulan İktisada Giriş II dersi "haftalar" bazında yapılandırılmıştır. Yani bir öğrenci İktisada Giriş I dersini çalışırken portalda aradığı konuyu konu başlıkları arasından seçmekte, İktisada Giriş II dersinde ise haftalar arasından seçmektedir. İktisada Giriş II dersi hafta bazında yer almakla birlikte her hafta hangi konunun anlatıldığı da ek bir bilgi olarak verilmektedir.

ANAPOD'taki İktisada Giriş dersi ile ilgili olarak hazırlamış olduğumuz sayfalar çok daha farklı amaçlarla kullanmaya uygundur. Bu sayfalar öğretim elemanının öğrenciler ile çok farklı konulardaki buluşma noktası olmaya adaydır. Çok daha farklı formatlar kullanılabilir ve esnek bir şekilde yapılandırılabilir.

ANAPOD'TAKİ İKTİSADA GİRİŞ DERSİ İLE İLGİLİ ÖĞRENCİ DEĞERLENDİRMELERİ

"İktisada Giriş" dersinde gerçekleştirilmiş olan materyaller hakkında bu dersi alan öğrenciler üzerinde bir anket yapılmıştır. Anket bu dersi alan yaklaşık iki yüz öğrenciye yapılmıştır. İktisada Giriş dersinde ANAPOD üzerinde hazırlanmış olan materyaller hakkında öğrenciler üzerine yapılan bu anketlerde ortaya çıkan bazı sonuçlar şunlardır:

1. Öğrencilerin neredeyse tamamı (% 94) bu sistemi beğenmektedir ve diğer derslere de yaygınlaştırılmasını istemektedir.

2. Öğrencilerin önemli bir kısmı (%42) derslerin kameraya çekimi sırasında kendi görüntülerinin alınmasını istememektedir.

3. Öğrencilerin büyük kısmı öğretim üyesinin sınıftaki ders anlatımını en önemli ders materyali olarak görmektedir (% 76). İkinci sırada alıştırmalar ve problem çözümleri ile ilgili materyaller, üçüncü sırada ise gerçek yaşamdan video çekimleri gelmektedir.

4. Öğrencilerin bu sistemle ilgili en büyük sıkıntılarının başında ders materyallerini indirecekleri bilgisayar bulmak ve materyallerin indirilmesi sırasında yaşadıkları teknik sorunlar gelmektedir (%34).

5. Genel olarak haftada bir veya iki kere portaldaki derslerden yararlananlar çoğunluktadır (%58). Öğrenciler özellikle sınav haftasında portala çok sık girmekte yani yararlanma derecesi yükselmektedir.

Bu arada ANAPOD'taki İktisada Giriş dersi ile ilgili olarak farklı fakülte ve üniversitelerden de sıkça olumlu yorumlar alınmıştır. Örneğin Anadolu Üniversitesi Mühendislik Fakültesi öğrencisi Yorum 1'i, Anadolu Üniversitesi Açıköğretim Fakültesi öğrencisi iki kişi Yorum 2, Yorum 3 ve Yorum 4'ü, Açıköğretim Fakültesi'nde ikinci üniversiteyi okuyan ve çalışmakta olan bir mühendis ise Yorum 5'i ve Yorum 10'u, başka üniversite öğrencisi öğrenciler Yorum 7 ve Yorum 8'i, KPSS'ye hazırlanan öğrenciler Yorum 6, Yorum 7 ve Yorum 11'i yapmaktadır.

Yorum 1

> **Hocam selamlar**
>
> **Ben anadolu üniversitesi malzeme bilimi ve mühendisliği 4. sınıf öğrencisiyim**
>
> **Anapod sistemine girmiş oldugunuz dersin içeriği çok güzel hazırlanmış**
>
> **AÖFden de yan lisansa basladıgımdan sisteme girdiğiniz kaynak cok yardımcı oluyor.**
>
> **Sadece tesekkür etmek istemiştim.**
>
> **Calısmalarınızda basarılar hocam**
>
> **İyi Günler**

Yorum 2

Merhaba Bülent Bey,

Ben 38 yaşına gelmiş ancak iktisat bölümüne girmeyi başararak bitirmeyi kafaya koymuş biriyim.

Geçen yıldan iktisat ve matematikten borçlu bu ikinci yıla geçtim

Ara sınavlara çok iyi hazırlandım ancak sınav telaşı ile iktisat sınavında işletme sorularını çözmek gibi büyük bir hata yaptım. (ve epeyde iyi başarmışım işletmeyi)

Ara sınav notum 17 ve kesin vermeliyim finalde

İşten eve gelince oğluma bile zaman ayırmadan derse oturuyorum ancak aklım feci karışıyor telaş oluyorum.

Sizce sınavlara nasıl hazırlanayım?

Anapod da verdiğiniz hizmet övgüye değer ellerinize yüreğinize sağlık.

Saygılarımla.
Tufan TABAK

Yorum 3

Merhaba Hocam. Ben Nuri Açıköğretim fakültesi 1'nci sınıf öğrencisiyim internetten aof ile ilgili kaynak ararken sizin öğrenciler adına paylaştığınız anapod adlı siteyi buldum. İyi ki de bulmuşum sayenizde iktisada giriş dersini severek ve öğrenerek çalışıyorum ve sizden ders alıyor olmaktan kendimi şanslı hissediyorum. Alanyadan sevgiler saygılar.

Yorum 4

Anapod projesi benim gibi birçok öğrenci için önemli bir fırsat.Düşünenlere,hazırlayanlara,uygulayanlara kısacası projeye hayat veren herkese müteşekkirim hocam.Sanırım bu dersi anlamaya başladım ve katkısını görmek için şimdiden sabırsızlanıyorum.

Yorum 5

Merhaba Hocam,

Adım Burçak 24 yaşındayım. Özel bir şirkette Jeoloji Mühendisi olarak çalışıyorum. İkinci üniversite olarakta sınavsız geçiş hakkımı kullanarak Anadolu Üniversitesi İşletme Fakültesine kayıt yaptırdım. 1. sınıftayım. İktisat derslerini Anapod'dan takip ediyorum ayrıca AÖF videolarınızı seyrediyorum. Gerçekten çok yardımcı oluyorsunuz İktisat dersime. Böyle online olarak bize ulaştığınız için çok teşekkür ederim. Örgün öğretimden çokta farklı hissettirmiyorsunuz, uzaklığı farketmiyorum bile sayenizde. Sadece Anapod ve AÖF videolarını seyrederek, bu kadar iş güç arasında 70 vize aldım. Tekrar teşekkür ediyor, saygılarımı ve sevgilerimi sunuyorum. Sizin gibi hocalara ihtiyacımız var...

Yorum 6

Merhabalar hocam. ben ..... 2012 mezunu öğrenciniz. İsim olarak tanımayabilirsiniz belki ama sima olarak kesin tanırsınız bütün dönemler derslerinizi almıştım. Sizden bir ricam olacak. sizin anapod daki iktisada giriş ders videolarınıza ulaşamıyorum ben nereden bu videolara ulaşabilirim bana okul döneminde çok faydalı olmuştu tekrardan faydalanmak istiyorum. kpss ye hazırlanıyorumda. şimdiden teşekkür ederim.

Yorum 7

Merhaba Bülent hocam. Ben Sakarya üniversitesinde okuyorum bu seneki kpss ye girecek öğrencilerden biriyim http://anapod.anadolu.edu.tr/ adresinden videolarınızı izlemek istiyorum fakat daha bir konuyu bile bitiremeden sorun oluştu. Bunun için yardımcı olur musunuz ya da başka bir sitede izleme fırsatım var mı ?

Yorum 8

merhabalar hocam ben uludağ üniversitesinde iktisat öğrencisiyim sizin anapoddaki iktisada giriş videolarınızdan yararlanıyordum fakat artık anapoda girmiyor sınavlarım yaklaştı videolarınız çok yardımcı oluyordu acaba onları bulabileceğim başka adres var mı veya indirebileceğim başka bir adres teşekkürler

Yorum 9

Efendim iyi günler,

Kısa bir süre önce varlığının farkına vardığım ve samimi duygularla ifade etmek gerekirse, kullanımının çok kolay olmasının yanı sıra getirisinin azımsanamayacak derecede fazla olduğunu düşündüğüm "AnaPod Ders Portalının" artık faaliyet göstermemesini üzüntüyle karşılarken, bu mütevazı hizmete verilen aranın geçici olup olmadığı yönündeki merakımı sizlere danışmak istedim. İlginiz ve vereceğiniz cevabınızdan ötürü sizlere şimdiden çok teşekkür eder, iyi günler ve iyi çalışmalar dilerim...

Yorum 10

Hocam iyi günler,

Ben aöf iktisad 1. sınıf öğrencisi ..... Normalde kocaeli üniversitesi Jeofizik mühendisliği 2009 mezunuyum. Ekonomiye olan ilgimden AÖF iktisad a yazılmaya karar vermiştim. Sizin derslerinizi severek ve müthiş bir dikkatle dinlemekteyim. Keşke ciddi anlamda 'o okulda öğrenciniz olabilseydim yüz yüze ders yapabilseydik' dediğim birisiniz. Aöf için bu kadar ilgi ve alaka gösterdiğiniz için size çok teşekkür ediyorum. Ben biraz geriden geliyorum geç kaldım bu ders çalışma işlerinde. Gerçi vizem 77 sadece sizin derslerinizde dinleyip not tutmam yeterli oldu bu notu almam için. İlk 10 ünitenin 5 ini dinlemem özellikle sizin derslerinizden dinlemem bana ekonominin temelleri hakkında baya bir fikir edindirdi.Size tam rekabet piyasası konuusuyla ilgili bir sorum olacaktı eğer rahatsızlık vermezsem. .....Sizden kafamdaki bu karışıklığı gidermek için yardım istiyorum sayın hocam. İyi Günler. Saygılarımla

Yorum 11

merhaba hocam,

sizden bir ricam var hocam yaklaşık 1 haftadır anapod sayfasında bir problem var ve bu sayfaya erişimi sağlayamıyorum bu konuda bana yardımcı olabilirseniz çok sevinirim

uzun süredir anapod sayfasındaki iktisat ders anlatımlarınızlarından faydalanıyorum ve bu şekilde KPSS sınavına hazırlanıyorum ve size çok teşekkür ediyorum. ben fakültenizin .... bölümünden 2010 senesinde mezun oldum ve maleşef iktisat temelim iyi değil. sanırım siz şuan fakülte dekan

SONUÇ VE TARTIŞMA

Karma öğrenimin öğrenci odaklı eğitim sisteminin en verimli yöntemlerinden biri olduğu giderek daha çok kabul görmektedir. Artık geleneksel öğretim yöntemleri farklı yaklaşımlarla zenginleştirilmektedir. Teknolojinin sunduğu imkanlar sayesinde farklı öğrenme yeteneklerine sahip öğrencilere farklı kanallardan etkin eğitim verilebilmektedir. Öğrencilere seçenek sunma ve sunulmuş seçeneklerin sayısını artırma eğitim sisteminin verimliliğini artırırken öğrenci memnuniyetini de yükseltecektir.

Kapsadığı yöntem ve teknikler ve kullandığı araçlar itibariyle üniversitelerdeki eğitim sistemlerinin verimliliğini yüksek derecede artırabilecek unsurları içeren ANAPOD, yüz yüze eğitimin veya uzaktan eğitimin bir ikamesi değildir. Bu sistem, monoton hale gelebilen, yoğun bilgi aktarımına dayalı yüzyüze eğitim sisteminin öğrenci üzerindeki olumsuz etkilerini ortadan kaldırma fırsatı yaratabilecektir. Derslerin etkileyici özelliği artırılacak ve eğitimin başarısının sınıfın doluluk oranına endekslenmesi önlenebilecektir. Eğitim içeriklerinin sürekli olarak güncellenebilmesine ve zenginleşebilmesine olanak tanınabilecektir. Eğitim konularında sınırsız çeşitlilik sağlanmasına olanak tanıyarak öğrencilerin bireysel gelişimlerinin önü açılacaktır. Zira her öğrenci farklıdır ve standart eğitimin yanı sıra farklı kanallardan da beslenmelidir. Bazı öğrenci matematiksel, bazı öğrenci sözel, bazı öğrenci görsel unsurlar… ile daha iyi öğrenebilir. ANAPOD, eğitim sistemini öğrencilerin gereksinimleri doğrultusunda şekillendirme olanağı yaratmakta ve gereksinim duyulduğu anda ve yerde eğitim almayı olanaklı hale getirmektedir. Öğrenciye ders kapsamı dışındaki konularda da çeşitli ortamlarda (görsel ve işitsel) bilgi aktarma olanağı tanınabilmektedir (örneğin kampüste ve kampüsün bulunduğu şehirde yaşam, öğretim sistemi hakkında bilgiler, ders seçimi ve kayıtlarla ilgili önemli unsurlar…). Bu sistem sayesinde öğrencilerin öğrenme tarzları ve zeka türlerindeki farklılıklarına hitap edebilme şansı yakalanabilecektir. Öğretim elemanlarına ders materyallerini sürekli ve hızlı bir şekilde yenileme imkanı sunacaktır. Öğretim elemanının ders işleyiş yöntemleri konusundaki yaratıcılığına sınırsız imkanlar sunacaktır. Öğrencilere bazı masraflardan kurtulma olanağı sağlayabilecektir (doküman, kitap, kırtasiye, ulaşım…). Öğretim sistemine esneklik kazandırarak bürokrasiyi azaltacaktır. Öğrencilere medyanın zengin ortamından ve potansiyelinden yararlanarak ders sunma olanağı oluşacaktır. .Dünyanın her yerinden, öğrencinin ders ile ilgili her türlü materyale, ders işleniş sürecine ve öğretim elemanına ulaşabilmesini sağlarken öğretim elemanının da aynı şekilde ders içeriğini ve ders akışını yönlendirebilmesine olanak sağlayacak ve bu durum hızlı, kolay ve minimum maliyetle gerçekleşebilecektir. Dolayısıyla eğitim ortamlarına evrensel erişimin kapıları açılabilecektir. Sınıf ortamında eğitimin getirdiği bazı maliyetler azalabilecektir. Öğretim elemanının öğrenciye anında erişimini ve ders ile ilgili konularda gerekli değişiklikleri hızlı bir şekilde sağlaması yolu ile önemli miktarda zaman faydası yaratabilecektir. Sınav yapma ve değerlendirme konusunda önemli imkanlar sağlayabilecek ve yeni sınav yapma ve değerlendirme yöntemlerinin gelişmesine yol açabilecektir. Öğretim elemanının ve her türlü ders materyalinin dinamik bir ortamda öğrenciyle buluşmasını teknik olanaklarla sağlayarak öğrencinin sınıf dışındaki çalışma ortamında sadece elindeki materyalle yalnız kalmasını önleyebilecektir. Öğrencilerin en çok merak ettikleri "sınav sorularının çözülmesi", "örnek uygulamalar yapılması"…gibi konularda öğretim elemanına sınıf ortamında bulamadığı zamanı temin ederken, bunun gibi uygulamalar nedeniyle yoğunlaşan, aceleyle yetiştirilmeye çalışılan ve uzayan ders saatlerinin öğrenciler ve öğretim elemanı üzerindeki olumsuz etkileri giderilebilecektir. Diğer alanları ihmal etmeden belirli alanlara yoğunlaşmak isteyen öğretim elemanına bu imkan sunulabilecektir. ANAPOD sayesinde geniş kitlelere ulaşma imkanı oluşabilmektedir. Düşük maliyetlerle internete ulaşabildiği ölçüde (-ki bilgisayara gereksinim duymayan web erişim sistemleri giderek yaygınlaşmaktadır) öğrencilerin sayısını artırmak imkan dahiline girmektedir. ANAPOD sayesinde öğretim üyesi eksikliği içindeki üniversite birimlerinin (fakülte ve yüksekokullarda) bu açığı teknik uygulamalarla kapatılabilecektir. Yurt içinde ve yurt dışında yer alan, kendi bilim dalında uzman öğretim elemanları hazırlanan podcast'ler ve farklı web tasarımları aracılığı ile ülkenin ve dünyanın diğer bölgelerine rahatlıkla ulaşabilecek ve bilgilerini öğrencilerle paylaşabileceklerdir. Bu konuda öğretim elemanının mutlaka üniversitenin kadrolu elemanı olma zorunluluğu da yoktur, yapılacak bireysel ve kurumsal anlaşmalar ile ülke içinde ve dışında yaşayan her türlü öğretim elemanı sistem içinde değerlendirilebilir. Öte yandan yeni nesil teknolojiler sayesinde, farklı mekanlarda olmalarına rağmen öğretim elemanı ve öğrencilerin yüzyüze eğitime katılma derecesi giderek artacaktır. Örneğin sanal sınıf ve video konferans gibi yöntemlere ilave olarak öğretim elemanının "hologramının" eşlik ettiği yeni ders anlatım ve uygulama yapma seçeneklerinin yakın gelecekte eğitim dünyasında yeni açılımlara yol açacağı düşünülebilir. ANAPOD'un teknoloji tabanlı öğretim teknikleri ve araçlarının kullanımına son derece uygun olması dolayısıyla bu proje çağdaş eğitim dünyasında son dönemin en güçlü eğilimi olan "öğrenci" merkezli eğitim akımının (Bologna Süreci) temel unsurlarından biri olacaktır. Zira "öğreten" merkezli geleneksel eğitim sistemleri giderek daha fazla eleştirilmekte ve gündem dışı kalmaktadır. ANAPOD ile öğrenmenin önündeki her türlü "engel" kalkabilecektir. Böylelikle, özellikle bedensel engeli olanlar için büyük avantajlar doğacaktır.

ANAPOD'taki İktisada Giriş dersi ile ilgili bu olumlu değerlendirmeler ve algılamalar sadece bu derse özgü değildir. Çabuk vd. (2009)'da Anapod'ta Mimarlık Bölümü ile ilgili olarak hazırlanmış materyallerin düşük maliyet, kolay uygulama, nitelikli ve etkin eğitim gibi önemli özellikleri üzerinde durulmaktadır.

ANAPOD geleneksel anlamdaki uzaktan eğitim sisteminin taşıdığı dezavantajları elimine edecek avantajlara sahiptir. Geleneksel uzaktan eğitim sisteminin ilk bakışta göze çarpan dezavantajları şunlardır: Kurulması zaman alıcı ve oldukça maliyetlidir. Öğrencinin gereksinimlerine göre kısa bir zaman diliminde değiştirilemez, yani esnek değildir. Eğitim içeriğini kısa sürede güncellemek çok güçtür, yani statiktir. İnteraktif tekniklerin uygulanması oldukça zor ve maliyetlidir. Genellikle tek yönlü iletişime açıktır, yani pasif bir karakterdedir. Oysa ANAPOD sistemi hem geleneksel uzaktan eğitimin hem de geleneksel yüzyüze eğitimin dezavantajlarını ortadan kaldırabilecek ve podcast formatı yardımıyla avantajlarını birleştirerek sinerji yaratabilecek bir potansiyele sahiptir. Geleneksel yüzyüze eğitimin (= örgün, eşzamanlı, senkron) en iyi unsurlarıyla teknolojinin avantajlarını birleştirme fırsatı sunarak eğitim sürecinin verimli ve etkin hale gelebilmesi ve daha fazla katma değer yaratılabilmesi sağlanacaktır. Yoğunlaşan rekabet ortamında şiddetli değişime tabi olan dünyanın karmaşıklığında hızlı ve sürekli eğitim faaliyeti sağlayabilecek, sürekli öğrenme gereksinimlerine dinamik, kolayca ve yeterli ölçüde yanıt oluşturabilecektir. Nitekim, Anadolu Üniversitesi, Açık ve Uzaktan Eğitim sisteminde son yıllarda gerçekleştirdiği başarılı uygulamalar ile bu yönde önemli adımlar

atmıştır. İçinde bulunduğumuz dönemde Anadolu Üniversitesi Açık ve Uzaktan Eğitim sistemi dünyanın birçok ülkesindeki örgün eğitim sistemlerinin dahi sunamadığı imkanları kendi öğrencilerine sunabilmekte ve karma öğrenimin birçok unsurunu yerine getirebilmektedir.

ANAPOD sisteminin bazı önemli dezavantajları da ortaya çıkabilecektir. En önemli sorun ANAPOD projesi uygulamaya geçtiğinde öğrencilerin derslere devamının azalabileceği öngörüsüdür. Burada iki konu önemlidir: 1. Sınıfın dolu olması doğrudan doğruya eğitimin verimli olduğu anlamına mı gelmektedir? Kanımızca doğruluğu kesinleşmiş araştırmalarla ortaya konulmadan ve bilimsel olarak ölçülmeden "derse devam ve öğrenmenin verimliliği" arasında güçlü bir ilişkinin varlığı ileri sürülemez. Öte yandan yüzyüze derslerde öğretim üyesinin "neyi, nasıl ve ne kadar" öğrettiği de sorgulanmalıdır. "Evrensel ölçekteki kriterler çerçevesinde" yerine getirilen bir yüzyüze ders ile bu standartların dışında kalarak yerine getirilen bir yüzyüze dersin verimliliğini ölçmek ve bu verileri diğer yöntemlerle gerçekleştirilen derslerin verimliliği ile karşılaştırmanın ne denli güç olduğunun altı çizilmelidir. 2. Bir öğretim elemanının ANAPOD sistemini verimli bir şekilde kullanması büyük oranda bu konudaki istekliliğine ve sistemi kullanabilme becerisine dayalıdır. Öğretim elemanları derslerini ANAPOD sisteminin tüm avantajlarından yararlanabilecek şekilde düzenleyebildikleri taktirde verimlilik artışı olacağı muhakkaktır. Öğretim elemanları değişik yöntem ve teknikler ile öğrencinin hem yüzyüze eğitimin hem de uzaktan eğitimin avantajlarından yararlanmasını sağlayabilmelidir. Bu konu tamamen öğretim elemanının yaratıcılığına açıktır ve fakat öğretim elemanının yetenekleri aynı zamanda sistemin başarısı önünde yer alan önemli bir kısıttır. Öğretim elemanının çağdaş bilgisayar ve iletişim teknik ve araçlarından yararlanma becerisi ve düzeyi sistemin etkin kullanımının önündeki önemli kısıtlardan birisidir. Bu kısıtların öğrenciler için de geçerli olabileceği unutulmamalıdır (Gardner ve French, 2003: 117). Bu zorluklar yine ANAPOD sisteminin ürettiği araçlar ile aşılabilir ve öğretim elemanları da bu sistemin yöntemleriyle eğitilebilir. ANAPOD sisteminden verimli bir şekilde yararlanmak için öğretim elemanları başlangıç aşamasında ders materyallerinin (podcast… vb.) hazırlanmasında bir zaman kısıtı ile karşılaşabilirler. Zira birçok öğretim elemanı mevcut sistemde bile rutin işlerine zaman bulamamaktan şikayetçidirler. Bazı öğretim elemanları derslerinin ticari değerinin yüksek olduğunu, ANAPOD sistemi nedeniyle bunun sınıf dışına çıkarılabileceğini ileri sürerek derslerini sınıf ortamının dışına taşımakta isteksiz davranabilir. Oysa ulusal güvenlikle ilgili çok gizli bilgiler ve firmaların açıklamaktan çekindiği stratejiler dışında bugün dünyada üretilen bilgilerin gizlenme olanağı kalmamıştır. ANAPOD sistemi öğrencileri sınıf dışına yönlendirerek öğrenciler arası iletişimi bozabilir mi? Burada unutulmaması gereken şudur: ANAPOD sistemi sınıf eğitimini dışlamamakta ve ona alternatif olarak düşünülmemektedir. Öğrenciler yüzyüze eğitimin tüm imkanlarından sonuna kadar yararlanacaklardır. Web ortamından yararlanan bütün faaliyet ve hizmetlerde olduğu gibi ANAPOD'ta da teknik nedenlerle ders işleme süreçlerinin kesintiye uğrama ve aksama riski bulunmaktadır. Virüs saldırıları, "hack"lenme, çeşitli sebeplerle (deprem, yangın…) kablolarda ortaya çıkan kopma vb. gibi nedenler ders aktarım süreçlerinin en kritik zamanlarında (sınava çok kısa bir süre kala öğrencilere ulaştırılacak ders ve sınav materyallarinin ve dosyalarının açılamaması…) önemli sorunlara yol açabilir. Bu nedenle sistemin teknik alt yapısının kurulum aşamasında, bu tür tehlikelere karşı önlemlerin alınması gerekmektedir. Öte yandan öğretim üyesinin de teknik problemlerin ortaya çıkma olasılıklarına göre tedbirli davranması ve ders işleme süreçlerini risk oluşturmayacak şekilde düzenlemesi gerekmektedir. ANAPOD'dan azami ölçüde yararlanabilmek ancak öğrencilerin yeterli teknolojiye ve araçlara ulaşabilmeleri halinde mümkündür. Çeşitli nedenlerle (en başta düşük gelir düzeyi olmak üzere) ANAPOD kapsamındaki derslere ve ilgili materyallere sabit veya mobil araçlarla ulaşamayan veya bu konuda yeterli kullanım bilgisine sahip olmayan öğrenciler (yani elektronik ortama yabancı kalmış öğrenciler) sistemin imkanlarından yeterince yararlanamayacaktır. Öğrencilerin tümünün sistemin sunduğu olanaklara erişebilmesi büyük önem taşımaktadır. Bu nedenle sisteme kolayca erişebilirliği sağlayıcı tüm tedbirler yetkili birimlerce alınmalıdır. ANAPOD projesi kapsamındaki bir dersin materyalleri ve sunumları ile karşılaşan öğrenciler büyük olasılıkla önce "heyecan" duyacaklar ve ilk haftalarda sisteme ilgi göstereceklerdir. Fakat daha sonraki dönemlerde sıkılarak ve motivasyonlarını kaybederek sistemi daha az kullanmaya geçmeleri de ihtimal dahilindedir. Bu nedenle sistemi kullanan öğretim elemanlarının ANAPOD'daki ders işleniş yöntemlerini ilgi çekici kılacak ve öğrencileri sistemi kullanmaya motive edecek yenilikleri, dinamik bir çerçeve içinde sürekli olarak üretmeleri gerekebilecektir. Bu durum eğitim sektörünün geleceğinde innovasyonun belirleyici olacağı yöndeki görüşleri (Wishart, 2009: 286) de güçlendirmektedir.

Dünya genelinde açık ders malzemeleri projeleri giderek yaygınlaşırken Türkiye de bu eğilim doğrultusunda düzenlemelerine hız vermelidir. Artık geleneksel yüz yüze eğitim çağdaş teknolojilerden yararlanmalı ve eğitim sistemleri dünyaya açılmalıdır. Eğitim sektöründe küresel rekabetin gerektirdiği değişim süreçleri en kısa zamanda gerçekleştirilmeli ve en yeni gelişmeler eğitim sistemlerine adapte edilmelidir.

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IMPACT OF PERCEIVED STUDENT LEADERSHIP ROLE ON THE ACADEMIC PERFORMANCE OF DISTANT EDUCATION STUDENTS IN GHANA

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Abstract: The purpose of this study was to determine the extent to which distant education (DE) student leaders perceive their role and establish whether this has significant correlation with their academic performance. Specifically, the study was interested in the influence that the intervening variables of age, level, employment status, and prior leadership experience have on their perceived leadership role. The role of gender in this direction was also considered. Guiding this study was the servant-leader theoretical framework. According to Greenleaf (2003) students consider the building of trust as the central issue for leadership by means of service. It was in line with this problem that most student leaders profess that they want to serve their fellow students instead of lording it over them. A questionnaire based on student leadership role with a Cronbach's alpha reliability coefficient of .855 was used to collect data. Predictive Analysis Software (PASW) was used to analyze the data. Regression and correlation statistical tools were used to test the hypothesis formulated to guide the study. The results of the study revealed that DE students' perception of their leadership role is high. However, this high perception is neither dependent on background of student leaders nor gender. It also showed that high academic performance is not dependent on perceived student leadership role expectation let alone their duties and responsibilities. However, perceived leadership role expectation was found to be the least potent contributor to academic performance of distant education (DE) student leaders. It is, therefore, recommended that DE students should be elected strictly on merit and not on age, level, employment status, and prior leadership experience. DE student leaders should also be given training in the positions they have been elected for. Finally, DE students leaders should strive to combine their studies with the leadership position they occupy.

Key words: Student leadership, academic performance, role expectation, duties and responsibilities.

INTRODUCTION

The administrative structure in educational institutions makes provision for student leadership. In line with this provision, Students' Representative Councils (SRC) are found in most educational institutions. In most cases, the representatives are elected by the students themselves after school administration nominates candidates for various positions. In other cases, students are allowed to nominate and elect their own leaders. Student leaders exhibit some unique characteristics that endear them to the hearts of their colleagues. They are great orators who sound very convincing. They seem to know all the problems of their colleagues and are quick to promise having antidotes to all such problems. A careful analysis of events however reveals that all the characteristics displayed by most student leaders are just for the purposes of winning their confidence which are expected to be translated into votes for them.

The involvement of school administration in the choice of school prefects stems out of the concern about the calibre of students put in leadership positions. Whilst students insist on electing radical and fearless colleagues who would always champion their course, school administrators advocate for brilliant and moderate student leaders who would not embarrass the school. The policy in the University of Cape Coast is that, to qualify for any leadership position one needs a Cumulative Great Point Average (CGPA) of at least 2.5 or better.

The Centre for Continuing Education (CCE), University of Cape Coast (UCC), has helped her students to form the Distance Education Students' Association of Ghana (DESAG). The constitution of the association was modelled on the philosophy behind the Student's Representative Council (SRC) of UCC. Leaders of distant education students have been elected at all the forty eight study centres and every year, these leaders meet in congress to elect their national executives. While some people argue that active participation in student leadership is waste of time, others see it as training grounds for future leaders. In Ghana, there is ample evidence to show that many of the political leaders we have had since independence were student leaders who graduated from SRCs through to National Union of Ghana Students (NUGS) from the various university campuses. The case of distant leaders is even more serious, because all of them are full time workers who gamble with time in order to study and at the same time perform their duties as committed student leaders. While some students shy away from leadership positions, others do everything within their power to assume positions of leadership irrespective of their capabilities and competency levels. The challenges that confront DE students especially with time constrains puts many potential leaders off even if colleagues persuade them to take up such positions. Some student leaders, who are not able to perform very well academically, are quick to accuse school

authorities of victimization. On the other hand, some student leaders are always seen performing their leadership duties and yet end up with very good grades. One, therefore, wonders if the performance of leadership duties impacts distant students' academic performance.

Student leaders are generally expected to compliment the efforts of faculty in the effective running of their institutions. They also serve as the mouthpiece of students in the promotion of cordial relationship between students and faculty. Research has provided sufficient information about the key characteristics of student leaders. However, there is a growing need for continued improvement and reflective practice on the continuous development of leadership skills. It has been observed that much time is expended by student leaders in the performance of their role to the detriment of their academic work. Since its inception, no research have been conducted to assess the activities of the Distant Education Students Association of Ghana (DESAG). The purpose of this study, therefore, is to determine the extent to which distant student leaders perceive their duties and establish whether this has significant correlation with their academic performance. Specifically, the study is interested in the influence the intervening variables of age, level, employment status, size of study centre, and prior leadership experience have on their perceived leadership role.

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The field of educational leadership is washed with many concepts. Leithwood and Duke (1999) identified instructional leadership, transformational leadership, contingent leadership, moral leadership, managerial leadership, and participative leadership as being the six frequently used concepts with different meanings. Similarly, there are as many theories regarding leadership as there are definitions. Rubenstein (2005) identified eight of them after examining the work of Peter Northouse in 2004. They are: situational approach, contingency theory, path-goal theory (also known as the motivational theory), the leader-member exchange theory, transformational leadership, team leadership, leader of leaders approach, and value-based leadership.

For this study, the focus is on Greenleaf's (2003) servant-leader theory. The theory says that "students consider the building of trust as the central issue for leadership by means of service" (Greenleaf, 2003, p. 36). Servant leadership (Biblical leadership) says "man is here for the sake of other men" (Albert Einstein). The leader and every other individual is here to serve the rest. The theory begins with the natural feeling one has to serve. One therefore, consciously decides to aspire to lead. This brings to mind the hierarchical principle of organizational leadership which Greenleaf reports began with Jethro, Moses' father-in-law. Greenleaf noted that this hierarchical system "still dominates everything that is organized – armies, churches, governments, universities, businesses" (p. 43). He asserted further that this is still the environment that today's college students will find themselves in as they move from being a student to citizen. According to Greenleaf, the success of a servant-leader depends on a number of attributes. They include: individual initiative and goal setting; trust; acceptance and empathy for their followers; art of intuition; ability to move forward and make decisions without all of the information; ability to bridge the gap between what is known and what is needed; foresight or the ability to predict future patterns, ability to meet the stress of life; be persuasive and able to get things done (Greenleaf, 2003).

Beaudoin (2002) argued for research and examination of the specific type of leadership needed in distance education leadership. He stated that "a reasonable amount of attention has been given to the planning and administration of distance education for quite some time." (p. 138). Beaudoin (2002) went on, however, to state that this might be considered adequate enough without discussing the more esoteric domain of leadership (p.138). According to Case and Scanlan (2001), there are specific attributes of administrators in a university in relation to distance education. Dede (1993) also strongly supported the idea that leadership in distance education is different from traditional education leadership. Care and Scanlan (2001) added their voice by saying, "there is a general lack of understanding regarding the experiences of administrators, faculty, and staff from other departments in the development of distant education courses." (p. 140). However, the distance education leader also needs, according to Beaudoin (2002), to be a situational leader, one who can diagnose the organization at a specific moment and determine the readiness of the organization or its stakeholders for change.

Students are very important when we talk about stakeholders in distant education. As stakeholders, students need to be involved in the administration and smooth management of distant education programmes. Astin (1985) stated that the more students are involved in student activities, including leadership activities, the greater their success in learning and personal development will be. On student leadership position and academic performance, Cress et al. (2001) concluded that all students have leadership potential and that institutions of higher education can uncover and develop this potential with targeted programs that will also increase the student's educational success. They also asserted that educational institutions will be successful in developing tomorrow's leaders when they provide connections between academic programs and community activities and express a strong desire, through their stated mission, to create a "legacy of leaders in businesses, organizations, governments, schools, and neighborhoods" (p. 23).

Wielkiewicz (2000) agreed with Posner that college students are important participants in leadership development because it is college students who will be in future leadership roles or opportunities, and how they learn to practice leadership will steer the course of future societal development. Hence, Allen et al. (1998) have a keen interest in seeing

that students develop a systemic approach to leadership instead of a hierarchal approach. Astin (1993) also cited research that links student educational attainment to involvement in leadership activities, and stresses the importance of developing the leadership ability of students during their college years. Boatman (1999) stated that student leadership development would be more effective if it were approached from a relational viewpoint instead of through formal courses or degrees.

According to the Enrolment Management & Student Affairs unit of University Pointe (2012), student leaders are looked to as model students at Portland State. As such, it is important that student leaders exemplify a balance between academics and leadership. As citizens who are or are going to be leaders in the community, it is important to be prepared academically. Being a model student leader, one requires over a 3.5 GPA to be considered for the position.

Research has shown that participation in student organizations and other co-curricular activities on campus can help students stay engaged with school, get good grades, and graduate. However, students often have many competing obligations (family, work, student leadership, health) which cause academic performance to suffer. Student leadership is important, but we need to emphasize that you must be a student first. Letting academics suffer at the expense of student leadership responsibilities is counter-productive.

A study carried out by the Office of Institutional Research (2011) demonstrated that serving as a club leader, no matter how many terms served, had lasting impact and was a positive contributing factor in relation to student academic performance, especially with regard to facilitating graduation. This study revealed that remedial students who served as club leaders outperformed non-club leader remedial students in terms of retention rate, GPA and Good Standing rate at the second year. Remedial student club leaders continued to maintain a significantly higher 3-year retention rate than non-club leader remedial students while maintaining levels of GPA and Good Standing that were similar to that of non-club leader remedial students at the third year.

In summary, the question of what a distance education leader is, their characteristics, requirements, and the actions of an effective distance education leader still have not been adequately addressed by research. There is still a long way to go before an adequate definition of these aspects of an effective distance education leader will be reached. It is hoped, through this study, to bring the insights of various researchers together into one place to help future distant education leaders to best fulfil the still unstated requirements of their positions.

STATEMENT OF THE PROBLEM

Many studies have been carried out on the management of distance education. The International Centre for Distance Learning (ICDL), Distance Education Library (DEL) and the Educational Resources Information Centre (ERIC) alone contain hundreds of such papers. Most of these studies, however, focussed only on distant education policy, institution management, student support systems and student administration. Surprisingly, only a few studies have been carried out on the academic management and administration of distant education delivery. The role of student leaders in distant education is an area not researched much.

To be a leader, one needs to be convinced about the characteristics and attributes one possesses. Some people take leadership positions without knowing what is expected of them. Such people lord it over their colleagues and most often abuse their positions for personal gains. There are widespread allegations of misapplication and embezzlement of funds levelled against student leaders. There is also the argument that leaders are born and not made. Some others however say the reverse is true. For a DE student to be effective, he/she should be aware of his/her roles. It is, therefore, important to find out what DE student leaders perceive their roles to be in relation to their age, level, employment status, and prior leadership experience. Equally important is the need to find out the impact that student leadership characteristics, role expectations, duties and responsibilities have on their academic performance.

RESEARCH QUESTION

This study addressed one major question; that is: How do DE student leaders perceive their leadership role?

Research Hypotheses

The following research hypotheses were formulated and tested:

1. There is a statistically significant relationship between DE student leader's background and their perception of leadership role.
2. Gender plays a role in DESAG leadership role perception.
3. There is a statistically significant relationship between each of the independent variables (characteristics, role expectations, and duties and responsibilities) and academic performance.
4. The independent variables have a statistically significant effect on academic performance of DE students.

MATERIALS AND METHODS

Descriptive survey design was used for the study. CCE has a student population of about 25,000 spread in 47 study centres in Ghana. The total number of DESAG leaders is 375 across the country. Purposive and quota sampling techniques were used to select 91 respondents to reflect DESAG leaders in all the 10 regions. A questionnaire originally designed by Wielkiewicz (2000) for evaluating college students' thinking about leadership and organizations was adopted and modified to reflect issues bothering on students' leadership in distant education and used to collect data for the study. The variables covered were: characteristics of student leaders, role expectation, duties and responsibilities. The instrument had Cronbach's alpha reliability coefficient of .855. Respondents also indicated their best and worst grades since they started the programme. Predictive Analysis Software (PASW) version 18 was used to analyse the data. Correlation and regression were used to establish relationship and predict DE student leader's perception of leadership role and their academic performance respectively.

RESULTS

The main research question posed for this study was how do DE student leaders perceive their leadership role?

Table 1: Final rating of DE student's perception of their leadership roles

Sn	Aspect of leadership role	Very high	High	Low	Very Low	M	S D	Rank
1	Leadership Charac.	45 (49.5%)	43 (47.3%)	3 (3.3%)	-	3.46	.563	1st
2	Leadership Role expec.	-	40 (44.0%)	39 (42.9%)	12 (13.2%)	2.69	.694	3rd
3	Leadership duties & res	1(1.1%)	30 (33.0%)	49 (53.8%)	11 (12.1%)	2.76	..667	2nd
4	Total leadership role	10 (11.0%)	77 (84.6%)	4 (4.4%)	-			

The analysis presented in Table 1 reveals that 45 (49.5%) and 43 (47.3%) respondents perceived their leadership characteristics to be very high and high respectively. Table 1 further shows an almost split perception of leadership duties and responsibilities. While 31 (34.1%) respondents rated their perception of leadership duties and responsibilities to be positive, the rest 60 (65.9%) perceived them to be negative. Forty (44.0%) respondents perceived their student leadership role expectation to be high, while the rest 51 (56.1%) thought otherwise. On the whole however, 10 (11.0%) and 77 (84.6%) respondents rated their perception of student leadership role to be very high and high respectively. Only 4 (4.4%) respondents perceived their role to be low. Finally, the analysis revealed that DE student leaders ranked their perception of leadership characteristics first and their duties and responsibilities second. Leadership role expectation was the least aspect of leadership role perceived by DE student leaders.

Hypothesis 1

There is a statistically significant relationship between DE student leader's background and their perception of leadership role.

To measure the degree of relationship between DE student leader's background and their perception of leadership role, Pearson's correlation was used to statistically test to find out whether background of student leaders influenced their perception of leadership roles. Table 2 gives a summary of the test.

Table 2: Correlation Values of Background Information of DE Student Leaders with Their Perception of Leadership Role

Sn	Variables	1	2	3	4	5	6	7
1	Age	1.000						
2	Level	.437**	1.000					
3	Employment Status	- .203	.074	1.000				
4	Prior leadership experience.	-.342**	-.861**	-.139	1.000			
5	Leadership characteristics.	.079	-.096	-.152	.092	1.000		
6	Expectation	-.106	.070	.021	.028	-.059	1.000	
7	Duties and Resp.	-.109	.105	-.150	.013	-.039	.540	1.000

* Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (1-tailed)

The analysis shown in Table 2 reveals that DE student leaders employment status correlated negatively with leadership characteristics (r = - .152; p<0.05) and duties and responsibilities (r = - .150; p<0.05). In the same vein, age of DE student leaders correlated negatively with leadership role expectation (r = - .106; p<0.05) and duties and responsibilities (r = - .109; p<0.05). The negative relationship connotes that DE student's perception of their leadership position is not dependent on their background. The null hypothesis is therefore accepted.

Hypothesis 2

Gender plays a role in DESAG leadership role perception.

Table 3: **Means, Standard Deviation, and Intercorrelation for Gender and Perception of DE Leadership Roles (N = 91)**

			Intercorrelations			
Variable	**M**	**SD**	Gender	Characteristics	Role Exp.	Duties & Resp.
Gender	1.27	.44	--	-.199	-.154	-.194
Leadership Characteristics	3.46	.56	-.199	--	-.059	-.039
Role Expectation	2.69	.69	-.154	-.059	--	.540**
Duties & Resp.	2.76	.66	-.194	-.039	.540**	--

* Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (1-tailed)

Table 3 shows that only role expectation correlated positively with duties and responsibilities (r = .540; p<0.01), though the relationship is only medium. This is because, going by Nwana's (1992) guidelines for interpreting correlation coefficient, the value .540 falls within 0.40 and 0.60 which is interpreted as medium. The rest of the predictors showed negative correlation with gender. This indicates that the combination of all the DE students perception of their leadership roles do not significantly correlate with respondents' gender. The research hypothesis that gender plays a role in DESAG leadership role perception is rejected.

Hypothesis 3

There is a statistically significant relationship between each of the independent variables (characteristics, role expectations, and duties and responsibilities) and academic performance

Table 4: Inter-correlation matrix table of relationship between Academic Performance and Perception of DE Student Leadership Roles

Variables	M	SD	1	2	3	4
Academic performance	2.08	.53	1.000			
Characteristics	3.46	.56	.086	1.000		
Role Expectation	2.69	.69	.014	-.059	1.000	
Duties & Responsibilities	2.77	.67	-.036	-.039	.540**	1.000

** Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

The analysis in Table 4 shows that DE student leadership role expectation was significantly associated with their duties and responsibilities, (r=.540; P<0.01). On the contrary, academic performance correlated negatively with DE leadership duties and responsibilities (r=-.036; P<0.01). In the same vein, DE student leadership characteristics correlated negatively with role expectation (r= -.059; P<0.01) and duties and responsibilities (r = -.039; P<0.05). This negative relationship implies that high academic performance is not dependent on DE student's role expectation let alone their duties and responsibilities. The findings of this study therefore failed to accept the hypothesis that there is a statistically

significant relationship between each of the independent variables (characteristics, role expectations, and duties and responsibilities) and academic performance.

Hypothesis 4

The independent variables have a statistically significant effect on academic performance of DE students.

Table 5: Summary of Multiple Regression Analysis of the relationship between Perception of Student Leadership Role and Academic Performance

Multiple R	.102[a]				
R^2	.010				
Adjusted R^2	-.024				
Standard Error	.536				
F	.303				
Variables	B	Std. Error	Beta	t	Sig.
(Constant)	1.834	.448		4.088	.000
Characteristics	.081	.100	.086	.809	.420
Role expectation	.040	.097	.052	.409	.683
Duties & Responsibilities	-.048	.101	-.061	-.481	.632

a. Predictors: (Constant), Characteristics, role expectation, duties & responsibilities.

b. Dependent Variable: Academic performance

The analysis in Table 5 reveals that 10.0 percent of variance in perception of DE student leadership role is accounted for by joint contribution of leadership factors. This implies that other factors other than the ones used in this study accounted for 90.0 percent of the variation in leadership role performance. Table 5 further reveals that F calculated value.303 is greater than F at 0.05 level of significance. This means that student leadership factors did not significantly contribute to their academic performance. The three types of leadership attributes (characteristics, role expectation, and duties and responsibilities) did not have any joint prediction on academic performance ($R^2 = .010$; $F(3, 90) = .303$; $P > .05$). The breakdown of the assessment showed that the three types of leadership attributes had joint influence of 0.10 percent on academic performance. Individually, leadership characteristics had no significant effect on academic performance ($\beta = .086$; $t = .809$; $P > .05$). Role expectation had no significant effect on academic performance ($\beta = .052$; $t = .409$; $P > .05$). Lastly, duties and responsibilities had no significant effect on academic performance ($\beta = .061$; $t = .481$; $P > .05$)

DISCUSSIONS

This study has shown that DE student leaders rate their perception of leadership role high. However, this high perception is not dependent on background characteristics such as age, level, employment status, and prior leadership experience. This finding is quite interesting because it is generally accepted that age brings a lot to bear on leadership. Similarly, the number of years one spent on the programme was expected to give the DE student some level of experience in terms of how to handle issues as they arise. Time management is another crucial area when it comes to leadership role performance. The demands of one's job are considered to impact on the discharge of leadership roles. It is also said that experience is the best teacher. It is, therefore, asserted that those who have ever been student leaders before would bring that experience to bear on the performance of their leadership role. The reverse is true in this study and it also contradicts Beaudoin (2002) assertion that Information Technology (IT) leadership requires many of the characteristics common to all leaders. We agree with the assertion that there are certain common characteristics that every leader is supposed to have. In an earlier study, Hutchison (1988) noted that the degree of one's background in leadership role is directly related to the acquisition and development of skills critical to effective school leadership. This means that the common characteristics notwithstanding, to be an effective school leader, one needs some specific skills that would be relevant in the school environment.

The findings of this study also portrayed that gender plays no role in the perception of DE student leadership role. In Ghana, only few female students put themselves up for election into DE student leadership positions and therefore dare rub shoulders with their male counterparts. This finding confirms Bardou, et al (2003) study which stated that men and women did not significantly differ on their self-efficacy for leadership. On the other hand, the findings on gender runs contrary to Mayo and Christenfeld (1999) study which found that women tend to have lower self-efficacy than men in their ability to perform specific leadership tasks. From our discussions sofar, it is clear that the debate on gender disparity and mainstreaming is still inconclusive. More females need to be given the opportunity to take up leadership positions while still students, because it would surely provide them the necessary exposure for greater opportunities in real life situations in the society in which they will find themselves after school.

It was further established by this study that there is no statistically significant relationship between perceived DE student leadership role and academic performance. This result contravenes the findings of Leithwood et al (2004) which indicated that evidence exists to the effect that there is small but significant effect of leadership actions on student learning across the spectrum of schools. Competent student leaders strive to keep their heads above water because they feel it is very embarrassing for them to be writing referral papers with colleagues who hold them in high esteem. The embarrassment is as a result of the leadership position they occupy since it commands a lot of respect. In another study, Waters, Marzanno, and McNulty (2003) reported that leadership behaviours significantly correlated with student achievement. It is, therefore important that DE student leaders do everything within their means to perform creditably in their academic endeavours.

CONCLUSIONS

The results of the study revealed that DE students' perception of their leadership role is high. This high perception however has no relationship with age, level, employment status, prior leadership experience or gender. It is also concluded that high academic performance is not dependent on perceived student leadership characteristics, role expectations, and duties and responsibilities. However, perceived leadership role expectation was found to be the least potent contributor to academic performance of distant education (DE) students.

RECOMMENDATIONS

The results obtained from this study provide sufficient grounds to recommend that DE students should be elected strictly on merit and not on background characteristics such as age, level, employment status, and prior leadership experience . Student leaders should show genuine commitment in the discharge of their duties. Female DE students should be encouraged to take up leadership positions in order to prepare them for the future. DE student leaders should also be given training in the positions they have been elected for. Finally, DE students should strive to manage their time very well in order to combine their studies with the position they occupy as leaders.

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INTERPRETIVE STRUCTURAL MODELING OF MLEARNING CURRICULUM IMPLEMENTATION MODEL OF ENGLISH LANGUAGE COMMUNICATION SKILLS FOR UNDERGRADUATES

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Abstract: In the field of distance education, learning mediated through mobile technology or mobile learning (mLearning) has rapidly building a repertoire of influence in distance education research. This paper aims to propose an mLearning curriculum implementation model for English Language and Communication skills course among undergraduates using Interpretive Structural Modelling (ISM) technique. The model was constructed to complement the formal in-class learning in view of mLearning as a solution to cater the diverse undergraduate language learning needs. The ISM technique was used to integrate selected expert views to develop the model which was generated through ISM software. The model consists of a network of mobile language activities and in-class activities determined prior to the development of the model through focus group activity. Findings of the study resulted in an interpretive structural model of a network of mobile language activities weaved into in-class activities which could dynamically illustrate how undergraduate language learners with different learning needs could be solved collaboratively via mLearning. The model was further evaluated to be refined by the experts. Interestingly through the evaluation, the experts found out that the activities in the model could be classified into three main domain: Knowledge Input activities, Enabling skills activities, and Evaluation and Reflection activities without disrupting the relationships among the activities. Based on the relationships, the activities were also categorized into four groups: Independent activities(n=9), Linkage activities(n=3), Dependent activities(n=12), and Autonomous activities(n=0) according to their driving power and dependence power. This categorization of the activities further complements the domain classification of activities in guiding the curriculum implementers through how an activity or a group of activities influence or depend on other activities which is vital, for example in determining sets of appropriate mobile learning and in-class activities for a particular lesson to fulfill the course outcome in optimally aiding more students to achieve their individual learning targets.

Key words: mLearning, Interpretive Structural Modelling, curriculum implementation model, communication skills

INTRODUCTION

Language learning differs from other subject in the curriculum as learning a language requires integration and fluent application between the explicit learning of vocabulary and language rules with unconscious skills development (Milton, 2006). This implies that language learners need to master both grammatical knowledge and fluency. As it may be feasible to acquire knowledge in grammar in the formal classroom, it is not always true for fluency. It is often difficult to provide enough time and space in the classroom for every students to develop fluency especially a few hours of lessons per week may fail to provide meaningful exposure required for all students to learn. The general large numbers of students in a language class in the higher education would further limit individual students' contact hours with their

lecturer. To add to this difficulty, most language instruction is still based on drill and exercise principles, discarding fluency and language competence out of classroom practices. In the universities, English courses offered consist of two major types: a) English for competency (EFC), for example English as a Second Language (ESL), English as a Foreign Language (EFL), English as Additional Language (EAL) and others; b) English for Specific Purposes (ESP), for instance Business English, English for Science and technology (EST), Professional and Communicational Skills, and others. Except for students who opt for EFC as their major field, most of the English courses for students who chose to have their major in engineering, medicine, business, science, law, philosophy, psychology, and other fields would be offered ESP which generally aimed for professional conduct of students for future job environment in their respective field. The main ESP courses would be based on communication skills (both in writing and in speaking skills). Undergraduate students are expected to be proficient in written and spoken language as the nature of ESP concentrates more on language in context related and integrated in their subject matter compared to EFC which focuses especially on grammar and language structures. However, due to factors like time and lecturer-student ratio, ESP lecturers generally would hardly commit in solving students language proficiency problems, instead, fulfilling the university ESP syllabus. Often, students who are still chained to their inability to express themselves competently compared to their peers who are more proficient in English language would have to deal with their handicap while undergoing their required undergraduate ESP courses. They would have to struggle harder in making sure there are no fundamental grammatical errors at undergraduate level in submitting their English academic articles, or no unacceptable mispronunciations and grammar slips in presenting their oral presentations. Ideally compared to their more proficient and competent peers, the less proficient and competent students would need more time, space and personal guidance or tutoring to help them to at least be able to perform appropriately in class and later in future job environment. However, as indicated here, it is not possible for the lecturers to fulfil these students' needs due to time and logistic constraints.

Since mobile devices and technology which are readily afforded by the present generation of students, interaction among them is facilitated by social networking unlimited by time and space. Interaction among students of new generation has taken a new form where personal data and mutual interests could be shared and published through robust social softwares ((Isman, Abanmy, Hussein, and Al Saadany, 2012). Mobile Learning (mLearning) or learning mediated through mobile devices and technology coupled with robust mobile interaction environment could offer a viable solution to students to access aid in fulfilling their learning goals or solving their language learning problems. In addition, past researches have evidently stressed on the positive effect of mLearning on students' learning. For example, a mobile learning tool (MOLT) developed by Cavus & Ibrahim (2009) shows that undergraduate students enjoyed and are able to learned new vocabulary using Short Message Service (SMS) text messaging through their mobile phones. It is even indicated in another study that mobile phones is more effective as a vocabulary learning tool compared to traditional vocabulary tool (Basoglu & Akdemir, 2010). Besides these, other past researches has evidently pointed out that mLearning is very effective in teaching and learning. In one study conducted by Saran Cagiltay and Seferoglu (2008), mLearning via mobile phone is found to enhance students 'language skills in the English Language with the incorporation of multimedia use mediated by the mobile device. Students are reported to be more motivated to learn the language even during their leisure hours. The study also revealed that MMS and SMS aided effectively in improvement and retention of vocabulary among the students. Another interesting study involving illiterate students found mLearning as a key success in the ability of the students to read and write (Collet & Stead, 2002; Traxler, 2007).

In the context of the study described in this paper, through synchronous and asynchronous mobile communication, students could gain help in improving their language competence through social networking beyond classroom hours anytime and anywhere. The flexibility of learning which allow students to participate and manage their own learning here stresses the role of the online environment (Isman, 2004) provided by the mobile communication technology. To add, through mLearning as complement to formal classroom learning, students could facilitate own learning (learner's autonomy) and indirectly allowing a sense of ownership. Sense of ownership is about giving choices in learning and this motivates students to learn as they could do things which they chose to rather than being told to do so (Truby, 2010; Dlodlo, Tolmay, and Mvelase,2012) although this means that the customary role of teacher-student is challenged where students take charge of the learning process instead of the teacher (Isman et al, 2012).

In short, in this study, employing mLearning not only could be regarded as a complement to formal classroom learning but also to augment classroom learning (Quinn, 2011; Terras and Ramsay, 2012). Learning activities which are engaged in the classroom could be continued and developed through mobile interaction beyond classroom walls and time, facilitating more students to fulfil course learning outcomes despite of students' individual different learning needs. As a solution, mLearning could help more students especially the low achievers to improve their language competence and communication skills. However, how mLearning is viable as a solution would depend on how it should be implemented. Thus, holding to the idea of mLearning as a solution to aid students to achieve their language learning needs, this study seeks to develop an mLearning curriculum implementation model to overcome language learning needs in an English communication course among undergraduates. The curriculum implementation model would consist of a network of language learning activities connecting both mobile language learning activities and formal classroom activities. The language learning activities would be selected by a panel of experts. Identifying the activities alone is not adequate without determining the relationship among the activities in guiding both teachers and learners to fulfil course learning outcomes through collaborative interactions. However, determining the appropriate learner's activities in mobile environment alone especially in augmenting formal classroom learning could prove a daunting task as the learning situation is complex and dynamic. It would require a great deal of time and commitment to investigate each activity proposed before it could be selected. The task would further become complex as the relationships among the activities

selected need to be investigated in order to produce practical guide for implementers to implement a mobile learning language initiative to aid learners to achieve their learning goals. Thus, based on the circumstances discussed above, Interpretive Structural modeling (ISM) (Warfield, 1982) was employed because not only it could facilitate investigation into the relationships among the learning activities but an overall structural model could be extracted based on the relationships for the intended mLearning curriculum implementation.

THEORETICAL FRAMEWORK

In the development of the mLearning curriculum implementation model, this study employs Vygotsky's Zone of Proximal Development (ZPD) (1978) as learning theory to guide how undergraduate students seek and gain assistance in the mlearning process through interaction. ZPD is one of the three major themes in Vygotsky's Social Development Theory (1978). According to Social Development Theory, Vygotsky envisages that social interaction precedes development where consciousness and cognition is the end product of socialization and social behavior. Vygostky defines the ZPD as "The distance between the actual developmental level as determined by individual problem-solving and the level of potential development as determined through problem- solving under adult guidance or in collaboration with more capable peers" (Vygostky, 1978:86). In other words, referring to Figure 1, ZPD is the distance between the most difficult task someone can do alone and the most difficult task someone can do with help (Vygotsky in Mooney, 2000:83).

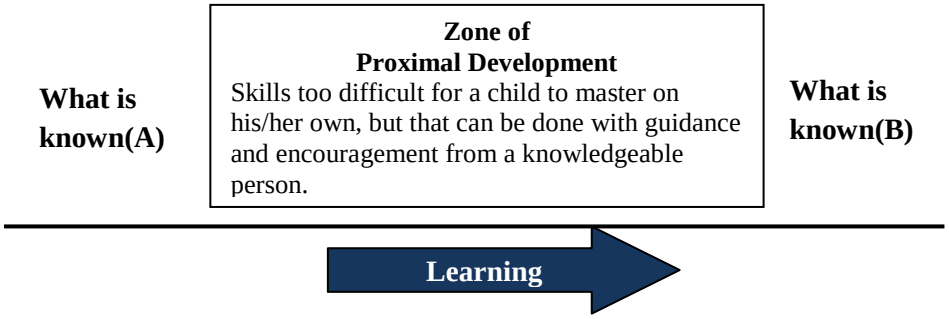

Figure 1. Zone of Proximal Development

In his theory, Vygotsky stresses that interaction is vital for a learner in the edge of learning where the learner can benefit from the interaction to enhance his or her learning achievement. He stresses that interaction between the learner and other more skilful peers could effectively aid in developing the learner's skills and strategies. In the context of this study, lecturers may include cooperative language activities where skilful peers could help less competent language learners within the learners' zone of proximal development. Now, these more skilful peers are what Vygotsky terms as the More Knowledgeable Other (MKO). MKO is an important concept that relates to the difference between what a student can achieve on his own and what the student can achieve with the guidance and encouragement from a more skilled partner. This concept implies that not necessarily higher interlocutors such as lecturers or instructors but other students qualify to be the MKO too. However the MKO may not necessarily be in human form. As an example of this, John Cook (2010) presents an augmented context for development mediated by mobile phones in reconceptualizing Vygotsky's notion of ZPD. He argues that the context of learning for the century is augmented and accelerated by mobile devices and technologies through new digital tools and media. This actually supports augmentation as a fundamental way in conceptualizing mLearning (Metcalf, 2006 in Quinn, 2011; Quinn, 2011).

In order to guide the selection of appropriate mobile learning language activities for the model, the study employs the SAMR model developed by Ruben R. Puentendura ( ). The model was developed by Puentendura to view how one should use or incorporate educational technology. It is also a system to measure the level of technology usage in education. The model aims to assist teachers in the design and development of technology based learning to enhance learning experiences among students to reach their highest potential. The model consists of 4 stages: Substitution, Augmentation, Modification, and Redifinition as shown in Figure 2. Coincidentally, SAMR itself is an acronym of the stages.

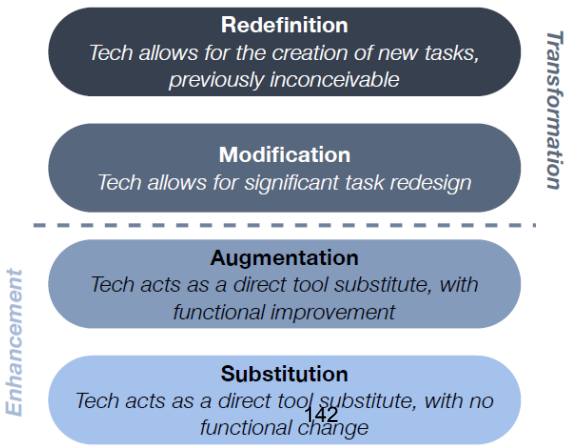

Figure 2. SAMR model

The model is employed in this study in view of sustainability incorporation of technology in education. From the model, we could understand that if a technology is employed merely to do the same things differently, the level of use is only at substitution level. For example, if the current practice involves students referring to science articles from books for information, and if this practice is replaced by referring the articles on websites using a computer, the level of technology use is only at substitution level. The use at this level though is essential may not sustain once the novelty of referring to the internet information wears off. This explains why certain technology incorporations in the formal classroom in the past only sustain for a short period as the use of technology were not developed to higher level of use based on the SAMR model (Figure 2). The authors proposed the selection of mLearning activities by the experts to be guided by the model to determine activities which satisfy all levels of use in the model to incorporate better mLearning in mainstream learning.

METHOD

The focus of this research is the development of Interpretive Structural Mlearning Curriculum Implementation Model of English Language Communication Course for Undergraduates. The development of the implementation curriculum model is based on the integrated view and decision of a panel of selected experts. Thus, the study employs the Interpretive Structural Modelling(ISM) to develop the model. ISM was first proposed by J. N. Warfield (1973a; 1973b; 1974a; and 1976). Warfield (1982) described ISM as "a computer-assisted learning process that enables an individual or a group user to develop a structure or map showing interrelations among previously determined elements according to a selected contextual relationship'. It could also be viewed as a management decision-making tool that interconnects ideas of individuals or groups to facilitate thorough understanding of a complex situation through a map of relationships between many elements involved in the complex decision situation (Charan et al, 2008). ISM is interpretive because it involves judgment whether there are relationships among elements and if so how they should be connected. The method is structural because an overall structure could be generated using the relationships among the elements. Finally, it is a modeling technique because the overall structure and the relationships among the elements could be illustrated in a graphical model. The various steps involved in the ISM technique are:

(1) Identifying elements which are relevant to the problem or issues. In this study, the authors employed a modified Nominal Group Technique (NGT) to identify the elements. The classic NGT (Delbecq, 1975) is an iterative process to integrate multiple individual opinions to reach a consensus in prioritizing issues. The modified NGT employed by the authors begins with a short survey of pre-listed mlearning activities. Not only the list offers a description of the scope of the outcomes the study, it guides the experts a starting point of idea to begin with. This shortened the NGT process from 4 hours to 90 minutes. In response to the survey, experts could agree or disagree with the list of activities. The activities which reach positive consensus would be included in the model. The experts would then present additional ideas on the activities which deem fit for the model. In the scope of this study, in developing a model for English Language Communication Course for Undergraduates, the authors chose to develop it for 'Professional Communication Skills (PCS)' course, an undergraduate English Language course offered by a private university. It is a compulsory subject to be taken in fulfillment of a four year undergraduate study among engineering students. This course emphasizes the theory and practice of professional communication at the interpersonal level, in teams and to a large group. The course serves to build upon the students' academic and professional knowledge acquired through other core engineering or technical courses and aim to enable them to be highly effective in expressing themselves and in imparting their professional and technological expertise in a variety of jobs, business and professional settings. The modified NGT involves selected experts from the university as well as from other institutions. The experts consist of four (4) Content Experts who are course instructors of PCS from the private institution, two (2) Information Technology or mLearning experts, one policy stakeholder of the institution and one curriculum expert.

(2) Determine the contextual relationship and relation phrase with respect to how the learning activities (elements) should be connected with each other. The contextual relationship defines what is to be accomplished (goal) and any boundary conditions or constraints along the way. In other words, the context provides focus on how the learning activities need to be connected while constructing the ISM. The PCS course outcomes were used to determine the context for the relationship of the activities. As a reference, the course outcomes were:

At the end of this course, students should be able to:

a) apply the principles and practices of professional oral communication skills.
b) present information confidently, accurately and fluently in a variety of professional, business and social settings.
c) persuade effectively in a variety of professional, business and social settings.
d) communicate interpersonally, and work effectively individually and in teams.

In short the course outcomes aim to produce students who are competent in the language and effective as communicators in the professional settings. The relation phrase determines how the relationships between learning activities are analyzed during construction of the ISM. The contextual relationship and the relation phrase were determined by the consensual experts' opinion on how the activities (elements) should be connected.

(3) Develop a structural self-interaction matrix (SSIM) of the learning activities which shows the connection among elements. This was conducted using the aid of ISM software. Pairs of elements would be displayed by the software to allow the experts to decide through voting on the relationship before the next pair of elements was displayed. This process was repeated until all the elements being paired for relationship.

(4) Generate the ISM model. This was done by the software after the pairings of elements was successfully conducted. The software derives the model based on the concept of pair wise comparison as and transitive logic. Transitive Logic states that for any 3 elements (A, B, C) with a given relation when:
• A has the relation to B, (written A→ B),
• And B has the relation to C, (written B→C), • Then A has the relation to C, (written A→C or A→B→C).

(5) The model was then being reviewed by the experts to check for conceptual inconsistency and making the necessary modifications.

(6) The final model was then presented after the necessary modifications were made.

Figure 3 shows a flowchart of the steps presented above to describe the methodology used for this study.

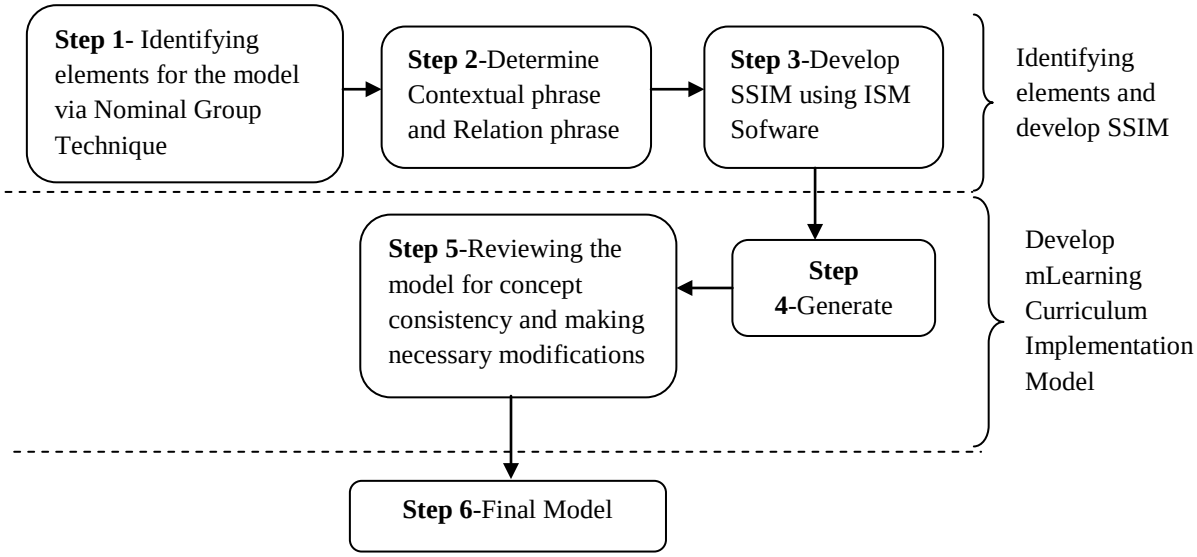

Figure 3. Flowchart of development of mLearning curriculum implementation model

RESULTS

Findings from Step I

Table 1 shows the experts collective views on the learning activities which should be included in the development of the mLearning curriculum implementation model via Nominal Group Technique.

Table 1

Experts' agreement on the elements (learning activities) to be included in the mLearning Curriculum Implementation model.

	Learning activities	*Median*	*Mode*	*IQR*
1	Attend in-class lectures on effective communication.	5	5	0
2	Access and listen to lectures about effective communication on podcasts through mobile devices.	5	5	0
3	Search and browse for information on effective communication, competence and technical use of devices through mobile devices.	5	5	1
4	Listening to or reading online micro information on effective communication, competence (grammar) or technical use of mobile tools and devices through 'push' technology via mobile devices.	5	5	1
5	Develop 'mobile tags' for information and knowledge on communication, language competence and technical use of mobile devices via QR code or social bookmarkings.	5	5	0
6	Record and upload presentations to illicit comments from lecturers and peers via mobile devices	5	5	1
7	Video conferencing with other students and/or the lecturer via mobile devices to improve communicative and competence skills	5	5	0
8	Online group discussions on task given by lecturer via mobile environment.	5	5	1
9	Establish 'learning contract' to be fulfilled through both in-class and informal (online and mobile) learning activities	5	5	0
10	Forming separate online small groups (social blogs) to discuss shared topics in-class or mobile	5	5	0
11	Forming separate online small groups (social blogs) to discuss and solve shared problems in language, communication or presentation.	5	5	0
12	MENTORSHIP to help students or group of students by lecturer or by other more capable	5	5	0
13	Synchronous or asynchronous mLearning FORUM on specific communication or competence issues	5	5	1
14	Collaborative redesign of in-class language activities to improve communicative or competence skills	5	5	0
15	Collaborative redesign of method to improve specific communicative or competence skills	5	5	0
16	Playing mobile language games either individually or in groups.	5	5	1
17	Learning through modelling	5	5	0
18	Search and browse information for content to be used for presentation materials	5	5	1
19	Synchronous online evaluation on students' presentation through mobile devices by the lecturer	5	5	0
20	Synchronous online evaluation on students' presentation through mobile devices by other students	5	5	0
21	Asynchronous online evaluation on students' presentation through mobile devices by the lecturer	5	5	1

22	Asynchronous online evaluation on students' presentation through mobile devices by other students	5	5	0
23	In-class evaluation on students' presentation by the lecturer	5	5	1
24	Reflection on what students have learned and establish new learning target to develop new or higher communication/language skills	5	5	0

*IQR- Inter-quartile range

Based on the Table 1, The Nominal Group Technique session reveals that the experts consensually agreed on all the learning activities (elements) as listed in the table for the construction of the structural model:

Findings from Step 2- Based on the PCS course outcomes and the learning activities agreed upon, the experts identified 'In order to enable more students especially the lower performance ones to be language competent and effective communicators, the learning activity MUST be conducted BEFORE learning activity…' to guide through the SSIM process as the contextual phrase for the study while the phrase 'MUST be conducted BEFORE' is the relation phrase to relate the elements of the model.

Findings from Step 3, 4, 5, 6- These steps aims to develop the model through experts' decision on the relationships of the elements using pair wise technique with the aid of the ISM software as discussed earlier in the methodology section. After the model being generated, the model was reviewed by the experts and the final model is shown in Figure 4 below.

Although mLearning could be used to deliver full courses, but the primary advantage of mLearning is about performance support and complementing learning (Quinn, 2011). In line with this concept, the model should be a guide on how formal classroom learning and informal mLearning could be bridged as a solution to a wide range of learners' learning needs in undergoing a language course like Professional and Communication Skills Course (PCS)-an undergraduate course which was selected by the authors for the study. The model is structural in nature which was developed interpretively by experts constructed through a network of relationships among the learning activities identified as elements of the model. The relationship among the activities was based on the contextual phrase and the relation phrase determined earlier in step 2 of the study. The learning activities, the contextual phrase, and the relation phrase were determined according to the course outcomes of the PCS.

Briefly, the model can be divided into three domain of implementation of activities: a) the Knowledge input activities; b) the Enabling skills activities; and c) the Evaluation and the reflection activities. Based on the contextual and the relation phrase (as mentioned in findings of Step 2), the arrows show the flow from one activity to another activity as sets of sequence activities in the implementation of the three domains which interrelated with each other to form an overall structure of sequence activities for the whole mLearning curriculum implementation. For example, activities 9 or 10 need to be conducted before activities 8, 16, and 17. The activities which share a single box such as learning activities 1 and 5, 7 and 18, 6 and 13, and 19 and 23 means that the activities could be conducted in any sequence or concurrently as the pairs of activities complement each other.

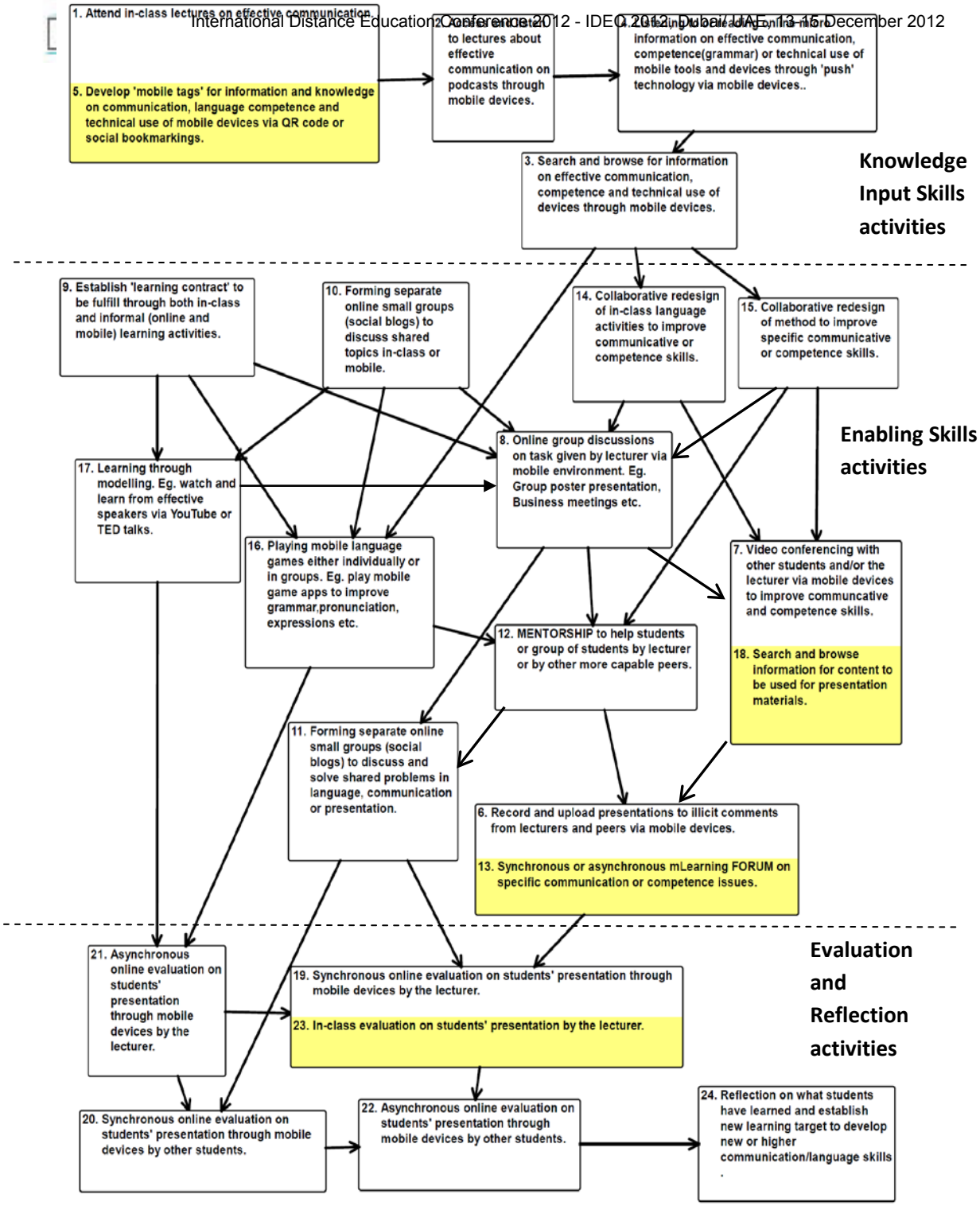

Figure 4. Interpretive Structural Modeling(ISM) based Mlearning Curriculum Implementation Model of English Language Communication Skills for Undergraduates

DISCUSSIONS

Based on Figure 4, activities 1(Attend in-class lectures on effective communication) and 5 (Develop 'mobile tags' for information and knowledge) are positioned highest in the Knowledge Input domain together with activities 9 (Establish learning contract) and 10 (Forming separate online small groups (social blogs) to discuss shared topics in-class or mobile) which are in the Enabling Skills domain. These activities are the most preliminary activities which need to be conducted before other activities as other activities depend on them. Knowledge input is about delivering content. Though mLearning could be about content delivery, but it is not everything about content (Quinn, 2011). According to Quinn, as it is interactive, mLearning should be more on communication, connecting learners with the right people and resources when and where it is most needed. In learning instruction, it is critical in giving help to learners when and where it is

needed and this is the main advantage of mLearning over other technology-based learning. Coincidently, parallel to this concept of mLearning, activities 10 and 9 are more on establishment of communication ground among learners through forming online social blogs and self-management of learning process via learning contracts. These are the activities proposed to be conducted at the beginning of the mLearning curriculum implementation before other activities. Thus, the course instructor could opt to conduct these activities (9and 10) concurrently with content delivery (activities 1 to 5).

Another important point that we could observe is that learning activities 1 to 5 and 9 to 10 as discussed above are integration of formal and informal learning. This is important because mLearning is also about creating a seamless space in bridging formal and informal learning (So, Kim, & Looi, 2008). For example, activity 1 is an in-class formal learning activity but pairing with it is activity 5, an informal learning activity where students collaborate to develop knowledge inputs in the form of mobile tags. This in a way complements the formal learning activity 1, where students assist the lecturer in augmentation of input through mobile context. Though the content in activity 5 could be accessed informally, but the activities to develop the tags could be done as formal learning if it is conducted in-class. However, as discussed earlier, what is more important than content delivery are the learner centeredness and communication aspects to the learning activities in augmenting formal learning experience as proposed through learning activities 9 and 10. While activity 9 allows learners' autonomy to manage own learning experience through learning contracts, activity 10 establishes online communication ground, for example through social blogs among learners to extend in-class discussion anytime and anywhere, not only to obtain information but also in collaborative negotiation of knowledge.

Coincidentally, collaborative negotiation of knowledge strives in continuous communication and here mLearning would serve as an ideal medium (Zijian, G. and Wallace, J.D., 2012). In terms of connection with subsequent activities in the model, these activities (activities 9 and 10) set as a vital precedent in overall successful implementation of mLearning. For example, the establishment of social communication environment in activity 10 is important as grounding for the implementation of activities 8 (Online discussions on task given), 16 (collaborative online language games), 12 (Mentorship), 7 (Video conferencing among learners), 6 (Record and upload presentations to illicit comments), and evaluation activities (activities 19 to 24). In short, preliminary activities (1, 5, 9 and 10) are the most important activities as they have great influence on other learning activities. These activities are situated at the top part of the model (Figure 4) either as Knowledge Input activities or Enabling skills activities.

Referring back to the model in Figure 4, the activities 8(Online group discussions on task given) and 12(Mentorship) positioned at the centre of the model have the most activities leading to them and also the most activities depending on them. These activities could be grouped as Lingkage activities. In other words, they play an important role in connecting the precedent activities and the subsequent activities together. For example, before online group discussions on task given by lecturer (activity 8), online social groups (activity 10) need to be formed first. Based on the model too (Figure 4), the conduct of online group discussion also depends on the competence and communication skills among students which could be developed through collaborative redesign of language activities (activity 14) and collaborative redesign on method (activity 15) as proposed in the model. Activity 8 would lead to proper mentorship (activity 12) for needy students, video conferencing (activity 7) for further discussion on tasks or lead to collecting further content materials for presentations (activity 18) based on what transpired in the online discussions. Furthermore, along the learning process, students who need further assistance during the online discussion would be led to form separate online groups to solved shared learning problems (activity 11).

Learning activities in the preliminary stage (activities 1, 5, 9 and 10) and linkages stage (activities 8 and 12) are in also known as strategic activities. These activities play a key role in the implementation of mLearning in augmenting the conventional classroom learning experience. Hence, activities in these domains require greater attention by the course instructors. The other learning activities either complement the development of language and communication skills among students or evaluating their achievements. Holistically, all the activities included in the model interconnectedly aid in the learning process of the communication course which aims to serve all the students' learning needs using mLearning.

In terms of the attaining the PCS course outcomes, the classified activities as discussed above were based on experts' collective decision with reference to the course objectives as mentioned in the Method section (page 5). Thus, the model derived would guide how the learning activities individually and interconnectedly help in aiding the learners to achieve the outcomes. However, the activities are not exclusively implemented to serve a particular course outcome. An activity or a set of activities would help fulfilling multiple course outcomes during the learners' learning process. For example, learning activities 1 and 5 or 2 to 4 are essential as input knowledge for the first course outcome 'apply the principles and practices of professional oral communication skills' and activities 8, 9, 10, 11, 12, 14, 15, 16, 17, and 18 would help develop students' skills further in applying the PCS principles and practices, while activities 6, 13, 19, 22, 23, and 24 would gauge to what extend students could apply the communication skills. But these sets of activities apply too to fulfill the other course outcomes. Besides the classification of activities as discussed above, we could also observed that the activities could also fall into types of technology based learning activity as described in the SAMR model (Figure 2) as shown in Table 2.

Table 2. Distribution of Learning activities to SAMR stages.

SAMR Model stages	MLearning Curriculum Implementation Model Learning Activities
Substitution	2, 3, 4, 19, 20
Augmentation	8,10,11, 12, 18, 21,22
Modification	5, 9, 14, 15
Redefinition	6, 7, 13, 16, 24

As proposed in the SAMR model, the learning activities should allow function of technology use (mobile devices and technology) according to all stages as shown in Table 5 to optimize the full capabilities of the technology in aiding the students to fulfil their diverse learning goals as well as the course outcomes to help them to reach their highest potential.

CONCLUSION

The key significance of employment of technology in education is not about how exciting it is in doing things differently compared to conventional practice. Although immediate and positive impact could be realized in the introduction of certain technology and its convenience value is highly appreciated, the key significance in the end is about sustainability. Formal classroom learning has a long history since its introduction as new learning technology replacing the informal education in the past. Back then, learners have to travel far to meet teachers to acquire knowledge. When, formal schooling was introduced, it gave immense positive impact and revolutionized learning and reshape communities and societies globally till to the present. Formal schooling sustains till today not primarily due to its impact or convenience but because it became a solution to the learning needs at large. It solves learners' global problems in attaining knowledge where they do not have to travel far and frequently to meet their mentors anymore. Schools were formed as an institution to gather learners and teachers at one place and this act as a solution. The same notion should apply too in the incorporation of technology in mainstream education, which is it should be incorporated as a solution. However, whether technology could be a viable solution, it depends on how it is implemented. Thus this study was conducted to describe how mLearning as new technology tool of learning could be used as a viable solution in aiding learners to achieve their learning goals. This is accomplished through developing an interpretive structural curriculum implementation model to guide how mLearning could augment formal classroom learning in catering the learning needs of undergraduate students especially the low to intermediate level achievers. The model as discussed in this paper not only shows how mLearning could be implemented but further describes formal and informal learning could be bridged as a solution to cater the students' learning needs. In the process, the model redefines what is mLearning as a tool to augment learning and as performance support (Quinn, 2011; Terras and Ramsay, 2012) rather merely as a system to deliver a course. In directing the development of the model, Vygotsky's ZPD was employed as theoretical framework on selection of appropriate learning activities to be included in the model. Based on the framework, learning activities which are selected should describe how students could interact and collaborate with each other to learn and how they could be aided to achieve their learning goals with the help of others. Besides this, the learning activities should also involve the full capabilities of the mLearning technology. Thus, the SAMR model was employed to guide the experts in selection of relevant learning activities which accommodates all four (4) stages (refer to Figure 2). As discussed earlier, learning activities beyond substitution level would significantly justifies the incorporation of technology as activities in subsequent stages (Augmentation, Modification and Redefinition) describes activities which could not be accomplished by the conventional formal classroom but very relevant in aiding the students to reach their highest achievement. Although the model guides how mLearning could be implemented specifically for language learning among undergraduates, the study could contribute as a proposal on how mLearning implementation models could be developed for other areas of learning disciplines for other types of learners learning using mobile technology-one which is sustainable.

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KOREAN UNDERGRADUATE STUDENTS PERCEPTIONS OF KNOWLEDGE SHARING IN VIRTUAL COMMUNITIES: TESTING OF A SOCIAL COGNITIVE THEORY MODEL

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ABSTRACT

The purpose of this study is to examine the main factors that affect the knowledge sharing (KS) behaviors in the virtual community of Korean undergraduate students. With such study approach, the reciprocal determinism relationship based on the cognitive, environmental and behavioral factors related to the KS behaviors of a particular ethnic group can be measured. In recent, digital-based KS system is being perceived as an important issue among many countries because of the importance in its utilization such as education, business, and cultural sharing, etc. Accordingly, elements that penetrate the KS behaviors of Korean undergraduate students were analyzed in this study through the constructs based on social cognitive theory (SCT), and presented a study model based on certain causality. The research model was evaluated with structural equation modeling (SEM), and confirmatory factor analysis (CFA) was also applied to test if the empirical data conform to the proposed model. Accordingly, the result revealed that KS goal orientation has significant effects on the variables of organizational climate, self-efficacy, outcome expectancy, and KS behavior. The result implies that along with academic achievement, Korean undergraduate students consider the elements of cognitive belief, conditioned emotional response, physical environment and social interaction importantly in their KS behaviors. It is though that the result of this study can be applied in various areas not only in practical implications of socio-technology research but also in multinational KS system development.

Keywords: Perceptions of Knowledge Sharing Behaviors, Social cognitive theory, Multination knowledge Sharing System

INTRODUCTION

Previously, virtual community-based knowledge sharing (KS) system has emerged as an important issue in many countries in light of education, business, and unforeseen socio-psychological performance. Moreover, one of recent trends in the mechanism of KS system is, that is dealt with as essential element in not only education but also in the establishment of learning system for knowledge management and successful global management with a view to national knowledge. It is regarded thus very important issue and Korea is not an exception (Kang, 2005; Kim, 2001). With such shift of perception many universities and business firms have aggressively been utilizing this KS system for their employees' learning and training, and for the establishment of social network business or social capital. As of 2011 the Government of Korea is operating, as a state, virtual community for KS with twenty two other countries all over the world. Through solutions from this system it has turned out to be that Korea was able to share what she uniquely experienced in economic development as an outcome of democracy and in other various cultural aspects with those countries (Lee, 2010).

Generally, virtual community-based KS system is defined as an environment for real time interaction to share their interest and knowledge through specific social media for networking (Williams et al., 2000). In this kind of social networking venues people attempt to obtain solutions to their concerns and problems in learning without face-to-face encounters. This trend came to be regarded as one of contributing factors to the intensification of the knowledge-based society. In knowledge-based society knowledge it-self is utilized as a social asset. Therefore this kind of individual or social knowledge is reconstructed in light of social constructivism as she or he does organize exchange, expand and share it (Jeong, 2011). This perspective is valued thus important among university education in Korea. In other words, such high level educational institutions as universities encourage interactions among participants through KS system to

induce an enhancement of the outcome of their studies as well as self-motivated learning skills. Most Korean universities have so far been establishing KS system with a focus on collective learning centered on assisted learning centers, however, a more recent trend is that they are placing more weight in putting them into practice in venues of learning.

Besides, what they tend to be headed for with respect to the establishment of KS system in Korean university settings turns out to be not only the dynamic learning of team learning based-knowledge, experience and individual knowhow but also the enhancement or strengthening of social relationship amongst learners and their abilities. Therefore, it has been quite a while since team project came to gain its significance as subject both in college classrooms and the assisted learning centers in any university in Korea (Jo, 2010), where they mostly assist students reorienting their learning activities toward that direction. In the backdrop of them all there appears to be a close connection between the phenomena and the advent of idea of team level learning model based-shared mental model since 1990s and a study on team dynamic learning model (Hutchins & Klausen, 1996; Gibson, 2001). Furthermore, more recent trend is that vigorous studies are being increased to represent and address the need to solve more complex learning subjects which demand a longer process of in-depth discussions over complex mix of problems of interrelated or unrelated (Ensley & Pearce, 2001; Jeong, 2011; Jo, 2010; Jeong & Choi, 2007; Moon et al, 2012).

Nevertheless, the level of Korean universities' KS system might be unsatisfactory yet in light of effectiveness of learner motivated research or learning transfer of shared knowledge, if evaluated (Korea Bureau of Education Development, 2011). In other words, in most cases teacher oriented teaching is more prevalent rather than student motivated learning program. Definitely it needs further improvement considering the fact that we can expect a more meaningful learning outcome from students when the concept of sharing knowledge is pursued in a more positive manner. Moreover, some analysts tried to attribute the problem of less than ideal learning environment to the insufficiency of related studies concerning, for example, student oriented perceptions of KS behaviors and characteristics analysis (Jeong, 2011). In this context, more systematic studies are needed in this field. This study is focused on offering a suggestion for a desirable establishment of KS system with a review and analysis of previous studies on the factors influencing Korean students' activities of KS.

Concretely, we identify and examine the following: First, we conduct interviews with university students who are actually utilizing KS system and attempt to analyze both endogenous and exogenous latent variables of KS through a social cognitive theory (SCT)-based SEM analysis. Secondly, we explore the consequences and influences the essential factors pose one another in the mix of achievement goals, expectation level, individual sense of achievement and motivational causes that Korean students cherish as core values in KS. Thirdly, we believe our analysis provides theoretical, practical and Cosmo political implications through testing and proving the validity of certain causality model based-models, which consist of many hypotheses. Thus we attempt an identification of a model fit in this study.

THEORETICAL UNDERPINNING

Knowledge sharing perception and social cognitive theory

Arguably, as the importance of information and knowledge is being enhanced as resources of society many approaches to the study of KS behaviors have internationally been made with a perception that people directly associate this with achievement factors that pertain to individuals and organizations (Argot & Ingram, 2000; Bhagat et al., 2002). People carry out a series of tasks of identification, outflow, transmission, and inflow through KS behaviors (Kim et al, 2011). According to some researches, we can largely divide many scholars' positions into three mainlines. First, there are analyses on a series of processes of KS within a practice community. In this case they divide the whole process of KS into four divisions of knowledge classification, knowledge initiation, knowledge transfer, and knowledge assimilation and then observe the process of circulation. The second perspective tries to measure quantity and frequency after they defined KS processes. In this approach they quantify and measure the flow of knowledge among participants of the KS in the form of efforts and time they put into anticipating to give or to get ideas from one another (Cabrera et al., 2006). The last approach observes the social networking employed in the KS process. This perspective stresses building of social relationship in a sense of creating a feeling of interaction, support and identity or belong in addition to just researching information and solutions to problems believing that the former better represent the characteristics of KS. Therefore, most researches made in this area put emphasis on the social process of KS such as social exchange theory (SET), SCT, social capital theory, etc. (Andrews, 2002; Zhang & Hilts, 2003).

Especially, SET is based on the fact that each individual reciprocates what she or he received from others (Blau, 1964). In this approach they interpret KS as a social resource that motivates people toward extrinsic benefit and intrinsic benefit. Hence, some researchers attempt to observe and explain according to these views (Constant et al., 1994). However, in a more complex environment we live nowadays it is more desirable to prefer a composite analysis methodology to sticking to a certain fixed methodology (Andrews, 2002; Zhang & Hilts, 2003).

Accordingly, this study puts more weight on interpreting social cognitive impact factors with a view to SCT rather than on identifying social exchange or the contents of KS among participants. From the stand point of SCT every individual's KS activity has characteristics of depending on her or his relationship with others. Their activity is thus influenced by emotional or psychological situations (Jeong, 2011; Jo, 2010). That is why SCT based-researches on KS

are mostly focused on measuring the environmental factors, constructional and personal factors, the culture of an organization and leadership, evaluation and rewards (Chen et al., 2012).

The SCT this study suggests as one of its theoretical backgrounds became one of the most frequently employed theories, which is extensively applicable to education, clinical settings, sports, as well as the analysis of a certain tribe's cultural behavior characteristics since it was first introduced by Bandura (1986). Besides, it has been quite a while since a tendency took shape for socio-psychological studies such as the analysis of a specific society's cultural acceptability and attitude to be employed. Therefore, some researchers have been arguing that virtual community based-KS activities have no other option but to be influenced by interactions between individuals and social networking. Thus the efficacy thereof turns out to be different in accordance with the degree involved. This view constitutes a part of the rationale why SCT is so extensively applied even to the study to comprehend the tendency of KS activity.

In SCT, expectancy trust that works as a factor determining human behaviors is divided into two, i.e., expectancy outcomes and self-efficacy. Expectancy trust tends to be evident mostly in a positive environment. Therefore, some papers explored the relationship between KS behavior and personal cognition from the social cognitive perspective. In this respect, some KS related researchers such as Park & Lim (2008), Yu et al. (2010) proved that KS activity is closely related to the attributes of expectancy confidence through experimental results (Park & Lim, 2008; Yu et al, 2010). Accordingly, in this study we propose latent variables of sharing goal orientation, organizational climate, KS self-efficacy, outcome expectance, and KS behavior to explain about the strength of influence among variables of optimum model through Korean undergraduate students' KS related-analysis of covariance structure.

RESEARCH MODEL AND HYPOTHESIS

Sharing Goal Orientation

KS activity is a series of activities, through which individual shares information, builds trust, executes decision making and expands knowledge together with other participants of the virtual community (Cabrera et al., 2006). Therefore, most of knowledge sharers attempt to form a social relationship with many other people who are interconnected through network, through which they approach it with a definite goal orientation to obtain information on their concerns or a solution to their problems (Lin, 2007; Yu et al., 2010). In this respect, some researches have categorized participants as either learning goal oriented or performance goal oriented.

According to goal setting theory (Locke, 1968), a human behavior is originated from conscientious goals setting and intents of the heart. Consequently specific and challenging goal setting can significantly contribute to achievement. In the field of education, goal orientation means learners' goal for learning objectives. This can be divided into learning orientation or mastery orientation and performance orientation.

Ames and Archer (1987) grouped participants based on a single judgment involving the relative value of performing well versus exerting effort in an achievement setting. This stresses that goal orientation is the trait variable that definitely directs learning achievement and motivation. Besides, Fisher and Ford (1998) argued that people with learning orientation in most cases have a definite goal orientation so that they may turn out to produce higher learning performance as a result. Goal orientation is largely divided into performance orientation and mastering orientation. People with higher performance orientation put more weight on goals to excel others, whereas people with higher mastering orientation put more weight on the process of consistently developing abilities (Fisher and Ford, 1998). Accordingly, people with performance oriented tend to think that abilities are given to or limited to a person whereas people with mastering oriented tend to think that intelligence is not limited. Thus, abilities are the product of one's efforts. This viewpoint is applicable to KS activities.

According to the previous studies on KS, goal orientation is perceived as a factor that directly determines motivations, organizational climate and performance in the process where she or he chooses to carry out a specific action (Lin, 2007; Yu et al., 2010). Of course it depends on the researchers but studies on the application of KS goal orientation scales are focused, in most cases, on the performance goals of individuals and organizations, which are obtained through KS. Furthermore, some researchers have categorized goal orientation in virtual community. In addition to sharing goal orientation these related studies have suggested expense and profit, endogenous motivation, and exogenous motivation as major factors affecting sharing goal orientation.

According to Bock et al. (2005), found that tree virtual community culture factors for KS are related to these institutional structures (i.e., fairness, identification) (Yu et al (2010). Besides, perceived fairness is the expression used to depict the role of farness as it directly relates to the community (Hsu et al., 2007; Yu et al., 2010). Strong identification with the community unit results in greater in-group favoritism, while increased social identity reduces competition between group members. A group of people can became a community-of-practice if individuals contribute in a voluntary manner because they feel that more can be learned through community participation, and because they identify closely with their own perceptions of the community culture (Yu et al., 2010). Besides, identification means the value of faith they place on the virtual community, which is the object for individuals to interact with a view to KS activity (Hollander & Willis, 1967). In other words, intensification is a precursor to induce group cooperation (Tyler,

1999). Moreover, interactive learning allows members to get close enough to acquire not just the explicit knowledge, but the deeper tacit components of knowledge (Lin, 2007; Yu et al., 2010).

In this context we set up 'fairness' and 'identification' as measurement variables for sharing goal orientation scale to be applied to this study: the constructs were adopted from Bock et al. (2005), Barret et al. (2004), Yu et al. (2010) . We therefore hypothesize that:

H1: Sharing Goal Orientation has a positive effect on Organizational Climate of KS

H2: Sharing Goal Orientation has a positive effect on Self-efficacy of KS

H3: Sharing Goal Orientation has a positive effect on Outcome expectancy of KS

H4: Sharing Goal Orientation has a positive effect on KS Behavior

Organizational Climate

Organizational climate represents the degree a human being is affected by environmental influences while she or he is carrying out a specific action (Hsu et al., 2007). According to SCT model, the personal factor, environmental influences, and behavior act as interacting determinants that influence each other bi-directionally (Bandura, 1997; Tsai & Cheng, 2010). Organizational climate is emphasized as a determinant factor that influences performance degree in business or study (Cabrera & Cabrera, 2005). For instance, low value of organizational climate negatively affects the performance degree of business or study, however, high value of this positively affects to the contrary according to many research result. Therefore, the motivational factor of a certain organization is a determinant of significance that determines the organizational climate either plus or minus. In other words, the level of self-esteem an individual comes to feel during her or his organizational activity or study related activity influences successful performance. This is closely related to not only the social growth or development but also the performance degree of a person in her or his environment of study.

Especially, organizational climate in KS community provides learners with motivation to achieve goals of high level and to induce communication (Patterson et al., 2005). Throughout this process a learner continually participate in social relationship and expand shared knowledge. From this standpoint this study proposed organizational climate as determinant variable that directly determines self-efficacy and outcome expectance after reviewing previous studies (Hsu et al., 2007; Patterson et al., 2005; Quinn and Rohrbaugh, 1983; Stone & Henry, 2003; Tsai & Cheng, 2010; Yu et al., 2010). H5-H7listed below represents hypotheses to measure path coefficients that are influenced by organizational climate.

H5: Organizational Climate has a positive effect on Self-efficacy of KS

H6: Organizational Climate has a positive effect on Outcome Expectancy of KS

H7: Organizational Climate has a positive effect on KS Behavior

KS Self-efficacy

Self-efficacy theory maintains that all processes of psychological and behavioral change operate through the alteration of the individual's sense of personal mastery or efficacy (Bandura, 1986, 1997). According to SCT (Bandura, 1986, 1997, 2000), self-efficacy is defined as "judgment about one's ability to conduct and organize behavior needed to create a certain kind of outcome or performance" selectively using behavioral, cognitive and emotional resources necessary for successful performance. Accordingly, self-efficacy and outcome expectations are seen as predictors of personal factors since both of them are considered major influences on human behavior (Bandura, 1997). This is no exception in learning environment, too. Many studies indicate that self-efficacy is strongly related to student learning behaviors (Lent et al., 2008). As a factor learning achievement, self-efficacy is maximized mostly by self-regulation (Bandura, 2000; Moon et al., 2012). Thus, learners sure of self-efficacy handle a task more actively and aggressively in a certain situation, spends a lot of effort and time on a specific work consistently, set up higher standards regarding behavior to be performed, and commit themselves to accomplish it (Bandura, 1997; Locke, 1968; Moon et al, 2012).

According to SCT, in their KS environment people's social activity is formed and controlled by social network and cognition of people (e.g., expectance, belief) (Jacobs et al., 2012). Especially, when a voluntary spirit is dominant in an environment people better organize strategic ideas to achieve better outcomes and efficiently utilize obtained knowledge (Chen et al, 2012). In this respect, self-efficacy is understood as having much relevancy with openness to new stuff and learning transfer according to many researches related to KS. In particular, what a learner directly or indirectly learns includes performance standards, which becomes the standard for self-evaluation (Malhotra & Galletta, 1999). This view highlights that self-efficacy is directly related to an individual's KS performance. Based on the listed literature (Bandura, 1997; Ardichivili et al., 2003; Bock & Kim, 2002; Malhotra & Galletta, 1999; Tsai & Cheng, 2010; Hsu et al., 2007), this study proposes the following hypothesis.

H8: Self-efficacy has a positive effect on Outcome expectancy of KS

H9: Self-efficacy has a positive effect on KS Behavior

Outcome Expectancy and KS Behavior

Outcome expectations represent evaluation of performance outcome. In other words, outcome expectancy is defined as the consequence of an act and not the act itself. Outcome expectations consist of three major forms: physical effects (e.g., pleasure, pain, and discomfort), social effects (e.g., social recognition, monetary rewards, power, and applause) and self-evaluation effects (e.g., self-satisfaction, self-devaluation) (Bandura, 1997; Hsu et al, 2007). Moreover, self-efficacy and outcome expectations are seen as predictors of personal factors since both of them are considered major influences on behavior (Bandura, 1986, 1997).

According to SCT (Bandura, 1997), individuals are more likely to undertake behaviors they believe will result in valued outcomes than those they do not see as having favorable consequence. Most people carry out virtual imitation behavior and self-evaluation through faith that they can achieve specific objectives (Bandura, 1997). Bandura (1986) suggested that imitation behavior consists of largely four processes. The first one is the process of attention, in which an observer obtains information on the most important factors by paying a keen attention to it. The second one is the process of memory retention. The third one is the process of motor reproduction. Motor reproduction is a process to cognitively reorganize responses. Once do people watch individuals' outcomes and bring feedback to one's own behavior. The fourth one is the process of motivation, in which an observant imitates a behavior. Once judged as valuable they continually carry out the particular behavior. However, Bandura (1997) pointed out that there was a difference between acquisition and performance in an imitation behavior. That is, in real living environment it tends to be unlikely for people to put it into action even though they watched advertisements that instigate them for imitation. Many researchers interpret it this way. The reason why behavior is not regenerated even though attention paying and memory retention are taking place normally is because the effect of motivation was not sufficient. In this respect, the expectancy theory suggested by Bandura (1997) consists of two elements. The first element is self-efficacy expectation that the observer has thinking she herself or he himself also can do it efficiently. The second element is outcome expectation. This explains why an observer is motivated to imitate a certain object figure, that is, all because she or he expects to have the same desired outcome. This theory is also applied in the studies of KS behavior.

Within the context of KS behaviors, several researchers have observed the relationship between outcome expectations and performance (Compeau & Higgins, 1995; Johnson & Marakas, 2000; Constant et al., 1994). Especially, as a matter of fact, the two types of outcome expectations advocated by Compeau and Higgins (1995) emphasize the individuals' benefits derived from people's actions (Hsu et al., 2007).

Consistent with previous research, outcome expectations in the context of KS behavior are a certain belief and trust that KS will bring about achievement for sure. Thus it works as determining factor in the utilization of the obtainable knowledge or in the amount of imitation. Throughout this process a knowledge sharer carries out her or his self-initiated KS behavior. Thus, outcome expectancy is treated as a major environmental factor affecting individual characteristics and their behavior. In this respect outcome expectancy and KS behavior seem to be applicable to KS as below. According to the quoted literature here (Bandura, 1997; Ardichivili et al., 2003; Bock & Kim, 2002; Malhotra & Galletta, 1999; Tsai & Cheng, 2010; Hsu et al., 2007), this study propose the following hypothesis. Therefore,

H10: Outcome Expectance has a positive effect on KS Behavior

Figure 1 is a model designed based on H1-H10 Hypotheses of this study. After reviews of previous studies, this study propose a study model for positivistic analysis of those elements that affect KS behaviors of Korean undergraduate students, and for validation of the optimum model's efficacy and ability to explain as follows:.

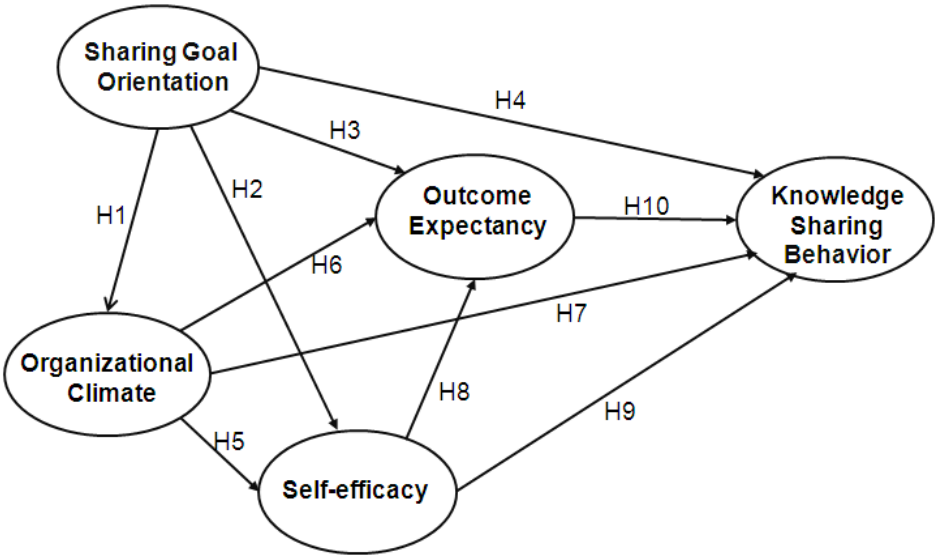

Figure 1. Research model and hypothesis

METHODOLOGY

Primary data analysis and procedure

These participants for this study comprising Table.1 had been selected from Humanity and Social Science College students, Gyung-Gi University, Korea. The duration of the period to conduct the experiment was for two months from May to June 2012. AMOS^{TM} and SPSS programs were employed for analysis. Questionnaires for this study were composed based on previous studies. We conducted this experiment by applying Likert 7. In accordance with the title of this study undergraduate students were the target group for this experiment. For effective analysis we did not designate a KS system in particular but used a popular web-site that is extensively visited by college students in Korea and measured to find out as to how KS system is utilized there. The approach of this kind of study includes a public opinion survey. Thus, it is regarded effective in analyzing the propensity of a particular sample group's daily activities of KS.

Among total number of 131 participants 12 were excluded for deficiency, and 119 were chose. The profile of student who participated is as follows: female 57 (49.1%), male 59 (50.9%), age-wise, 2 19years (1.7%), 11 20 years (9.5%), and 47 above 24 years (40%). Grade-wise, 13 sophomores (11.7%), 76 juniors (65.2%), and 27 seniors (23.1%). To the question whether or not they have used KS system, all have answered, "Yes". It is evident that KS system turned out to be positively utilized.

To the question, what is the purpose of using KS in virtual community? 59 answered for study (49.9%), 22 for healthy living (18.5%), 8 for Socio-politics (6.7%), 9 for economy-finance (7.6%), 10 for culture and art (8.4%), 11 for etc. (9.2%). This shows that many more students are utilizing this for study or healthy living.

Measuring numbers of hours per week they use KS system, we found out the following: 54 less than 3hours (44.5 %), 36 less than 4-6 h (30.3%), 11 less than 7-9h (9.2%), and 18 more than 10 h (14.6%). Most frequently visited platforms were Internet 87(73.1%), mobile 32 (26.9%), thus it showed the magnitude of mobile usages as well. This is construed that so called LTE mobile, which represents the recent progress of wireless communication technology in Korea resulted in such like statistical outcome.

Table.1 Descriptive statics

Gender		Age		Academic level		Purpose of KS	
Female	58 (48.7%)	<19	2 (1.7%)	2	13(10.9%)	1	59 (49.9%)
male	61 (51.3%)	20	11 (9.2%)	3	77 (64.7%)	2	22 (18.5)
Total	119 (100.0 %)	21	21 (17.6%)	4	29(24.4%)	3	8 (6.7%)
		22	21 (17.6%)			4	9 (7.6%)
		23	14 (11.8%)			5	10 (8.4%)
		>24	50(42.0%)			6	11(9.2%)
KS system currently using		Yes	116 (100.0%)	KS platform ever used		Mobile	32 (26.9%)
		No				Internet	87 (73.1%)
KS system use time (1 week)		< 3h	54 (44.5%)				
		<4-6 h	36 (30.3%)				
		<7-9 h	11(9.2%)				
		>10 h	18(15.1%)				

MEASURES

Table 2 shows measurement of variables, quoted from previous studies. All the questionnaire items used 7 point Likert-type scale where (1) = strongly disagree, (7) = strongly agree. Latent variables applied to this study are 'sharing goal orientation', organizational climate', KS self-efficacy, 'outcome expectancy', 'KS behavior'.

Sharing goal orientation scale is slightly various depending on the researchers. However, mostly they are focused on performance goals that individuals and organizations desire to obtain through KS. In this regard this study proposed measurement items based on the study of Chow & Chan (2008); Hsu et al. (2007); Tsai & Cheng (2010); Yu et al. (2010) Especially, Yu et al (2010) in his study classified 'fairness', 'identification', 'openness' as components of sharing culture. However, in this study "openness" was excluded, which is so general element in digital environment. In this respect, individuals' performance goal proposal related-sharing goal orientation was subdivided into "fairness with this community", "personal developments", "strengthen my ties with existing team members", "build a sense of joint ownership on the team". Organizational climate motivates its learners in a KS environment to induce high level of performance goals and more meaningful interactions (Stone & Henry, 2003). Through this learners come to more positively participate in the activities of KS. In accordance with previous studies this study employed the following allocable constructs: "clarity of organizational goal", "flexibility", and "reflexivity".

KS self-efficacy is defined as ability and confidence in using KS system (Bock et al (2005). Many previous researches proposed that KS self-efficacy influenced the variables of outcome expectancy and KS behavior. In this context we applied "enactive attainment", "vicarious experience", "verbal persuasion" scales based on previous studies. Outcome expectances is an item to measure the judgment of individuals who participated aspiring that such KS activity of her or his will bring about some benefit to oneself and the organization (Bandura, 1997). This item determines the magnitude of imitation, utilization, and expansion of individual knowledge that was obtained through KS activity. In this respect, this study applied "Expected reward", "Expected association", "Expected contributions" based on previous studies. KS behavior is to measure the continuity of such behavior.

Table.2 Measurement of variables

Construct & Variable	Item	Source
Sharing Goal Orientation (SGO)	The achievement goal of individuals in KS:	Chow & Chan (2008); Hsu et al. (2007); Tsai & Cheng (2010); Yu et al. (2010);
SGO1	fairness with this community	
SGO2	Personal developments	
SGO3	Strengthen my ties with existing team members	
SGO4	Build a sense of "joint ownership" on the team	
Organizational Climate(OC)	The feeling conveyed in a group by the physical layout and the way in which members of the organization interact with each other:	Yu et al. (2010); Hsu et al. (2007) ; Stone & Henry (2003); Tsai & Cheng (2010); Patterson et al. (2005); Quinn and Rohrbaugh (1983)
OC1	Clarity of organizational goal	
OC2	Flexibility	
OC3	Reflexivity	
KS Self-efficacy (SE)	The belief that one is capable of performing Knowledge- sharing:	Bandura (1997); Ardichivili et al (2003); Bock et al. (2005); Bock & Kim (2002); Malhotra & Galletta (1999); Ming-Ten & Nai-Chang (2010). Hsu et al., 2007
SE1	Enactive attainment	
SE2	Vicarious experience	
SE3	Verbal persuasion	
Outcome Expectancy(OE)	The estimation that a given behavior will lead to certain outcomes:	Patterson et al. (2005); Quinn & Rohrbaugh (1983); Ming-Ten & Nai-Chang (2010);Hsu et al.(2007); Tsai & Cheng (2010)
OE1	Expected reward	
OE2	Expected association	
OE3	Expected contributions	
KS Behavior	The degree to which actually KS with others:	Bock et al (2005); Constant et al (1994); Dennis. (1996); Fishbein & Ajzen (1981)
KSB1	I have contributed knowledge to this community	Yu et al.(2010); Davenport, & Prusak (1998)
KSB2	I usually actively share my knowledge with others	
KSB3	I have tied my educational and training expertise with other members in more effective ways	

RESULTS

Measurement model

Table 3 shows the principle component analysis of six constructs. The confirmatory fact analysis (CFA) in AMOS™ was used to analyses construct validities, following the two-step approached of structural equation modeling (SEM) analysis (Fornell & Larcker, 1981). All mean were greater than 3.0, ranging from 6.10 to 6.44. This indicates an overall positive response to the constructs that are measured in this research. The standard deviations were less than one and this indicates that the item scores were around the mean scores. The three commonly employed decision rules for identification of factor loading 0.5-we followed (Hair et al., 2006), and items with factor loading values lower than 0.5 were abandoned from further research. Three items were deleted from consideration as results (Table. 3).

Construct validity refers to the degree which a construct differs from other constructs. It can be accessed through principle component analysis (PCA). With apply to varimax rotation method, PCA was used in an attempt to reconstruct five composite factors. The data obtained a CFA to test measurement model before testing the SEM. The model included 16 items describing five latent construct: sharing goal orientation, organization climate, KS self-efficacy, outcome expectancy, and KS behavior. These are item reliability of each measurement, composite reliability each construct, and the average variance extracted (Barclary et al., 1995).

Reliability refers to the extent to which the constructs are free from error and yield consistent result. Cronbach's alpha was used to measure the internal consistency of the multi-item scales used in this study. The item suggested that an alpha value of 0.70 should be considered acceptable all indicator loadings should be significant and exceed 0.7, the composite reliability (CR) should exceed 0.7, the AVE by each factor should exceed the variance due to measurement error for that factor (DeVellis, 2003; Nunally, 1978). As shown in Table 3, the reliabilities of all the constructs are between 0.716 and 0.897, indicating the scale had good reliabilities. The loadings of the items with their respective construct assess individual reflective item reliability. The resulting scores reflect the underlying dimensions more accurately than any of the individual items by accounting for the unique factors and error measurements that may also affect each item (Chin & Copal, 1995). Many researches are to the accept items higher than 0.5 and no cross-loading on multiple factors exceed 0.5 (Nunally, 1978; Barclay et al., 1995). In this testing, most of the standard loadings were over 0.70 and all items were significant at the 0.01 level.

Moreover, the composite reliabilities and the AVE for the dimensions are over the recommended acceptable 0.70 level and 0.50 respectively, it measures the amount of variance captured by the construct in relation to the amount of variance attributable to measurement error value. Convergent and discriminate validities are assessed by applying the fact that the square root of the AVE by a construct from its indicators (1) should be at least 0.5 and (2) should be greater than that construct's correlation with other constructs, respectively (Barclay et al., 1995; Fornell & Larcker, 1981; Barclay et al., 1995; Moon et al., 2012). Accordingly, as shown in Table 3, all of the CRs, cronbach's alphas, and AVEs were indicating the scales had good reliabilities (Nunally, 1978) and the convergent validity for the constructs of the research model is adequate.

Table.3 Convergent Validity Analysis

Scale Item	Initial items	Final items	Standard Loading	Cronbach's α	Measurement Error	Composite Reliability	AVE
Sharing Goal orientation (SGO)	5	4		0.897	0.030	0.989	0.959
SGO1			0.835				
SGO2			0.842				
SGO3			0.826				
SGO4			0.811				
Organization Climate (OC)	4	3		0.716	0.062	0.956	0.880
OC1			0.625				
OC2			0.749				
OC3			0.647				

Self-efficacy (SE)	3	3		0.742	0.042	0.972	0.921
SE1			0.692				
SE2			0.648				
SE3			0.764				
Organization Expectancy (OE)	4	3		0.723	0.052	0.964	0.90
OE1			0.641				
OE2			0.731				
OE3			0.680				
Knowledge Sharing Behavior(KSB)	3	3		0.746	0.05	0.968	0.91
KSB1			0.757				
KSB2			0.759				
KSB3			0.611				

Table 4 presents the discriminate validity was tested comparing the square roots of AVE of factor and its correlation coefficients with other factors. The discriminate validity of the scales was assessed using the benchmark suggested by Fornell & Larcker (1981): the square root of AVE from the construct should be greater than the correlation shared between the construct and other constructs in the model (Fornell & Larcker, 1981). As shown in Table 4, all square roots the AVEs were larger than correlation coefficients of the facts, thus showing good discriminant validity (Nunally, 1978).

Table .4 Matrix of inter correlation and Square roots of AVEs

Discriminate Validity Coefficients	Components				
	SGO	OC	SE	OE	KSB
Sharing Goal orientation (SGO)	**0.979**				
Organization Climate (OC)	0.192	**0.938**			
Self-efficacy (SE)	0.132	0.062	**0.960**		
Organization Expectancy (OE)	0.230	0.110	0.212	**0.949**	
Knowledge Sharing Behavior(KSB)	0.194	0.194	0.155	0.181	**0.954**

Note: Diagonal in parentheses: square root of average variance extracted (AVE) from observed variables (items): Off-diagonal elements: correlations between constructs.

Structural model estimation

Fig. 2 shows the standardized path coefficients for the model and their significance. The proposed model research model was SEM. The followings are the overall model fit and of each research hypotheses. The structural model and hypnosis are assessed by examine the significance of the path coefficients and the variance accounted for by the antecedent constructs.

Moreover, Fig. 2 provides the result of hypothesis testing. Supporting H1, sharing goal orientation has a positive effect on organizational climate of KS (path coefficients= 0.457, $p < 0.01$). Supporting H2, sharing goal orientation has a

positive effect on self-efficacy of KS (path coefficients= 0.353, $p < 0.01$). Supporting H3, sharing goal orientation has a positive effect on outcome expectancy of KS (path coefficients= 0.528, $p < 0.01$). Supporting H4, sharing goal orientation has a positive effect on KS behavior of KS (path coefficients= 0.477, $p < 0.01$). Supporting H5, organizational climate has a positive effect on self-efficacy of KS (path coefficients= 0.190, $p < 0.05$). Supporting H6, organizational climate has a positive effect on outcome expectancy of KS (path coefficients= 0.290, $p < 0.01$). Supporting H7, organizational climate has a positive effect on KS behavior of KS (path coefficients= 0.438, $p < 0.001$). Supporting H8, self-efficacy has a positive effect on outcome expectancy of KS (path coefficients= 0.445, $p < 0.01$). Supporting H9, self-efficacy has a positive effect on KS behavior of KS (path coefficients= 0.355, $p < 0.01$). Supporting H10, outcome expectance has a positive effect on KS behavior of KS (path coefficients= 0.438, $p < 0.01$). As a result, all of the hypotheses were strongly supported at 0.01 levels for the standardized path coefficients.

The model explained substantial variance in organizational climate of KS (R^2 =0.335), self-efficacy (R^2 =0.182), outcome expectancy (R^2 =0.550), and KS behavior of KS (R^2 =0.506). These results indicate that dependent variables in the model have more explanatory power than independent variables.

Finally, the results of the fit indices for the proposed research model in this study are χ^2=106.3 (p =0.001), df=94, χ^2/df=1.13, RMR (0.028), RMSEA (0.033), IFI (0.983), CFI (0.983), GFI (0.901), NFI (0.872) and AGFI (0.857). Many studies using SEM accept Chi-square/ degree of freedom (χ^2/df) should be less than 3, RMSEA (root mean square error of approximation) should be less than 0.05, GFI (goodness-of-fit index), adjusted GFI, IFI (incremental fit index), and CFI (comparative- fit index) in 0.8-0.9 confidence level (Chow & Chan, 2008). Therefore, the measurement model has an acceptable model fit with data, based assessment criteria such as recommended level.

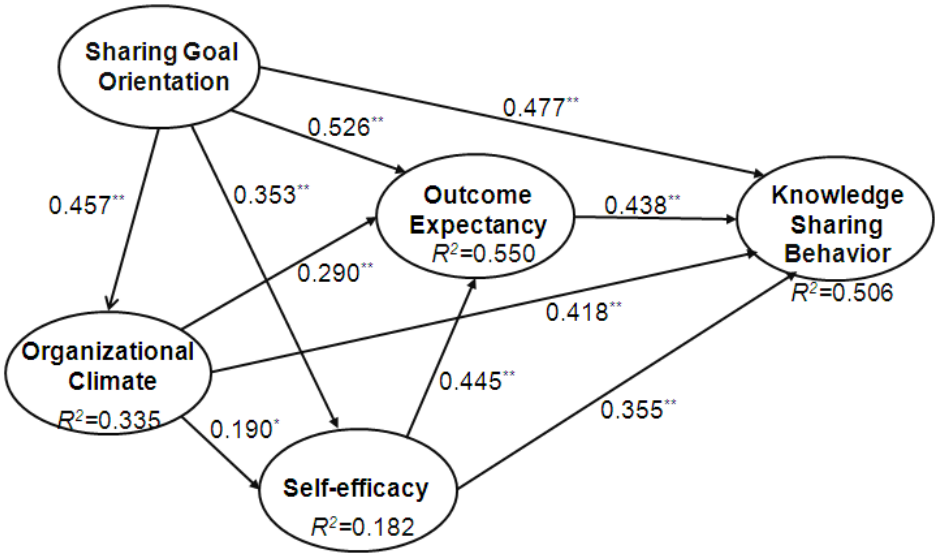

Figure 2. The empirical results of this study (*: p<0.05 **: p<0.01)

DISCUSSION AND CONCLUSIONS

The objective of this study is (1) to analyze the factors that influence undergraduate students of Korea in their individual perception and their social networking through model analysis based on socio-cognitive theory, and (2) to propose a direction to the establishment of desirable KS system.

According to SCT, people's KS behavior is affected by circumstances and objectives, and the individual's emotional and psychological situations (Jeong, 2011; Jo, 2010). Therefore, many researches are focused on environmental, structural, personal factors as well as factors of organizational culture, organizational structure, leadership, and analysis of evaluation and motivation (Chen et al., 2012; Jeong, 2011; Jo, 2010). Moreover, a more recent trend is an increase in the studies pertaining to learning. People are being faced with the advent of more composite problems with a mix of all irrelevant issues, which are demanding more time in turn. Consequently this trend is on the rise posing the ever increasing need to clarify the relevancy as to team environment, the pattern of shared knowledge among team members and the dynamics of learning (Jacobs et al., 2012; Jeong, 2011; Kim et al., 2011).

In this regard, this study attempted an analysis of cause-effect relationship and influences among core variables that Korean undergraduate students' value such as performance goals, expectancy level, personal sense of achievement, and motivation. For effective study outcomes we conducted a survey through interviewing undergraduate students who are actually utilizing KS system.

According to previous study reviews, we proposed SCT based-five latent constructs (including 16 items) and understood through a SEM analysis both endogenous and exogenous latent variables within a model that affect to each other toward KS behavior. Latent constructs that are employed are 'sharing goal orientation', 'organizational climate', 'self-efficacy', 'outcome expectance', and 'KS behavior'.

Proposed variables were analyzed through utilization of such statistical instruments as element analysis, trust analysis, frequency analysis, and t-qualification. An analysis of inter-relationship among variables was made in addition to verification of study model by structural equation model. A belief model testing and hypothesis testing supported 10 hypotheses were tested through a mix of cause and effect models. As a result proposed hypotheses as a whole and path coefficients turned out to be valid. Moreover, we conducted an analysis of covariance structure for measurement of the strength of influence in between variables. We also attempted to measure the strength of influence between individual elements for the validation of optimum model's ability to explain. To obtain a meaningful probability figure of indirect effect we employed bootstrapping as well for statistical validity of its meaningfulness.

Concretely, in the analysis of direct effect of research model, sharing goal orientation variance and organizational climate was 0.457, KS self-efficacy was 0.353, outcome expectance was 0.526, KS behavior was 0.477; organizational climate and KS self-efficacy was 0.190, outcome expectance was 0.290, KS behavior was 0.418, KS self-efficacy and outcome expectance was 0.445, KS behavior was 0.355, outcome expectance and KS behavior was 0.438.

Analysis results of indirect effect, sharing goal orientation variance outcome expectance was 0.206, KS behavior was 0.461, organizational climate and KS behavior was 0.005, KS self-efficacy was 0.116. analysis results of total effect, sharing goal orientation and organizational climate was 0.579, KS self-efficacy was 0.429, outcome expectance was 0.649, KS behavior was 0.566, organizational climate and outcome expectance was 0.046, KS behavior was 0.350, KS self-efficacy and outcome expectance was 0.394, KS behavior was 0.281, outcome expectance and KS behavior was 0.294.

To summarize these results, we can understand that Korean undergraduate students showed a propensity to value sharing goal orientation among KS behaviors. Thus, this turned out to be the most prominent element to influence outcome expectance and KS behavior the most. More specifically, the order of influence among variables is: sharing goal orientation, KS behavior, and outcome expectance. Thus, it is construed that most Korean undergraduate students value performance goals, expectation level, and motivation through personal sense of achievement in their KS activities. In summary we believe that we contributed with this study as follows:

First, we believe we took a significant step with this study by attempting to clarify the characteristics of cultural behaviors in association of KS in a specific national group in light of socio-cognitive theory, and to further clarify the causality among individual elements, whereas existing previous studies' main focus has mostly been placed on grasping the characteristics of a specific KS system. Results derived from this study, we believe, will be applicable for the establishment of multination KS system, which many countries are interested in pursuing so.

Secondly, this study looked into the chained interrelationship among all of these variables of sharing goal orientation variance, organizational climate, KS self-efficacy, and outcome expectance with respect to KS behaviors. Thus, we can expect to contribute to the establishment of a KS system comprising a wide range of digital-based human behavioral studies.

Thirdly, this study proved by experiments that sharing goal orientation and outcome expectance are important elements in the area of KS behavior. The result of this study suggests a sense of direction for system design, which will reflect self-efficacy and outcome expectance based on clarity of objectives rather than personal outcome expectances such as image-making or social reciprocity, which have been regarded important even up to present in many SCT based-researches. Accordingly, the results of this study can be applied in various areas not only in practical implications of socio-technology research but also in multinational KS system development in the countries.

LIMITATIONS

Regardless of several exhibitions made in this study there are some limitations. Thus, it needs further studies as follows: First, it was worthwhile for us to have attempted to apply SEM for clarification of causality that has to do with Korean undergraduate students' KS behaviors; however, more sufficient samples are needed to be applied for the generalization of this study result. A few researchers suggest that an estimate of the partial least square can improve as number of samples increases. Secondly, an additional analysis of the corresponding samples by categories of age, gender, occupation and etc. is needed for a systematic analysis of a specific nation's KS behavior. Thirdly, only one time questionnaire conducted in this study provides kind of insufficient ground in deriving an analogy about the causality analysis of cause and effect with respect to this study results. In this context, model qualification through a longitudinal study will be needful in the future studies. Fourthly, this study in its nature is an investigative study to analyze the characteristics of a specific nation's behavior based on SCT. Therefore we need to develop additional items of measurement in consideration of interrelationship between those variables.

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OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ ÖĞRENME STİLLERİNİN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ

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Özet: Öğrenme, dünyaya atılan ilk çığlıkla, ilk nefesin akciğerleri yakmasıyla oluşan acıyı öğrenmeyle başlar ve yaşam boyu devam eder. Bireylerin öğrenmelerini gerçekleştirirken kullandıkları yollar, öğrenme stilleridir. Her birey farklı bir öğrenme stiline sahiptir. Öğrenme stilini etkileyen pek çok değişken olabilir ancak sınıf ortamlarında öğrencilerin öğrenme stillerine uygun bir öğretim hizmeti verilmesi; öğrenmelerin daha etkili şekilde gerçekleşmesini sağlar. Buradan hareketle bu araştırmanın amacı okul öncesi öğretmen adaylarının öğrenme stilleri ile cinsiyet, öğrenim gördükleri sınıf düzeyi ile ilköğretim yaşantılarında ebeveynlerinden destek alıp almama durumları değişkenleri arasındaki ilişkinin incelenmesidir. Araştırmaya Trakya Üniversitesi Eğitim Fakültesi Okul Öncesi Öğretmenliği Bölümü öğrencileri katılmıştır. Araştırma betimsel tarama modellidir. Araştırmanın verileri Kolb (1985) tarafından geliştirilen; Aşkar ve Akkoyunlu (1993) tarafından Türkçe uyarlaması ile geçerlilik-güvenilirlik çalışması yapılan "Kolb Öğrenme Stili Envanteri" ve araştırmacılar tarafından hazırlanan kişisel bilgi formu kullanılarak derlenmiştir. Elde edilen veriler SPSS paket programında incelenmiş ve öğretmen adaylarının öğrenme stilleri ile cinsiyetleri ve öğrenme stilleri ile ilköğretim yaşantılarında ebeveynlerinden destek alıp almama durumları arasında anlamlı bir farklılık bulunmamıştır. Buna karşın öğretmen adaylarının öğrenim gördükleri sınıf düzeylerine gore öğrenme stillerinin farklılık gösterdiği bulgulanmıştır.

Anahtar Sözcükler: Kolb Öğrenme Stili Envanteri, Öğrenme stilleri, Okul öncesi öğretmen adayları, Sınıf Düzeyleri, Ki-Kare

GİRİŞ

Öğrenme stili kavramı, ilk kez 1960 yılında Rita Dunn tarafından ortaya atılmıştır. Bu yıldan itibaren de üzerinde sürekli araştırmalar ve çalışmalar yürütülmüştür. 1980'li yıllardan sonra da öğrenme stili ile ilgili araştırmalar gerek sayı gerekse nitelik açısından artmıştır (Babadoğan, 1995, s.1058; Güven ve Kürüm, 2004).

Kolb' un sözleriyle ifade edersek öğrenme stili "Durumdan duruma belirli oranlarda değişebilen öğrenme tercihidir." (Chen, Chiou, 2012). Öğrenmenin esnek doğasını ifade eden bu fikir bu araştırmanın da temelini oluşturmaktadır.

Kolb'un deneyimsel öğrenme teorisi, öğrenmenin kişinin çevresiyle sürekli bir adaptasyon ve etkileşim halinde olduğu bilişsel bir süreç olduğunu varsayar. Bireyler bilgiyi alınan talimatlardan ziyade deneyimlerinden faydalanarak yaratırlar. Çatışmalar, anlaşmazlıklar ve farklılıklar öğrenme sürecinde; öğrenmeyi gerçekleştiren bireyleri yapma, yansıtma, duygular ve düşünceler arasında hareket ettirerek etkiler (Bergsteiner, Avery, Neumann, 2010).

Kolb tarafından geliştirilen deneyimsel (yaşantısal) öğrenme kuramına göre öğrenme bir döngüdür ve bireyin öğrenme sürecinde bu döngüden sayısız kez geçmesi kaçınılmazdır. Her bireyin, öğrenme stili dört temel etkin öğrenme biçiminin bileşenidir. Bu biçimler; bireyin somut deneyimlerle karşılaşması (Somut Yaşantı, Concrete Experience) (SY), bu deneyimlerle ilgili gözlemler yapması ve bunu yansıtma süreci (Yansıtıcı Gözlem, Reflective Observation) (YG), daha sonra bu yansıtmalardan soyut kavramlar geliştirmesi (Soyut Kavramsallaştırma, Abstract Conceptualization) (SK) ve son olarak da bu kavramlar üzerinde yaptığı değerlendirme ve genellemeleri aktif yaşantısına geçirmesidir (Aktif Yaşantı, Active Experimentation) (AY). Bireyin soyuttan somuta (SK-SY), aktiften yansıtıcıya (AY-YG) kadar farklı biçim tercihleri onun dört farklı öğrenme stilini ortaya koymaktadır. Bu öğrenme stilleri:

- Değiştiren (Diverger); Somut Yaşantı ve Yansıtıcı Gözlem öğrenme biçimlerinin,
- Özümseyen (Assimilator); Yansıtıcı Gözlem ve Soyut Kavramsallaştırma biçimlerinin
- Ayrıştıran (Converger); Soyut Kavramsallaştırma ve Aktif Yaşantı biçimlerinin ve
- Yerleştiren (Accomodator); Somut Yaşantı ile Aktif Yaşantı biçimlerinin bileşenleri olarak adlandırılmaktadır (Ergür O. D. , 2010).

Kolb, öğrenme sürecinde bireyin tüm bu alanlara değindiğini ifade etmiştir. Somut deneyimler gözlem ve yansıtmalar için bir temeldir. Bu yansıtmalar benzeştirilir ve soyut kavramlar halinde ayrıştırılır ki bu da eylemin şekillenebilmesi için yeni çıkarımlar yapılabilmesine olanak sağlar. Bu çıkarımlar da aktif olarak test edilebilir ve yeni deneyimler yaratmada rehber olarak hizmet edebilir (Kolb, Kolb, 2009).

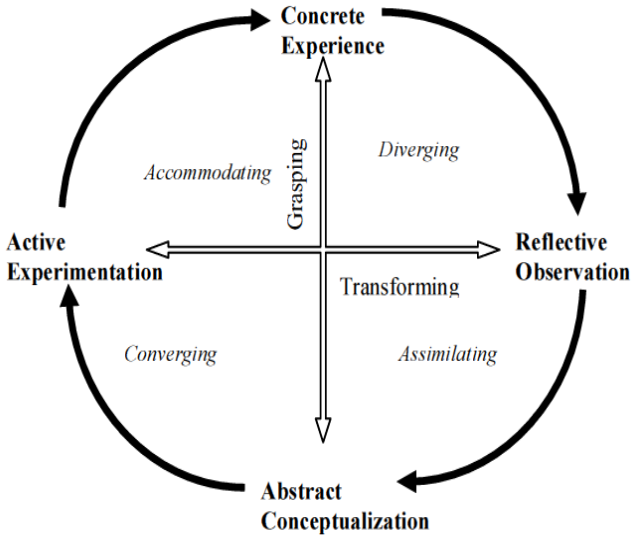

Fig.1 Experiential Learning Cycle

Şekil 1: Deneyimsel Öğrenme Halkası

Kolb (1985), yerleştiren öğrenme stiline sahip insanların mantıklı analizler yapmaktan çok, öncelikle ellerini kullanarak deneyimleyen ve sezgisel olan bireyler olduğunu; değiştiren öğrenme stiline sahip insanların çok farklı bakış açılarından somut durumları görmede; özümseyen öğrenme stiline sahip insanların çok sayıda bilgiyi anlama ve mantıklı bir formda özetlemede; ayrıştıran öğrenme stiline sahip insanların ise fikirler ve teoriler hakkında pratik uygulamalar bulmada çok iyi olduklarını ifade etmiştir (Loo, 2004).

Kolb (1984), öğrenme sürecinin herhangi bir aşamasında öğrencinin öğrenme stiline uygun bir yaşantı geçirmesinin, öğrencinin aidiyet duygusunu güçlendirdiğini ve sürece olumlu etkisi olduğunu ifade etmektedir. (Ergür O. D. , 2010). Deneyimlerin edinilmesinde eğitim ortamlarının ve çevresel faktörlerin yanı sıra; ailelerin sağladığı koşullar, özellikle okul yaşamının ilk yıllarında bireye destek olan bir yetişkinin varlığının öğrenme üzerinde etkili olabileceği düşünülmektedir.

Buradan hareketle bu araştırmanın amacı; 2012-2013 eğitim öğretim yılında Trakya Üniversitesi' nde öğrenim gören okul öncesi öğretmen adaylarının öğrenme stilleri ile çeşitli değişkenler arasındaki ilişkinin incelenmesidir. Bu amaç doğrultusunda şu sorulara cevap aranmıştır;

- Okul öncesi öğretmen adaylarının cinsiyetleri ile öğrenme stilleri arasında ilişki var mıdır?
- Okul öncesi öğretmen adaylarının öğrenim gördükleri sınıf düzeyi ile öğrenme stilleri arasında ilişki var mıdır?
- Okul öncesi öğretmen adaylarının okul yaşamlarının ilk yıllarında kendilerine destek olan bir yetişkinin varlığı ile öğrenme stilleri arasında ilişki var mıdır?

Yöntem

Araştırma betimsel tarama modellidir. Araştırmanın örneklemini Trakya Üniversitesi Okul Öncesi Öğretmenliği Bilim Dalı' nda öğrenim gören 1. , 2. , 3. ve 4. Sınıf öğrencileri oluşturmaktadır.

Araştırmanın verileri Kolb (1985) tarafından geliştirilen; Aşkar ve Akkoyunlu (1993) tarafından Türkçe uyarlaması ile geçerlilik-güvenilirlik çalışması yapılan "Kolb Öğrenme Stili Envanteri" ve araştırmacılar tarafından hazırlanan kişisel bilgi formu kullanılarak derlenmiştir. Elde edilen veriler SPSS paket programında incelenmiştir.

Bulgular

Bulgular araştırma amacı doğrultusunda cevap aranan soruların sıralamasına uygun olarak verilmiştir.

Tablo1. Öğrencilerin Cinsiyet, Sınıf Düzeyi Ve İlköğretim Yıllarında Ebeveyn Desteği Alıp Almama Durumları Değişkenlerine Göre Dağılımları

Cinsiyet	***N***	***%***
Kız	253	86,1
Erkek	41	13,9
Toplam	294	100,0
Sınıf Düzeyi	***N***	***%***
1. Sınıf	81	27,6
2. Sınıf	89	30,3
3. Sınıf	94	32,0
4. Sınıf	30	10,2
Toplam	294	100,0
İlköğretim Yıllarında Ebeveyn Desteği	***N***	***%***
Var	208	70,7
Yok	86	29,3
Toplam	294	100,0
Öğrenme Stilleri	***N***	***%***
Değiştiren	60	20,4
Özümseyen	109	37,1
Ayrıştıran	76	25,9
Yerleştiren	49	16,27
Toplam	294	100

Tablo 1 incelendiğinde araştırmaya katılan öğrencilerin %86,1' inin kız, %13,9' unun erkek öğrenci olduğu görülmektedir. Örneklem içerisinde; 1. sınıfa devam eden öğrencilerin toplam sayının %27,6' sını, 2. sınıfa devam eden öğrencilerin %30,3' ünü, 3. sınıfa devam eden öğrencilerin 32,0' sini ve 4. sınıfa devam eden öğrencilerin %10,2' sini oluşturduğu sonucuna ulaşılmıştır. Araştırmaya katılan öğrenciler arasında ilköğretim yıllarında ebeveyn desteği alan öğrencilerin oranı %70,7 iken destek almayan öğrencilerin oranı %29,3' tür. Okul öncesi öğretmenliği öğrencilerinin öğrenme stilleri incelendiğinde öğrencilerin en çok özümseyen (%37,1) ardından ayrıştıran (%25,9), değiştiren (%20,4) ve en az oranla da yerleştiren (%16,27) öğrenme stiline sahip oldukları sonucuna ulaşılmıştır.

Tablo 2. Öğrencilerin Öğrenme Stilleri ve Cinsiyet Değişkenine İlişkin Ki-Kare Testi Sonuçları

Öğrenme Stili		Değiştiren	Özümseyen	Ayrıştıran	Yerleştiren	Toplam
Cinsiyet						
Kız	n	47	99	64	43	253
	%	18,6	39,1	25,3	17,0	100,0
Erkek	n	13	10	12	6	41
	%	31,7	24,4	29,3	14,6	100,0
Toplam	n	60	109	76	49	294
	%	20,4%	37,1%	25,9%	16,7%	100,0%

X^2 =5,382 sd=3 p= ,146

Tablo 2 incelendiğinde öğrencilerin öğrenme stillerinin onların cinsiyetlerine göre önemli bir farklılık göstermediği, diğer bir anlatımla öğrencilerin öğrenme stilleri ile cinsiyetleri arasında anlamlı bir ilişki olmadığı [X^2 (3)=5,382, p>0,05] görülmektedir. Tablo 2'ye göre kız öğrenciler (%39,1) genellikle özümseme öğrenme stiline sahip iken erkek öğrenciler (%31,7) genellikle değiştiren öğrenme stiline sahiptirler. Kız öğrencilerde bunu ayrıştıran (%25,3), değiştiren (%18,6) ve yerleştiren (%17,0) öğrenme stilleri izlemektedir. Erkek öğrencilerin öğrenme stilleri incelendiğinde ise değiştiren öğrenme stilinin ardından ayrıştıran (%29,3), özümseyen (%24,4) ve yerleştiren (%14,6) öğrenme stillerinin sıralandığı görülmektedir.

Tablo 3. Öğrencilerin Öğrenme Stilleri ve Öğrenim Gördükleri Sınıf Düzeylerine İlişkin Ki-Kare Testi Sonuçları

Öğrenme Stili		Değiştiren	Özümseyen	Ayrıştıran	Yerleştiren	Toplam
Sınıf Düzeyi						
1.Sınıf	n	12	45	16	8	81
	%	14,8	55,6	19,8	9,9	100,0
2. Sınıf	n	20	25	31	13	89
	%	22,5	28,1	34,8	14,6	100,0
3. Sınıf	n	21	30	21	22	94
	%	22,3	31,9	22,3	23,4	100,0
4. Sınıf	n	7	9	8	6	30
	%	23,3	30,0	26,7	20,0	100,0
Toplam	n	60	109	76	49	294
	%	20,4%	37,1%	25,9%	16,7%	100,0%

X^2 =21,830 sd=9 p= ,009

Tablo 3 incelendiğinde öğrencilerin öğrenme stillerinin öğrenim gördükleri sınıf düzeylerine göre farklılık gösterdiği, diğer bir anlatımla öğrencilerin öğrenme stilleri ile onların öğrenim gördükleri sınıf düzeyleri arasında anlamlı bir ilişki olduğu [X^2 (9)=21,830, p<0,05] görülmektedir. Tablo 3'e göre 1. sınıfa devam eden öğrenciler (%55,6) genellikle özümseyen öğrenme stiline sahip iken, 2. sınıfa devam eden öğrenciler (%34,8) genellikle ayrıştıran öğrenme stiline, 3.

sınıfa (%31,9) ve 4. sınıfa (%30,0) devam eden öğrenciler genellikle özümseyen öğrenme stiline sahiptirler. 1. Sınıflarda özümseyen öğrenme stilini sırasıyla ayrıştıran (%19,8), değiştiren (%14,8) ve yerleştiren (%9,9) öğrenme stilleri takip etmektedir. 2. Sınıf öğrencilerinde ise ayrıştıran öğrenme stilinin ardından özümseyen (%28,1), değiştiren (%22,5) ve yerleştiren (%14,6) öğrenme stillerinin sıralandığı görülmektedir. 3. Sınıf öğrencileri arasında ise özümseyen öğrenme stilini sırayla yerleştiren, değiştiren ve ayrıştıran öğrenme stillerinin takip ettiği görülmektedir. 4. Sınıflarda özümseyen öğrenme stilini sırasıyla ayrıştıran (%26,7), değiştiren (%23,3) ve yerleştiren (%20,0) öğrenme stilleri takip etmektedir.

Tablo 4. Öğrencilerin Öğrenme Stilleri ve İlköğretim Yıllarında Ebeveyn Desteği Alıp Almama Durumu Değişkenine İlişkin Ki-Kare Testi Sonuçları

Öğrenme Stili		Değiştiren	Özümseyen	Ayrıştıran	Yerleştiren	Toplam
Ebeveyn Desteği						
Var	n	43	74	55	36	208
	%	20,7	35,6	26,4	17,3	100,0
Yok	n	17	35	21	13	86
	%	19,8	40,7	24,4	15,1	100,0
Toplam	n	60	109	76	49	294
	%	20,4%	37,1%	25,9%	16,7%	100,0%

X^2 =,726 sd=3 p= ,867

Tablo 4 incelendiğinde öğrencilerin öğrenme stillerinin ilköğretim yıllarında ebeveyn desteği alıp almama durumuna göre önemli bir farklılık göstermediği, diğer bir anlatımla öğrencilerin öğrenme stilleri ile ilköğretim yıllarında ebeveyn desteği alıp almamaları arasında anlamlı bir ilişki olmadığı [X^2 (3)=5,382, p>0,05] görülmektedir. Tablo 4'e göre ilköğretim yıllarında ebeveyn desteği alan ve almayan öğrencilerin genel olarak özümseyen öğrenme stiline sahip oldukları görülmüştür.

SONUÇ, YORUM VE ÖNERİLER

Araştırmaya katılan tüm öğrencilerin öğrenme stilleri incelendiğinde, çoğunluğun değiştiren öğrenme stiline sahip olduğu başka bir deyişle; birden çok farklı bakış açısına sahip olarak somut durumları görebildikleri sonucuna ulaşılmıştır. Değiştiren öğrenme stilini takiben öğrencilerin özümseyen öğrenme stiline yani, çok sayıda bilgiyi anlama ve mantıklı bir formda özetleme becerisine sahip oldukları görülmüştür. Üçüncü olarak ayrıştıran öğrenme stiline sahip olan öğrenciler, fikirler ve teoriler hakkında pratik uygulamalar bulmada oldukça iyi oldukları bir stile ve son olarak yerleştiren öğrenme stiline, ellerini kullanarak deneyimleyen ve sezgisel öğrenme stillerine sahip oldukları sonucuna ulaşılmıştır.

Eğitim fakültesi öğrencilerinin öğrenme stilleri ile ilgili olarak yapılan bir çalışmada, öğrencilerin en çok ayrıştıran (% 43.6), ikinci olarak ise özümseyen (% 29.3) öğrenme stilini tercih ettikleri, yerleştiren (% 16.3) ve değiştiren (% 10.8) öğrenme stilini tercih etme oranının daha düşük olduğu bulunmuştur (Bahar, Özen, Gülaçtı, 2009).Her iki çalışmada da öğrencilerin ikinci sırada özümseyen öğrenme stilini tercih ettikleri görülmektedir.

Merter tarafından; Cumhuriyet, Dicle ve İnönü Üniversitesi Eğitim Fakültelerinde öğrenim gören öğretmen adayları ile yapılan çalışmada her üç üniversiteye devam eden öğrencilerin öğrenme stillerinin sırasıyla; yerleştiren, ayrıştıran, özümseyen ve değiştiren öğrenim stilleri olduğu sonucuna ulaşılmıştır (Merter, 2009). Araştırmaya katılan öğrencilerin öğrenme stilleri sıralamalarına bakıldığında ulaşılan sıralama ile Merter'in çalışmasında ulaşmış olduğu sıralamanın birbirinin tam tersi olduğu görülmektedir.

Öğrencilerin öğrenme stilleri ile cinsiyet değişkeni arasında anlamlı bir ilişki bulunmamıştır. Benzer şekilde Bahar ve Sülün tarafından fen bilgisi öğretmen adaylarının öğrenme stillerini belirlemek amacıyla yapılan araştırmada cinsiyet ile öğrenme stili arasında bir bağlantı olmadığı görülmüştür (Bahar, Sülün; 2011). Yine Bahar, Özen ve Gülaçtı tarafından eğitim fakültesi öğrencileri ile yapılan çalışmada öğrencilerin cinsiyetleri ile öğrenme stilleri arasında anlamlı farklılık olmadığı bulgulanmıştır (Bahar, Özen, Gülaçtı, 2009). Bunlara ek olarak; Jones, Reichard ve Mokhtari (2003) de 58' i

kız, 47' si erkek olmak üzere toplam 105 öğrenci ile yaptıkları çalışmada; öğrencilerin öğrenme stilleri ile cinsiyetleri arasında anlamlı bir farklılık olmadığı sonucuna ulaşmışlardır (Jones, Reichard ve Mokhtari; 2003).

Araştırmaya katılan kız öğrencilerin en çok özümseyen öğrenme stiline, ardından sırayla ayrıştıran, değiştiren ve yerleştiren öğrenme stillerine sahip oldukları görülmüştür. Buradan hareketle kız öğrencilerin öğrenmelerini gerçekleştirirken çoğunlukla çok sayıda bilgiyi anlama ve mantıklı bir formda özetleme yolunu tercih ettikleri söylenebilir.

Muğla Üniversitesi Okul Öncesi Öğretmenliği Bölümü dördüncü sınıfa devam eden öğrencilerle yapılan çalışmada kız öğrencilerin çoğunlukla ayrıştıran öğrenme stiline sahip oldukları bulgulanmıştır (Can,2010).

Araştırmaya katılan erkek öğrencilerin en çok değiştiren öğrenme stiline ardından sırayla ayrıştıran, özümseyen ve yerleştiren öğrenme stillerine sahip oldukları görülmüştür. Bu bilgiden yola çıkarak erkek öğrencilerin öğrenmelerini gerçekleştirirken çoğunlukla, somut durumları birden çok ve farklı bakış açısıyla görebildikleri yorumunda bulunulabilir.

Yine Can tarafından yapılan çalışmada erkek öğrencilerin çoğunlukla özümseyen öğrenme stiline sahip oldukları ve hiçbir erkek öğrencinin yerleştiren öğrenme stiline sahip olmadığı görülmektedir (Can, 2010).

Kahyaoğlu (2011); 235 öğretmen adayı ile yaptığı çalışmasında ise erkek öğrencilerin en çok ayrıştıran daha sonra sırasıyla özümseyen, değiştiren ve yerleştiren öğrenme stillerine; kız öğrencilerin ise en çok ayrıştıran ve ardından sırasıyla özümseyen yerleştiren ve değiştiren öğrenme stillerine sahip oldukları sonucuna ulaşmıştır.

Araştırmaya katılan öğrencilerin öğrenme stillerinin öğrenim gördükleri sınıf düzeylerine göre farklılık gösterdiği sonucuna ulaşılmıştır. Buna göre birinci, üçüncü ve dördüncü sınıfa devam eden öğrenciler çoğunlukla özümseyen öğrenme stiline sahip iken (çok sayıda bilgiyi anlama ve mantıklı bir formda özetleme); ikinci sınıfa devam eden öğrenciler çoğunlukla ayrıştıran öğrenme stiline (fikirler ve teoriler hakkında pratik uygulamalar bulmada başarı) sahiptirler.

Can (2010), Muğla Üniversitesi Okul Öncesi Eğitim Bölümü son sınıf öğrencileri ile yaptığı çalışmada; öğrencilerin çoğunlukla ayrıştıran, en az olarak da değiştiren öğrenme stillerine sahip olduklarını ifade etmiştir.

Fox ve Ronkowski (1997) de öğrencilerin sınıf düzeyine göre öğrenme stili tercihlerinde farklılıklar olduğunu bulgulamış ve bu durumun farklı pedagojik yaklaşımlarla çözümlenmesi gerektiğini ifade etmişlerdir (Ergür O. D. , 2010).

Öğrenme stilleri ile öğrencilerin ilköğretim yaşantılarında ebeveyn desteği alıp-almama durumları arasında ise anlamlı bir ilişki bulunmamıştır. İlköğretim yaşantılarında ebeveyn desteği alan ve almayan tüm öğrencilerin öğrenme stillerinin aynı sıralamada olduğu görülmektedir.

Bu bilgiler göz önünde bulundurulduğunda öğrenme stillerini etkileyebilecek diğer demografik değişkenler (bireyin yetiştiği çevre, aile yapısı gibi) daha büyük bir örneklemle incelenebilir. Bunun yanı sıra öğrenme stillerinin farklı sınıf düzeylerinde farklılıklar gösterdiği göz önünde bulundurularak sınıflarda öğrenme ortamlarının buna uygun olarak düzenlenmesi önerilmektedir.

Öte yandan boylamsal bir çalışma ile öğretmen adaylarının öğretmen olarak göreve başladıklarında öğrenme stillerinde yaşanılabilecek olası değişmeler ve öğrenme stilleri ile öğretme stilleri arasındaki ilişki de incelenebilir.

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OVERCOMING EPISTEMOLOGICAL AND HERMENEUTICAL DEFICIT IN SOCIAL WORK WITH MUSLIM COMMUNITIES AND WOMEN

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Abstract: Social work's care, developmental and technocratic conceptions have failed in Europe. The aim of this paper is to establish the epistemological and hermeneutical premises for the design of a future specific model of social work with Muslim communities and women in European countries.

Key words: Muslim communities, Muslim women, social work, Islam.

INTRODUCTION

One of the goals of this reflection is to identify and mark out the epistemological and hermeneutical needs of communal social intervention. We are trying to open a way that facilitates social work with Muslim communities and overcomes its dependence on the corpus of knowledge from other social sciences. Our purpose is to establish the premises that may be used as a basis for a reasoning of its own, independent, endowed with meanings deciphered with interpretative accuracy and free of doubts and prejudices.

In the epistemological and hermeneutical development as a whole, Muslim women embody the core fabric of the approach, since their leading and emancipator role is key to the viability of the discipline of social work with Muslim communities.

The epistemological needs of communal social intervention will be explored, as well as the epistemological deficit of social work with communities, the differentiation of the ideas of epistemology and gnoseology and the possibility of an Islamic inspired epistemological path leading to a social intervention with Muslim communities and the connected feminist movement.

The idea of generational communities, and within them, the Muslim community and the generation of its social meaning is important for the proactive analysis (Fernández García & López, 2008, p. 35). We will start on the basis that epistemological and hermeneutical alternative to the scientific dependency of communal social work points to self-construction as a concept that can contribute to the creation and development of analytical categories and specific methods and patterns that, as a whole, may produce a transversal approach on social intervention and the empowerment of Muslim communities and the connected feminist organizations. All of this, inspired by the Islamic scriptural sources (Koran and Hadith).

The deficit is more obvious in the area of social intervention on Muslim communities, as social policies of several European countries show. Along its different phases, communal social work assumed care, technocratic and developmental ideas endowed with a corpus of knowledge that, at its best, has been socially palliative or slightly reformist (Fernández García & López, 2006, p. 73). That wealth of knowledge lacked the unavoidable analytical questioning of the structural gaps that cause risk of exclusion, marginalization, and social invisibility of Muslim communities in European social systems.

To set up the epistemological premises for the disciplinary development of social work with Muslim communities, we need to establish hermeneutical keys under an Islamic perspective that make us possible figuring out the meanings of the corpus of knowledge. For this operation, the legacies of both Asma Lamrabet and Tariq Ramadan are the main sources characterized by an overflowing liberation approach.

The epistemological and hermeneutical views that we deal with here allow us to establish the premises of a social work with Muslim communities based on an approach of communal self-development that rejects the ideas and interventions that conceive collective entities as a subject of research and intervention through standardizing social policies with

palliative effects that elude structural causes and prevent the implementation of a process of social cohesion (Fernández, Vázquez & García, 2012, p. 12).

The epistemological and hermeneutical premises aspire to reach a communal social intervention with a double goal. On one hand, that the building of that identity doesn't imply forgetting the true Islamic spirit and, on the other, that its consolidation doesn't involve the strengthening of hostile attitudes towards the constituent principles of European identities. This approach as a whole underlies the idea of de-islamization of a series of problems that are unmistakably social, although Western social imaginary believes that the causes for the exclusion, the polemic and the conflict reside in Islam and the Muslims.

The ideological confusion that thrives on the debates over Islam and, specifically, on the concept of equality, is related, among other things, to the conventional, traditional approach of the reading of the Koran and, in particular, with the shattered knowledge of Islam derived from archaic and obsolete interpretations made by the representatives of the Islamist patriarchal culturalism.

The hermeneutical legacy conceived by Asma Lamrabet can be summarized in that the epicentre of the epistemological change related to Muslim communities and the physical, social and cultural contexts they belong to is established by the equality of human beings in Islam and the Koran.

Ethical principles transmitted by the Koran cannot be seen in all their depth if not examined in their entirety, respecting the text's internal cohesion and the ideal values that, as a whole, form their basic principles. That is why the knowledge of the woman in Islam and its corollary of equality at present times call for a new global and didactic approach to the original source.

We will try to offer an accurate interpretation of the Islamic scriptural sources that goes beyond the conventional demand of equality for women just because they're women, in which the Koran, Islam and human rights are innately compatible. Our purpose is to establish an epistemological and hermeneutical feminist approach that creates a process of liberation of the human being without conditions. Traditionally, Islam declares in and from Koran the differentiation and integration of men and women, as in Koran, 16:97: "To the believer, male or female, who does good, We will certainly make him or her live a good life, and We will indeed reward him or her according to his or her best deeds"; and Koran, 33:35: "God prepared forgiveness and magnificent reward for the Muslims, men and women, the believers, men and women, the devout, men and women, the sincere, men and women, the patient, men and women, the humble, men and women, those who give alms, men and women, those who fast, men and women, the chaste, men and women, for those who often remember God, men and women" (adapted from Spanish transl. by Cortés, 1999).

Communal social work seen from an Islamic approach calls for an analysis in which members of Muslim communities take part, and this is a decisive factor for the success of a scientific discipline that is aware, consistent and compatible with Islam. The paradigmatic alternative of communal self-construction may be able to impel a process of effective empowerment of the Muslim communities with women in the leading roles, causing a structural change in the current social systems of the European countries (Ponce de León, 2012, p. 32). In the proposed process, the ideas of social trust at the local level and the critical spirit at the global level are found as facilitators for scenarios that promote the alliance of civilisations.

A hermeneutics of the communal social intervention prone to Islam and the approach of communal self-development rules out the ideas and interventions that conceive Muslim communities as a uniform, monolithic, undifferentiated and undiversified subject of research, as well as intervention of social policies designed on the basis of inadequately preconceived social realities because of an excessive positivism deprived of meanings, therefore showing a scientifically inexplicable deficiency in the necessary analytic qualitative rigour.

To consider the Islamic frame of references is a motivational fuel for Muslim communities, which represents a favourable asset for a social intervention leading to a full individual and collective social membership. Communal self-development, conceived as a principle that conducts social work's methods and conceptions with Muslim communities, identifies their members as individuals of action and transformation in their daily tasks.

Thus, we can place the difference of a research / communal intervention methodology on the contents of the prevailing goals, means and targets that demand as a whole a scientific co-direction, aware of the developmental needs of the social and spiritual production capabilities as established by the members of the Mulsim community themselves. The methodological goals are to consolidate a way to create an access to a full social membership and to ensure the system's qualitative determination and its constant development. The Muslim community in itself, and within it, the Islamic feminist movement, are the leading subjects. This is compatible and, moreover, innate to Muslim doctrine, since it has been prone to the progress of knowledge from its beginning. In the following, it will be necessary to specify the theoretical foundations underlying the research / communal intervention from an Islamic view.

The role of communal intervention in the Islamic view is to explain the specific phenomena, events and situations in the dynamics of its development. It is a fully-formed system, with an organized knowledge, whose truthfulness is constantly checked and needed in the social practice. It is here where the development of a specific epistemology begins.

Philosophical grounds whose base is Islam's social solidarity side allow us to understand reality as an objective process of movement of the Muslim community's members, and, inside it, the Islamic feminism, encouraging the communal social development based on the empowerment.

The basic principles of Islamic communal dialectics are essential for the practice of communal empowerment, since they make possible to set up regulatory rules of effective recognition of the excluding social problems, impregnated with a critical spirit that should facilitate the establishment of ways to gain access to a full social membership and, at the same time, an individual and collective attitude that rejects any expression of stagnation, conservatism and dogmatism supporting the opposite.

From this epistemological view, representations and notions of Muslim women and men agree with human being's objective nature, none other than equality, identifying the processes and phenomena that cause social gaps and, within them, the gender gap rooted to patriarchal culturalism (Fernández García & Ponce de León, 2011, p. 69). Hence, objectivity in the consideration about social gaps contributes to a consistent scientific analysis filled with the Islamic reformist social inspiration.

Islamic reformist social dynamics don't look for the elimination of the contradictions of ideas or speech. On the contrary, they try to reveal internal contradictions of subjects, processes and phenomena, including those of the human thought itself, expressing them when they are unknown, the external as much as the internal, and showing them as hidden, diffuse or explicit causes of the specific social and gender gaps that affect Muslim communities.

The empowering practice is hindered by an unwritten rule that refuses the new, established in the European social context of membership of the Muslim communities. Predominant general social trend refuses the aspiration of a new form of socially visible interrelationship because of the validity of the assimilating cultural ethnocentrism in the social imaginary. From this perspective, the new can only replace the archaic refusal of reciprocal social acceptance if a mutual recognition between Muslim and non-Muslims is carried out. A hermeneutical epistemology and a social work epistemology with Muslim communities can create an interventional model based on the premises of mutual recognition, reciprocal acceptance and full social membership, rejecting failed approaches that insist on islamizing problems with social and economic causes and whose result is exclusion.

DELIMITATION OF EPISTEMOLOGICAL DEFICIT

Definition of epistemology

Epistemological science deals with knowledge analysis, specially with regard to scientific knowledge. Theoretically, and in the case of social work with communities, this means the knowledge of this collective entities defined as subject of study, through a discursive framework built by means of methods provided with determinable resources, analytical structure and procedures generating hypothesis, thesis and interventions of its own (Fernández García & López, 2008, p. 89).

In our case, the communities, specifically Muslim communities, are the subject of study, and, within them, the women, who, as a whole and in the field of communal social intervention, have the innate trait of collective subjects.

For the guidance of the building of an autonomous epistemological speech, we can claim that, in communal social work discipline, the individuals, considered as a collective social entity, are, at the same time, object-subject of the research and the intervention, shared by other social and humanistic sciences, to which it owes loans of methods, resources, analytical frameworks and performance procedures both in the fields of reflection and action (Álvarez Uría, 1995).

We can trace the instrumental origin of the notion of epistemology back in the 19th century, around the thought of the Scottish philosopher James Frederick Ferrier, represented in his work *Institutes of Metaphysic*, in which he deals with different theories about knowledge, intelligence and the philosophical system.

The term epistemology is attributed to the Scottish philosopher James Frederick Ferrier, who used it for the first time in his book *Institutes of Metaphysic*, in 1854, where he divided philosophy in ontology and epistemology. In that sense, it is necessary to take into account that: "The role of science is to explain specific phenomena, events and situations in the dynamics of their development. Science is a historically fully-formed system with an organized knowledge, whose truthfulness is constantly checked and needed in the social practice". It is here where epistemology appears, being a branch of philosophy tasked with philosophical problems around scientific knowledge theory. Scientific knowledge is a reflection of objective reality, but it is also a subjective creation of the scientists themselves, of the reality as perceived and thought and of the culture. Therefore, epistemology is an intellectual activity that reflects on the nature of science, on its assumptions' characteristics, that is, it studies and assesses scientific cognitive problems. So, epistemology studies assesses and critics the ensemble of problems that represents the procedure of producing scientific knowledge.

Assuming this interpretative context, we can define epistemology as a discipline that studies how sciences' knowledge is generated and validated, and, within it, how the communal epistemological functionality is conceptually delimitated

as the precepts used to justify scientific data, considering social, cultural and historical variables and every space and time conditioning facts that meet in the building and validation of knowledge and the connected speech relating the communities.

We can consider epistemological problems, among others, the issues concerning the definition and characterization of scientific notions, the problem of building scientific theoretical terms, methodological conceptions, operative and technical conditions of the research process, the nature of scientific laws, logical structure and evolution of scientific theories, the nature of the scientific explanation, the basis of knowledge and the search of truth. The epistemological analysis comes after the structuring procedures of scientific knowledge, since the analysis of the conceptual elaborations about the subject of study demands a deep knowledge of it that can only occur through research processes.

Scientific interest for communal knowledge has been linked to the necessity of understanding how communities build their world views, their cultural productions for survival and adaptation and their patterns of interrelationship with other communities and groups that coexist and share the same scenarios of social membership. Issues such as the origin and nature of communal knowledge, its acquisition by appropriation and its needs of speech and cognitive independence are at the core of the development of a specific epistemology for social work with communities.

Differentiation between the ideas of epistemology and gnoseoloy

We must point out that the ideas of epistemology and gnoseology are often identified as synonyms. Both concepts have different meanings. While epistemology is centred on scientific knowledge and it is considered as a theory about science, the discipline known as gnoseology tries to find the origin and range of the said knowledge.

From this differentiation between meanings, we can conclude that, while social work with communities is not able to build a speech coming from an independent knowledge of its own, it won't be able either to enter into a phase of superior development meant to set up the foundations of a communal gnoseology. This issue is solved in the case of the establishment of an epistemology linked to Muslim communities, since there is an Islamic communal gnoseology that places the origin and range of metaphysical knowledge, including scientific knowledge, on the social side of the Koranic text. This matter has also been posed in the field of social inclusion by Christian theologians under the light of their sacred texts of reference.

Communal epistemology is linked to philosophy of science, but the latter is much wider. Certain metaphysical issues form part of science's philosophical heritage and are not subject of study among the epistemologists, even less in the communal social field. Nevertheless, the metaphysical variable should be considered in the cases of Muslim communities and the connected feminist movement, because of the validity of an Islamic hermeneutical approach organized in a social dimension that suggests the feasibility of an epistemology inspired by it.

The way to a specific methodology

Methodology is another discipline linked to epistemology. At the methodological level, theoretically, knowledge is not subjected to a value judgement and it is considered as an accepted information, admitted by scientists (Beltrán, 1982). Thus, methodology analyses how scientific knowledge can expand or increase. The evolution of the communal social intervention discipline has also been characterized by a noticeable degree of methodological dependency, shown by the appropriation of scientific procedures from other sciences, such as anthropology and social or communal psychology. Now then, knowledge's theoretical absence of value is an invalid premise, whose verification comes from Western methodological hegemony that, although it is useful in an enormous quantity of fields, shows an excluding tendency of different methodological approaches that turn out to be inconvenient for the interest groups that control the global scientific market.

In the communal field, the value of exclusion is expressed in the tacit and diffuse methods of social, ethnic and religious segregation found to a variable degree and in an intangible way, sometimes invisible, in the educational and labour European systems (Fernández García & López, 2006, p. 14). These methods are revealing examples of the structural causes that create the situations of social disadvantage. Their invisibility is the result of a rhetoric of welfare that intentionally lacks all the necessary material assets, shown by restrictive or prohibitive legal initiatives. Labour reforms and general limitations to the manifestation of cultural and religious diversity in European educational centres are verified evidences.

The methodological deficit in communal social intervention can be reduced if we start from the premise that any phenomenon inherent to the communities, regardless of its development, is the subject of a conscious and necessary scientific activity that takes specific features according to objective laws of social development. From this perspective, psychological aspects could be considered as tangential dimensions, but not related to the anthropological nature of culture. The acceptance of this approach is a first step that forces social work with communities to begin returning the loans taken from psychology. Regarding Muslim communities and the connected feminist movement, we have pointed

out that the social solidarity dimension is innate to the Islamic knowledge corpus, which constitutes a factor favouring methodological independence.

A specific methodology for social intervention with Muslim communities, and within them, the feminist collective entity, should allow to establish mechanisms of cooperation in the organizational aspects, assuming their traits of identity and their definition as subjects and object of reseach / intervention. This may allow the co-execution of a scientific activity oriented to obtain social goals, installed in a shared social initiative and with a higher degree of effectiveness after freeing itself from the psychological rhetoric, very useful when it comes to explaining why communal development can't be obtained, instead of making it possible.

The building of this methodological framework for social work with Muslim communities and the connected feminist movement requires to show the forms of relationship that these collective entities establish in the process of social production determined by the factors of socioeconomic inclusion or exclusion, specially those that contribute to the development of capabilities and social roles of their members, within the sociopolitical systems and space and time contexts they belong to, where patriarchal culturalism seems to be an everlasting feature (Kan-Fong, 1990).

Based on a reasoning analogous to gramscian analysis (Gramsci, 1967, p. 3), we can identify domination and reassignment of social gaps as distinguishing characteristics that affect and divide communities in hierarchical classes inside a pyramidal system. Within it, Muslim collective entities formed by women and men, after seeing the multiple discriminations and restrictions that they suffer, as well as their own original limitations, are placed at the base of the pyramid side by side to the Romany community, at least in the European social context.

The unfavourable social standing in the pyramidal system affects the Muslim communities, and, within them, the emancipator path led by the Islamic feminist movement is determined by a patriarchal culturalism coming from two different directions. The first one derives from misinterpretations of the sacred texts, whose polluting roots are found in space, time and culture contexts where this religion has expanded; and the other one comes from two origins, the European patriarchal culturalism and the Western postcolonial feminism (Portolés, 2004).

According to the approach described above, the guides for the research / intervention are derived from a specific methodology that allows to establish a correlation between minority or majority communities, socially included o excluded. The incorporation of Muslim communities makes possible for the process of methodological guidance to exert the needed shared authority generated by the empowerment of their members both at the individual and collective levels. Now then, rules of actuation for methodological guidance are not conceived exclusively for social inclusive development of Muslim communities. In this respect, it is worth noting that most progressive trends of Christianity have built a methodological store remarkably employed in the communal social field (Boff, 1990).

Towards an Islamic communal epistemological approach

Generational communities

In social work with communities, epistemology can be defined as the discipline that studies the knowledge of those collective entities, delimiting them as subject-object of research, and establishing a discourse based on quantitative and qualitative methods and a framework of analysis (Klein & Bloom, 1990).

It has been pointed out that, in communal field, epistemology's task is wide and it hasn't been carried out yet. Social work's trend can be defined as clearly indebted to the epistemological tendencies associated with the rest of social and humanistic sciences. Paradigmatic justifications related to communities, their beliefs and types of knowledge, their motives, goals and inherent elements have come from the philosophical heritage of the rest of the social sciences (Moulines, 1988). That's why concepts of truth, belief and justification linked to communities' generation of knowledge are pending their own delimitation in social work with communities.

The generation of social sense

The epistemological development of communal social intervention involves the creation of a conceptual system leading to the generation of the community's social and human sense (Fernández & López, 2008). The generation of this sense is the capability that communities have for elaborating products, phenomena or social events. However, the most common and widespread meaning for this term in the social field is related to generational communities that have developed consecutively and that rely on specific customary, ethic and cultural characteristics.

The concept of generation of sense in generational communities is, undoubtedly, one of the most interesting ones when it comes to establishing specific epistemological guides (Habermas, 1988). This concept deals with undefined units of individuals that are born in a similar period of years, approximately between ten and thirty, time enough to mark a

generation, individuals who share cultural and moral elements and beliefs that marked their lives. Muslim communities are no exception to generational evolution, hence, through the delimitation of this sense, the generational variable combines social and cultural elements, adapting itself to the peculiarities of each time and place.

Since the second half of the 20th century, Muslim communities and Islamic feminist movement have showed so significant cultural changes that every ten years a new generation has followed another with distinct interests, views and attitudes. An Islamic epistemological approach makes possible the understanding of these communities and their feminist movement, setting up an analytical framework suitable for the translation of their codes in the space, time and cultural contexts they belong to, and, at the same time, they keep generating a social sense given by the Koran, as in Koran, 49:13: "¡O men! We created you from a male and a female, and We made from you peoples and tribes for you to know each other. For God, the noblest among you is that who fears Him most. God is all-knowing, He is well informed" (adapted from Spanish transl. by Cortés, 1999).

The generation of social sense given by the Koranic text is represented by the principles of equality and equity. These values must not be mistaken, or mixed, for sameness or stereotype. Islam teaches that all human beings are equal at the eyes of God, although they are not necessarily identical. Different capabilities, abilities or wealth don't justify a human being's superiority status with regard to another. In any case, a woman's or a man's superiority is based on piety, goodness and spiritual excellence (Lamrabet, 2011, p. 22). In Ramadan (2011), the author synthesizes his thought and views on Western Islam, at a time when a great confusion is shown on subjects like identity, religion, culture, insecurity, the issues of women, education, etc. The author starts with the idea that every one of us has many identities that are continually changing and there is no restraint -whether religious, legal or cultural- for a woman or a man to be, at the same time, European and Muslim. In fact, European Islam is, nowadays, as is African, Arab o Asian Islam, a reality. With a plain, entertaining, didactical, sometimes even passionate style, Ramadan identifies seven fronts of opposition to his own ideas and answers every one of them. "Facing the evolution of fear, he says, we must answer with a revolution of trust in oneself and in the other."

According to the Koranic view, the value of equality is an article of faith innate to the Muslim ideology and the foundations of this social sense is linked to the structural principles of Islam (Lamrabet, 2011; Ramadan, 2011). Every man has been created by *Allāh*, the only God, all the universe is His domain, all the peoples are His creatures and He judges every person according to their own merits and their own actions. God has endowed human being with honour and dignity, as proves the Muslim community established by the prophet Muhammad, who, by His order, created an equitable social system with an egalitarian democracy.

The Arabic root that produces the term Islam (*s-l-m*) gives terms as *salima* "to be saved", *sallama* "to safeguard", *aslama* "to submit" (and also "to become Muslim"), *istaslama* "to be submitted", *salām*^{un} "peace", *salāmat*^{un} "safety, well-being" and *muslim*^{un} "Muslim". This way, Islam means voluntary submission to God, a meaning that is widely related to the rest of the terms derived from the above-mentioned root. Then, although there are different interpretative schools inside Islam represented by the ulemas, who define how the rules must be applied according to the Islamic law, every believer communicates directly with the Creator, and the Koran itself exhorts explicitly the believer to read, interpret and deal with the text by him/herself. Due to the individuality of the practice of the faith, the vision of Islam may be very different for each human being, affecting remarkably social status, education, politic vision, gender and space, time and culture contexts they belong to. The individuality trait is compatible with a collective dimension translated in rules of familiar and social behaviour and communal solidarity. For these reasons, a paradigm of social interventions in Muslim communities and the connected feminist movement may derive from theoretical-methodological frames inspired by the Koran and the Hadith. A theoretical-methodological Islamic approach is the appropriate tool for communal social intervention scientists and professionals, whether Muslims or non Muslims, because the interpretation of exclusion and marginalization phenomena that affect a community occurs by a channel of accuracy of meanings.

The scientific progress has been influenced by the stages of general history, so the paradigmatic change produced during the course of times has motivated the validity and replacement of some paradigms by another inside the discipline of communal social work. In the case of Muslim communities and the connected feminist movement, it's not a paradigmatic substitution, but a methodological theoretical implementation in keeping with the specific traits of these collective entities in the European scene.

Dominant ideological tendencies of each historical phase have imposed the validity of a certain paradigm that operates as a tool of support and legitimacy for the established power. In this process, communal social work discipline was conceived by a Westernised and assimilating social and cultural world view that is, above all, out of context.

The paradigmatic evolution we have described doesn't follow a deterministic logic, but available and verifiable evidences. Communal social work is characterised by an embryonic developmental stage as compared to the rest of social sciences and, because of reasons alien to its scientific community, it doesn't have at its disposal a categorical or methodological system of its own, and, considering that its subject of research is the community, there are different approaches for comprehension and analysis around it that are not always effective. On account of all the factors described above, it has become considered as a scientific discipline and not a science that had to go through a chronic epistemological deficit along its development and evolution.

Verification of the epistemological deficit in actual interventions

In the field of social intervention with Muslim communities, this deficit is more obvious as shown by social policies of several European countries. According to a report submitted by the High Council for Integration (HCI, in its French acronym), the French system displays a spectacular failure with its integration policy for Muslims. This report outlines an obscure portrait of what it describes as Muslim ghettos in different cities of France. According to this governmental commission, problems like unemployment, truancy and gender inequality are common. The analysis draws the attention against the breeding ground for fundamentalism that this situation represents in communities that suffer social exclusion policies and difficulties getting a decent job. Sociologist Michele Tribalat's research show that unemployment among young French of Maghribian origin is four times bigger than among the rest of citizens of their same age (France Press and *The Guardian*, in WebIslam, 2011).

Regarding education, French analysts explained truancy by reason of young Muslims' rejection of a racist education that tries to justify the colonisation suffered by their parents' countries. They demand an education produced from the point of view of the meeting of civilisations that takes into account multicultural factors and goes beyond the ethnocentric interpretation of human history and culture.

United Kingdom has witnessed several conflicts relating religious freedom, freedom of speech, and labour, housing and educational segregation and exclusion from the part of significant groups of Muslim population. Some of the riots involved large crowds of second generations that expose insistently a multiple social gap and, at the same time, demand a different role in contemporary Britain. This is a generation that, in spite of its full formal equality as British citizens and after decades of anti-discrimination policies (Sen, 2007), is still excluded from certain areas, which basically hinders its integration in the society, including unemployment rates much higher than national average, more difficulties finding a house, lack of opportunities in education, and absence of leisure and socialisation areas. It is a generation that demands from the community they form part of a real respect for their cultural or religious differences with the background of their condition as citizens, and not a mere recognition of areas in which they may express their differences or cultural identities.

In Germany, the reunification of both German states took place in 1990 in a hectic atmosphere around the immigrants' issue, specially Muslims and particularly with regard to asylum. First thing East Germans had to face was a debate filled with a dramatic and emotive tone in which asylum-seekers, the foreigners, and Muslims, including German Muslims, appeared as a threat and as impostors. This led to an insufficient condemnation of the social violence that arose (Herbert, 2003).

In a violent attack, three Turkish women died in Mölln after an arson at their house, and, while a movement against racism and xenophobia took shape after a previous xenophobic outbreak in Rostock-Lichtenhagen and several demonstrations were held, the events of Mölln caused a much stronger public commotion in the whole country since this was the first time violence was addressed against individuals who had settled in the country many years before (Winter, 2004).

Besides academic controversy about the purpose and consequences of territorial segregation in the integration progress, several authors analysed the specific situation of immigrants and population of immigrant background in Germany in deprived areas. Immigrants and Muslim Germans still live under worse conditions than the average population.

Many authors defended the main thesis of American sociology that territorial concentration and, hence territorial segregation of an ethnic group or ethnic minority, leads to widen the social distance from other segments of the population (e. g., Robert E. Park). However, Friedrich Heckmann introduced the idea of "immigrants' colony" (Einwandererkolonie"), which is just a transitional stage in the integration process that serve the purpose of giving a space for orientation and to settle in the new circumstances. In recent years, discussion in urban sociology about segregation of immigrants in big German cities (like Dangschat, Friedrichs, Hallson, Häußermann, etc.) comes to the conclusion that neighbourhoods with a high rate of foreigners may become dead ends if there is not an active policy on the local, regional and national governments' part.

Since the beginning of the 80s, Islam plays a major role in the politic debate about immigration and integration of former Gastarbeiter ("guest workers"), their second and third generation's German offspring and Muslim families. After 9-11 attacks, the until then indifference among the majority of the population with Christian tradition and the Muslim minority was replaced by an atmosphere of distrust and widespread suspicion. Public debate was dominated by the opinion that distance comes basically from Muslims' unwillingness to integrate themselves (Kleiner-Liebau, 2012).

Paradigmatic and methodological deficit in the field of social intervention in Muslim communities is proved by the dysfunction of social policies. British, French and German experiences are the best studied and they show that the debate on conflicts about values and ethnic, cultural and religious behaviour hide that, in most of cases, the causes can be found at competition for resources and not at religious difference. The concentration of immigrants and Muslim

European citizens in specific neighbourhoods automatically involves a geographical concentration and segregation of Muslim communities that holds a remarkable potential for social conflicts.

The religious factor -Islam, in this case- is the main argument in the political and public speech to explain the differences to the European population. The argument of cultural difference, specially Islamic religion's, is useful for any kind of controversy or conflict as a simplifying and brute explanation that supporters of cultural assimilation and Western patriarchal culturalism shrewdly utilize.

The controversy about European Muslims is dominated by an out-of-context and limiting debate excessively centred around veil, building mosques, fundamentalism and Islamist terrorism, hiding and ruling out the variables that create social and economic gaps.

In Europe, polemics and conflicts between Muslim community, not so much a minority, and the Christian tradition main community have basically an ethnocultural nature, while the roots of these social phenomena are not exclusively buried in religious values' differences, but in different politic and economic interests, and in the fears originated by existing stereotypes of collective imaginaries resulting from mutual ignorance.

Now then, a practical willingness on the part of professionals who look for a solution of the communities' most serious problems, although quite insufficiently, makes up for social work with communities' lack of epistemology. The factual path of communal social interventions insisted on the building of an applied corpus of knowledge that, after being verified, has made possible to distinguish between effective social interventions and those others that are not functional (Latorre Catalán, 2012).

Out of the analysis of communal social work's evolution that we have described above, we can draw two conclusions. First of them is that social intervention benefits from an accumulated heritage of practical knowledge coming from different scientific paradigms characterised by a partial, but considerable, inadequacy. The second conclusion is that the other social sciences haven't affected in the same practical degree on the change of communities' social reality, specially on Muslim communities, because of, among many factors, a tendency to theoretical cloistering that in some cases may show scholastic features, at least in Spain.

Lourdes Urrutia's reflection is significant in this respect: "Social work is a scientific discipline in the making, because, even though it lacks maturity in a theoretical and methodological level and the loans from related sciences such as Sociology, Psychology and Anthropology are plenty, there is a theoretical core around which social work has taken care of the different forms of social action relating the needy and the promotion of social welfare" (Urrutia de Torres & González Olnedo, 2003, p. 21).

Along its different phases, communal social work assumed care, technocratic and developmental ideas, all of them endowed with a corpus of knowledge that, at its best, has been socially palliative or slightly reformist, always under the cover of the political trends that have consecutively held political power.

That wealth of knowledge with palliative or reformist goals always lacked the unavoidable analytical questioning of the structural gaps causing risk of exclusion, marginalization, and social invisibility of Muslim communities in European social systems.

The general trend has been that the ideas that guide communal social work in Europe stand for imported models of social intervention that have often been inadequate for European countries and their communities, in our case, Muslim ones.

The import of these models is induced, and implies a dependency whose cause is an Anglo-Saxon monopoly on the official bodies that assess scientific excellence, manifested through the imposition of international ratings on universities and publications. This situation produces a wicked effect on the results' legitimacy and credibility and on the visibility of human or social sciences' research and publications, to the detriment of those issued at Middle East, Asia, Latin America and even continental Europe universities.

Proposal of an epistemology for experimentation

The alternative to a scientific paradigm that originates a social intervention conceived to obtain communal self-construction goals through transversality and empowering processes at economic, political, cultural and social levels has been scarcely developed. Possibly, we could find the reason for this in the little enthusiasm of European public authorities about communities, specially Muslim ones.

The paradigmatic alternative of communal self-construction may foster an effective empowering process of Muslim communities, creating a structural change in the current social systems of the European countries.

Epistemological analysis of scientific dependency schemes of communal social work points to that self-construction is an idea that may contribute to the establishment and development of specific categories, methods and models that, as a whole, may lead to an approach of transversal social intervention and Muslim communities' empowerment inspired by the Islamic texts. Egalitarian structural implications that may result in European countries' social systems after the

effective implementation of such an approach are by no means exciting for those that support cultural segregation or assimilation.

A transversal and empowering social intervention approach for Muslim communities inspired by the Islamic scriptural sources may be the best antidote to prevent the minority social tendency to self-exclusion under the cover of an Islamist pseudo-traditionalism, whose consequence is an interpretation of the Koranic corpus that deviates from the original message, and whose true and hidden roots are the marginalisation and social rejection that affect Muslim in general and, specially, the generations that hold the formal, but not material -meaning "welfare"-, condition of citizenship and that long for the same social membership that the rest of Europeans enjoy.

The Popperian refutation

Communal social interventions of care, developmental, secular and technocratic approaches have failed. In isolated cases, alienation and incertitude provoked by social exclusion may lead to a distorted search for Islamic authenticity as a distinguishing cultural mark.

Now then, while taking into account that epistemological approaches of care, technocratic, developmental or secular kind derived from social policies' communal intervention have failed and are dependent on facts, such a categorical judgement may seem a daring, even anti-scientific, attitude.

However, social reality's verification indicates that the above-mentioned communal experiments have died, and this implies the necessity of a new theory, even when the opposition to paradigmatic change coming from Western assimilation and patriarchal culturalism, or falsely inspired by Islam, succeed in transmuting the failure into edifying lessons for their respective customers' collective imaginaries.

Justification

European societies must have the opportunity to see in action a communal intervention method as the one suggested in this research, and to verify its results by submitting them to close and public scrutiny. This is how science can move on in a social intervention conceived for Muslim communities and not based on premises like:

> *Muslims don't want to integrate themselves*;
>
> *We, Muslims, are poor victims and Europeans don't accept us;*
>
> *Islam is not compatible with European culture;*
>
> *European culture is dangerous for Islam.*

This set of dichotomous premises are a structural part of the epistemological problem, not of its solution, and, therefore, we must denounce them, make them clear and prevent their validity in collective imaginaries and in a communal social intervention addressed both to a full membership of Muslim communities and to their respective European social contexts of reference.

The goal is to build a reciprocal understanding in which notions like *the ones and the others* or *them and us* are replaced by the idea of *us*. And this forces to solve the following questions:

Why the epistemological arrogance of assimalionists and patriarchal culturalism, whether Westerners or Islamist immobilists?

Maybe they know that European ethnocentrism or immobilism falsely inspired by Islam are immutable truths to the extent that they won't believe in epistemological possibilities that confront them?

Maybe they think that their doctrines must not be subjected to a permanent inspection when social reality discloses their failures?

Isn't that, in the end, the lesson that Karl Popper, to whom the essence of a scientific theory that is worth of such a name is precisely its temporary and refutable nature, its self-destructive vocation, its permanent humiliation to the dictatorship of verified facts, gave us?

The immobilist determination of arrogants and hypocrites makes their theories and methods unable to serve as objects of scientific inspection, this way rejecting refutability as a criterion of a theory's scientific value. We don't mean to give an absolute value to refutability. Newton's law of gravity is not a good theory because it is refutable, but because it's consistent and fruitful.

In this context of epistemological critic, even the value of Popperian refutation is relative and reviewable for it lacks an absolute nature. Thus, in the same way that Newton's law of gravity is consistent with Einstein's theory of relativity defined as matter and energy in an indivisible face, an Islamic epistemological approach on communal social work is also an egalitarian and equalitarian social face whose eyes are material while its look is the reflection of Muslim spirituality.

Present day physical theory's scientists know that relativity is only an ingredient in a bigger truth that someday will take a stage even more impossible to encompass, and that's why they look for a more general and abstract theory that allows an approach to both of them and solves the contradictions. In an analogous path, the building of communal social work from an Islamic epistemological perspective may take part in a wider wealth of knowledge, scientific and spiritual at the same time.

The alternative to an epistemological approach of communal social intervention inspired by Islam and based on Koranic principles of equality is a path that must be explored and experimented as a process of modernity and social cohesion from the specific culture of Muslim communities and towards the goal of full social membership.

There are between eleven and thirteen million Muslims living in the European Union and approximately forty-five millions in the European continent as a whole.

How can cultural assimilationists deny that those millions of human being are not an inherent part of European social and cultural spine?

Can these spinal fabrics, consubstantial to European social and cultural realities, be denied?

Is it sustainable and civilized to encourage a monolithic social and cultural configuration that rules out a verified diversity?

Development through empowerment is the means by which a collective entity reaches its greatest qualitative and quantitative potential, and its most important element is effectiveness, defined within its own cultural framework. In our case, the cultural frameworks of Muslims communities established in Europe are diverse, since they cannot be considered as collective entities culturally uniform, as can be deduced from their different original countries and the cultural singularities of each of them (Morera, 1996, p. 44).

This involves an unavoidable methodological condition, because the cultural configuration of a Muslim community whose members come from Turkey is different from another one whose members come from Pakistan, Morocco or Bosnia, and all of them are at the same time different from others mainly composed of European citizens of second, third and fourth generation and converts.

The implementation of communal self-construction social interventions conceived between Muslim communities and social scientists is the original key to an effective empowerment process, whose programs, projects and actions are identified by the communities' members as specific of their own, because of the simple reason and social and emotional perception that they are such. A process of this kind makes possible the generation of collective and individual awareness of their own capabilities and limitations, it sets channels of critical debate orientated towards the solution of their own problems and, above all, it constitutes a way of overcoming the social attitude of being a passive victim that no few members of European Muslim communities adopt.

The operative side of a communal self-construction process involves that the leaders and members of Muslim communities act methodically in the social and institutional fabric with a progressive gain of visibility and full social membership.

Communal social intervention, as considered in this approach, prevents, avoids and tends to put forward initiatives for the solution of the specific problems that affect Muslim communities, developing their members' capabilities, preventing polemical situations or conflicts and overcoming them. One of the goals is to build objective conditions that motivate and encourage European Muslims in their aspirations to hold their social responsibilities, both at the individual level and the collective one.

While Western collective imaginary is greatly impermeable to the idea of modifying its disposition to a more realistic and weighed cognition of Islam and the Islamic, the reality of Muslim communities goes beyond the intangible and vast field of religious belief, their specific situations and traits can be objectively determined at the economic, social, politic and cultural levels and, from this, a contextualised diagnosis may be defined in the physical places they belong to. An objective delimitation makes possible an analysis of excluding structural gaps, source of necessities, as a previous step to the design of communal intervention (Izquierdo, Torres, Martínez & Martínez Boyé, 2012, p. 108).

At this point, we must stress that an objective delimitation process has to carry specific traditions, history and identities that are expressed and identified through the interest and meaning of cultural membership that distinguishes Muslim communities, even among themselves. If not, we would find ourselves in front of a communal intervention set up around assimilation and patriarchal culturalism whose failure consequences have been already analysed.

Within the idea of communal self-construction, Muslim communities can be understood as a constellation of social relations that circle around a physical space geographically established where harmless specific traditions legitimately aspire to be recognised and accepted within the European social universe of reference.

Islam is not a homogeneous religion and, although it is one and Muslims refer to *Dār al-Islām* (literally, the house of Islam, territories where Islam is the main religion), we can differentiate between two currents, Sunnism and Shiism. To the effect of our analysis, stressing that different cultural configurations of Muslim communities affect the interpretation of sacred texts and individual and collective rules of behaviour is more important than marking the above-mentioned difference (Chebel, 2011, pp. 141-156).

Now then, Islam is a system of beliefs that provides with guides for individual and communal life that are modulated in a distinguishing way by each Muslim community's cultural configuration while, at the same time, they maintain the bond of a common denominator which is the Koranic corpus. This trait is considered by assimilationists and Western patriarchal culturalism as an obstacle to the integration of Muslim women and men into European societies (Lamrabet, 2011), but, on the contrary, it is a highly effective fuel when it comes to conceiving, designing and implementing a communal social intervention inspired by an Islamic approach based on Koranic principles of equality. It would become a main factor to articulate all of the aspects that contribute to a communal self-construction process based on empowerment and horizontality.

There are Islamic reformist trends that ask for a contextualised effort leading to the interpretation of Islamic texts according to the demands of our time and their original social sense, as they exist in the rest of Abrahamic traditions (Ramadan, 2011, pp. 5-20).

These trends don't involve by any means a secularization process characterised by the disappearance of the signs, values, principles and patterns of behaviour given by Islam (Lamrabet, 2012). The reformists' goal is to decontaminate the interpretations of the sacred texts from harmful traditions and social practices derived from cultural configurations that untenably try to justify themselves on them. The analysis of harmful practices and traditions is not supported by the Koranic text.

From these assumptions, Muslim communities may be understood within their interrelations with European societies, reaching to the conclusion that they share more similar features than differences in a polemical or conflictive sense, as the heirs of civilizing postcolonialism -meaning cultural assimilation- claim.

The identification of the dichotomy barbarism-civilisation

In the European context conditioned by international economic crisis, by the failure of conventional political solutions, and by the citizens' fear of a permanent social exclusion, the need arose for a scapegoat to be found and sacrificed instead of changing the parts that make the global system a machinery of universal usury. French, Greek and Spanish electoral campaigns in the period 2011-2012 revealed that immigrants and Muslim communities are the preferred candidates to draw the attention to the stigmatizing rite against Muslims. The above-mentioned circumstances imply an unacceptable democratic price derived from the political renounce to European social cohesion (Izquierdo, 2013, p. 82).

Sociopolitical reality allows to verify that populist politicians cast the discursive nets of Western patriarchal culturalism to an electoral fishing ground where desperation and fear vote concentration is promising and may increase.

The message of Western patriarchal culturalism is aggressive, it's in the process of metamorphosis and its expected result is to add more ethnocultural violence to its contents through the premise that "our culture and our identity are superior".

When we place ourselves in the scientific approach for the Socratic search of truth, the arguments used in support of Western patriarchal culturalism are inadmissible and untenable.

How can we take seriously a speech that encourages us to choose between the defence and the negation of humanity, between freedom and tyranny, between love and hatred for the others?

Now then, in the struggle for political power, ethnocentric populist speech holds a remarkable and alarming potential of effectiveness. The Western assimilating culturalist fable takes the public debate about economic and social problems that erode European governments into the collective emotional field where the aggressive speech succeeds in achieving the support of a significant share of confused voters who are frustrated and hopeless because of the crisis. Populist demagogy flatters and raises the latent egocentric and ethnocentric fabrics inside the individuals by proclaiming a culturally immutable European civilisation that considers itself contemporary, superior to the rest, and endangered by Islam.

The nihilistic assumption of *everything goes* makes an use of words and ideas that becomes a legitimizing dialectic for the political culture of exclusion and marginalisation of Muslims, whose effectiveness hides under different disguises but has been proved during the course of human history. These experiences are overwhelming and undeniable.

The expulsion of Muslims and Jews perpetrated by Catholic post-Elizabethan Spain was antagonistic to the Christian principles. The Jewish genocide committed by Nazism never hid its ideology and, in this case, the mask of terror was the terror itself in its ultimate expression, aesthetically and methodologically. Mass crimes carried out by Stalin's regime were contrary to the equality and fraternity of a classless humanity.

1915 Armenian genocide committed by Turkish nationalism exalted a feeling that was antagonistic to Islam's spiritual values. The chronic agony of the Palestinian people is opposed to the theologian heritage of the Jewish people. The massacres suffered by the Muslim Bosnian population carried out by Serbians and Croatians equalled their cultures of reference to a synonym of ruthless barbarism. Institutionalised terrorisms in the name of the state or in the name of God, before and after 9-11, sodomise the sacred values of the rights they claim to defend.

What lies behind the premise *not all civilisations are the same and ours is superior to Islam* is a real dilemma. To identify it, we must free ourselves from the context in which *us* is opposed to *the others* and from the idea that it is possible to assess civilisations taken as a monolithic whole.

Civilisations and cultures are intrinsically incoherent, they are constantly changing, and therefore there is no logic in inserting them in an immutable hierarchy. The dividing line between good and evil doesn't separate states, classes, parties, races or systems of belief, but pierces the heart of the whole humanity, of every culture, of each civilisation, and, consequently, of every believer, agnostic and atheist.

Even so, we can add the following question:

Should we restrain ourselves from doing any value judgement about a cultural fact on the pretext that it is not ours?

The longing for avoiding the ethnocentrism of the racists, islamophobics, cultural assimilationists and colonialists leads many activists and some ethnologists and historians to think that these value judgements should be banned. However, this proposal doesn't seem to be effective, legitimate or advisable, among many causes, because it would turn the executioner into victim. This dilemma forces us to pose two necessary questions:

Can we deny that we have unhesitatingly reached an agreement to set up a universal framework with regard to science and to establish that the laws of Physics don't change in one civilisation or another?

Can we deny that technologic products are not true or false depending on each civilisation and that they are easily accepted by all of them?

Within this interpretative context, a civilisation that uses a writing system can carry out activities that are inaccessible to others that lack it. No language is, in itself, superior to the rest, but one of them may be richer than other with regard to a specific need. The described logic of weighed cultural diversity leads us to an unavoidable question:

What happens to morals?

Barbarism and civilisation are two categories of a concrete origin, but their application can be universal. Being civilised doesn't mean to be secularist, agnostic, Jew, Christian or Muslim, but to know how to accept the others' full humanity, even when they're different and diverse. The barbarians are not those who can't read and suffer poverty, but those who deny full humanity to the rest, to themselves and, in short, to all of us.

Slaveholding societies, totalitarian regimes, and democracies that surrender to the institutionalisation of inequality of human beings deserve a condemnation wherever they are and whichever system of beliefs they falsely preach, regardless of their name, because there is not truthfulness or knowledge in the morals of lie and domination, only in the dehumanised wasteland of evil.

We are not forced or condemned to go from the ethnocentrism based on the premise *my civilisation is worthier than the others* to the nihilism of the mass humanitarian destruction culture as defined by the principle of *everything goes*. To see the fault of the others is an unequivocal sign of barbarism that identifies those who don't see their own mistakes.

Every human being has his or her own background, even multiple backgrounds and, in unusual cases, even none. Patriarchal culturalism and cultural assimilation condemn the boldness to confess them, to make them visible, to expect a full and reciprocal social acceptance of this cultural diversity.

Civilised love doesn't expect to be loved and resists against all odds the assimilating flames of the cultural arsonists. Barbarians aim at the end of the diversity, not because their identities are endangered, but because they want to abolish the integrating imagination of the *civilisation of us* and to hide the evil of their moral imaginaries.

The denial of gender equality is the favourite one for barbarians and architects of patriarchal assimilating culturalisms, as well as the thriving clash of civilisations. They are and will be absent from cooperative coexistence, from reciprocal knowledge, and from mutual social acceptance. The more enthusiastically barbarism devotes itself to put in practice the hatred discourse, the more it unfolds a standardising and shoddy cultural mannerism, seasoned with lots of sectarianism and fanciful conspiracies that create an uneasy social atmosphere always favourable to confrontation.

Simplifying social imagination derived from cultural assimilation relies upon an alleged realism that is unreal and consequently false. The dehumanisation is provoked by a cultural assimilating practice based on social Darwinism. This

fact involves that evolution theory is applied to our civilisations to justify the oppression of the needy by those who collect all the material wealth and, even there may exist a certain disposition towards a social empathy that breeds inequality, the essential axiom of barbarism still is the consideration of the human being as a greedy animal that looks for its own good and its clan's, controlling and subjugating the rest.

This is how abstract thinking ability, only possible thanks to language, is destroyed by Western assimilating patriarchal culturalism, by turning specific cases of harmful cultural practices into general social trends, by falsely ridiculing the Islamic feminist movement and the connected European Muslim communities.

Our culture is superior, that's the only premise that assimilating barbarism knows how to articulate, and it lacks humanity because it is unable to put itself in the other's place and unable to think in the abstract. The struggle for cultural diversity, for the alliance of civilisations and for gender equality is to obtain and maintain what makes us humans, a daily and everlasting struggle that the truly civilised ones cannot leave.

The crisis and the rise of ideologies of hate

Crisis is a daily reality for millions of unemployed, and particularly for a lost generation of European youngsters without a job that, until now, cannot be considered as an irate generation in their social protest, like Spanish 15-M movement, taken as an example. However, this democratic virtue of the European social fabric must not be exposed to such an extreme erosion as the one suffered in the last years. Proof of this is the electoral insurrection in France and Greece against the so-called fiscal austerity, a technocratic euphemism whose consequence is a polarisation of social structure as shown by a population base subjected to poverty or social exclusion risk that increases in a constant progression seemingly unstoppable.

The analytical approach of economic conventionalism comes down to weighing up costs and benefits, by implementing institutional measures and mechanisms destined to overcome the instability and fickleness of financial markets. Moral considerations and social costs are ruled out in the solutions. The justification is based on the search for some sacred goals more pivotal than social inclusion, like recovering banking vitality, avoiding the responsibility of economic agents, making the states finance the disaster, and forcing the citizens to pay the price while keeping them from the benefits in the unlikely case that orthodox recipes really work. The meaning of this conventional political message is that citizens have to forget social commitments and agreements that underlie the welfare state and European social cohesion upon which they have planned their lives.

Experience is showing that it is politically unsustainable to unconditionally subordinate societies to economic theories whose obvious outcome is dismantling European social cohesion and welfare state. Conventional politics must give up its determination to impose on the citizens the false dilemma of having to choose between a present and future time of socially intolerable cuts and an apocalyptic scene.

Imposing the above-mentioned dilemma makes social vulnerability and frustration emerge. Hegemonic social perception is that political system fails in the conventional solutions applied and this constitutes the objective reason why radical movements arise offering mythical, ethnocentric, xenophobic, islamophobic, misogynist and violent solutions.

Denunciation, condemnation and rejection of the imposition of such demands like the ones suffered by Germany after the Treaty of Versailles become unavoidable. Apocalyptical outcomes of that political barbarity are well known. Social amnesia forced upon by current policies' constituent premises implies the institutionalisation of multiple absurdities like forgetting that both World Wars were more expensive than any other alternative, and putting a price on democracy and political communities.

The financial system, as it is, is throwing millions to the wasteland of social exclusion and the denial of realistic present and future expectations, as defined by the collective aspiration to socioeconomic inclusion. European political leaders can't understand the citizens' demand as a requirement to ignore the necessity of a reshaping of economic policies towards a more flexible tendency, as recommended by the European Commission.

Now then, a very different matter is the fact that they reject, just because and the way they're actually doing it, the citizens' message, whose meaning is not other than the democratic demand of an economically and financially efficient government able to put an end to usury and the social poverty that stems from it. The existence of institutions that guarantee a good democracy is not a luxury, but the base of a good market. Taxes, courts, civil servants, central banks, educational, health and Social Security systems form an institutional network upon which currencies and human rights are built in their material side, in short, a world order without which chaos is unavoidable.

Europe is a boiling stage of voters' rebellion against conventional politics failure. Present European political crisis proves that recipes of austerity and cuts, regardless how logic they may be in the abstract, show themselves as the imposition of an unbearable social price (Fernández García, 2012, p. 71). In this stage of social incertitude and unease,

there are high chances for the electoral success that may achieve hate discourse offered by violent nationalist and ethnocentrist policies.

We have already witnessed factual evidences. Ethnic identity reaffirmation, ultranationalist feelings fervour, and absolute intolerance policies were proclaimed by the former French president Nicolas Sarkozy, fortunately without success. However, we can't hide the fact that, in the first round of voting for French presidential elections, extreme right and extreme left obtained more than 30% of the votes, and anti-European Union Martin Le Pen's National Front threatened with taking the place of centre-right Union for Popular Movement and becoming the new dominant political party standing for the country's right-wing.

Another previous fact is Greece. 2012 June's elections produced a dangerous fragmentation landscape of the political parties with several smaller groups side by side to the strong appearance of a new anti-austerity left-wing represented by the party SYRIZA, headed by Alexis Tsipras, and the neo-nazi right-wing embodied by the party Golden Dawn. The prospects of governability in Greece seem to be conditioned by paralysis and an unpredictable evolution.

To prevent a chaotic collapse in Europe and the success of violent political choices based on racial and religious hatred, a political innovation still to come, but eagerly awaited, at least from the part of the true democrats, is needed. Possibly, failed political conventionalism's breakdown will require political innovations based on a new keynesianism applied on a continental level.

Excluding social cuts coming from political conventionalism became a one-way path whose pavement is the definition of public activity as larceny, country's wealth redistribution as ransacking, and taxes as confiscation. The destination is a social hell in which European population's conviction is to remain in a ruinous depression, perpetual debt, under hatred ideologies domination, and the collapse of democracy for a long period. The sentence has to be appealed and overturned by the irrefutable appeal that best institutions are not a market's outcome, but their condition of capability and prerequisite, whose values are priceless.

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ÖĞRETMEN ADAYLARININ DEMOKRATİK VATANDAŞLIĞA KARŞI TUTUMLARI

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ÖZET

Okullarda verilen vatandaşlık eğitimi dersleri sayesinde öğrenciler ülkenin hükümet sistemini, demokrasi, hukukun kurallarını, haklar ve sorumluluklar, demokratik değerler ve politik konularla ilgili bilgi, yetenek ve değerleri öğrenirler. 20. yüzyılın son on yılında dünyada vatandaşlık eğitimiyle ilgili olarak yeni düzenlemelere gidilmiştir. 21. yüzyılda eğitim sistemlerinde yerini alan demokratik vatandaşlık eğitimi gençleri demokrasi için, bilgili, aktif ve sorumlu vatandaş olarak hazırlamak için çabalar. Modern demokrasilerde bireyler okullardaki demokratik vatandaşlık eğitimi programları ile demokratik bir toplumda nasıl bir vatandaş olacaklarını öğrenirler. Bu çalışma da Sakarya Üniversitesi Eğitim Fakültesi Sosyal Bilgiler, Türkçe ve Bilgisayar Eğitimi bölümlerinde öğrenim görmekte olan öğretmen adaylarının demokratik vatandaşlığa olan tutumlarını ölçmek için RutHann Burns Mcfadden tarafından geliştirilen ve Kaya tarafından Türkçe'ye uyarlanan yedi bölümden oluşan 26 maddelik anket kullanılmıştır. Ankette hükümet sorumluluğu, iyi vatandaşlık, okulda demokrasi, fırsat eşitliği, haklara saygı, güven politikacıların ilgisizliği şeklindeki yedi alt faktör ile öğretmen adaylarının bu alt faktörlere bağlı tutumlarının ölçülmesi amaçlanmaktadır. Çalışmada öğretmen adaylarının demokratik vatandaşlık tutumlarının cinsiyetlerine, internet kullanım sıklığına, teknoloji kullanarak gündemi takip etme sıklıklarına göre değişip değişmediğine bakılmıştır.

Anahtar Kelimeler: Demokrasi, eğitim, vatandaşlık

GİRİŞ

Vatandaşlık eğitiminde son yıllarda yapılan değişikliklere göre vatandaşlık eğitiminin öğrencileri demokratik bir toplumun oluşabilmesi için gerekli olan bilgi, beceri ve değerlerle donatmayı hedeflediği görülür. Öğrencilerin eleştirel düşünmeleri beklenerek, kendi düşünceleri ile başkalarının düşüncelerine saygılı olmaları, toplumun iyiliği için çalışan topluma duyarlı bireyler olmaları beklenir. Bu sayede öğrenciler hakları, sorumlulukları, özgürlüklerini öğrendikleri gibi kanunları, eşitliği, adaleti ayrımcılık yapmamayı demokrasiyi öğrenmektedirler. Demokratik vatandaşlık eğitimi farklı din, kültür, inanç ve düşünüş şekillerine saygılı olmayı hedefleyerek bu şekilde bireylerin yaşadıkları toplumun çeşitli değerlerini anlamaları ve paylaşmaları sağlanmaktadır. Bu vatandaşlık eğitiminin temelinde var olan bakış açısı da "Talep eden etkin ve sorumlu vatandaş" dır (MEB, 2010). Modern demokrasilerde okullardaki demokratik vatandaşlık eğitimi programları ile demokratik bir toplumda nasıl bir vatandaş olacaklarını öğrenirler (Print, 2007).

Latince bir kavram olan demokrasi halk anlamına gelen demos ve egemenlik ya da iktidar anlamına gelen kratos sözlerinin birleşmesi ile oluşmuştur. Demokrasinin Türkçe karşılığı da halk egemenliği anlamına gelmekte olup hukuk ve siyasal bilimlerde demokrasi siyasi iktidarın halka dayandığı egemenliğin halktan kaynaklandığı yönetim biçimini ifade eder (Gündüz, Gündüz, 2007). Ancak dillerde bazı kavramlar vardır ki bu kavramlar anlam olarak çok zengindir. Demokrasi de bu kelimelerden biridir (Başgil, 2006). Touraine (1997), demokratik yönetim biçimini sayıca çoğunlukta olan bireylere en büyük özgürlüğü veren, en büyük çeşitliliği tanıyıp koruyan siyasi bir yaşam biçimi olarak tanımlamıştır. Ancak demokratik yönetim biçiminin ve halk egemenliğinin uygulanabilmesi için de bireylerin yurttaşlık bilincine erişmiş olması gerekir (Gündüz, Gündüz, 2007). Bu da ancak eğitim sayesinde olur. Ailede başlatılması gereken demokrasi eğitiminin okulda pekiştirilmesi ve sürdürülmesi gerekir. Planlı ve programlı bir şekilde okulda verilen demokrasi eğitimi ile öğrencilere demokratik davranışlar kazandırılır. Türk milli eğitiminin amaçlarından biri olan demokrasi eğitimi ile güçlü, istikrarlı, hür ve demokratik bir toplum düzeninin gerçekleşerek, sürdürülmesi sağlanır (MEB, 2010).

Eğitim ve demokrasi kavramı arasında çift yönlü sıkı bir ilişki vardır. Bir yandan bir yerde iyi bir eğitim varsa bu durum demokratik sistemi olumlu bir şekilde etkiler diğer yandan gerçek anlamda demokrasi olan ülkelerde eğitimin etkisi maksimum seviyeye çıkabilmektedir. Demokrasi ile eğitim arasındaki bir ilişkiye ilk dikkati 1916 yılında yayınladığı Eğitim ve Demokrasi adlı eser ile John Dewey çekmiştir. Dewey eğitimde bireyin yaşamını şekillendiren yöntemlerin kullanılması gerektiğini ifade eder. Okulda kazanılan bilgi yaşamla bütünleşmelidir. Bir toplumda demokrasiyi kavramış bireylerin yetişmesi için toplumun eğitim sistemine önemli ölçüde iş düşmektedir (Yeşil, 2002).

YÖNTEM

Bu bölümde araştırmanın modeli, evren ve örneklem, veri toplama aracı, verilerin toplanması ve analizi ile ilgili bilgiler sunulacaktır.

Araştırmanın Modeli

Araştırma tarama modeli çeşitlerinden genel tarama modelinde yürütülmüştür. Genel tarama modelleri çok sayıda elemandan oluşan bir evrende evren hakkında genel bir yargıya varmak amacı ile evrenin tümü ya da ondan alınacak bir grup, örnek ya da örneklem üzerinde yapılan tarama düzenlemeleridir (Karasar, 2003).

Evren ve Örneklem

Araştırmada Eğitim Fakültelerinde eğitim-öğrenim gören öğrencilerin demokratik vatandaşlığa karşı tutumlarını belirlemek amacıyla 2012-2013 öğretim yılı Güz döneminde Sakarya Üniversitesi Eğitim Fakültesinde eğitim görmekte olan 3 farklı bölüm seçilmiştir. Araştırmada Sakarya Üniversitesi Eğitim Fakültesi kolay erişebilirlik açısından tercih edilmiştir. Ölçeklerden üç tanesinde eksik bilgi bulunduğu için bu ölçekler araştırmaya katılmamıştır. Araştırma toplam 317 katılımcıya ait veri üzerinden yürütülmüştür. Sonuçta elde edilen verilerin cinsiyet, bölüm, internet kullanma sıklığı, teknoloji kullanarak gündemi takip etme sıklıklarına göre dağılımı Tablo 1'de sunulmuştur.

Tablo 1: *Örneklem Grubunun cinsiyet, bölüm, internet kullanma sıklığı ve teknoloji kullanarak gündemi takip etme sıklığına göre Dağılım Tablosu*

		Frekans	%
Cinsiyet	Erkek	137	43,2
	Kız	180	56,8
Bölüm	Sosyal Bilgiler	91	28,7
	Türkçe	114	36,0
	BÖTE	112	35,3
İnternet Kullanma Sıklığı	Her gün	254	80,1
	Haftada bir kere	63	19,9
Teknoloji Kullanarak Gündemi Takip Etme	Her gün	226	71,3
	Haftada bir kere	91	28,7

Veri Toplama Aracı

Araştırmada veri toplama aracı olarak Ruthann Burns Mcfadden (2011), tarafından geliştirilen Kaya tarafından Türkçeye Uyarlaması yapılan Demokratik Vatandaşlık Algısı ölçeği kullanılmıştır. Ölçek 26 maddeden oluşmaktadır.

Verilerin Toplanması ve Analizi

Örneklem grubu belirlendikten sonra Sosyal Bilgiler, Türkçe, Bilgisayar eğitimi bölümlerinde bulunan öğrencilerin ders saatleri esnasında toplamda 15'şer dakikaları alınarak ölçek elden dağıtılarak toplanmıştır. Araştırmada verilerin analizi için t-testi ve ANOVA analizleri kullanılmıştır. Araştırmada veriler SPSS 17.0 paket programı kullanılarak analiz edilmiş ve anlamlılık düzeyi olarak .05 kabul edilmiştir.

BULGULAR

Araştırma da bulgular cinsiyet, bölüm, internet kullanma sıklığı, teknoloji kullanarak gündemi takip etme sıklığına göre sırasıyla sunulmuş, bu değişkenlere göre ölçeğin tüm maddelerini içeren tek faktörlü yapıyla 7 alt faktörlü yapıda farklılık olup olmadığına bakılmıştır. Bunlardan ilk olarak cinsiyete ilişkin olarak t-testi yapılmış ve test sonucunda elde edilen veriler Tablo 2'de verilmiştir.

Tablo 2: Öğretmen adaylarının demokratik vatandaşlık tutumlarının cinsiyete göre değişimi tablosu

	Cinsiyet	N	X	SS	t	sd	p
Hükümet Sorumluluğu	Erkek	137	21,66	3,10	-3,10	315	0,00
	Kız	180	22,59	2,20			
İyi vatandaşlık	Erkek	137	20,74	3,05	-1,57	315	0,12
	Kız	180	21,27	2,90			
Okulda Demokrasi	Erkek	137	12,72	2,27	-1,89	315	0,06
	Kız	180	13,17	1,97			
Fırsat eşitliği	Erkek	137	24,70	3,80	-1,92	315	0,06
	Kız	180	25,48	3,37			
Haklara saygı	Erkek	137	13,55	1,83	-2,81	315	0,01
	Kız	180	14,09	1,59			
Güven	Erkek	137	9,46	2,74	1,54	315	0,12
	Kız	180	9,01	2,49			
Politikacıların İlgisizliği	Erkek	137	10,91	2,54	1,31	315	0,19
	Kız	180	10,53	2,65			
Toplam	Erkek	137	113,74	11,28	-2,12	315	0,04
	Kız	180	116,13	8,73			

Tablo 2 incelendiğinde cinsiyet bakımından ölçeğin tamamını içeren tek faktörlü yapıyı ifade eden toplam "Demokratik Vatandaşlık Tutumları" ile "Hükümet Sorunluluğu" ve "Haklara Saygı" alt boyutunda anlamlı farklılık olduğu görülmektedir. Alt faktörlerden sırasıyla "Hükümet Sorumluluğu" (t=-3.10), "Haklara Saygı" (t=2,81) ve ölçeğin tamamını ifade eden "Demokratik Vatandaşlık Tutumları" (t=-2,12) faktörlerinde öğrencilerin cinsiyeti açısından istatistiksel olarak anlamlı bir farklılık (p.< .05) olduğu bulunmuştur. Araştırmaya katılan kız öğrencilerin (x=22,59) erkek öğrencilere göre (x=21,66) hükümet sorumluluğu konusunda tutumlarının yüksek olduğu, haklara saygı boyutunda da kız öğrencilerin (x=14,09) erkek öğrencilere göre (x= 13,55) haklar konusunda tutumlarının yüksek olduğunu ortaya koymaktadır. Ölçeğin tüm maddelerinin toplamında da öğrencilerin cinsiyeti bakımından istatiksel olarak anlamlı fark olduğu (t=-2,12, p.<.05) bulunmuştur. Araştırmaya katılan kız öğrencilerin (x=116,13) erkek öğrencilere göre (x=113,74) toplam demokratik vatandaşlık tutumlarının daha yüksek olduğu görülmektedir

Araştırmada öğrencilerin Demokratik Vatandaşlık Tutumlarının internet kullanım sıklığına göre fark olup olmadığına bakılmıştır. Analiz sonucunda elde edilen veriler Tablo 3'de verilmiştir.

Tablo 3. *Öğretmen adaylarının demokratik vatandaşlık tutumlarının internet kullanım sıklığına göre değişimi tablosu*

	İnternet Kulanım Sıklığı	N	X	SS	t	sd	p
Hükümet Sorumluluğu	Her gün	254	22,33	2,45	113,74	315	,051
	Haftada bir kere	63	21,60	3,35			
İyi vatandaşlık	Her gün	254	21,06	3,02	,18	315	,858
	Haftada bir kere	63	20,98	2,80			
Okulda Demokrasi	Her gün	254	13,07	2,02	1,62	315	,107
	Haftada bir kere	63	12,59	2,44			

Fırsat eşitliği	Her gün	254	25,16	3,60	,16	315	,877
	Haftada bir kere	63	25,08	3,51			
Haklara saygı	Her gün	254	13,91	1,59	1,22	315	,224
	Haftada bir kere	63	13,62	2,16			
Güven	Her gün	254	9,17	2,66	-,45	315	,655
	Haftada bir kere	63	9,33	2,36			
Politikacıların İlgisizliği	Her gün	254	10,76	2,65	,96	315	,339
	Haftada bir kere	63	10,41	2,39			
Toplam	Hergün	254	115,46	9,85	1,32	315	,189
	Haftada bir kere	63	113,62	10,37			

Tablo 3 incelendiğinde öğretmen adaylarının "Hükümet Sorumluluğu" (t=113,74), "İyi Vatandaşlık" (t=,18), "Okulda Demokrasi" (t=1,62), "Fırsat Eşitliği" (t=,16), "Haklara Saygı" (t=1,22), "Güven" (t=-,45), "Politikacıların İlgisizliği" (t=,958) ve toplam "Demokratik Vatandaşlık Tutumları" (t=1,32) faktörlerinde farklılık olmadığı (p.<.05) görülmüştür.

Araştırmada üçüncü değişken olarak öğrencilerin teknoloji kullanılarak gündemi takip sıklıklarına göre fark olup olmadığına bakılmıştır. Sıklık olarak her gün ve haftada bir kere ifadeleri kullanıldığı için verilerin analizinde t testi kullanılmıştır. Analiz sonucu elde edilen veriler Tablo 4'de sunulmuştur.

Tablo 4. *Öğretmen adaylarının demokratik vatandaşlık tutumlarının teknoloji kullanarak gündemi takip etme sıklığına göre değişimi tablosu*

	Teknoloji Kullanarak Gündem Takibi	N	X	SS	t	sd	p
Hükümet Sorumluluğu	Hergün	226	22,33	2,43	1,51	315	,133
	Haftada bir kere	91	21,84	3,15			
İyi vatandaşlık	Hergün	226	21,17	3,01	1,21	315	,226
	Haftada bir kere	91	20,73	2,86			
Okulda Demokrasi	Hergün	226	12,97	2,12	-,03	315	,973
	Haftada bir kere	91	12,98	2,11			
Fırsat eşitliği	Hergün	226	25,18	3,73	,27	315	,784
	Haftada bir kere	91	25,05	3,21			
Haklara saygı	Hergün	226	13,91	1,65	,85	315	,395
	Haftada bir kere	91	13,73	1,87			
Güven	Hergün	226	9,24	2,69	,40	315	,690
	Haftada bir kere	91	9,11	2,37			

Politikacıların İlgisizliği	Hergün	226	10,79	2,73	1,06	315	,291
	Haftada bir kere	91	10,45	2,26			
Toplam	Hergün	226	115,59	10,15	1,38	315	,168
	Haftada bir kere	91	113,88	9,44			

Tablo 4 incelendiğinde öğretmen adaylarının "Hükümet Sorumluluğu" (t=1,51), "İyi Vatandaşlık" (t=1,21), "Okulda Demokrasi" (t=-,03), "Fırsat Eşitliği" (t=,27), "Haklara Saygı" (t=,85), "Güven" (t=-,40), "Politikacıların İlgisizliği" (t=1,06) ve toplam "Demokratik Vatandaşlık Tutumları"'nda (t=1,38) farklılık olmadığı (p.<.05) görülmüştür.

Tablo 5. *Öğretmen adaylarının demokratik vatandaşlık tutumlarının öğrenim gördükleri bölüme göre değişimi ANOVA tablosu*

		N	X	SS		Kareler Top.	sd	Kareler Ort.	F	p
Hükümet Sorumluluğu	1	91	21,88	3,08	Gruplar Arası	66,19	2	33,09	4,78	**0,009**
	2	114	22,8	2,35	Gruplar İçi	2174,46	314	6,93		
	3	112	21,82	2,5	Toplam	2240,64	316			
	Toplam	317	22,19	2,66						
İyi Vatandaşlık	1	91	21,56	2,92	Gruplar Arası	85	2	42,5	4,93	**0,008**
	2	114	21,31	2,92	Gruplar İçi	2708,39	314	8,63		
	3	112	20,36	2,97	Toplam	2793,38	316			
	Toplam	317	21,04	2,97						
Okulda Demokrasi	1	91	12,88	2,47	Gruplar Arası	3,64	2	1,82	0,41	0,667
	2	114	13,114	2,16	Gruplar İçi	1409,11	314	4,49		
	3	112	12,9	1,73	Toplam	1412,74	316			
	Toplam	317	12,97	2,11						
Fırsat Eşitliği	1	91	25,08	3,81	Gruplar Arası	119,07	2	59,54	4,76	**0,009**
	2	114	25,89	3,61	Gruplar İçi	3931,54	314	12,52		
	3	112	24,44	3,22	Toplam	4050,61	316			
	Toplam	317	25,14	3,58						
Haklara Saygı	1	91	13,42	2,16	Gruplar Arası	25,4	2	12,7	4,39	**0,013**
	2	114	14,1	1,67	Gruplar İçi	907,93	314	2,7		
	3	112	13,96	1,25	Toplam	933,33	316			
	Toplam	317	13,86	1,72						
Güven	1	91	10,23	2,86	Gruplar Arası	177,25	2	88,63	14,17	**0,000**
	2	114	8,36	2,57	Gruplar İçi	1963,83	314	6,25		
	3	112	9,22	2,08	Toplam	2141,08	316			
	Toplam	317	9,2	2,6						
Politikacıların İlgisizliği	1	91	10,67	2,73	Gruplar Arası	0,16	2	0,08	0,01	0,989
	2	114	10,68	2,7	Gruplar İçi	2141,16	314	6,82		
	3	112	10,72	2,41	Toplam	2141,32	316			

	Toplam	317	10,69	2,6						
Demokratik Vatandaşlık Tutumları	1	91	115,71	11,45	Gruplar Arası	496,85	2	248,42	2,52	0,082
	2	114	116,25	10,1	Gruplar İçi	30901,12	314	98,41		
	3	112	113,43	8,27	Toplam	31397,97	316			
	Toplam	317	115,1	9,97						

Tablo 5 incelendiğinde, öğretmen adaylarının bölümleri bakımından "Hükümet Sorumluluğu" ($F_{(2,314)}$=4.78), İyi Vatandaşlık ($F_{(2,314)}$=4.93), Fırsat Eşitliği ($F_{(2,314)}$=4.76), Haklara Saygı ($F_{(2,314)}$=4.39) ve Güven ($F_{(2,314)}$=14.17) alt faktörlerinde istatistiksel anlamda anlamlı bir farklılık olduğu (p>.05) bulunmuştur. Farklılık bulunan faktörlerde farklılığın hangi bölümlerden kaynaklandığını bulabilmek için çoklu karşılaştırma testlerinden Tukey testi kullanılmış ve sonuçları Tablo 6'da verilmiştir.

Tablo 6. *Öğretmen adaylarının demokratik vatandaşlık tutumlarının öğrenim gördükleri bölüme göre değişimi Tukey Testi Sonuçları*

Faktör	**Bölüm**	**Bölüm**	**Fark**	**p**
Hükümet Sorumluluğu	Türkçe	Sosyal Bilg.	,92*	0,04
		BÖTE	,98*	0,02
İyi Vatandaşlar	Sosyal Bilg.	BÖTE	1,20*	0,01
	Türkçe	BÖTE	,95*	0,04
Fırsat Eşitliği	Türkçe	BÖTE	1,45*	0,01
Haklara Saygı	Türkçe	Sosyal Bilg.	,68*	0,01
Güven	Sosyal Bilg.	Türkçe	1,87*	0,00
	Sosyal Bilg.	BÖTE	1,01*	0,01
	BÖTE	Türkçe	,86*	0,03

Tablo 6'da yer alan Post Hoc Sonuçlarına göre "Hükümet Sorumluluğu" alt boyutundan elde edilen toplam puanlar açısından Türkçe ile Sosyal Bilgiler Öğretmenliği ve Bilgisayar Öğretmenliği arasında anlamlı bir fark olduğu görülmektedir. "İyi Vatandaşlar" alt boyutunda elde edilen toplam puanlar açısından hem Sosyal Bilgiler hem de Türkçe ile Bilgisayar Öğretmenliği arasında anlamlı bir farkın olduğu sonucuna varılmıştır. "Fırsat Eşitliği" alt boyutundan elde edilen toplam puanlar açısından Türkçe ile Bilgisayar Öğretmenliği arasında anlamlı bir farkın olduğu bulunmuştur. "Haklara Saygı" alt boyutundan elde edilen toplam puanlar açısından Türkçe ile Bilgisayar Öğretmenliği arasında anlamlı bir farkın olduğu bulunmuştur. "Güven" alt boyutundan elde edilen toplam puanlar açısından Sosyal Bilgiler ile Türkçe, Sosyal Bilgiler ile Bilgisayar Öğretmenliği ve Bilgisayar Öğretmenliği ile Türkçe arasında anlamlı bir farkın olduğu bulunmuştur.

TARTIŞMA VE SONUÇ

Bu araştırmada eğitim fakültesinde üç farklı bölümde eğitim öğretim gören öğretmen adaylarının demokratik vatandaşlık tutumlarının cinsiyet, internet kullanım sıklığı, teknoloji kullanarak gündem takibi yapma sıklıkları ve eğitim gördükleri bölüm açısından farklılık gösterip göstermediğini ortaya koymak amaçlanmıştır.

Cinsiyet açısından araştırmada Alt faktörlerden sırasıyla Hükümet sorumluluğu (t=-3.10), Haklara saygı (t=2,81), ölçeğin tamamını ifade eden demokratik vatandaşlığa karşı tutumlar (t=-2,12) açısından öğrencilerin cinsiyeti açısından istatistiksel olarak anlamlı (p.< .05) olduğu bulunmuştur. Araştırmaya katılan kız öğrencilerin (x=22,59) erkek öğrencilere göre (x=21,66) hükümet sorumluluğu konusunda tutumlarının yüksek olduğu, haklara saygı boyutunda da

kız öğrencilerin (x=14,09) erkek öğrencilere göre (x= 13,55) haklar konusunda tutumlarının yüksek olduğunu ortaya koymaktadır. Aynı zamanda ölçeğin tamamında da kız öğrencilerin tutumlarının erkek öğrencilere göre yüksek olduğu bulunmuştur.

Araştırmanın diğer bir değişkeni olan öğretmen adaylarının demokratik vatandaşlık tutumlarının internet kullanım sıklığına göre değişimini araştırmak için t testi yapılmıştır. Ancak ölçeğin tamamında ve alt boyutlarında anlamlı bir farklılık bulunmamıştır. Bu durumu internet kullanım sıklığının öğrenciler arasında artması ve artık neredeyse internet kullanmayan öğrencinin kalmamasına bağlayabiliriz.

Araştırmanın üçüncü değişkeni olan öğretmen adaylarının teknoloji kullanarak gündemi takip etme sıklıklarına göre demokratik vatandaşlık tutumlarında bir değişim olup olmadığına bakılmıştır. Ancak ölçeğin tamamında ve alt faktörlerde anlamlı bir farklılık bulunamamıştır.

Araştırmanın son değişkeni olan öğretmen adaylarının demokratik vatandaşlık tutumlarının eğitim gördükleri bölüme göre değişip değişmediğini belirlemek için ANOVA testi yapılmıştır. Elde edilen sonuçlara göre demokratik vatandaşlık tutum anketinin "Hükümet Sorumluluğu", "İyi Vatandaşlık", "Fırsat Eşitliği", "haklara Saygı" ve "Güven" alt boyutlarında anlamlı farklılık bulunmuştur. Tukey testi incelendiğinde farklılıkların çoğunluğunda vatandaşlık dersinin verilmediği sayısal bölüm olan Bilgisayar Öğretmenliği bölümü göze çarpmaktadır. Bu nedenle temel vatandaşlık eğitiminin eğitim fakültelerinin tüm bölümlerinde seçmeli ders olarak okutulması uygun olabilir.

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ÖĞRETMEN İNSAN GÜCÜ VE İSTİHDAMI ARASINDAKİ İLİŞKİ BAĞLAMINDA, BİLGİSAYAR VE ÖĞRETİM TEKNOLOJİLERİ ÖĞRETMENLİĞİ BÖLÜMÜ (BÖTE)

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Özet: Çalışma, Bilgisayar ve Öğretim Teknolojileri Öğretmenliği Bölümü (BÖTE) programında oluşturulan öğretmen insan gücü ile Milli Eğitim (MEB)'na bağlı okullarda istihdam edilebilirliği arasındaki tutarlılık düzeyini belirlemek üzere yapılmış betimsel temelli bir çalışmadır. Çalışma verileri, "Öğrenci Seçme Ve Yerleştirme Sistemi (ÖSYS), Yükseköğretim Programları ve Kontenjanları Kılavuzu (ÖSYS Kılavuzu)"unda ve üniversitelerin WEB sayfaları ile MEB, İnsan Kaynakları Genel Müdürlüğü ilk atama elde edilmiştir.Araştırmada, Bilişim Teknolojileri Öğretmenliğine (BTÖ) yapılan, 2011 yılı için 578 kişilik ve 2012 yılı için 312 kişilik atama verileri göz ardı edilse bile 2003-2012 yılları dâhil 10 yıllık süre içinde yıllık ortalama 1.513 kişinin istihdam sağlanmıştır. Oysa atamaya esas diğer alanlar göz ardı edildiğinde bile sadece BÖTE programı yolu ile oluşturulan yıllık insan gücü kapasitesi ise 2012 yılı için 3000 kişidir. Üstelik bu sayı BÖTE programı var olup da öğrenci kabul etmeyen üniversitelerinde öğrenci kabul etmesi durumunda en az 4.000 kişi olacağı öngörülmüştür. Çalışmada, BÖTE programı insan gücü kapasitesi ile BTÖ istihdamı arasında tutarlı bir ilişkinin kurulamadığını sonucuna ulaşılmıştır.

Anahtar Kelimeler: Bilgisayar ve öğretim teknolojileri öğretmenliği, insan gücü ve istihdam

THE RELATIONSHIP BETWEEN TEACHERS' EMPLOYMENT AND MANPOWER SUPPLY, OF COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGIES DEPARTMENT (CEIT)

Mehmet ÜLKER

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Abstract: The purpose of this study is, to determine the consistency between the instructor labor force in CEIT program and the employment rate for the related positions in schools under the administration of the Ministry of National Education (MoNE) in Turkey. In this descriptive study, "case study model" of "qualitative research method" is used to reach a conclusion.The required data for the study is obtained from literature sources of "Student Selection and Placement System" (OSYS), "Department and Quota Guide for Higher Education Institutions" (OSYS Guide), up to date websites of various Universities, Ministry of National Education (MoNE) and General Directorate of Human Resources (IKGM).The study first introduces a brief historical summary of the CEIT program in Turkey. Later on, the compiled data for both the student quotas in the undergrad CEIT programs in various universities and the instructor assignment rates for Computer and Educational Technologies Teaching Department (CETT) issued by the Ministry of National Education (MoNE) are presented.During the study, collected quantitative data is transferred to the related charts and other qualitative necessary data which cannot be acquired are set through some hypothetical projections. In the light of this data and information, some exploratory, definitive and revealing conclusions are reached and key suggestions to the case are presented.The study shows that during the ten-year period between 2003 and 2012, total number of 1.513 new teachers was employed for Computer and Educational Technologies Teaching Department (CETT). However, despite minor negligible deflections, it is recorded that this employment rate has been gradually decreasing since the year 2005, and number of appointed personnel for the year 2011 is realized as 578, while it is only 312 employees for the year 2012. On the other hand, even when the student capacity in universities which also has CEIT program; but did not accepted any students for the years 2011 and 2012, it is recorded that a total number of 3.721 students in 2011 and 3.005 students in 2012 were accepted to CEIT programs in various universities. With addition of the idle capacity, this numbers increase by an estimated of number 1.000 more students.According to the study, it is concluded that the possibility of a favorable correlation between the trained instructor labor force in CEIT program and the employment rate for the related positions in schools under the administration of the Ministry of National Education (MoNE) is merely impotent.

Keywords: Education and instructional technologies department, teaching information technology, manpower and employment

GİRİŞ

Ülkemizde, öğretmen insan gücü ile istihdamı arasında niceliksel ilişkinin çok uzun geçmişten beri sağlanamadığı görülmüştür. Bu durum (Dilekman, Nalçacı ve Ercoşkun, 2005)'de arz ve talep dengesinin planlı yapılmaması, bazı branşlarda MEB'in gereksinim duyduğu sayıda öğretmen yetiştirmemişken, bazı branşlarda ise gereksinim duyulandan fazla sayıda öğretmen adayının ilgili fakültelerde mezun olduğu şeklinde açıklanmaktadır.

MEB'in %100 okul öncesi ve ilköğretim ile %90'nın üzerinde orta öğretim okullaşma hedefine uygun gereksinim duyduğu öğretmen insan gücü ihtiyacı Dinçer (2012-b)'de 126 bin kişi olarak açıklanmıştır. Bu ihtiyacın kadro tahsisi de dikkate alınarak 40'ar bin kişilik atama ile önümüzdeki 3 yılda kapatılabileceği öngörülmüştür. Bundan sonraki yıllık dönemlerde ise emekli olan ve başka mesleğe geçen öğretmenler de dahil yaklaşık 8-10 bin civarında öğretmene ihtiyaç duyulacağı da vurgulanmıştır.

Oysa 2012 yılı Kamu Personeli Seçme Sınavı'nda 279.638 kişi (ÖSYM, 2012) eğitim bilimleri alanında sınava girmiştir. Yıl itibariyle sadece eğitim fakültelerinden mezun olan öğretmen aday sayısı 43 bin iken diğer programlarla birlikte bu sayının 70 bin civarında olduğu bildirilmektedir (Dinçer, 2012-b)

MEB tarafından, söz konusu olumsuz durumun düzeltilmesine yönelik "Öğretmen İstihdam Projeksiyonları, Stratejileri ve Sistemlerinin Geliştirilmesi Projesi (MEB-IKOP)" başlatılmıştır (MEB, 2012-b).

Söz konusu projenin amacını ve uygulama beklentileri Dinçer (2012-d)'de Türkiye'nin 20023 vizyonu ile ilişkilendirerek açıklamıştır. Buna göre MEB'in öğretmen istihdam politikasının, veriye dayalı etkili ve verimli planlanma imkanına kavuşacağı bu amaçla sistemde bilgi ve iletişim teknolojisi desteklerinden yararlanılacağı bu yolla daha uzun vadeli yeni projeksiyonların da oluşturulacağı açıklanmıştır. Aynı açıklamada projenin Yüksek Öğretim Kurumu (YÖK) ve öğretmen yetiştiren fakülteler arasında da eşgüdüm sağlayacağı belirtilmektedir. Bu bağlamda eğitimin tüm kademelerinde (devlet ve özel okullar da dahil) istihdam edilebilecek öğretmen sayılarına göre üniversite öğretmenlik program kontenjanlarının belirleyeceği ve yükseköğretimde arzın rasyonel verilere göre şekillenmesine yardımcı olacağının hedeflendiği de belirtilmiştir.

Bu veriler, öğretmen insan gücü ile istihdamı arasında olumlu bir ilişkinin, geçmişten bugüne kurulamadığını göstermektedir. Üstelik bu sürecin mevcut şekli ile devam etmesi durumunda söz konusu tutarlı ilişkinin gelecekte de kurulma olasılığının güç olduğu görülmektedir.

Bu çalışma, birçok öğretmenlik programı ile kıyaslandığında oldukça yeni bir öğretmenlik programı alanı olan BÖTE programında oluşturulan öğretmen insan gücü ile bunun istihdamı arasındaki ilişkinin tutarlılığını belirlemek için yapılacaktır.

Bu yolla BÖTE programınca yetiştirmesi muhtemel insan gücü kapasitesinin niceliksel olarak etkin ve verimli planlamasına katkı sağlayabilecek bir çalışmadır.

AMAÇ

Çalışma, BÖTE programının oluşturduğu insan gücü ile bunların kamuda ilk atama yolu ile istihdamları arasındaki tutarlık durumunu belirlemeyi amaçlamaktadır. Araştırmalarda bu genel amaca ulaşmak için, aşağıdaki sorulara cevap aranmıştır.

1. BÖTE programı neden ortaya çıkmış ve mevcut durumu nedir?
2. Lisans düzeyindeki BÖTE programına günümüzde tahsis edilen yıllık öğrenci kontenjanları ne kadardır?
3. Bilişim Teknolojileri Öğretmeni (BTÖ) olarak kamuda yıllar itibari ile istihdam edilen insan gücünün sayısal dağılımı nasıldır?
4. BÖTE programı insan gücü ile BTÖ istihdamı arasında tutarlı bir ilişki kurulmuş mudur?

ÖNEM

Çalışma, öğretmen insan gücü ile istihdamı arasındaki ilişkiyi, BÖTE programı boyutunda ortaya koyması açısından önem arz etmektedir. Bu yolla BÖTE programı öğretmen insan gücü ile istihdamı arasındaki ilişkinin tanımlanması ve konuyla ilgili uygun değerlendirmelerin yapılmasına olanak sağlanmaya çalışılmıştır.

YÖNTEM

Araştırmada, nitel araştırma yönteminin durum çalışması modeli kullanılmıştır.

Araştırma evreni, yükseköğretimin lisans düzeyindeki BÖTE programına tahsis edilen öğrenci kontenjanlarıdır. Örneklemi ise MEB'e bağlı okullara ilk atama yolu ile ataması yapılan Bilgisayar (BÖ) veya Bilişim Teknolojisi Öğretmenleridir (BTÖ).

Çalışmaya, BÖTE programının kısa bir tarihsel özeti ile başlanmıştır. Daha sonra 2011 ve 2012 yıllarında lisans düzeyindeki BÖTE programlarına tahsis edilen öğrenci kontenjanları, Öğrenci Seçme ve Yerleştirme Merkezi'nin (ÖSYM) yayınladığı "Öğrenci Seçme Ve Yerleştirme Sistemi (ÖSYS), Yükseköğretim Programları ve Kontenjanları Kılavuzu (ÖSYS Kılavuzu)"unda ulaşılan verilerin derlenmesi ile devam edilmiştir. Bu süreçte üniversitelerde BÖTE programı olup da öğrenci kontenjanı tahsis edilmeyen BÖTE programları da belirlenmiştir. Bu amaçla üniversitelerin WEB sayfasındaki verilerden yararlanılmıştır.

Kamu okullarında istihdam edilen BÖ ve BTÖ verilerine ise MEB, İnsan Kaynakları Genel Müdürlüğünün ilgili WEB sayfasında derlenmiştir.

Toplanan veriler gerekli yerlerde tablolara aktarılmış ve var olmayan veriler üzerinden varsayımlarda bulunulmuştur. Bu yolla keşfedici, tanımlayıcı, açıklayıcı ve kestirici analizlere dayalı bulgu ile sonuçlar elde dilmiş ve önerilerde bulunulmuştur.

BULGULAR

BÖTE Programının Ortaya Çıkışı Nedeni Ve Mevcut Durumuna Yönelik Bulgu Ve Yorumlar

Lisans düzeyindeki BÖTE programları, *temelde* öğretmenlik mesleğine geçmişte BÖ, günümüzde ise BTÖ adında insan gücü yetiştiren yükseköğretim programıdır.

Okullarda bilgisayar sınıflarının kurulması ve ilköğretim programlarında bilgisayar dersine yer verilmesi, BÖTE programlarının var oluşunun temelini oluşturmaktadır. Söz konusu bilgisayar dersinini ve orta öğretim okullarındaki adı geçmişte *Bilgisayar Dersi* iken günümüzdeki adı ise *Bilişim Teknolojileri Dersidir.* Dersin önde gelen temel amaçlarından birisi ise *bilişim teknolojililerine ilişkin okuryazarlığın öğrencilerce kazanılmasını sağlamaktır.*

Dersin, ilk ve orta öğretim okullarında etkin bir şekilde öğretimi için geçmişten bugüne sıra ile bilgisayar sınıfı, bilgisayar laboratuvarı ve en sonunda da bilgi teknolojisi sınıfı adı ile adlandırılan alanlar oluşturulmuştur. Bu sınıfların donatıları, klasik sınıfları önemsemesek bile fen ve kimya laboratuvarı sınıflarıyla bile kıyaslandığında, hem yatırım hem de işletme maliyeti açısından oldukça pahalı alanlar olmuştur.

Bugün, hayatın her alanına giren bilişim teknolojileri, günümüzde tüm dönüşümlerin kurgulanacağı ana araçlardan birisi olmuştur. Bulunduğumuz çağın öğretimle ilgili gerekli her türlü faaliyetin genelde bilgi teknolojileri, özelde de bilgisayarların aktif olarak kullanılmasının kaçınılmaz bir gerçek olduğunu, bunun yanı sıra eğitimde BT'nin kullanımının dünyada artık hem bir gereklilik hem de bir fırsat olarak görülmektedir (UNESCO, 2009)'. Bu durum Özdemir, Yalın, ve Sezgin (2010)'da bilgi toplumunu sadece okuma yazma ve aritmetik becerilerle değil, (mesela) temel bilgisayar becerileri ile donatılmış ve siyasal, sosyal, tarihsel sistemlerle tanışmış olmalarını da şart koştuğu şeklinde açıklanmıştır.

Ülkemizde, bilgisayar becerilerine dayalı okuryazarlığının verilme biçimi dahil hemen hemen tüm bilişim teknolojileri alanında, geçmişten beri devam edegelen bir taraftan insan, diğer taraftan teknolojik temelli yatırımlar yapılmıştır. Bu yatırımlar ile bugün önemli bir kurumsal altyapı oluşturulmuştur. Bu bağlamda dünyadaki örnekleri ile bile kıyaslandığında, teknolojik alt yapıyı güçlendirme anlamında olumlu olduğu değerlendirilen çok radikal atılımlardan birisi olan Fatih Projesi adlı yeni bir dönüşüm hareketi de başlatmıştır.

Bilişim teknolojilerinin ilk ve orta öğretim faaliyetlerinde öğretimi ve sistemlerin etkin işletilebilmesi için başlangıçta var olmayan yada çok zayıf olan yetişmiş insan gücü ihtiyacının karşılaması için ilk zamanlarda bir taraftan formatör öğretmen görevlendirmesi yapılmış diğer taraftan hizmetiçi eğitim faaliyetleri ile öğretmen temini yoluna gidilmiştir. Aşkar ve Akkoyunlu (1994)'de 1989–1990 ders yılında 750 öğretmen Bilgisayar Destekli Öğretim konusunda hizmetiçi eğitimden geçirildiği, 1990–91 ders yılında 5000 öğretmen ve 195 formatör üniversiteler ve MEB arasındaki işbirliği ile hizmetiçi eğitim kurslarından geçirilmiştir. 1992 yazında 172 formatör öğretmen, 1993 yazında da ise 350 formatör öğretmen hizmetiçi eğitim kursundan geçmişlerdir

1993 yılına gelindiğinde yükseköğretimin fakülte düzeyinde insan gücü yetiştiren BÖTE programının ilk modeli, Fen Bilimleri Eğitimi Bölümüne bağlı Bilgisayar Öğretmenliği Anabilim Dalında açılmıştır (Özden, 2010 aktaran Karal ve Timuçin 2011). 1998 yılında ise 11 üniversitenin eğitim fakültesinde de BÖTE programı açılarak, programı uygulayan üniversite sayısı Tablo-1'de görülebileceği gibi 12'ye çıkmıştır. 2006-2007 yılında 22'ye çıkan bu sayı 2011 yılında ise 80'e yükselmiştir.

Tablo-1 *BÖTE Programı Bulunan Üniversite Sayılarının Yıllara Göre Dağılımı*

Program Adı	1993	1998-99	2006-07	2011-12
BÖTE	1	12	29	80

Not: 1998-99 ve 2006-07 verileri (YÖK, 2007:72)'de elde edilmiştir.

Bu programda mezun olanlar, İlk zamanlarda bilgisayar öğretmeni 2007 yılından itibaren de *Bilişim Teknolojileri Öğretmeni* adı ile ilk, orta ve lise düzeyinde öğretmen olarak atamaya başlamıştır.

2011 yılında yayınlanan ÖSYM kılavuzunda ve üniversitelerin WEB sayfalarında yer alan bilgiler göre, bünyesinde BÖTE programı bulunduran üniversiteler ile bunlardan öğrenci kontenjanı var olan ve olmayanların sayısal durumu Tablo-2'de yer almaktadır.

Tablo-2 *2012 Yılı Verilerine Göre Bünyesinde BÖTE Programı Bulunduran Üniversiteler İle Bunlardan Öğrenci Kontenjanı Olan Ve Olmayan Üniversite Sayıları İle BÖTE Programı Olmayan Üniversitelerin Kamu, Vakıf ve Yurtdışı Üniversite Türüne Göre Dağılımı Tablosu*

Üniversite Türü/Öğrenci Durumu	Kamu	Vakıf	Yurtdışı Üniversite	Toplam
BÖTE Programı Kontenjanı Olan Üniversite Sayısı	41	6	6	53
BÖTE Programı Kontenjanı Olmayan Üniversite Sayısı	21	3	0	24
BÖTE Programı Bulunduran Üniversite Toplamı	**62**	**9**	**6**	**77**
BÖTE Programı Olmayan Üniversite Sayısı	40	53	20	113
Toplam	**102**	**62**	**26**	**190**

Buna göre 102'si kamu, 62'si vakıf ve 26'sı yurtdışı olmak üzere toplamda 190 üniversitenin; 62'si kamu, 9'u vakıf ve 6'sı yurtdışı üniversiteler olmak üzere, Tablo-2'de de görüleceği gibi 80'inde BÖTE programının 49'u öğrenci kabul etmekte iken 31'i öğrenci kabul etmek için altyapı oluşturmaya çalışmaktadır.

2012 yılı ÖSYM kılavuzuna göre Kocaeli ve Süleyman Demirel üniversitelerinden oluşan 2 üniversiteye ve 2012 yılı ÖSYM EK Kontenjan Yerleştirmesine göre ise Adnan Menderes ve Kastamonu üniversitelerine öğrenci kontenjanı tahsis edilmiştir. Bu sayılarda eklendiğinde BÖTE programına öğrenci kabul eden üniversite sayısının toplamı 53 olmuştur.

Lisans Düzeyindeki BÖTE Programına Günümüzde Tahsis Edilen Yıllık Öğrenci Kontenjanlarına Yönelik Bulgu Ve Yorumlar

BÖTE programının yıllık kontenjanlarının, kamu, vakıf ve özel statülü ya da yurtdışı üniversite türünde 2011 ve 2012 yılı ÖSYM Kılavuzundaki verilerine göre dağılımı Tablo-3 de görüldüğü gibidir. Buna göre, BÖTE programı olup da öğrenci kabul eden üniversiteler 2011 yılında 6 ayrı kontenjan türünde toplamda 87 ayrı kontenjan alanı açmıştır. Bu kontenjanlara kabul edilecek öğrenci sayısı toplamı ise 3721 kişidir. Tablo-3'deki verilerde de görüleceği gibi öğrenci sayılarının, kontenjan türüne göre % (yüzde) dağılımı hesaplandığında öğrenci kontenjanlarının %58'inin normal öğretim, %20'sinin ikili öğretim, %10'unun uzaktan öğretim ve %12'sinin burslu kontenjanında yer aldığı görülmektedir. Ayrıca, BÖTE programlarında; normal, ikili, burslu (tam burslu, %50 burslu ve %25 burslu) ve uzaktan öğretim kontenjanına yer vermiştir.

2012 yılındaki ÖSYM Kılavuzunda ise ikili ve uzaktan öğretim kontenjanlarının kaldırıldığı, burslu programlara ise %75 burslu, İngilizce, İngilizce tam burslu ve İngilizce %50 burslu kontenjanların ve 2011 yılı ile kıyaslandığında hemen hemen tüm üniversitelerde 5'er kişilik öğrenci kontenjanı artışının yapıldığı görülmüştür.

2012 yılı verilerine göre 6 ayrı kontenjan türünde toplamda 63 ayrı kontenjan alanı için 2935 kişilik kontenjanı ilan edilmiştir. 2012 OSYM Ek Yerleştirme Kılavuzunda ilk defa öğrenci kabul edecek 2 üniversite için tahsis edilen toplamda 80 kişilik daha kontenjanın da eklendiğinde toplam sayı 3005 kişiye ulaşmıştır. Öğrenci kayıt etmesi için tahsis edilen 2935 kişilik kontenjanın, 2012 OSYM Ek Yerleştirme Kılavuzunda 222 kişilik kamu, 134 kişilik vakıf ve 386 kişilik yurtdışı üniversiteler olmak üzere toplamda 724 kişilik kontenjana kayıt yapılmadığı görülmüştür.

Tablo-3 BÖTE Programlarının Normal, İkili, Uzaktan ve Burslu Program Türlerine Göre Öğrenci Sayılarının Kamu, Vakıf ve Yurtdışı Üniversitelere Göre Dağılımı Tablosu

Kontenjan Türü/Üniversite Türü	Devlet Üniversitesi				Vakıf Üniversitesi				Özel Statülü yada Yurtdışı Üniversitesi				Genel Toplam			
	2011		2012		2011		2012		2011		2012		2011		2012	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Normal	37	1890	40	2300	5	107	4	49	4	210	2	80	46	2207	46	2429
İkili	14	755	-	-	-	-	-	-	-	-	-	-	14	755	-	-
Uzaktan Öğretim	3	300	-	-	-	-	-	-	1	100	-	-	3	300	-	-
Tam Burslu	-	-	-	-	6	68	6	21	5	89	5	85	11	157	11	106-
%75 Burslu	-	-	-	-	-	-	1	14	-	-	2	15	-	-	3	29
%50 Burslu	-	-	-	-	5	137	6	192	5	135	6	170	10	272	12	362
%25 Burslu	-	-	-	-	2	20	2	9	1	10	-	-	3	30	2	9
Toplam	**54**	**2945**	**40**	**2300**	**18**	**332**	**19**	**285**	**16**	**544**	**15**	**350**	**87**	**3721**	**63**	**2935**

Not: 2011:2011 Yılı, 2012:2012 Yılı anlaşılmalıdır. Ayrıca (1) Öğrenci

2011 yılında var olan 14 üniversitedeki 755 kişilik ikili öğretim ve 3 üniversitedeki 300 kişilik uzaktan öğretim programı kontenjanına da 2012 yılına yer verilmemiştir. 2011 yılında var olan 3721 kişilik toplam öğrenci kontenjan kapasitesi, 2012 Ek yerleştirmelerde 3005'e düşmüştür. BÖTE programının bu yolla 1055 kişilik kontenjan kaybına uğramıştır. Ancak 5 yeni üniversitenin daha öğrenci kabul etmesi ve normal öğretim öğrenci kontenjanlarındaki, artış da dikkate alındığında aradaki fark 716 kişiye düşmüştür.

Kontenjanı Olan Üniversite Sayısı, (2) Öğrenci Kontenjanı Sayısı anlaşılmalıdır

Ek yerleştirme dışındaki 2012 yılı verilerine göre öğrenci sayılarının, kontenjan türüne göre % (yüzde) dağılımının %82'inin normal öğretim, %4'ü tam burslu, %0,9'u %75 burslu, %12'si %50 burslu ve %0,1'i %25 burslu kontenjanı şeklinde tahsis edildiği görülmektedir.

Tüm bu verilere göre mevcutta var olan yıllık yaklaşık 3.000 civarındaki BÖTE öğrencisi kontenjanının yıllık toplam 4045 kişiye ulaşabileceği öngörülmektedir.

Buna bağlamda yapılan varsayımlar şunlardır.

(1) Öğrenci kabul eden mevcut üniversitelerde, kontenjan artışının olmayacağı,

(2) Ek yeni BÖTE programının açılmayacağı,

(3) Öğrenci kabul etmek için hazırlık yapan 26 üniversitenin 2012 yılında BÖTE programını açan ve en az kontenjan verilen 2 üniversite ile eşit kontenjan sayısı olan 40'ar kişilik kontenjan verileceği ve bunların öğrenci kabulüne başlayacağıdır.

Kamuda, Bilişim Teknolojileri Öğretmenliği Alanında, Yıllar İtibari İle İstihdam Edilen İnsan Gücünün Sayısal Dağılımı İle İlişkili Bulgu Ve Yorumlar.

BTÖ alanına yapılan ilk atama verileri, MEB İnsan Kaynakları Genel Müdürlüğü internet sitesindeki WEB sayfasından derlenmiştir. Alana yapılan ilk atama verilerine 2003 yılında BÖ adı altında yapılan atama da elde edilen verilerden başlanarak ulaşılmıştır. Ayrıca BÖTE programı için daha uzun geçmişe yönelik atama verileri de yoktur. İlk BÖTE programının, 1993'de bir üniversite bünyesinde kurulduğu, 1997-1998 öğretim yılında 11 BÖTE programın ilave

edildiği ve bunların 2002 yılında mezun vermeye başladığı göz önüne alındığın da 2003 yılı verileri ile başlanılmasının amaca dönük geçerliliği ve güvenirliği sağladığı değerlendirilmiştir.

Tablo-5 Bilişim Teknolojileri yada Bilgisayar Öğretmeni Alanına İle Diğer Alanlara Yapılan Atama, Başvuru Sayıları Tablosu (MEB, 2012)

Atama Alanı Adı	Yılı ve Varsa Dönemi	Alana Yapılan Atama				Tüm Alanlara Yapılan Atama	
		En az puan	Atama Sayısı	Başvuru Sayısı	Atama/ Başvuru Oranı	Başvuru Sayısı	Atama Sayısı
Bilişim Teknolojileri	2012	87,215	313	2293	13,7	35.914	99.970
	2011-Agu	88,946	118	580	20,3	10.341	53.079
	2011-Tem	77,714	94	177	53,1	6.472	36.011
	2011-Haz	81,745	366	845	43,3	26.499	94.160
Bilişim Teknolojileri	2010	81,017	194	542	35,8	8.908	29.024
	2010	77,966	300	1.057	28,4	9.406	29.152
	2010	82,908	110	371	29,6	6.843	21.625
	2010	83,591	902			26.632	*
Bilişim Teknolojileri	2009-5	80,647	167	*		6.209	*
	2009-4	81,656	263	*		8.850	*
	2009-2	81,602	496	*		15.405	*
	2009-1	73,373	630	1.873	33,6	13.842	44.908
Bilişim Teknolojileri	2008-2	75,202	307	*		12.774	*
	2008-1	72,593	400	*		4.782	*
Bilgisayar	2007-3	71,418	160	*		10.040	*
	2007-2	70,171	1.200	*		19.094	*
	2007-1	66,817	500	*		9.742	*
Bilgisayar	2006-2	68,700	996	*		*16.792*	*
	2006-1	60,045	775	*		*19.426*	*
Bilgisayar	2005-2	76,400	400	*		*10.184*	*
	2005-1	50,312	245	*		15.398	*
	2005	24,302	4.000	*		*18.282*	*
Bilgisayar	2004-2	67,873	840	*		8.777	*
	2004-1	*	680	*		8.961	*
Bilgisayar	2003	70,119	675	*		19746	*
		Toplam	**15.115**			**313.405**	

Not: (*) ile işaretlenen bölümler de ya veri bulunamamış yada ilgili dosyalar açılamamıştır.

2003 yılından günümüze kadar BÖ ve BTÖ alanı adı altında yapılan öğretmenlik ilk atama verileri Tablo-5'de verilmiştir. Buna göre BÖ ya da BTÖ alanı adı altında, bir atama döneminde sayısal çoğunluk bakımından en büyük atamanın 2005 yılında yapılan 4000 kişilik atama olduğu görülmektedir. Bu atamayı 2007 yılında yapılan 1200 kişilik atama takip etmektedir. En az atama sayısının ise 2011 yılı temmuz ayında yapılan 94 kişinin atandığı dönemdir.

Alana, 2003 yılı ile 2011 yıllarını kapsayan dönemde toplamda 15.115 atamanın yapıldığı, atamaya esas en düşük puanın, 2005 yılında 4000 kişilik atamada oluşan 24,302 puanın olduğu görülür. 66,817'lik atama taban puanını ile yapılan 2007-2'nci atama döneminden beri, atama taban puanının her geçen yıl artarak 88,94'e kadar yükseldiği ve 2012'de ise 87,215 olduğu görülmektedir.

BÖTE Programı İnsan Gücü İle Bilişim Teknolojileri Öğretmeni İstihdamı Arasında Tutarlı Bir İlişkinin Kurulma Düzeyine Yönelik Bulgu Ve Yorumlar

Dünyanın birçok yerinde değişim, gelişim ve yenileşmenin sonucu olarak kişilerce icra edilen mesleklerin ve ya yapılan işlerin değiştiği görülmektedir. Bu durumu Dinçer (2012-a)'de, kamu personeli olmak ve ömrünün sonuna kadar atandığı mesleği yürütülmek, daha da önemlisi üniversite bitirmekle kamuda istihdam edilmek arasında paralellik gören bir zihinsel algı problemi şeklinde tanımlamaktadır. Bu durumu örneklerle açıklayan Dinçer, dünya öylesine değişmeye başladı ki, şu anda pek çok ülke bir çalışanının 30 veya 40 yıllık çalışma süresi içerisinde en az 10-11 kez iş ve yine bu kadar süre içerisinde 4 kez meslek değiştirebileceği bir alt yapı için çalıştığını belirtmektedir.

TÜİK, (2011)'de derlenen veriler reel kamu istihdamının sayısal durumunu göstermek açısından önemlidir. Buna göre, Mayıs 2011 tarihi itibari ile 53 milyon 439 bin kişisi çalışma çağında olmak üzere, ülkemizin toplam nüfusu 72 milyon 218 bin kişidir. Bu nüfusun işgücüne katılma oranı % 50,5 ve istihdam edilen kişi sayısı ise 26 milyon 995 bin kişidir. Bu sayıdan kamu istihdamı toplamı ise 3 milyon 65 bin kişidir. Bu verilere göre ülkemizdeki toplam istihdam içinde kamu istihdamının oranı %11,35'dir.

Türkiye üniversite mezunu olanların istihdam edilme oranları gelişmiş ülkelerden çok daha iyi olduğunu bildiren (Dinçer 2012-b)'e göre ülkemizde üniversite mezunlarının yüzde 72'sinin istihdam edildiği belirtilmektedir.

İstihdamın, kamu personeli şeklinde oluşmasını beklemek bir yanlışlık iken, göz ardı edilmemesi gereken bir başka gerçek ise yetiştirilen insan gücü ile istihdamı arasında tutarlı bir ilişkinin kurulmasıdır. Üstelik bu durum bir ihtisas mesleğinin icracısı olarak yetiştirilen öğretmenlik alanları içi daha da önem arz etmektedir.

BÖTE programı, temelde öğretmenlik mesleğine insan gücü yetiştirmektedir. Programda mezun olan insan gücünden beklenilen en temel görev, BTÖ'nin bir ihtisas mesleği olarak icra etmeleri olmalıdır. Öğretmenlik mesleğinin icra edilebileceği en temel alanlar okullar ve BÖTE mezunlarının ilişkili olduğu temel okulların ilkokul, ortaokul olduğu ve bu okulların %95'ler civarında MEB bünyesinde bulunan kamu okulları olduğudur.

Bu durumda, BTÖ insan gücü ya da BÖTE programı mezunlarının yeteri kadar istihdam edilebilme durumu, görevlerini icra edebilecekleri kamu okullarına atama verileri üzerine değerlendirme gereğini ortaya çıkarmaktadır. Bu amaçla derlenen Tablo-4'deki veriler ve devamında yapılan varsayımlara göre BÖTE programının, mevcutta 3000 kişiye ilave olabilecek yaklaşık 1000 kişilik insan gücü ile yıllık yaklaşık en az 4000 kişilik insan gücü oluşturma potansiyeline sahip olduğudur.

Yetiştirilebilecek 4000 kişilik insan gücü kapasitesi ile istihdamı arasında tutarlı bir ilişkinin kurulmuş olma durumunu tespit edebilmek için, Tablo-6'da MEB tarafından tüm alanlara yapılan atamalar ile bugünkü adıyla BTÖ'ne yapılan atama arasındaki orana bakılmış ve bu yolla BÖTE programına yapılan atamanın seyri daha anlaşılır şeklinin ortaya konulması amaçlanmıştır. Ayrıca diğer alanlara yapılan atmalarla karşılaştırılma yapma fırsatı da verilmiştir.

Buna göre BÖTE programı mezunlarının atandığı BTÖ diğer öğretmenlik programlarına yapılan toplam atamaya göre 2005 yılında en olumlu nokta olan % 10,59'a çıkmış iken bu yıldan sonra sürekli düşerek 2012 yılında % 0,8'e kadar gerilemiştir.

Bu durum, Milli Eğitim Bakanlığının, gelecekte en çok öğretmen ihtiyacı duyacağı ilk 20 sıranın ilan edildiği açıklamada da kendini göstermiştir. Buna göre Dinçer (2011-c)'de ilk üç sırayı, sırayla Rehber Öğretmen, Okul Öncesi Öğretmenliği ve Beden Eğitimi atama alanına verirken, Bilişim Teknolojileri alanını da 18'nci sırada ilan etmiştir.

Tüm bunlar, BTÖ alanının, öğretmenlik mesleğinde giderek daha az aranan alan olduğunu göstermektedir. Bir diğer ifade ile alana duyulan ihtiyacın azaldığı ve mezunlarının öğretmenlik mesleğine atanmalarının gün geçtikçe zorlaştığıdır.

Tablo-6 *Bilişim Teknolojileri Yada Bilgisayar Öğretmeni ile Tüm Branşların Yıl Bazlı Toplam Atama Sayıları ile Atama Oranları Tablosu*

Yıl	BTÖ/ BÖ'ne Toplam Atanan Sayısı	Tüm Branş Öğretmenliğine Atanan Sayısı	BTÖ/ BÖ'ne Atamanın Toplam Atamaya Oranı
2012	313	35.914	0,8%
2011	578	43.312	1,35%
2010	1.506	51.789	2,91%
2009	1.556	44.306	3,51%
2008	707	17.556	4,03%
2007	1.860	38.876	4,78%
2006	1.771	36.218	4,89%
2005	4.645	43.864	10,59%
2004	1.520	17.738	8,57%
2003	675	19.746	3,42%
Toplam	***15.131***	***349.319***	***4,85%***

Arz ve talep arasında var olan dengesizlik ve tutarsızlığın sebeplerini ele alırken, arzı ve talebi oluşturan nedenleri gözden geçirmek ve buna uygun kararlar vermek gerekir. Buna göre talebi oluşturan MEB'in haftalık ders çizelgesinde atamaya esas alanın var olma durumudur. Arz ise atamaya esas alanda üniversitelerde oluşturulan kontenjan kabul edilebilir. Bu amaçla, yıllar itibari ile MEB'in BTÖ talepleri Tablo-6'da yer alan ilk atama verilerinden görülmektedir. BTÖ alanına, 2012 yılında 313, 2011 yılında 578, 2010 yılında 1506, 2009 yılında 1556 ve 2008 yılında 707 kişilik atama yapılmıştır. 2003-2012 yılları dâhil yapılan toplam atama sayısı 15131 kişidir. 2003-2012 yılları dâhil 10 yıllık sürede yapılan yıllık atama ortalaması ise 1513 kişidir.

Arzı oluşturan üniversitelerin BÖTE programını kontenjan sayıları ise Tablo-1'de ve Tablo-3'deki verilerde de görülebileceği gibi sürekli artırmıştır. Bugün BÖTE programlarının yıllık en az 3000 kişilik hazır kapasitesi vardır. Bu kapasiteye işe koşulması muhtemel en az 1000 kişi dahil edildiğinde yıllık yaklaşık en az 4000 kişilik insan gücü yetiştirme kapasitesi oluşmaktadır.

Yıllık ortalama 4000 kişilik insan gücü arz kapasitesine karşılık, yakın zamandaki (2011 yılı toplamında 578 kişilik ve 2012 yılı toplamında 312 kişilik atama) göstergeleri göz ardı edilse bile yıllık ortalama 1513 kişilik talep oluşmaktadır. Tüm bunlar ise BÖTE programının yetiştirdiği insan gücü kapasitesi ile onların okullarındaki istihdamı arasında tutarlı bir ilişkinin kurulamadığını göstermektedir.

TARTIŞMA ve SONUÇ

BÖTE Programlarının Ortaya Çıkışı Ve Mevcut Durumu İle BÖTE Programı Yıllık Öğrenci Kontenjanlarına Yönelik Sonuçlar

Bugün var olan 190 üniversitenin; 62'si kamu, 9'u vakıf ve 6'sı yurtdışı üniversiteler olmak üzere toplamda 77'sinde BÖTE programı vardır. Bunların 53'ünde lisans düzeyinde insan gücü yetiştirilmektedir. Kalan 21'inde ise öğrenci kabul etmek için altyapı oluşturmaya çalışmaktadır.

2012 yılı Ek yerleştirme dahil tüm BÖTE programı için tahsis edilen öğrenci kontenjanın toplamı 3005 kişidir. Mevcut kaynaklar üzerinde yapılan varsayımalar dikkate alındığında, BÖTE programı öğrenci kontenjanın 2-3 yıllık zamanda en az 4.000 kişiye ulaşacağı öngörülmektedir.

Bilişim Teknolojileri Öğretmeni olarak kamuda yıllar itibari ile istihdam edilen insan gücünün sayısal dağılımına ilişkin bulgu ve yorumlar

BÖ ya da BTÖ alanı adı altında, bir atama döneminde sayısal çoğunluk bakımından en büyük atamanın 2005 yılında yapılan 4000 kişilik atama oluşturur. Bu atamayı 2007 yılında yapılan 1200 kişilik atama takip etmektedir. En az atama sayısının ise 2011 yılı temmuz ayında yapılan 94 kişinin atandığı dönemdir. Alana, 2003 yılı ile 2011 yıllarını kapsayan dönemde toplamda 15.115 atama yapılmıştır.

BÖTE programı insan gücü ile BTÖ istihdamı arasında tutarlı bir ilişkinin kurulma düzeyine yönelik bulgu ve yorumlar

Son yıllardaki durumu daha net ortaya koymasına rağmen 578 kişilik 2011 yılı ve 312 kişilik 2012 yılında yapılan toplam atama verileri göz ardı edilse bile 2003-2012 yılları dâhil 10 yıllık sürede yıllık ortalama 1.513 kişi istihdam edilmiştir. Oysa sadece BÖTE programında oluşturulan yıllık insan gücü kapasitesi en az 4000 kişi mertebesine çıkabilecek durumdadır. Bunlar ise BÖTE programında insan gücü kapasitesi ile Bilişim Teknolojileri Öğretmeni istihdamı arasında tutarlı bir ilişkinin kurulamadığını göstermektedir.

BÖTE programının lisans düzeyinde oluşturacağı insan gücü kontenjanlarının, gelecekte olası istihdam biçimleri de göz önüne alınarak yeniden planlanması gereklidir. Öğretmenliğin meslekleşmesi ve meslek mensubiyetinin güçlendirilmesi için, ilk olarak başka üniversite mezunlarına bu meslek kapatılarak, diğer mesleklerde olduğu gibi, öğretmenlik bir kariyer mesleği olarak kabul edilmeli ve herkese açık bir meslek durumundan kurtarılmalıdır. Bu durum sağlıklı ve kalıcı bir yasal temele oturtulmalıdır. Ayrıca diğer bazı mesleklerde olduğu gibi, öğretmen atamalarında ve yüksek kademelerde görevlendirilmelerde belirli standartlar getirilmelidir (Doğan, 2005). Bu açıklama ile ilişkilendirilebileceği gibi BÖTE programına yönelik bu süreçte alınması gereken en acil tedbir, lisans düzeyinde insan gücü yetiştiren yeni BÖTE programının açılmasının önlenmesi, kabul edilen yıllık öğrenci kontenjanının sınırlandırılması ve sürece yönelik katı prensiplerin ortaya konulmasıdır.

Özellikle BÖTE programı insan gücü kapasitesi ile istihdamı arasındaki tutarsızlığı, diğer öğretmenlik programlarındaki gibi sadece, insan gücü planlamacılarının çalışmalarındaki kararların bir sonucu ile ilişkilendirmek ve bu bağlamda niceliksel ifadeler üzerine kurgulamak doğru değildir..

Bugün bilimin doğası üzerine kabul edilen anlayış ve algılar değişmektedir. Rekabet edebilir toplum ve bireylerde var olması gereken bilgiye dayalı çekirdek beceriler arasında teknoloji temelinde kazanılmış çekirdek becerilerde yer almaktadır. Bilişim teknolojileri, bireylerde zihinsel yeterlilik oluşturma kabiliyetini güçlendirdiği bu boyutu ile de öğretim programlarında bağımsız bir disiplin olarak daha derin ve yaygın işlevleri ile yer almasının gereklidir.

Bu bağlamda, özellikle BÖTE yüksek lisans ve doktora programı çalışmaları dahil, araştırma, raporlaştırma, makale, sempozyum-panel gibi bilimsel etkinliklerle özellikle karar vericilerde beklenen algı değişimini özümsetecek özgün çalışmaların üretilmesi gereklidir.

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SOFTWARE USAGE IN TYPOGRAPHY DESIGN COURSE: THE APPROACH OF PROJECT-BASED LEARNING

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Abstract: Hands-on learning through meaningful activities and projects helps students retain information longer with a deeper understanding of skills, said Vanessa Vega, a research analyst at the George Lucas Educational Foundation's Edutopia (Bui, 2012). Although there were many researchers had examined on the impact of technology on design education but there are very few conclusive researches done on the impact of project-based learning to learning design. Hence, this paper sought to investigate a group of student's experience on project-based learning as a mechanism in learning design. A typography design project was used to create a learning environment with the aim of inculcate design skills into the learners and increase their creative problem-solving and critical thinking skills. The methods used in this study were questionnaire survey and personal observation which will be focus on the individual response during the completion of the task.

Keywords: Project-based learning, Software, Software Skills, Typography Design.

INTRODUCTION

Typography design subject seems to be one of the fundamentals of design as they are applied to the development of effective visual communication for both print and web design. Polishing students' competency on typography in many cases means enriching their experience. As stated by Swann (2001), "typography is too important to be taught to designers", and "teaching a student graphic design before teaching her type and typography is like teaching a baby to walk before she crawl. Type is the single most important graphic design element, and typography is the most consequential course a student can take as an undergraduate" (Heller, 2004). Therefore, for the professional graphic designer typography is a critical skill (Washington, 2006), and designers must improve their typographic knowledge … along with rapid technological changes, awareness through experience is imperative and this begins with education (Gruendler, 2011). Thus, learning typography is one of the modules in design courses that prepare students for professional practice in their future projects and careers

Designing effectively with type begins with an understanding of its intrinsic properties, a mastery of how those properties can be manipulated, and how that manipulation affects the properties of type in return (Samara, 2006), and, as a designer, all this needs to be learned. Learning design is not totally similar like exams because mistakes are permitted to expend possibilities especially in the process. Design process carries milestones which not only record 'learning history' on a particular project but most importantly act as guide path in making design decision. One way to reach this is via project-based learning whereby, projects can be designed as mechanism to facilitate student's development at various levels.

Using projects as part of the design curriculum is certainly not a new concept. Design schools especially, often incorporate projects into their course structure. Project-based learning is a holistic instructional strategy which the portfolio is an important part of the learning process. It is becoming more meaningful when the teach group have different learning styles, cultural and ethnic backgrounds, and ability levels. Project-based learning builds on student's individual strengths, and allows them to explore their knowledge and skills and increasing their problem-solving skills.

According to Newby, Stephich, Lehman & Russell (2000); Land & Hannafin, (1996) and Hannafin (1992) this mode of learning is considered as a student-centered instructional model whereby students determine their own learning needs, set their own goals, monitor their own progress and determine how to reach the desired learning outcomes in a collaborative learning environment (Neo & Neo, 2009). Verschaffel (1995) states: "Recently the active and constructive way of learning is emphasized. Students are no passive receivers of knowledge but build their own knowledge and develop their own skills" (Gwenny & Nienke, 2003). The basis for this type of learning process has its roots in the so-

called constructivist learning approach. In this type of learning, teachers are no longer perceived as the sole authority, but rather as the facilitator of learning, guiding and supporting learners in the process of constructing knowledge (Nelson, 1999). The amount of guidance teachers provide depends on students' prior knowledge levels and experiences (Orlich, Harder, Callahan & Gibson, 1998; Vygotsky, 1978)" (Neo, M., Neo, T.-K.& Gillian T. 2007). This constructivist process is geared towards determining how the student structures and processes knowledge rather than how much is learned (Mayer, 1998) and respecting the differences in opinions for the contributions that they can make to the whole of the situation.

THEORETICAL INSIGHTS

Theories of Jean Piaget on learning and strategy for education, asserting that knowledge is not simply transmitted from teacher to student, but actively constructed in the mind of the learner whereby learners don't get ideas; they create ideas (Han & Bhattacharya, 2001). Moreover, constructionism is reflected in project-based learning by creation of a student-centered learning environment and the emphasis on artifact creation as part of the learning outcome based on authentic and real life experiences with multiple perspectives. Thus, learners are allowed to become active builders of knowledge while confronting misconceptions and internalizing content and associated conceptions (Han & Bhattacharya, 2001).

Besides become active builders of knowledge, project-based learning is a comprehensive instructional approach to engage learners in sustained, cooperative investigation (Bransford & Stein, 1993) also, a teaching and learning strategy that engages learners in complex activities. It usually requires multiple stages and an extended duration--more than a few class periods and up to a full semester. Projects focus on the creation of a product or performance, and generally call upon learners to choose and organize their activities, conduct research, and synthesize information. According to Thomas, Mergendoller, & Michaelson (1999); Brown & Campione (1994), projects are complex tasks, based on challenging questions, that serve to organize and drive activities, which taken as a whole amount to a meaningful project. They give learners the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations as a series of artifacts, personal communication, or consequential tasks that meaningfully address the driving question. (Han & Bhattacharya, 2001).

CHARACTERISTICS OF **CONSTRUCTIVIST-BASED LEARNING FOR DESIGN COURSES**

For a design courses that was embedded within a constructivist-based learning environment, Han & Bhattacharya (2001) suggested that a classroom (design studio) kind of environment are prepared for the learning activity whereby the instructor acts as a facilitator and guides the learners along their paths of learning. Learners are assigned tasks in which they must implement particular instructional goals. They investigate, create, and solve problems.

Seven features identified as key components of Project-Based Learning general framework based on Han & Bhattacharya (2001) study were:

1. Learner-centered environment
2. Collaboration
3. Curricular content
4. Authentic tasks
5. Multiple expression modes
6. Emphasis on time management
7. Innovative assessment

Learner-centered environment: This component is designed to maximize student decision-making and initiative throughout the course of the project including topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to help learners make thoughtful decisions and revisions. By documenting learners' decisions, revisions, and initiative, teachers (and learners) will capture valuable material for assessing student work and growth.

Collaboration: This component is intended to give learners opportunities to learn collaborative skills, such as group decision-making, interdependence, and integration of peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

Curricular content: Successful integration of content requires projects to be based on standards, to have clearly articulated goals, and to support and demonstrate content learning both in process and product.

Authentic tasks: This element can take on many forms, depending on the goal of the project. Project-based learning may connect to the real world because it addresses real world issues that are relevant to learners' lives or communities. A project may be connected to real professions through the use of authentic methods, practices, and audiences.

Communicating with the world outside the classroom, via the Internet or collaboration might also make real world connections with community members and mentors.

Multiple presentation modes: This component gives learners opportunities to effectively use various technologies as tools in the planning, development, or presentation of their projects. Though the technology can easily become the main focus of a given project, the real strength of the multimedia component lies in its integration with the subject curriculum and its authentic use in the production process.

Time management: It builds on opportunities for learners to plan, revise and reflect on their learning. Though the time frame and scope of projects may vary widely, they should all include adequate time and materials to support meaningful doing and learning.

Innovative assessment: Just as learning is an ongoing process, assessment can be an ongoing process of documenting that learning. Project-based learning requires varied and frequent assessment, including teacher assessment, peer assessment, self-assessment, and reflection. Assessment practices should also be inclusive and well understood by learners, allowing them opportunities to participate in the assessment process in ways not typically supported by more traditional teacher-centered lessons.

In this learning environment, it is important to set learning goals and learning expectations at the outset, so that learners understand what they are trying to achieve and the level of that achievement. Explaining multiple strategies allows the learners various ways of solving the problems that they encounter. Obtaining feedback through presentation and discussion allows the learners to revise their projects. Lastly, an involvement with application in the real world allows the learning process to take place in a more meaningful context (Han & Bhattacharya, 2001).

PROJECT-BASED LEARNING: INSTRUCTIONAL STRATEGIES

According to Han & Bhattacharya (2001), the full benefits of projects cannot be achieved without considering the nature of the student's knowledge, the extent of teacher knowledge, and the complexity of the classroom setting. The following framework in Figure 1 suggested the general procedure and strategies; includes perspective from both learner and instructor that can be implemented in the learning environment in promoting project-based learning.

Figure 1: Project Based Learning - Procedure and Strategies

Context	Procedure and Strategies	Learner Perspective	Instructor Perspective
PLANNING			
1. Designing overall climate	Create environments that will promote inquiry and challenge	Allow sufficient time for project work	Understand project content to help learners
	Make real-world connections	Provide input for idea creations and approaches	Provide open-ended situation
			Facilitate learning
2. Inquiry	Choose concept	Ask and refine questions	Discover prior knowledge before the project begin
	Locate resources	Formulate goals	Provide structured set of process for learners to follow
	Organize collaboration	Plan procedures	
		Debate ideas	

CREATING

1. Analyzing data	Make predictions Design plans and/or experiments Collect and analyze data	Guide to analyze data Incorporate a technical assistance model	
2. Collaborating with others	Communicate ideas and findings to others	Possess skills needed to work with others and knowledge necessary to explore questions that arise	Emphasize individual and group learning process Provide norms for individual accountability
3. Developing thoughts and documentation	Create artifacts Visualize and construct ideas	Draw conclusions	Design activities Provide resources Give advice to learners as they progress in their projects

PROCESSING

1.Presenting knowledge and artifacts	Monitor what is known	Demonstrate the full range of one's competence	Incorporate presentation opportunities Require multiple criteria on performances (e.g. collaboration, explanation, demonstration, self-report)
2. Reflection and follow-up	Assessment Peer evaluation Self-evaluation Portfolio evaluation	Understand the teacher's method of evaluation Create and agree on the norm of assessment initially Reflect their own learning Share and acquire multiple perspectives	Create a classroom culture that supports frequent feedback and assessment Find ways for learners to compare their work with others

THE RESEARCH MODEL

The research study is built based on the "Constructivist" theories of Jean Piaget with the learning environment, methodology, results and conclusions guided within Piaget theories. Constructivist learning operates on the assumption that the role of the learner changed from that of a recipient of knowledge to that of a constructor of knowledge, an autonomous learner with metacognitive skills for controlling his/her cognitive processes during leaning (Mayer, 1998). In this perspective, the learning environment, recommended by constructivism lead the learners to the creation of artifacts which reflect their acquisition of knowledge.

The constructivist learning theory has also been applied in the planning and delivery of the design project in this study whereby a learning structure was used to introduce and encourage a broader understanding of knowledge and skills associated with design, their application to creative problem solving and theoretical understanding of issues related to design in a broader field. Learning theory of constructivism incorporates a learning process wherein the student gains their own conclusions through the creative aid of the teacher as a facilitator. In cognitive apprenticeship, experts model the strategies and activities needed to solve problems, and learners approximate doing the activity while articulating their thought processes. Experts coach learners with appropriate scaffolds (physical aids and supporting materials), gradually decreasing assistance as, through continued practice; learners internalize the process by constructing their own knowledge base and understanding (Farmer, Buckmaster & LeGrand 1992).

Figure 1 below represents the learning structure used for this study. The learning structure is a representation of the general framework for project-based learning with which five main elements were highlighted:

- Lecture and Theories
- Consultation
- Environment
- Design logistics
- Peer critics and brainstorming

Lecture and Theories

At the preliminary stage (construction process), it was used to plan the lecture and theory-based material that will be delivered to the students parallel with segments of project milestones.

Consultation

Consultations were held to facilitate student's progression on the design process. Obtaining feedback through consultations allows the learners to revise their projects as they constructed their design project.

Environment

For a design courses that was embedded within a constructivist-based learning environment, all the activities were held in a creative design studio environment (class layout and mural on the wall) were planned and executed to stimulate student's creativity.

Design logistics

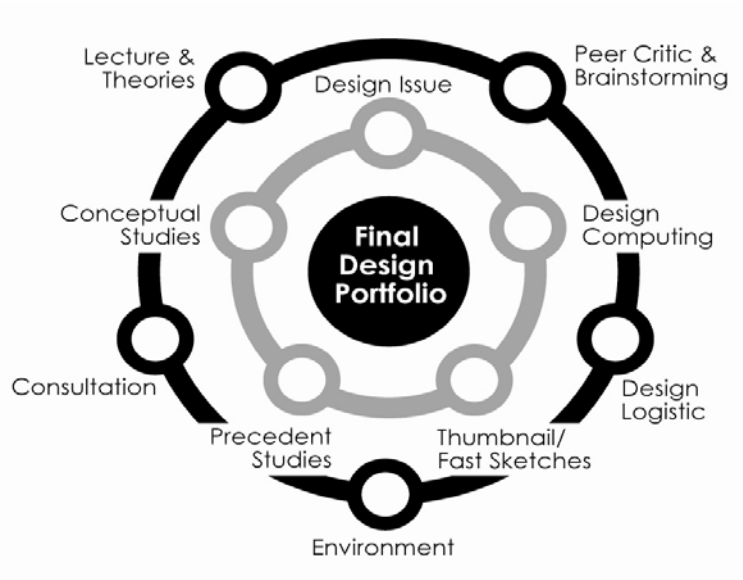
Design labs were equipped with adequate design logistics

Peer critics and brainstorming

Peer critics and brainstorming were held along the learning process to allow students to analyze and share their learning experience. Explaining multiple strategies allows the learners various ways of solving the problems that they encounter.

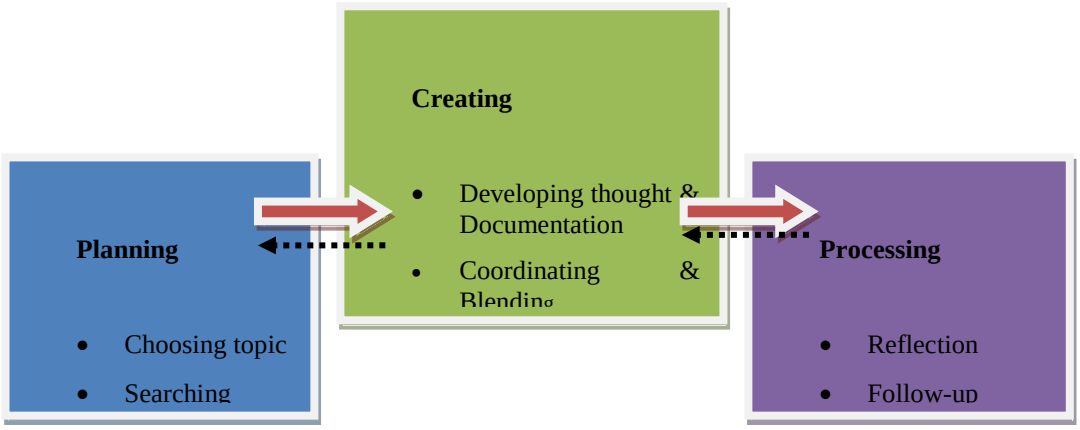
Design issues, conceptual studies, precedent studies, thumbnail/sketches and design computing are elements required to be explored by the student in their design process (recorded in their design journal). Students' work will be discussed and analysed during the process. Additionally, these categories were used in the assessment by evaluating the final designed pieces against a set of design criteria. In this learning environment, it is important to set learning goals and learning expectations at the outset, so that learners understand what they are trying to achieve and the level of that achievement. Lastly, an involvement with application in the real world allows the learning process to take place in a more meaningful context.

Figure 2: Studio Learning Structure



This study fits well in the general framework for Project-Based Learning (Han & Bhattacharya, 2001) as demonstrated in figure 2 as a learner-centered environment. It incorporated all the three strategies suggested by the Project-based learning framework; Planning, Creating and, Processing.

Figure 3: General Framework of Project-Based Learning



In the "planning" phase, the learner chooses the project, locates the required resources, and organizes the collaborative work. Through these activities, the learner identifies and represents a topic, gathers relevant information and generates a potential solution.

The second phase is "creating", or implementing the project. This phase includes activities such as development and documentation, coordination and blend of member contributions, and presentation to class members. In this stage learners are expected to build a product that can be shared with others.

The activities for the third phase, "processing" the project, include reflection and follow-up on the projects. In this stage, the learners share their artifacts in a small group or with the entire class, obtain feedback, and reflect on the learning process and the project. Learners share each group's or individual's project and exchange feedback (Han & Bhattacharya, 2001).

TEACHER AS MENTOR, CONSULTANT, AND COACH

In the constructivist view, reinforcement is the internal satisfaction that results from making sense of new stimuli (adapting them to existing knowledge structures), in contrast to the behavioral approach of reinforcement from external sources (Sandra, 1997). The project-based learning approach embarked in this project required students to take a fundamentally more active role in planning and creating their own learning. Understanding how complex and multi-faceted problem the students might faced, the teaching team acted as facilitator and organized series of session that act as 'touch point' at various milestone where findings and problem is discussed

Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher", but also a mentor, a consultant, and a coach. In other words, the teacher's role here is not to set tasks, but to organize experiences that allow learners to develop their own knowledge and understanding. Using the methods of cognitive apprenticeship, the teacher is a coach who provides guidance that gradually decreases as learners become more proficient, and who models, mediates, diagnoses, and scaffolds. The learning environment should reproduce the key aspects of communities of practice: authentic activities sequenced in complexity, multiple experiences and examples of knowledge application, access to experts, and a social context in which learners collaborate on knowledge construction (Sandra, 1997).

Therefore, teacher is no longer perceived as the sole authority, but rather as the facilitator of learning, guiding and supporting learners in the process of constructing knowledge (Berge, 1999; Nelson, 1999). The amount of guidance teachers provide depends on students' prior knowledge levels and experiences (Orlich, Harder, Callahan & Gibson, 1998).

In this study, the teacher's role was not just a matter of helping the students think up relevant and authentic learning tasks, but to provide students with carefully considered scaffolds that enabled students' to achieve beyond what they could as individuals with the resources before them.

THE RESEARCH DESIGN

Participants and procedures

The Faculty of Creative Multimedia is one of six faculties at the Multimedia University, Malaysia. At the time of the study, the faculty was home to approximately 850 undergraduate students (full time equivalent). The faculty has four wholly in-house undergraduate design programmes: Media Innovation, Digital Media, Film and Animation & Interface Design. The design programmes integrates academic study with extensive creative digital technology production work which approach has placed Multimedia University at the forefront of Malaysian creative multimedia education.

The study was conducted in Trimester 3, in the academic year 2006/2007. Subjects consisted of 42 first year undergraduate student enrolled in the Design Process course participated in this study. The students were brief on the requirements, specifications and the objective of the project during the project briefing occurred simultaneously to all the students during the lecture.

The students were given four weeks to complete the project (as the final assignment in the course) whereby they were required to work individually. Thus, there were 42 number of students participated in this study and were actively responsible for their own learning process. The students were brief on the requirements, specifications and the objective of the project during the project briefing occurred simultaneously to all the students during the first lecture. The design project has parameters that needed to be followed. A statement of the problem was offered, along with constraints and deadlines for completion of the various stages of the project and a standard format design journal was required compiling all their design process developments from start till the end. On the last week of the project, the students were required to submit their design journals, a CD containing their digital final artwork and a printed A1 final typography artwork and give an in-class presentation of their final projects. Assessments were conducted based on the submission of final projects.

The project

Typography is a starting point for design. It is a perfect balance between shapes, images, and significations in creating form and meaning. The playfulness and power of designing with letters give readers an unexpected, conceptual dimension (Philippe, 2006).

A project was designed to study the dynamic usage pattern of multiple design software to achieve vast elements of typographical play and its behavioral expression. The project was assigned to first year design student as an individual task to maximize learning out come and increase their problem-solving and critical thinking skills. The project was geared on appreciation of letterform and aim to build their understanding on possibilities of composition and manipulation of purely types based on type personality.

Three nature of software were suggested to be used in this project. They were:

i) Vector-based software (Adobe Illustrator, Macromedia Freehand and Corel Draw)

ii) Raster-based software Adobe Photoshop & Fractal Design painter)

iii) DTP software (Page Maker & Quark Express)

Students were encouraged to use two or more software in developing and executing their artworks. During the learning activities the student had to plan and execute their idea according to the design process acquired.

Constructionism is reflected in Project-Based Learning by creation of a student centered learning environment and artifact creation as part of the learning outcome based on authentic and real life experiences with multiple perspectives'. A learner-centered environment which was created has empowering the learners with options to create their own design, working collaboratively with the resources available, fine-tuning their ideas using the resources available and providing rich feedback in evaluating authentic tasks reflecting the real issues in the real world. Such activities increase students' decision-making and initiative throughout the course of the project. In the creation stage, learners built their own instructions. They had options in delivering their contents by traditional or digital way of presentation modes and delivery strategies and incorporated feedback into their presentations. In the processing stage, consultations and critic sessions held along the learning process allowed students to analyze and share their learning experience as they constructed their design project. (Han & Bhattacharya, 2001).

Most important, students find projects fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process (Challenge 2000 Multimedia Project, 1999; Katz, 1994).

RESULTS

42 respondents (n~42) were given a questionnaire survey after the completion of their typography design project. The questionnaire is designed to obtain the students experience and attitude towards their explorations on the project during their typography design lesson.

Table 1 summarises the results on the students experience and attitude towards the project, Table 2 seeks feedback about the process and, Table 3 evaluates the learning outcome through the project-based learning. They were asked to answer the questionnaire distributed to them during the submission day.

Table 1: About the Project

	About the Project	SD	D	NS	A	SA	%
1	Fairly understand the requirement of the project	4.77	9.5	-	45.2	40.5	85.7
2	Fully prepared with wide range of software required in the project but willing to take the challenges	16.7	19	11.9	21.4	31	52.4
3	Motivated and looking forward to do the project	11.9	9.5	2.4	16.7	59.5	76.2

Strongly disagree (1) *Disagree (2)* *Not sure (3)* *Agree (4)* *Strongly agree (5)*

According to Table 1 above, almost 90% of the sample understood the requirement of the project which probably reflects on how the facilitator had given a very clear brief on the requirements, specifications and the objective of the project during the project briefing occurred simultaneously to all the students during the lecture. This indicates that the constructivist emphasize on having clear articulated goals had been acquired. Had the result showed otherwise, it may put the rest of the other data at stake to see constructivist learning effect. The fact that only 52% of the sample fully prepared with wide range of software required in the project, suggested that the students may be worry at the beginning

of the project but, at the same time it is interesting to know that 76% student motivated and looking forward to do the project. It is important because according to Billett (1996), intrinsic motivation emerges from the desire to understand and to construct meaning.

Table 2: About the Process

	About the Process	SD	D	NS	A	SA	%
1	Required more knowledge on the software than tutorial given in design computing class to execute original design sketch in this project	14.2	16.6	-	23.8	45.2	69
2	Facing difficulties in the handling of the listed software to execute the project.	11.9	14.3	-	19	54.8	73.8
3	When want to know more about the software student were consulting with design lecturer in charged	-	38	2.4	42.8	16.6	59.5
4	More comfortable to ask among peer on software feature when want to know more.	14.3	16.7	2.4	21.4	45.2	66.6
5	Know more about specific features to be used by exploring them yourself.	7.1	19	-	35.7	38.1	73.8
6	Only choose/use 3 software that were familiar with.	16.7	16.7	-	23.8	42.9	66.7

Strongly Disagree (1) disagree (2) Not sure (3) Agree (4) Strongly agree (5)

Table 2 above identifies the strengths and weaknesses found during the project execution. The respondents were asked to indicate how much they agreed with a number of statements about the process. As can be seen, the sample took the view that almost 75% were facing difficulties in handling the listed software and had to explore it themselves in order to know more about specific features. According to Han & Bhattacharya (2001), the full benefits of projects cannot be achieved without considering the nature of the student's knowledge but in fact this acquisition of knowledge can lead them to explore more and tapping in the resources be it their teacher or peer and participated in activities to seek meaningful information. In comparison about the tendency to acquire more knowledge, the result showed that the students consulted their peers more than the teacher. It is a common scenario whereby students meeting their peers more than the teacher and, they had seen each other's work during the brainstorming and critic session which make them easier to relate with their problems. The pattern that 66.7% use software that they were familiar is in executing their final ideas may perhaps be viewed as typical strategy during execution but hopefully they have taken enough initiative to explore the rest of the software.

Table 3: About the Learning Outcome

	About the Learning Outcome	SD	D	NS	A	SA	%
1	Enjoyed the design process in creating typographical design in this project.	9.5	16.7	-	38.1	35.7	73.8
2	Satisfied with the design produced in this project.	9.5	14.3	-	35.7	40.5	76.2
3	.See better relationship between design software and typography design after this project.	2.4	19	2.4	28.6	47.6	76.2
4	Exploration on multiple software enhances skill on typography design.	4.8	14.2	2.4	40.5	38.1	78.6
5	Managed to solve most of design problem in the project.	4.8	9.5	2.4	47.6	35.7	83.3
6	Challenges in learning typography through this project are worthwhile.	9.5	9.5	-	42.9	38.1	81
7	Confident in newly acquired knowledge and skill.	7.1	19	-	42	31	73.9

Strongly disagree (1) Disagree (2) Not sure (3) Agree (4) Strongly agree (5)

Pertinent to the project after math, Table 3 above shows that 73% of the students enjoyed the design process which constructivist learning very much encouraged. About 76% of the students felt satisfied with the design produced in this project may drive by the fact that they had pushed themselves during the exploration of the project, or, they are pleased with their learning outcome based on the submitted work. The same percentage of students found that they saw better relationship between design software and typography design after this project. It is in fact a very important factor that could also be the ultimate objective of the whole exercise. Some of the learning outcome may not necessarily only benefited the project that had been set but also the future as 78.6% of student found that the exploration on multiple software enhances their skills on typography design and 83.3% students' feedback that they managed to solve most of design problem in the project. The reward in the form of learning outcome in this study can be manifested in three important areas, the artwork, knowledge gained and skill development. Despite the challenges and hardship in design process, 81% student found that the learning of typography through this project is worthwhile with almost 90% students were very confident in their newly acquired knowledge and skill they achieved during the learning process.

Figure 4: Sample of Students' Project

This project was designed to study the dynamic usage pattern of open ended design software to achieve vast element of typographical play and its behavioral expression. Based on submitted artworks, not only the students understand the concept of different software faster, they start demonstrating imaginative use of those software. Artworks show that they alert on different characteristic and features even when collaborating software of same nature. (i.e. Adobe illustrator and Macromedia Freehand).

There are patterns that students who anchor more on DTP software (i.e. Adobe Page Maker) has more sensible used of grid system in establishing relationship between typographical elements. Students who anchor more on Vector software (i.e. Adobe illustrator and Macromedia Freehand) have tendencies to deconstruct grids and artworks become more organic. Students who anchor more on Raster software, have tendencies to explores tonal values, and create illusion of shallow space and special effects.

On the whole, majority of the students (73%) were using Adobe Photoshop and Adobe Illustrator. These applications are the best software suits for this project. It proofs the increased of the students understanding towards the usage of the design software tools and it was also evidenced by the quality of their final work submitted.

The result gives a very strong indication that these projects allow the student to reach wider typography design spectrum and solution, solved more of their typography design challenges and stimulate their imagination during the project execution. In general we can summarize that the students' are very positive on the project.

CONCLUSION

Based on a small but representative sample of Faculty of Creative Multimedia student, the learning approach creates a 'Constructionism' reflected in Project-Based Learning. It creates a learner-centered learning environment and artifact creation as part of the learning outcome based on authentic and real life experiences with multiple perspectives' which has empowering the learners with options to create their own design, working collaboratively with the resources available, fine-tuning their ideas using the resources available and providing rich feedback in evaluating authentic tasks reflecting the real world. Such activities increase students' decision-making and initiative throughout the course of the project. In the creation stage, learners built their own instructions. They had options in delivering their contents by traditional or digital way of presentation modes and delivery strategies and incorporated feedback into their presentations. In the processing stage, consultations and critic sessions held along the learning process allowed students to analyze and share their learning experience as they constructed their design project. This are all aligned with 'Constructionism' learning approach (Han & Bhattacharya, 2001).

Overall, the results of this study indicate that the students' are positive over the project-based learning. We need learning activities to stimulate the students' level of consciousness on both conceptual and technical exposures. Good design thinking is developed through investigation and experimentation. Generally, students engaged in a project by having their own choice in deciding what they will work on, planning their own directions, participate in defining criteria to assess their project, solve problems they encounter while working on their project and, making a good presentation of their project.

Especially to first year student, facilitations are strongly needed to avoid students' tendencies to jump to conclusion prematurely because at this point, process is more important than result. The teacher's role in organizing experiences, provides guidance and scaffolds allow the students to develop their own knowledge and understanding.

Enrichment of learning process requires certain level of openness to develop their importantly senses of design. Therefore, the role of an instructor is still needed in able to help the students to build their well rounded skills.

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SOLAR POWERED DIGITAL EQUIPMENTS FOR DISTANCE LEARNING IN DEVELOPING COUNTRIES

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Abstract: Digital equipment and devices have become most essential tools for disseminating knowledge in educational institutions. The use of such equipment has now become more effective with the inclusion of contents available in the Internet. All of these tools and means have created a great opportunity for spreading teaching and learning in distance educational mode. But for a developing country, the main hindrances for spreading distance education are the cost of the equipment and availability of Internet access over all parts of the country. A research has been carried out on how the cost of useful digital gadgets and their accessories can be brought down to an affordable price and how the access to the Internet can be made easy for the students in general. This paper starts with the description of the challenges for reaching the objectives and then it explains how they are overcome by different indigenous technical solutions. Moreover, work on how the power requirement for the commonly used digital equipment has been minimized is reported in the paper. Finally it shows the techniques of applying solar power to supply the energy requirement for the gadgets to be used for distance learning. This has made a break through in education sector for a vast community in developing countries.

Key words: Multimedia classroom, hybrid projector, distance learning.

INTRODUCTION

ICT refers to technologies that provide access to information through telecommunications (Selamat et. al., 2011). Uses of tools to integrate ICTs into everyday classroom learning provide students with increased exposure to technologies and e-content. The World Summit on the Information Society (WSIS) held in Geneva in 2003 identified two targets in its Plan of Action which are directly related to education (WSIS, 2003).

- to connect universities, colleges, secondary schools and primary schools with ICTs

- to adapt all primary and secondary school curricula to meet the challenges of the Information Society, taking into account national circumstances.

Although there has been quite a good penetration of cell phones and Internet access devices even in the rural areas in Bangladesh, there is almost no use of ICT and digital devices as a teaching and learning aid. Classrooms in Bangladesh usually use blackboards and text-books and very little has changed over the century in how the lecture is delivered. Teacher standing in front of the students delivers her lecture and use blackboards and chalk to explain the topic. The same is true for most of the developing countries in the world.

Multimedia projector projects documents and computer images onto a projection screen so that the image is displayed to an entire classroom. It can help teaching subjects, such as science or geography, easier by showing slides or video of actual hands-on experiments or maps. It allows the teacher to interact with the material along with the students, or model her teaching in a way that effectively communicates the lesson to the students. The teaching materials can be developed by experts far away from the classroom and the teacher who is actually delivering the lesson can access it via Internet directly or download onto a USB device, which can then be inserted into the laptop and projected using the multimedia projector. But the lack of electricity in rural areas of developing countries has made its use expensive and difficult. Alternative sources of power are not feasible since digital projectors typically consume a lot of electricity.

This paper reports the design and development of a low cost, very low powered hybrid projector as a stand-alone or as a part to a laptop based teaching tool. The hybrid projector incorporates OHP technologies and is powered by solar PV panel so that it can be used at rural and remote locations having no electric power supply. Because of the low initial

cost, long life, locally maintainability at low costs, ease of handling and the use of solar power to run the device, it would be very attractive for the developing countries as a classroom teaching tool.

Bangladesh Education Scenario

Bangladesh is the most densely populated country in the world with a population nearing 160 million. Demographically this is a young nation with population aged between 0-25 years covering almost 35% of the total population (Bangladesh Bureau of Statistics, 2012). This is reflected in the number of education institutions and the number of students and teachers. There are a total of 114,114 institutions with 30,752,756 students and 867,764 teachers in the country. Table 1(Bangladesh Bureau of Educational Information and Statistics, 2012) presents the details of the type of educational institution, number of students and number teacher along with the teacher-student ratio (TSR) in each category.

Table 1: Number of institution, student and teacher by type of education (2011)

Type of Education	No. of Institution	No. of Teacher	No. of Student	Teacher Student Ratio
Primary Education	78,685	395,281	16,957,894	43
School Education	19,070	223,555	7,510,218	34
College Education	3,475	95,620	2,915,851	30
Religious Education	9,330	107,177	2,197,877	21
Professional	282	4,752	70,998	15
Teacher Education	209	2,622	38,691	15
Technical-vocational	2,981	22,919	506,556	22
University	82	15,838	554,671	35

Being a developing country with a very low per capita income of 848 USD (Bangladesh Bureau of Statistics, 2012), Bangladesh is yet to provide quality education to all. Although the curriculum has been modified, particularly during the last decade, the classrooms are almost unchanged over the century. Students sit in benches facing the teacher while she delivers her lecture using chalk and blackboard and text books.

Recently, the government has taken up a project to establish multimedia classroom in schools (Minges et. al., 2011). Ministry of Education and Ministry of Primary and Mass Education are implementing the project under the Access to Information (A2I) Programme of Prime Minister's Office. Under the first phase of the project each of 23,000 primary and secondary schools will have a multimedia classroom at a cost of 1,800 USD within 2013. The classroom will have a laptop, a multimedia projector and Internet connection. A training program for teachers to develop content for the multimedia classroom is also part of the project. Considering the total number of primary and secondary school of 97,755 the first phase of the project covers about one third of the schools.

The biggest draw back of the project is that the multimedia classrooms depend on grid electricity to operate. The average power requirement for a multimedia classroom comprising of a computer and a projector is almost 300W. In Bangladesh, 28% of the population lives in urban areas (UNICEF, The State of the World's Children 2012: Children in an Urban World, 2012). All of the urban areas in Bangladesh have electricity supply. Till date, electricity has reached about 60% of the population of which 28% is represented by the urban population and 32% represented by rural population. That is, more than 55% of the rural population is without any electricity connection. Moreover, the total generation is lacking behind the demand. The average load shedding in Bangladesh during the summer period is in excess of 10% of the demand. In 1 June 2012, the maximum generation was 5520 MW against a demand of 6500 MW (Bangladesh Power Development Board, 2012). The amount of load shed for the day was 980 MW, that is, 15% of the demand. The rural areas suffer the most due to load shed. Since the electricity demand in rural areas is far less than the urban areas, a 15% load shedding covers more than 30% of the rural area. As such, it is obvious that large number of rural schools that have electricity connection in fact do not have electricity due to load shedding. Without electricity multimedia classrooms will be useless. Also, the students in rural areas without electricity connection can never have access to the multimedia classroom.

The second draw back of the project is that the initial cost and maintenance of the system. As per costing of the project each set costs USD 1,800 per classroom which is quite high for Bangladesh. Without government help, very few schools can afford to have a multimedia classroom of their own. Maintenance of the projector is a big issue. Manufacturers provide a warranty of 1,000 hours for the projector bulb which is just about the average life of the bulb. Considering five lectures per day to be provided by the multimedia classroom in a secondary school (one for every class from class 6 to class 10), and 200 working days in a year, a projector will need to replace its bulb every year on an average. Replacing a bulb is very costly and so within one and half years schools having multimedia classroom will face financial burden.

Current Projector Technologies

Based on the mechanisms used to compose the image multimedia projectors can be broadly categorized into two technologies, digital light processing (DLP) or liquid crystal display (LCD). DLP technology uses an optical semiconductor, known as the digital micro-mirror device, or DMD chip to recreate source material. LCD projectors contain three separate LCD glass panels, one for red, green, and blue components of the image signal being transferred to the projector. As the light passes through the LCD panels, individual pixels can be opened to allow light to pass or closed to block the light. This activity modulates the light and produces the image that is projected onto the screen. Both of these technologies require complex driving circuits and their cost at this stage is prohibitive for the development of low cost multimedia projector.

The overhead projector (OHP) has been in use in classrooms across the world for almost half a century. The technology is simple, yet very effective. It has a light in the bottom with lenses and mirrors that project the image of a transparency placed on top of the projector box. The lamp is of high power and a cooling fan is necessary to prevent the lamp from melting from its own heat. Since the OHP cannot project image or video from a computer it fails to take the advantages of development and advancements of ICTs achieved during the last two decades.

In terms of power consumed, the DLP or three LCD based multimedia projector and the OHP are prohibitive for use in developing countries where access to electricity is yet to cross the halfway mark.

The Hybrid Projector

A. Initial design

The target was to develop a projector in such a way that the educational institutes both in urban and rural areas can use it. So, there are few points that we have to consider as design constraints. They are:

a) Low power consumption so that solar power can be used as source of energy.

b) The projector can be used both in overhead mode and multimedia mode so that if the laptop and/or Internet connection goes wrong it can be switched from multimedia mode to overhead mode.

c) The cost of the projector should be as low as possible so that an institution in rural areas can use it.

Based on the above assumptions, we took an overhead projector as a base of our development. First of all, we concentrated on the power consumption. We found that it uses two high power projection lamps which can be used alternately. The power consumption is 250W and it requires ac supply. Since our target was to use solar power as source of energy, we decided to replace with dc LED lamp having low power consumption. The only constraint in choosing LED lamp was the lumen equivalency. After many experiments, we decided for 12V, 32W conical type high durable LED lamp. After measuring the lumen output we found its equivalence with the original projection lamp. With the chosen lamp we run the OHP continuously for 12 hours and for several days, it did not caused any problem. Since we have to have provision for dual source, both ac and dc, we developed an adapter suitable for the lamp. There was a change over switch for making the source effective from ac to dc or vice versa.

The next step of the design was to convert the OHP into a multimedia projector. This portion was not as easy as we thought. Our idea was to use an LCD screen on top of the overhead glass. But, finding a suitable LCD module was a difficult job for us. Since in Bangladesh stand alone LCD panel is not available, we started with removing screen from laptop and desktop monitors. We tried with panel from Lenovo and also from Dell pc/laptop. Initial experiments were failures because the LCD was not as transparent as expected. Finally we used LCD panel from Samsung desktop flat screen monitor. Its transparency level is much better than the previous ones.

With the LCD panel along with its control circuitry we fitted the assembly on top of the glass of the OHP. The video port is made exposed so that laptop can be connected. With the signals from the laptop the video output is transmitted to the LCD panel and since the panel is placed on top of the OHP, it is projected on the large screen. The content,

whatever is displayed on the laptop screen, can now be projected in larger shape, fulfilling the requirement of multimedia projector.

B. Final design

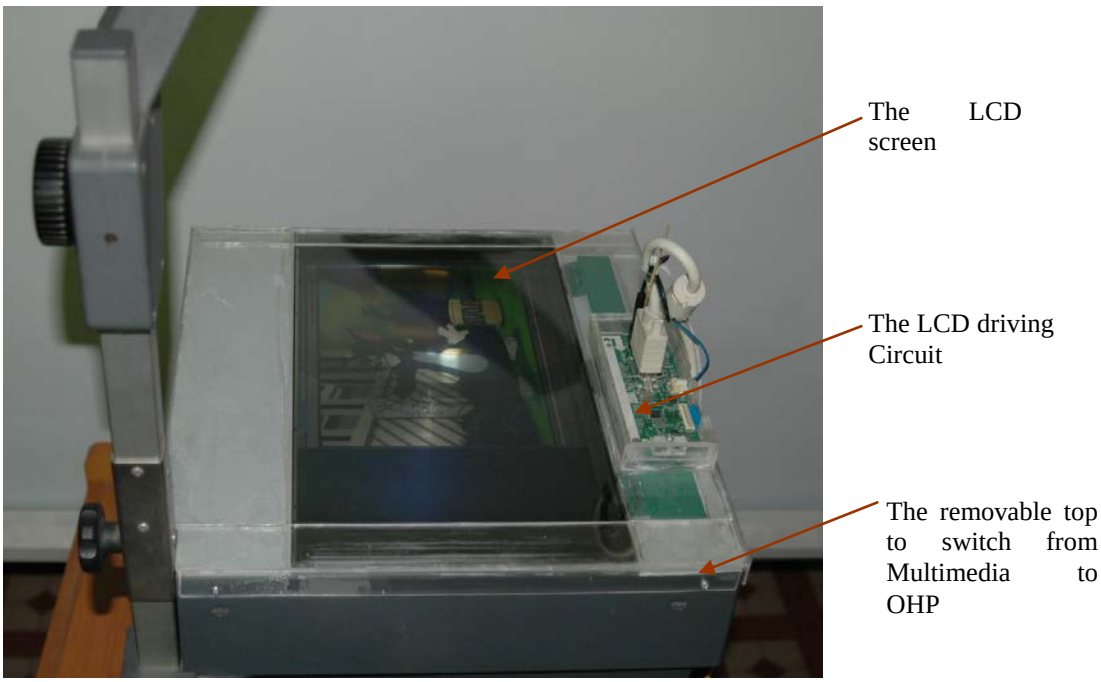

Figure 1: A prototype of the developed hybrid projector

The photograph of final prototype version of the hybrid projector is shown in Figure 1. As evident from the picture the projector is made by converting an Overhead Projector. A focused LED is used as the light source in the projector. Its consumption is measured to be 18W. The laptop used is a very tiny one having a power consumption of 44W only. In total the power requirement was 62W. The set was run using a 100W solar panel. The panel charges a battery under a charge controller and the battery supplies the requisite power for the laptop-projector set. The main modification is made by placing a LCD screen over the glass top of the OHP. The photograph shows also the placement of the video control circuit for the panel. For visibility, in prototype version, it is placed on top of the projector. But in commercial design it will be placed at one of its sides. The other important feature is visible from the photograph is that the top addition, i.e. the LCD panel assembly is detachable so that when it is removed the projector the unit can be used in its OHP mode. For example if the laptop is malfunctioning or the Internet connection can not be accessed, the multimedia mode of projection can not be used. As this hybrid projector can be used either of the modes, it can be switched from one to another.

C. Future developments

There are few issues that need to be addressed in future so as to convert the prototype version into commercial version. The total assembly of LCD panel and its controlling circuit should be manufactured by a LCD panel manufacturer suiting our requirement. First, the transparency level has to be high in comparison with that in the presently available LCD panel. Secondly the video control circuit should be robust and housed in a single assembly of the whole set up. Thirdly, the screen size should commensurate with the OHP's glass size. The other issues that need to be addressed are: (a) Integration of solar charging system and battery within the OHP. (b) Choice of LED lamp and its changing provision and (c) robustness of the detachable part of the LCD assembly.

Cost Comparison

The development cost of the final design of hybrid projector system including the laptop, solar PV panel and battery with components procured from the local market is about 600 USD. Compared to the cost of the multimedia projector system currently being supplied to the schools under the aforementioned government project, excluding teacher's training, the cost of the developed system is less than 50% of that of the project. The battery may need to be replaced once in every three years. Almost no lamp replacement will be required for the developed system. Whereas, during the same period of time, the conventional multimedia projector will require 2 to 3 times lamp replacement costing on the average 125 USD per replacement. Considering all the facts stated, the "multimedia classroom project" cost, if our developed system was used, would be USD 13.8 million, whereas the present project cost is USD 28.4 million. It means that there would be a clear saving of USD 14.6 million.

CONCLUSIONS

A hybrid projector powered by solar PV panel is conceptualized and developed in the laboratory. A prototype version of the projection system has been experimented both in OHP and multimedia mode of projection. Starting from the concept up to its prototyping, step by step development process has been elaborated. The projection system has been proved to be satisfactory in either of the modes. The solar PV system is also tested in average condition of sunlight. Its use has proved to be satisfactory.

Finally, a cost comparison is made between the hybrid and conventional multimedia projector system for use in multimedia classrooms. It is shown that hybrid system will not only provide convenience to all kind of use but also it is cheaper than the conventional multimedia projector. Moreover, being solar powered, it saves energy and ensures availability of power to schools that do not have an electricity connection or suffers frequent load shedding.

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THE BEST ON-LINE GUIDANCE EXPERIENCES IN FINNISH PRIMARY SCHOOL TEACHER EDUCATION PRACTICUM

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Abstract Finnish primary school teacher education is built on master level studies since the late 70´s. Teachers' profession and pedagogical skills will grow not only during university studies but also in guided training practicums in Finnish primary schools and special training schools. Never the less, Finnish school system is not problem free – approximately ten percent of new teachers will change their career in the first five teaching years. This is a strong signal about the challenges connected to teacher's profession nowadays also in Finland despite the great success in international student achievement tests (PISA). In recent years, there has been an increasing interest in supporting and mentoring just graduated teachers during the induction period. Could this be done already during the studies? This paper will focus on the final practicum period in Kokkola University Consortium´s primary school teacher education program. The purpose of this paper is to seek modern ways to guide and support pre-service teachers during their first working months in Finnish primary schools already during the late studies. In this essay we will highlight both student´s and teacher´s experiences concerning on-line quidance and support system in the final practicum period shortly before graduation.

Key words: Teacher education, on-line-guidance, mentoring, pre-service teacher, practicum

INTRODUCTION

The Finnish education system offers every child an equal opportunity for education. Basic education is completely free of charge, including the teaching, all the school materials, and special needs education as well as health care and healthy school meals. According to basic education act (1998) basic education lasts nine years and caters for all children between 7 and 16 years. Schools are not allowed to select their students – this is what we call territorial or neighboring school principle i.e. every child can go to the school of his or her own school district. The Finnish educational system has also been celebrated elsewhere: for example, in 2010 Newsweek declared Finland to be the best country to live in the world. One of the key components of a good life, according to Newsweek, is education. In Finland education was ranked best in the world in this universal comparison. (Välijärvi & Heikkinen 2012, 31.)

Finnish teachers are highly qualified in all school levels. Master's degree has been a requirement since 1978 and the practicums are built in various ways than even in other Scandinavian countries. The class teacher's education in Finland is popular; the applicant numbers every year in the common entrance examination of the teacher training of Finland's universities have been approximately 5000-6500 applicant, as Meriläinen and Valli (2010) reminds us. Välijärvi (2012) points out, that teachers' professional status is still high in Finland (see also Välijärvi & Heikkinen 2012, 32). Although the salaries of Finnish teachers are according to OECD (2008) internationally only average, young people, especially young female students, find teacher's profession like a good option. In his review of the history and present of the Finnish education system, Välijärvi (2012) mentions that the students seeking to teacher training usually make up an extremely motivated and selected group of young people.

Kokkola University Consortium Chydenius is an independent university-level teaching and research unit located in the western Finland. Kokkola University Consortium in co-operation with the Faculty of Education at the Jyväskylä University arranges primary school teacher education, leading to the degree of Master of Education. These courses are particularly aimed at persons studying through the Open University, those contemplating a change of career and those changing the emphasis of their studies in education. Following the principles of life-long learning, the courses are constantly being developed to match to the needs of individual students and the changing demands of society at large as Meriläinen and Valli (2008) highlights in their earlier studies.

Teacher education in Finland is facing a situation in which it is necessary to develop new ways to organize education according to the needs of the students and society. As Jyrhämä (2006) mentioned in her earlier study, there is an increasing demand for a more flexible teacher study program that would make it possible for students to connect theory

and practice and make it visible at the same time. Wang, Odell and Schwille (2008) emphasizes in their article, how the way teacher students are prepared to teach is not always sustained by their school cultures. Ferguson-Patrick (2011) draws our attention to the fact that pre-service teachers often needs to consider the compromise between their university training and that of their school context.

According to Jokinen and Sarja (2006) the more complex, open and multiple working environment will often look really difficult and challenging to an inexperienced teacher. The new demands of work and the skills one have achieved during the studies don´t always meet in authentic situations. Even how well the teacher training system has planned, it can never give to teachers all the knowledge and skills needed in teachers profession. The novice teachers are still learning the teacher profession and they need to get support and guidance to build up their professional identity. (Look also Odell & Hulling 2000.)

So far there has been discussion about induction period in Finnish teacher education and the first working years in Finnish primary schools (see Välijärvi 2012; Almiala 2008; Kiviniemi 2000). One of the key questions for Finnish teacher education in the future is according to Välijärvi (2012) how to integrate pre-service and in-service training more effectively so as to support teacher's professional development throughout their work careers. Another important point he adds, relates to support for newly graduated teachers entering the working life. Research has shown that this induction phase, as it is called, includes many problems. (Välijärvi 2012, 8.)

Learning in authentic contexts

In Kokkola University Consortium pre-service primary school teacher education issues mentioned above are also well known. Because of that we are constantly developing all the five practicums, which belong to primary school teacher studies, to prepare students to face the teachers´ profession as authentic as possible already during the studies. This paper will focus on the final practicum, The own class practicum, where pre-service teachers begin to work in authentic school contexts. The practicum is supported, guided and mentored right to the needs of pre-service teacher; the help is pointed directly to daily issues from planning to teaching and learning as they rise from the context.

The aim of this paper is to describe in what way the practicum is organized, how the support system is built as well as analyze both student´s and teacher´s experiences concerning the guidance and support at the time of the first working months as primary school teachers. The data has been collected during the years 2010-2012 Research material (N=48) consists of:

- real time taped recordings
- practicum evaluation reports
- learning diaries
- questionnaires

Surveys such as that conducted by Kiggins (1999) have shown that after graduation, teacher students leave university with feelings of being under-prepared for life in classrooms and confused by what confronts them when they arrive at schools. Almiala (2008) find out some of the most common reasons for a professional field exchange as follows: heterogeneous pupil material, the demanding parents and bad employment. Recent discussion in the field of education in Finland has also concerned class level group sizes, which has been seen one of the reasons for behavior and left behind problems. As Almiala (2008) states the increasingly challenging pupil material makes working pressure even challenging to teacher students in the beginning of teachers career. This view is supported by Armour and Booth (1999) who found that most schools who worked with final year primary education students felt that they needed more experience with the day to day operation of schools, and how the daily work of teachers relates to the culture of schools and classrooms.
The final practicum (extent of 8 ECTS credits) is possible to perform as a distance practicum in the municipal comprehensive schools around Finland. As a precondition to this practicum students will work full-timely as primary school class teachers and as legally competent members of the working community for at least one term lasting time period. The final practicum is the latest from five practicums carried out during the studies and performed in the end of teachers studies. The practicum lasts 2-3 months depending on how the student will schedule practicum tasks on his/her daily routines (Meriläinen & Valli 2010). This practicum is built to prepare students for authentic and contextual conditions in classroom and to meet real life challenges already during the studies when support is available not only from other teachers but also from the university.

One of common challenges emergence from the research material was the lack of collaboration among teachers. *"I´ve missed communality, collaborative planning and in generally sharing ideas and experiences. As an Early childhood educators I'm used to work as a team member and I really miss it."* Unlike other professionals who work in teams, teachers usually work alone, often as the only adult in the classroom. Even though the working culture is slowly changing, the findings show clearly that there is not enough pedagogical support available in the first working months as a teacher. This is why we have seen important to contextualize the delivery of instruction and link the instruction as

closely as possible to the contexts and settings to which it applies, i.e. develop the practicum tasks as they exists in authentic conditions.

"I found the tasks really reasonable. Every task was connected straight to my work. In addition, none of the tasks seemed useless – the other way round, I felt I grew as a teacher with these tasks."

"Fist I found the tasks themselves irrelevant – as the practicum went further I understood the meaning of them more clearly."

"The term plan was maybe the most useful to me. I also found the short term plan (transdiciplinary planning via phenomenon) and the more detailed week level plans as well as tasks connected to these, useful to understand the big picture of planning."

Despite of the supported planning process, students will soon understand that schools are more than a conglomeration of buildings, people and in this case planning. As Bullough (1987) states, every school has a culture which has evolved as a response to wider cultural values. There is a huge need to shorten the gap between the university studies and the reality of everyday school life.

Collaboration is the school and online

According to Teacher training curriculum the aim of the Own class practicum is to develop

- larger entity of planning and teaching
- creative and meaningful pedagogical decisions concerning teaching
- assessing skills as well as differentiating skills

During this practicum, we guide, advice and support them at the time needed and make his/her operation modes as visible as possible by using online monitoring as a tool for reflecting ones procedure as a teacher.

"Sometimes I find myself anxious, because I notice that in the beginning of my career I can't pay enough attention to issues an experienced teacher can. And the feeling that I don't understand or know what my pupils really not need nor how I can support them." In this kind of discussions online taped monitoring in real time has been rewarding and reasonable as one of the university lecturers argues: *"From my point of view this has been the most reasonable in online real time monitoring. Using the tapes later in guidance discussions helps students to mirroring his/her learning believes towards his/her operation culture, behavior in the class and learning tasks given to kids. This has been a great tool for develop and deepen his/her ability to reflect and make believes visible."* Unlike other professionals who work in teams, like mentioned above, teachers usually work alone in circumstances that deprive them of an opportunity to learn from one another. Online monitoring, recordings and discussions connected to these, encourages students to look deeper ones believes and improve the quality of daily choices in teaching and guiding.

The emotional load will be the biggest naturally at the beginning of the school year in which case everything is new to the teacher: school, work, work community, pupils, parents, learning environment and physical setting of the work. In this loading situation the teacher should be able to find his/her place in the working community which has the stiff traditions. The transition to the working life requires an excellent ability to adapt oneself psychically simultaneously to very different situations of the teacher. The transition succeeds if the teacher's expectations, the realities of the job and the features of the personality agree well enough together. (Blomberg 2008, 211-212.)

The own class practicum will be fulfilled in the beginning of a new school year and a bit before that. Like Blomberg (2008) argues, the beginning of the school year is the most challenging to a new teacher. *"There are so many things to keep in mind…" " I see so many lacks in my knowledge –it feels that especially in the first year I have to reread everything I´ve learned…"* The practicum begins two or three weeks before the school begins – this is the time when students will orientate to the future – both theoretically and practically. The first seminar is held on-line – so that every student is prepared also technically to overcome the practicum. The lack of collaboration is said to be a common characteristic also in Finnish schools. In this practicum we have also created strategies to support collaboration to permit.

Online guidance, online discussion areas, mentoring and online seminars are places, issues and habits that will make collaboration possible and visible. Every student has a named mentor at school. The mentoring process begins in the beginning of August, when students and mentors participates together the first on-line seminar organized by university.

Mentor teachers are aware of the tasks students will accomplish during the practicum. He / she will act as a role model, teacher, real time support and experienced colleague as well as one who is aware of the schools traditions. "*I had a real close relationship with my mentor – our discussions have been rewarding…", "My mentor deserves a big thank you – it was important to me to know there is a person who is there for me…*"In addition to mentoring, planning and sharing in teams will come true online in special discussion areas accomplished to support first working months at school. These discussion forums mirror real life net based discussion forums – although the discussion contents and guidelines are focused more detailed to practicum aims.

"Many of these tasks were helpful in planning process. Especially these two forums in net were meaningful and I felt I learned a lot from others when sharing thought and ideas. It was interesting to hear others thoughts about their students and environments. When I shared my pupil case I got lots of ideas and educational information how to deal with it. When we put our clever heads together the solutions and ideas were more unique than if I´d done it alone."

Even though some of the students as well as earlier studies (Almiala 2008; Blomberg 2008; Kiggins 2009) shows that teachers work still is mainly working alone, this practicum is built to make collaboration and its possibilities visible to teacher students. Isolated in the classroom is not the only option – using online possibilities can change the whole school culture more open and support pre-service teachers academical growth during the practicum in authentic contexts.

Online guidance and monitoring – benefits to be named

Besides mentoring, learning tasks, online discussions and reports, there is a real time, online monitoring day included in the practicum. The student is responsible to build a monitoring area with two cameras in his/her classroom as well as to ask someone to stay in his/her class helping with the cameras during the monitoring day. Before the exact day the student and university teacher will discuss about the day, make the camera plan and test the connections. During the testing there is a lot of collegial discussion about daily issues that has risen during the practicum. This non-official discussion creates a safe and confidential atmosphere between the student and the teacher. One of the university teachers felt that online monitoring prepared her beforehand satisfyingly to orientate herself towards becoming day. *"I found it important to discuss beforehand what kind of material and how is it going to be used during the day. When my student showed me all the materials, introduced games or webpages she was going to use, I was truly in to her thoughts. This was new to me – it didn´t happen the same way when I went physically to monitor students."*

One of the most important benefits in real time online monitoring and quidance is the possibility to record discussions and monitoring. The student as well as the teacher is able to return alone or together to the taped material and reflect activities and operations later. The university teacher is able to point concrete certain issues from the recordings to make student aware of these.

During the on-line guidance developing process, there were discuss about issues that we might miss without physical attendee in the classroom as well as face to face contact when discussing with students. The research results surprised us positively: with on-line guidance system we could get benefits we couldn´t get when sitting physically in the classroom. The teaching situations were more natural, both teacher student and pupils forgot totally the monitoring and the behaviour remind the same as in normal school days. This observation made us realize more concrete the daily issues and tasks a pre-service teacher will face during his/her first teaching months and years.

The other benefits that we also found interesting and important where economical – there were a huge saving in both time and money. There was no need to travel around Finland during the practicum period any more. The save of time and money could be pointed to the guidance process which made the support system even deeper.

Synthesis

During the developing process of on-line guidance in this practicum, there were discuss about issues that we might miss without physical attendee in the classroom as well as face to face contact when discussing with students. The research results surprised us positively: with on-line guidance system we could get benefits we couldn´t get when sitting physically in the classroom: the teaching situations were more natural, both teacher student and pupils forgot the monitoring and the behaviour remind the same as in normal school days. This observation made us realize more concrete the daily issues and tasks a pre-service teacher will face during his/her first teaching months and years.

Even though the growth as a teacher is a long process, we hope that our students will have at this stage an experience of the teacher profession, which is strong enough and will grow even stronger with successful teaching experiences and in-service training. When understanding the connection between the theory and one´s pedagogical way to act in one´s own class, the teacher is able to estimate her own work and is able to mirror it and its significance in the middle of different choices (see Kiviniemi 2000, 77-79).

The developing process of the practicum will still go on. The good experiences from on-line quidance as well as real time authentic monitoring will be further developed. The focus will be on how to re-use even versatile ways the taped monitoring material in guidance discussion as well as adding even more monitoring periods during the practicum.

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THE IMPACT OF E-LEARNING ON HIGHER MEDICAL EDUCATION

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Abstract : Academic teaching for clinicians faces a big problem in that they are busy in their wards looking after their patients at the time of giving the lectures. That was our motive to implement the use of complementary online learning for internal medicine post graduate students. Then we analyzed its feed back through comparing the students` grades before and after implementation of the course and also through questionnaire to the students regarding their satisfaction about the course. Results: A significant improvement in students' grades as well as their satisfaction about the E –learning process compared to the usual method of teaching.

Keywords: e-learning; technology; culture; learning; higher education

INTRODUCTION

E-learning is evolving in parallel with technological advances, and as a result is able to create more authentic learning experiences. E-learning resources have the potential to contribute to the goals of higher education, by supporting autonomous, life-long, student-centered learning. This can be achieved by creating a platform that is malleable for different types of learners and different ability levels while maintaining the same standard of information and accessibility for students and teachers (1)

E-learning refers to the use of information and communication technologies (ICT) in different processes of education to support and enhance learning in higher education institutions. This includes the use of ICT technology as a supplement to traditional classrooms, online learning or mixing the both modes (2). E-learning offers institutions and their students the flexibility of place and time of delivering or receiving learning information. Continuing professional development practices in today's fast moving work place environment increasingly involve the use of modern technologies as part of the quest to provide a flexible and responsive learning experience (3). E-learning is beginning to spread widely all over the Middle East region, as access to different technology forms improves.

The Open and Distance Learning Quality Council (UK) describes e-learning as an effective learning process created by combining digitally delivered content with (learning) support and services. For the Learning skills council e-learning can be represented as a spectrum ranging from internet supported distance learning in which the learner has limited physical contact with the tutor or other learners to teacher led classroom- based activity which is interspersed with computer delivered or facilitated assignments.(4) E-learning offers additional opportunities for interactivity between students and tutors during content delivery (5). In a hybrid (blended) course, a significant portion of traditional face-to-face class time is replaced by online components (6). E-learning offers additional opportunities for interactivity between students and tutors during content delivery (5). In a hybrid (blended) course, a significant portion of traditional face-to-face class time is replaced by online components (6).

From the students' aspect, e-learning allows the exploration of more flexible ways for learning with reduced need for travel to attend classes. The learning is replaced by interaction opportunities with instructors and other students on an anywhere-anytime-anyhow basis. Hence e-learning offers avenues for students to continue their learning to acquire new and upgrade existing skills at a time and place of their choice.

The success of e-learning adoption across an organization depends on several factors, for example, the availability of technology, how students and instructors are supported in its use and the integration of technology within the student learning experience. Transformation of the learning style presents several challenges including changes in the cultural expectations and the continuing development of technological skills of staff and students. These aspects need to be managed and implemented effectively to achieve overall enrichment of student and staff learning experiences, which are enhanced through the appropriate use of technological blends.

ICT offers continuous educational improvements through offering online learning services, greater information access, greater communication and cost efficiency (7). Appropriate infrastructure for ICT development, (i.e. internet, extranet, intranet and LAN networks) is considered one of the biggest challenges in the implementation of e-learning in higher education institutions, particularly in developing countries (8). Salmon argues that an e-learning environment must provide students and teachers with a high degree of reliability and accessibility.(9)

THE CONSTRUCTION OF THE E-COURSE

The motive for construction of an e-learning course was the well developed ICT department in Alexandria University. We have now a well developed website for Alexandria Faculty of Medicine. Every student whether undergraduate or postgraduate will receive an ID number and password to access the faculty site on the internet. In addition, the noticed low attendance rate of clinicians in the academic lectures of basic sciences like the pathology course for students registering for master degree of internal medicine. The starting trial of internet based learning was with the post graduate students as they have more time than under graduate medical students, they don`t have the same anticipation of undergraduate medical studies about their grades of graduation which will reflect on their future positions, and lastly because in Alexandria faculty of medicine the modules way of teaching is only applied in post graduate studies.

The e-learning process can be divided into two major phases: content development, and content delivery. A typical e-learning development phase includes planning, design, development and evaluation stages, and the delivery phase includes instruction, marketing, and maintenance stages. The e-learning process is iterative in nature. Although evaluation is a separate stage of the content development process, ongoing formative evaluation for improvement (i.e., revision) should always be embedded within each stage of the e-learning process. Individuals involved in various stages of the e-learning process should be in contact with each other on a regular basis and revise materials whenever needed.

Our course is an example of a small size e-learning project. Where the e-learning course is completely designed, developed, taught, and managed by a single individual, it is clear that the same individual has performed the role of content expert, instructional designer, programmer, graphic artist, and project manager.

The online course of pathology for master degree of internal medicine is composed of 14 power point presentations of the lectures (1 credit hour) and also the word of the text book of the 14 lectures. Online activities included quizzes that the students will answer online and their scores will appear as soon as they finish submission, assignments that the students will receive weekly after each lecture and they will also submit it online, forums which are questions for open discussion they can write what they think about every issue and this gives the instructor the chance to know how many students open the site and the rate by which they use it. In addition, fixed chat hours where the instructor and the students are together online.

The purpose of this research was to consider learning using technology in Alexandria faculty of medicine in the post graduate studies section, comparing between two pathology courses given to master degree of internal medicine; one using the more traditional approaches of teaching and the second one after implementation of complementary e-learning course that was challenging due to established staff practices and student learning expectations. The study compared their grades before and after using complementary e courses, to see the impact of e-learning on the educational process. In particular, the study determined technological factors that influenced the involvement of post graduates in e-learning programmes within the Alexandria faculty of medicine. It also explored the general attitudes of students and faculty members towards e-learning.

Of seventy five distributed questionnaires, sixty five were returned and analyzed . Open-ended questions and close ended questions were used including Likert scales. A high response rate was achieved through the involvement of students for questionnaire distribution using email. The focus group questions were carefully designed to meet the objectives of the study. The questions addressed very specific issues. Questions explored three main themes: their interests in ICT skills, course design and attitudes toward e-learning environment.

Evaluation of e-learning in the teaching of pathology course for the master degree of internal medicine

Please respond to the survey as completely as possible. There are some open-ended questions that may require explanation. Feel free to type as much as you would like. For questions requiring a check mark, please rate that question using a scale of 1 to 5, where 5 is the highest rating.(1: “Never”, 2: “Seldom”, 3: “About half time”, 4: “Usually” and 5:“Always”).NOTE: Comments are very much appreciated because they help to inform our eLearning efforts. Privacy is respected; your grades won`t be affected. Please answer once.

Over all

Did you have any problems accessing the course? ○yes ○no

If Yes,please describe the problem you had accessing the course.

Did you like the course? Provide your general impression of the course

Technological platform

1-Dealing with hardware/software problems 1○ 2○ 3○ 4○ 5○
2-Download and save PDF files 1○ 2○ 3○ 4○ 5○
3-Dealing with word processing 1○ 2○ 3○ 4○ 5○
4-Attach different types of files 1○ 2○ 3○ 4○ 5○
5-Connect with internet services 1○ 2○ 3○ 4○ 5○
6-Search in the web pages 1○ 2○ 3○ 4○ 5○
7-Download files from the internet 1○ 2○ 3○ 4○ 5○
8-Solve any connection problem 1○ 2○ 3○ 4○ 5○
9-Deal with passwords and usernames 1○ 2○ 3○ 4○ 5○
10-Save documents skills 1○ 2○ 3○ 4○ 5○

Instructional design

1-Online activities were helping in learning process 1○ 2○ 3○ 4○ 5○
2-Quizzes were helping in learning process 1○ 2○ 3○ 4○ 5○
3-The design of the course was appealing 1○ 2○ 3○ 4○ 5○
4-Online presentations were understood easily 1○ 2○ 3○ 4○ 5○
5-Moving though the course was logical and interesting 1○ 2○ 3○ 4○ 5○
6-Instructions were easily understood 1○ 2○ 3○ 4○ 5○

Course Content

1-The content presentation was logical, coherent and well developed 1○ 2○ 3○ 4○ 5○
2-The content was arranged to make the effective use of time 1○ 2○ 3○ 4○ 5○
3-The content was appropriate for an e-learning format 1○ 2○ 3○ 4○ 5○
4-The download rate of the course was appropriate for learners 1○ 2○ 3○ 4○ 5○
5-The amount of information was appropriate for e-learning format 1○ 2○ 3○ 4○ 5○
6-The need for face to face contact with instructor 1○ 2○ 3○ 4○ 5○
7- The ability of learner to study independently 1○ 2○ 3○ 4○ 5○
8- Meet the deadlines of online tasks 1○ 2○ 3○ 4○ 5○
9- Self analysis of the lectures 1○ 2○ 3○ 4○ 5○
10- The information can be transferred to work environment 1○ 2○ 3○ 4○ 5○

RESULTS

Comparison between students grades before and after implementation of complementary e-learning courses revealed statistical significant difference. The grades after the use of e-course were significantly higher than before using it which proves that e-learning improves the educational process.

Table 1:comparison between grades before and after using e-learning

	grades before	grades after	Wilcoxon Signed Ranks Test
min-max	50-95	58-98	Z= 6.96** p=0.0001
Median	66	76	
Mean± SD	69.94±10.959	78.22±9.77	

As regards the distributed questionnaire, the students feed back was in general positive towards the e-learning process.

	Min	Max	Median	Mean	SD
Technological platform					
1-dealing with hardware/software problems	20	100	80	75.4	21.44
2-download and save PDF files	40	100	80	78.8	20.88
3-dealing with word processing	40	100	80	77.2	16.92
4-attach different types of files	60	100	100	89.2	12.28
5-connect with internet services	60	100	100	89.0	14.60
6-search in the web pages	60	100	100	90.8	11.22
7-download files from the internet	60	100	100	89.6	14.18
8-solve any connection problem	20	100	60	55.6	22.50
9-deal with passwords and usernames	100	100	100	100.0	0.00
10-save documents skills	60	100	80	83.6	15.36
Instructional design					
1-online activities were helping in learning process	40	100	80	75.0	20.00
2-quizzes were helping in learning process	40	100	80	77.6	20.16
3-the design of the course was appealing	20	100	80	77.2	18.32
4-online presentations were understood easily	40	100	80	85.0	15.02
5-moving though the course was logical and interesting	20	100	100	87.0	17.82
6-instructions were easily understood	100	100	100	100	0.00
Course Content					

1-the content presentation was logical, coherent and well developed	20	100	80	75.4	21.72
2-the content was arranged to make the effective use of time	40	100	80	79.0	19.50
3-the content was appropriate for an e-learning format	40	100	80	78.2	17.22
4-the download rate of the course was appropriate for learners	60	100	100	89.6	11.78
5-the amount of information was appropriate for e-learning format	60	100	100	88.4	14.10
6-the need for face to face contact with instructor	60	100	100	91.4	11.16
7- the ability of learner to study independently	60	100	100	89.2	13.26
8-meet the deadlines of online tasks	20	100	60	56.6	21.96
9-self analysis of the lectures	80	100	100	97.6	6.62
10- the information can be transferred to work environment	60	100	80	83.6	14.96

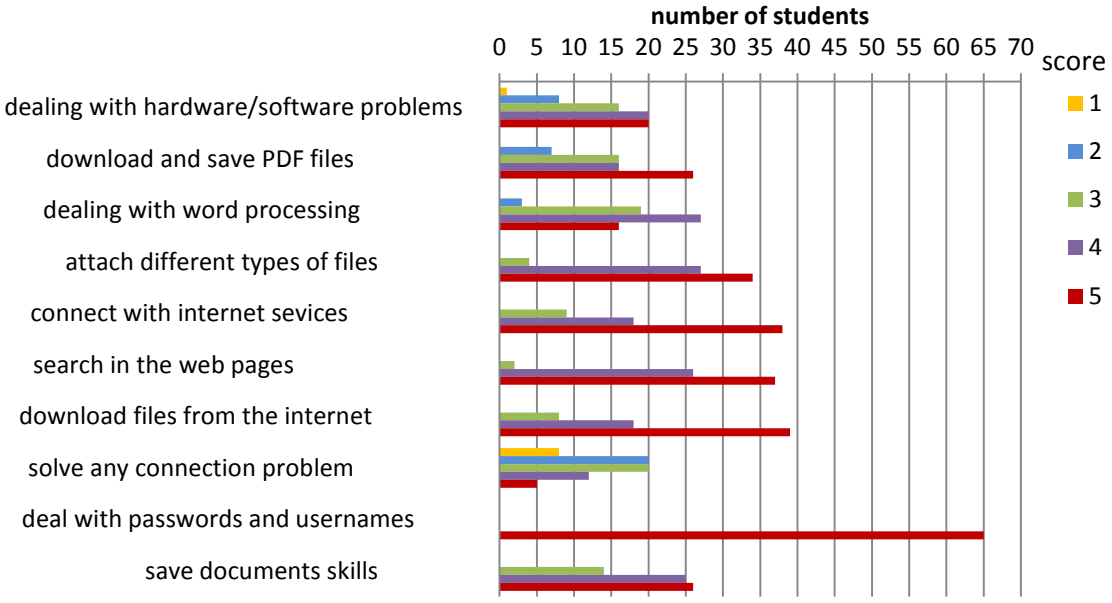

Figure (1): distribution of students according to scores obtained in Technological platform

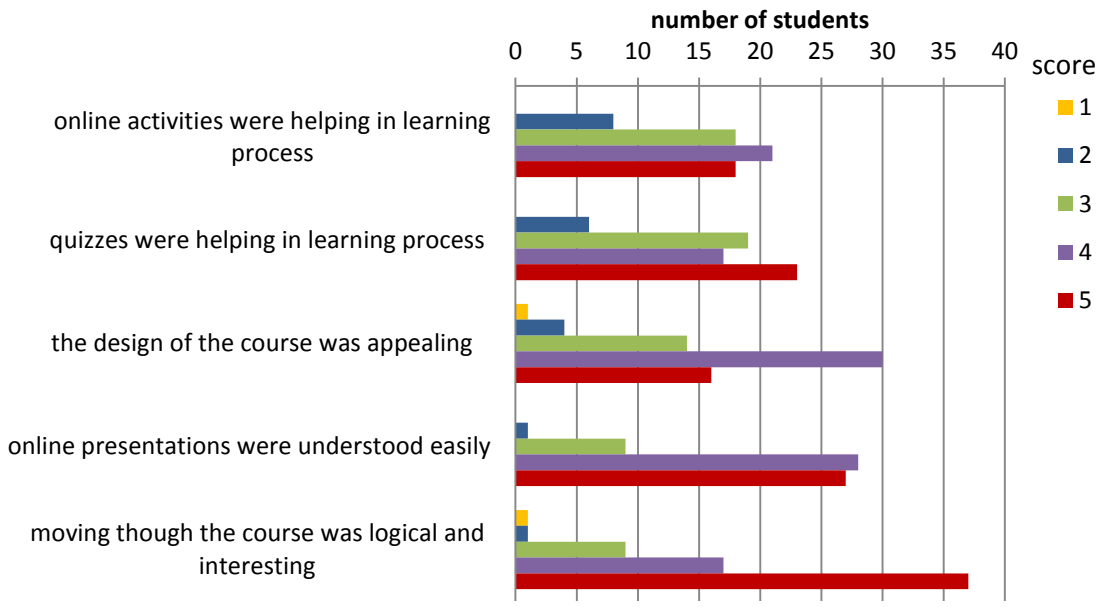

Figure (2): distribution of students according to scores obtained in Instructional design

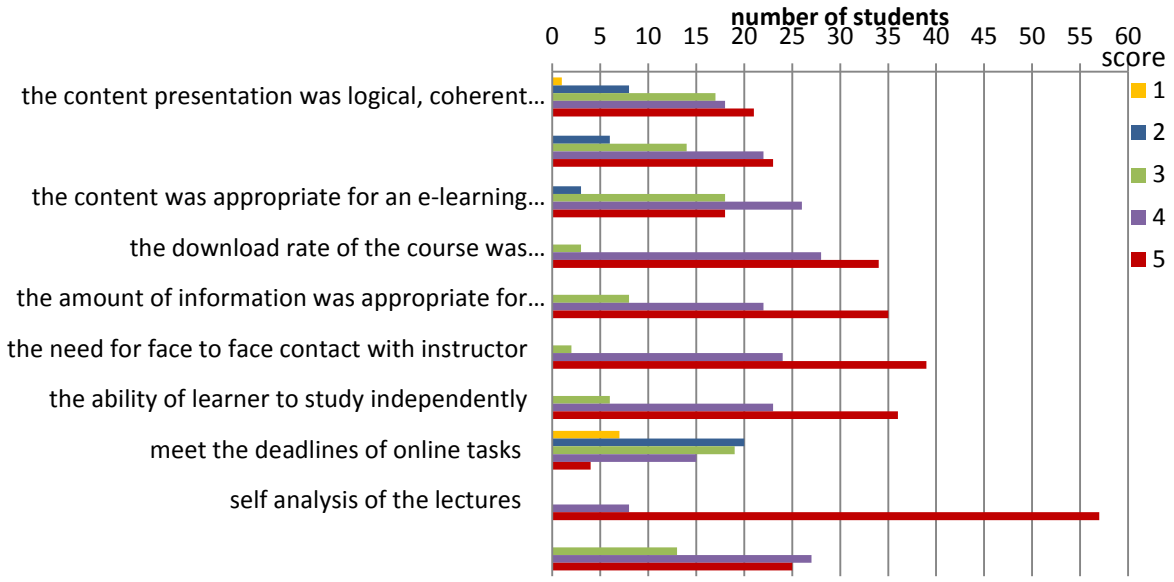

Figure (3): distribution of students according to scores obtained inCourse Content

PROBLEMS AND CHALLENGES

During the implementation of e-learning activities, students often encounter several challenges and problems. Students need the necessary hardware and skills to progress access online information appropriately. Some students may lack experience and confidence in using technology. Not all students have the required skills to participate and succeed in e-learning. Students may also find it very difficult to comprehend their contents if they are expressed in complex language.

In e-learning, students are more independent and responsible for their own learning process, due to lack of face-to-face contact with instructors and other students . This independency can require students to change their ways of thinking, behaviour and habits to succeed. Some students are not interested in using technology and feel more comfortable if they learn directly through traditional methods of teaching involving regular face-to-face interaction in physical classrooms.

Those with a positive attitude towards e-learning were fully aware of its benefits due to their experience in engaging with various e-learning programmes. The cost effectiveness, immediate feedback and diversity of data sources contributed to their motivation in taking part. There were many other motivational factors that contributed to the acceptance of e-learning, i.e. awareness of the opportunities that technology could offer and its role in improving the quality of education, possessing effective technological skills facilitating engagement in e-learning and acquiring an appropriate mentality that values the beneficial uses of ICTs in the educational process. E-learning approaches offered students the opportunity to be creative and independent as this approach enabled them to select the time and place for studying enabling better performance and results. Through e-learning, the importance of immediate feedback - a vital part of learning was confirmed.

E-learning tools helped lecturers to provide students with new sources of information and create encouraging and supportive educational methods. It also provided enhanced opportunities for interaction between instructors and students enabling more flexible communication and quicker feedback. Instructors were not always available as they had lectures and many other tasks to perform, forcing students who needed some help to wait until lecturers become available. Staff participants agreed that saving and redirecting time and effort were some of the main benefits of using e-learning in Jordanian universities.

Some lecturers were uncertain about the success of e-learning implementation focused on their readiness to meet the demands of e-learning. They agreed that they could not raise their skills levels and adapt culturally to a level that would effectively enable their engagement with e-learning. They insisted that Oral face-to-face communication plays a significant impact in their culture and education. Therefore, it was perceived that e-learning would upset the transfer of information resulting in uncertainty and lack of impact in the learning process.

DISCUSSION

New developments in learning sciences and technologies provide opportunities to develop well-designed, learner-centered, engaging, interactive, affordable, efficient, effective, easily accessible, flexible, and meaningful e-learning environments(9)

Technological obstacles in an e-learning environment often occur in one of three basic components, namely hardware, software and bandwidth capacity. This strongly affects the process of e-learning adoption. Higher education institutions need to provide wireless and wired networks with high connectivity “bandwidth” to avoid higher education e-learning initiatives being adversely affected. Additionally, higher education institutions should invest in the right ICT infrastructure that allows students and teachers to easily access the ICT hardware, using friendly software and provide fixed technical support.

Some academic staff possess strong allegiances towards the traditional teaching model (face-toface teaching). This is often supported with lots of scepticism about the success of e-learning, especially regarding issues such as workload and loss of control and quality. Implementing or adopting an e-learning environment requires many organizational changes within institutions including staff organizational integration, flexible delivery to students (on/off campus), and new concepts of teaching. Some of these forms of change raise additional challenges related to the methods of working especially for web instructional designers and web programmers. Institutions often face difficulties with recruiting specialist and skilled staff to develop high quality e-learning materials.

Self-motivation is considered to be a crucial factor to the success of students in e-learning. Integrating ICT with the process of learning depends on the personal motivation of the participants. Clearly, students in Alexandria need to be supported with their digital enhanced learning to enable them to maximise the potential of ICT in their learning process. It also explored their attitudes and readiness to integrate learning through technology into their learning experiences. Outcomes demonstrated that students need to increase the level of their technological skills to significantly benefit from

the opportunities offered by e-learning. Considerable preparatory support is required to ensure that faculty and students feel adequately and appropriately supported in their individual learning processes.

Further studies could be undertaken to explore the strategic and operational opportunities focusing on technological readiness, skills and attitudes alongside cultural influences before e-learning can have a significant impact to influence changing practices within the students learning experience.

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THE USE OF TECHNOLOGY IN ACADEMIC TRANSLATOR TRAINING IN THE RESTRUCTURING PROCESS OF HIGHER EDUCATION

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Abstract: As the present age is communication age, the function of translation in this environment is gradually increasing. As a consequence of the developments occurring in the present century, it seems inevitable that translation be performed by means of today's technological/electronic tools and resources. Accordingly, technological tools have taken their place in translation education as well. The most important reason of this is the expansion of translation fields and the increase in what is expected from the translator. In this framework, the translator is expected to use computer assisted translation tools, to create translation memory, to access information and use resources. In this article, it has been focused on how and for what purposes technological/electronic tools and resources such as computers and computer hardware will be included in translation education within the context of Bologna process for the purposes of gaining these skills and meeting the expectations. In this regard, how the Bologna process is reflected in translation education will also be examined carefully. Translation occupational standards and specifically the use of information technologies have been discussed within the framework of the projected revisions in Bologna process. Besides, the approaches towards the academic translation education have been examined within the scope of this process. In addition to this, parametres necessary for the future of translation education have been determined and some conclusions have been reached for future studies to be carried out in translation.

Keywords: Bologna Process, Translation Occupational Standards, Academic Translation Education, Computer Assisted Translation

INTRODUCTION

The establishment of the departments giving academic translation education dates to early 80's. The increase over time in the number of the departments giving translation education brought various approaches in this field. Among those approaches, the most common one is the view that market expectations should be kept in mind while creating programs. However, it is not possible to train students as ready staff for the market in a 4-year education[1].

As a result of the developments taking place in the present century, the restructuring of higher education has become a current issue. In 1999, the first steps were taken in this direction. How did/will the revisions realized/to be realized in line with the objectives of the Bologna process and be reflected in academic translation education? How did/will these revisions affect the academic translation education? In this study, these questions will be answered by focusing on the use of technology in translation education. Accordingly, the approaches towards academic translation education will be examined. In addition to this, the Bologna process and occupational standards of translation in parallel with it will be examined; current parameters will be determined and conclusions will be drawn about the inclination of translation education. The aim of this study is not to make characteristic determinations and providing a closing remark to the discussions but to bring questions about the objectives of translation education and to ensure that they are being reconsidered according to the changing conditions.

The use of technology in translation

It is known that the translation activity is not just a simple transfer occurring between the languages. The need for translation, which increases each day in every field started to require better quality the translators performance during the translation activityBesides the existing fields, new fields started to emerge with the recent developments in translation and related fields. What needs to be questioned at this point is how the use of technology is involved in education programs. Examining the use of technology in translation will be providing answers to these questions.

Various developments that took place in the 20th century were also reflected in science and technology as well as in social life. These developments affected international relations and increased the need for translation. Computer -aided translation became a current issue in translation field with the invention of computer in 1950's. In his article titled "Foundation of Computer Assisted Translation Activity", İlyas Öztürk explains the developments in "mechanical translation" as follows:

[1] c.f. Eruz 2004:158

> The period when works in this subject intensifies is 1950's and 1960's. As the progress and success in these years were limited, satisfactory translations were not achieved. The works that started in 1950's continues powerfully and as a result of them, significant achievements have been made today. Fully automatic translations have not been reached with these accomplishments and human translation should undoubtedly be put into use. While on one hand works on scientific methods are carried out in order to create better and more accurate translations, on the other hand new theories and views come on the scene." [2]

The expansion of the working field of translators has brought with it various expectations such as technology use. Translators as experts are expected to improve themselves and to cope with the needs of the current conditions in order to meet the demands. This is also reflected in education. Developments taking place in our century increased the responsibilities of the institutions giving translation education and forced them to change their objectives and introduce innovations.

> "It is surely important to learn how to use technical tools, such as computers. Computers are important tools for both creating texts and correcting them rapidly, and prepare the list of literature and databanks. Today we can say that there is no field left operating without using computers."[3]

Margret Amman emphasizes that technical tools are used widespread in every field. As a consequence of the developments taking place in our age and especially in parallel with the prevalence of technology, the use of technology has taken its place in translation activity as well. We noted above that the most important reason of it has been the increase in what is expected from the translators due to the same developments.

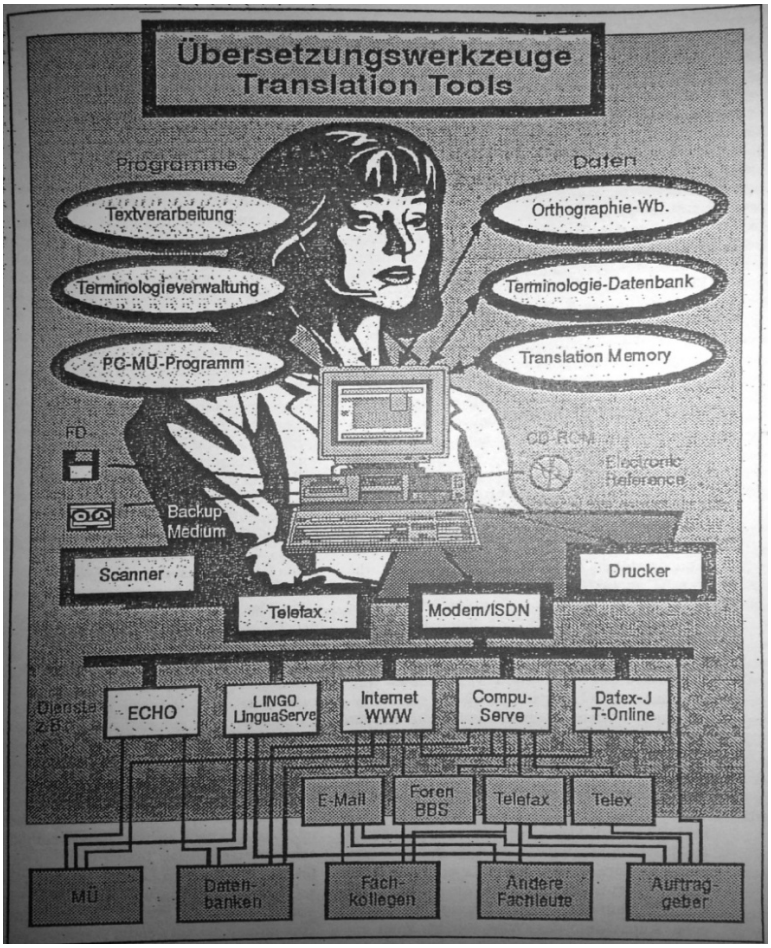

Figure 1: Tools that the translators benefit from[4]

[2] Öztürk

[3] Eruz 2004:24

According to Peter A. Schmitt, the above figure is important in that it clarifies the sources that the translators benefit from in technology use. By making good use of this figure it is possible to say that technology from a translation point of view shows its face in three ways. The tools and devices used by the translators (for instance, computers, printers, scanners etc.), translation material (for example website localizations) and the tools and resources the translators benefit from in translation process (online dictionaries, translation programs, memories etc.) are important in this process.

As the fields expand accordingly, what is expected from the translators has also increased in this framework. While translation demands increase in such fields as technical text autorship, localizations of computer software, website translations etc, the translators are expected to perform computer-assisted translations, to use translation programs and translation memories etc.

In her book Susanne Hagemann "Translationswissenschaft und der Bologna-Prozess: BA/MA-Studiengange fur Ubersetzen und Dolmetschen im internationalen Vergleich" tells the developments and transformations about translation education andexplains the changes as follows:

> "The tools and the equipment of the translators are not any more just paper, pencil, typewriter and printed sources, but computer, internet and all the opportunities it provides."[5]

The vastness of the opportunities quoted by Hagemann is known by everyone. For the translator, it means to know how to utilize increasing opportunities with an ever advancing technology. Since the working area of the translator is the market, then the expectations of that market are too important to be underestimated. The importance of translation education should be stressed at this very point. In order to answer such questions as "What is the situation of the institutions that give translation education?", "What sort of an endeavour do the candidate translators need to show and who are able to follow the progressing technology and who are able to know how to profit from that technology ?" and "Do the education institutions train ready personnel for the market within this sense?" In order to answer these questions it is essential to examine the Bologna process and translation occupational standards closely.

Bologna process and translation occupational standards

The effects of technological and scientific developments are deeply felt in translation activity when it is compared to various different fields. Bologna process is one of the most visible indications of this effect. It is the restructuring process of Higher Education System implemented by the member states. All the actions performed by professional competency board do have an utmost importance in this restructuring process.

In regard to shareholders, all the attempts related to the restructuring of higher education system have been conducted in Bologna process where Turkey along with many countries have also been a part of this process. The reasons of this need and its relation with the market that are explained in the booklet of Bologna process are as follows:

> "Economic, social, cultural, political, scientific and technological developments taking place in the present century make it necessary for the higher education to be restructured. As the demand for higher education increases in information societies, it requires the higher education systems to develop accountable and transparent processes. New technologies make it possible to use new materials in education and research fields and increase the importance of flexible learning ways and life-long learning. In addition, the importance of the relationship between the higher education institutions and business world increases along with the increasing demand for the higher education in globalizing economies."[6]

Bologna process formally began with the Bologna Declaration signed in 1999. The studies carried out within the framework of this process, have ensured and consisted of two-stage degree system consisting of higher education

[4] Peter A. Schmitt(1998) "Technische Arbeitsmittel" in Handbuch derTranslation"

[5] Hagemann, 2004:10

[6] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", http://bologna.yok.gov.tr/?page=yazi&c=0&i=129 , 2010:2

undergraduate and post-graduate with a European Credit Transfer System (ECTS) provided the mobility of students and instructors. It is aimed to develop the quality assurance and European dimension in higher education system.

Within the framework of these objectives, shareholders of the professions have taken their position in the program improvement stepsfor higher education. External shareholders, graduates, representatives of employers and professional chambers and an advisory committee were also involved in this process. The contributions of all the shareholders revealed the importance of relationship between academy and market. If it is interpreted in terms of translation education, then the shareholders, graduates, translation business enterprises become the objective group. In this regard, it is essential to take into consideration and involve all the related shareholders in the restructuring process of translation education.

In the light of all these datas, firstly the expectations of the market needs to be determined in order to interpret the reflections of Bologna process in translation education. Benefiting from not only the studies "Professional Competency Board", which is specifically acting as a decision body in the restructuring process of higher educationbut also the translation occupational standards will make it possible for us to progress over concrete determinations.

Professional competency board "determine the essentials of national competencies in technical and occupational fields, and conduct activities related to inspection, assessment and evaluation, documentation and certification"[7]. It is also mentioned in the explanations of Bologna Process that the studies conducted by the board should be taken into consideration in the structuring process of higher education;

> "Determining the professional competencies is among the main tasks of PCB. Professional competencies are essential in terms of forming educational programs in line with the requirements of business market and determining the skills of the individuals to perform the profession. "[8]

Occupational standards directly contribute to the translation education. Occupational standards have been defined by a group of professionals whom have taken the views and perceptions of the related shareholders. . These shareholders are as follows;

Ministry of European Union Translation Coordination Directorate, Turkish Translator's Association, Conference Interpreters Association of Turkey, Association of Translation Enterprises, Republic of Turkey Ministry of Foreign Affairs, Translation Enterprises, Translator Associations and Universities. Since the determination process of the translational professional standards studies are still ongoing, the information that has been analysed within the framework of our study has been taken from the existing draft.

Technology use in the translation profession has been particularly included in the examined draft. Among the tasks of the translator which are defined inseven categories, do have relations with technological tools;:

- He/she eliminates Translation Memory repeated entries
- He/she performs updates and improvements in an effort to keep the memory clean according to terminological changes and content similarities
- He/she makes possible the width of translation memory usage area relating to the operations of import and export
- He/she checks the appropriateness of the cabin and voice hardware of the environment where simultaneous translation will be performed according to the standards
- He/she checks the functionality of the technical hardware and software by means of which he/she will perform written translation and renders them suitable for use
- He/she translates the content of the speaker simultaneously with the help of technical equipment
- He/she follows the professional and sectoral developments through relevant sources and reflects them in his/her works.[9]

[7] These information has been taken from the formal website of Professional competency board http://www.myk.gov.tr/index.php/tr/hakkimizda/genel-olarak

[8] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", 2010:33

[9] See Professional Competency Board Translation Profession Standard Draft Text http://www.myk.gov.tr/index.php/tr/haberler/34-meslek-standartlar-dairesi-bakanl/1056-myk-calma-grubu-tarafndan-taslak-meslek-standard-hazrland 2012: 10-17.

When we have a look at these tasks, we see that the area of responsibility for the translator is not only limited with the translation product. The translator is expected to have a command of the tools he/she uses and benefits from, and checks and updates them continually. Considering the technological tools used by the translator in the working environment, the importance of technology in the translation profession is revealed. The first thing that comes to mind when talking about technology is the use of computer . Text creating programs, skills of creating terminology, mechanical translation programs, skills of creating memories and utilizing them, database use are included in it as well as the use of printer, scanner and in general computer. It is necessary to examine the objectives of academic translation education in order to explain how much it is possible to make the students to gain all these skills.

Objectives of Academic Translation Education

It would not be wrong to say that translation education is formed according to the translation understanding prevalent in its existing period. According to the traditional point of view, translators "are persons that mediate between different languages"[10]. This point of view which attributes the language primary importance is directly reflecting on education as well. Translation education was formerly given by the departments of foreign language teaching and philology, but after the translation studies was gained its position as a scientific approach, departments of translation have started to be founded.[11]

The increase of translation need in the market brought new responsibilities for education institutions each day. The expansion of translation field led to the questioning of the **objectives** of translation education. These approaches particularly focus on the formation of translation education and the extentşon of translation staff whom could be trained for the market. One of the most important approaches commonly adopted among these views is the opinion of Christiane Nord. In her article "Praxisbezug im Übersetzungsunterricht – Wie realitätsnah muss eine universitäre Translatorenausbildung sein?"she mentiones her ideas as follows;

> "Eine Universitätsausbildung soll eine wissenschaftlich fundierte, breite Grundlage für ein Berufsfeld vermitteln. Das heisst, es werden Juristen, nicht Richter oder Staatsanwälte, Mediziner, nicht Neurologen oder Genforscher, Translatoren oder Experten für interkulturelle Kommunikation und nicht Konferenzdolmetscher / Fachübersetzer für Elektrotechnik ausgebildet."[12]

These words seem to sum up Nord's views on translation education. Nord points out the fact that there is neither any education for the specific field of expertise in academic translation nor in other professions. What is stressed here is that it is not possible to train translators prepared for the market. Nord also explains the point that the translation education should be including theoretical and historical information (contemporary translational theoretical models, the history of translation theories, translation oriented text analysis, communication models etc.) so as to form the basis of translatological competence.

Noting that it is also important for the translation oriented research and documentation methods to be taught in a systematic and application-focused manner, Nord lays stress on the necessity that the students ought also to be informed about the technological supplementary tools for translation act. In addition, Nord makes it clear that it is necessary to inform the students about translation problems and finding a solution for them on the basis of the theoretical information given in translation education and real or near-real examples in translation practice.[13]

There is a need for translation in every field of life. How could the expectations in many fields like medicine, law, technique, politics be taken into consideration?The answer of this question lies at the objectives of academic translation education. In her paper where she examines "The Relation Between Academic Translation Education and Translation Market", Neslihan Demez interprets Nord's statements in such a way:

> "I am of the opinion that it would be wrong to interpret Nord's opinion that academic education should offer a wide viewpoint towards a given profession rather than offering an expertise in that profession in the manner that the academy is against expertise, that it does not consider the conditions of the market

[10] Ammann, 2008:14

[11] For detailed information in translation education, see Eruz, Sakine (2003, 2008)

[12] Nord, 1990:9

[13] c.f. Nord, 1990:11

and that it does not prepare the studens for the market. What is wished to be emphasized here is that academic education aims to give the students the skills of multi-purpose thinking, evaluating the events from different points of view and positioning them within different contexts."[14]

This explanation of Demez should not be overlooked. It is acceptable that the educational objectives of the translation education departments can be different however the above mentioned points need to be taken into consideration as a priority in curriculum and content planning. Likewise, approaches overlapping with this view have been brought by various translatologists.

Turgay Kurultay discusses the main objectives of translation education in his article "WWhat are the "condiciones sine quibus non" of Translation Education? An Essay on Determining Main Principles in Translation Education" and states that a graduate of translation studies should have;

- To be able to create functional and active texts with specific aims, to be able to criticize the texts of others and suggest corrections.
- To be able to approachanalytical to a given translation task, to make suggestions about the features of the final product to the person who gives the task and act as consultant (if necessary to give suggestions about the translated text in question).
- To decide whether taking or not taking the suggested work, to make a self assesment about the personal skills, knowledge and working conditions.
- To be able to translate for different purposes and to be able to take decisions as required by the communication environment.
- To be able to perform consultancy and mediation in an interlingual communication; to be able to determine, the necessary knowledge and comprehension for creating a common understanding ground for the related parties
- To be able to create a realistic working network in order to perform the undertaken task with a productive and satisfactory manner.[15]

It is particularly remarkable that the skills listed by Kurultay are broad in scope. It is the 'consciousness' that is being tried to be earned by the student for this objective. Accordingly, a translator is expected to be aware of the work he/she is performing and the responsibilities he/she will be undertaking. Stating those facts requires a specific intellectual background besides those skills. Kurultay lists the main parameters for translation education as follows:

- Creating a substructure with a wide perspective for a basic education;
- Introducing the translation process as a whole;
- Leading the student for an individual study;
- If a skill-focused field is chosen it is necessary to define the objectives of vocational educationand related fields;
- Treating different fields, different texts and different translation tasks in a comparative manner;
- Offering theoretical information as a justification tool for practice;
- Gainining translation skills not a matter of having high quantity in translationpractice but rather performing translation with a manner of methodical class practices oriented for specific skills;
- Teaching to practice with a systematic way and making use of supplementary tools and showing the students how to approach critically and come to an evaluation (within this scope, teaching the students to work with the field experts and benefit from them for the purposes of translation in a practical way);
- Informing the student about the field of practice (market).[16]

[14] Demez, unpublished paper, 2008, titled "The Relation Between Academic Translation Education and Translation Market"

[15] Kurultay, 1997

It will be fruitful to consider these parameters in when preparing programs for the translation education in order to to reach its objectives. It is observed that these points also cover technology use in translation education. It is clearly seen in the profession standards draft that technology is an necessary in translation profession.

Technology in translation activity is devided in three parts. In order to objectify this study to make evaluations within the framework of parameters mentioned above it will be beneficial to give an example about translation program that the translator benefit from as a research field and supplementary tool.

Technology in Translation Education

Today it is inevitable to use translation technologies and computer assisted translation tools not only in the marjket but also in translation education programs. The student is informed about the importance of technology use both in research methods and in computer assisted translation practices.

The classes that have computer assisted translation are included in education programs in general. Within the scope of computer assisted translation classes of some departments introduce Trados to give translation education. Trados is one of the most commonly used program . the presence of these kinds of software programs included in education programs can be interpreted as a result of market expectations. However, if the content of the class is examined, it is observed that this class has been included in curriculum only for teaching the Trados program. The developments that have been occurring since the beginning of mechanical translation history until today are being the matter of discussions within the scope of the class practices. The students are informed about theknowledge and skills that are essential within the market such as computer assisted translation programs and online dictionaries. The Trados program is given after the students have all of these related information about technology usage. Here are the following features:

A. Translation Memory: One could benefit from the translation memories offered by SDL Trados as well as from the ones offered by other servers. For example, IATE.

B. Automated Translation Server: Translation is performed by a machine. The resulting translation is formed in a server and therefore it is realized by means of connecting to a server. For example, SDL BeGlobal or Google Translate.

C. Termbanken: You can use your databases or those databases created by others. You can also use server based term databases.

D. AutoSuggestWörterbücher: This feature enables the translation to be completed rapidly. When you enter a letter for the objective text the system automatically makes a suggestion and you can use those suggestions as well. You can create new ASW or choose the existing one.[17]

[16] Kurultay, 1997

[17] Can: EBS Trados Lecture Notes: http://www.ebs.sakarya.edu.tr/ebs_2012/?upage=fak&page=drs&f=02&b=16&ch=1&dpage=tnm&InKod=8265&dpage=all

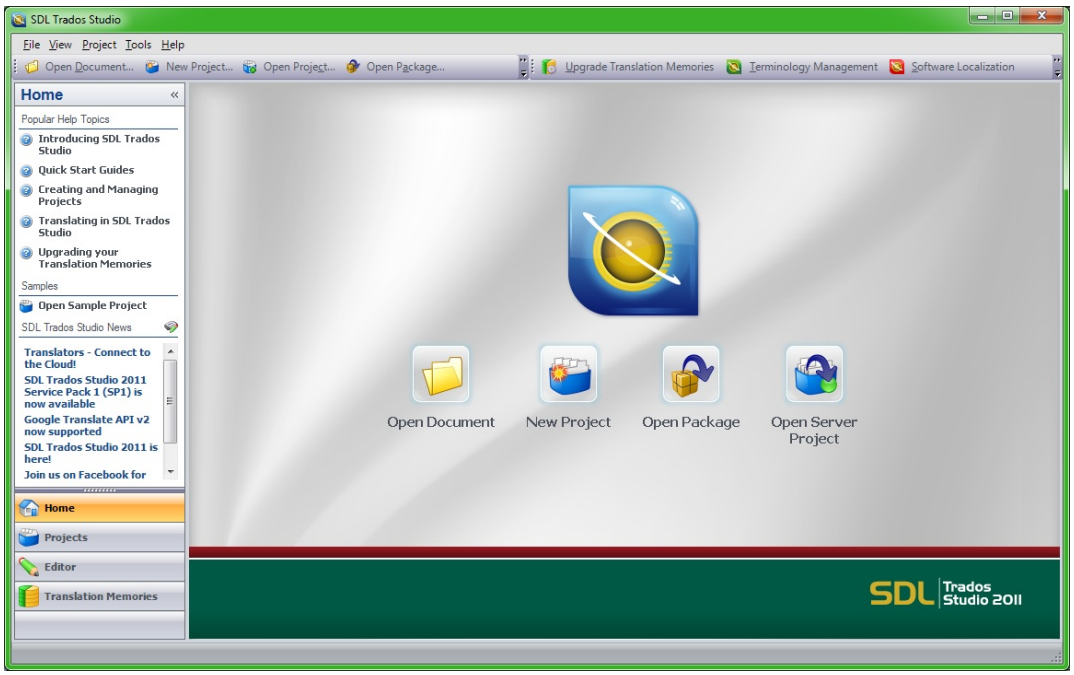

Figure 2: SDL Trados Studio 2011 Main Page View[18]

Here the students are informed about the features of Trados, a computer assisted translation program, and the students are taught how to use it. What if Trados, which is commonly used in continually developing technology, loses its popularity?

If we start from the objectives of academic translation education explained above and to study carefully the technology use in translation education, it is necessary to say that it would be appropriate to adopt an approach similar to the translations of specific fields. It is evident that it is impossible to train translator candidates /the students with a high level of competency with all of their skills developed .

At this point the question of how to keep up with the ever progressing and developing technology in education programs comes to mind. Undoubtedly, this should not be considered as an exclusion of translation programs from the education. What matters here is the skills that are desired to be acquired by the students. For instance, translation programs are all essential in the field of translation activity. Yet, one should not forget that the translation programs used in the market may also differ from each other.

If we consider the education objectives that we have discussed above, we can list the skills that are aimed to be earned by the student about technology use as follows:

- To be able to evaluate technology as a whole;
- Comprehending the general logic of computer assisted translation programs;
- To be able to benefit with a conscious manner from the technological supplementary tools with the method knowledge he/she has learned;
- To be able to envision -and provide solutions to- the problems that he/she could face when working with programs of this kind;
- To be able to compare and critically question a new program he/she could come across;
- To comprehend the logic of translation memories and term databases, to make use of them, update and create them;
- To be able to adapt to the new situations that he/she could find himself/herself in.

[18] SDL Trados web page: http://www.sdl.com/products/sdl-trados-studio/

In addition to these, the expectations in the translational professional standards that we have told above should be taken into consideration in the technological objectives of translation education.

CONCLUSION

In this paper, technology used in translation education was discussed within the scope of restructuring process of higher education. In this context, one of the main objectives of Bologna process which was creating relationship between the higher education institutions and business world, was taken into consideration. The studies of Professional Competency Board about the professional translation standards were discussed. Objectives of translation education were taken within the framework of the acquired information and the issue of technology in translation education was examined within the scope of computer assisted translation. The expectations from the translators about the computer assisted translation were mentioned and accordingly some skills that a translator candidate should possess in his/her translation education were listed.

Although the fact that such programs as Lingua-soft, Trados, Systran which are used in translation market are given in translation education create some further problems they may have some help for the translation market. In this process, the acquired information will lose its accuracy by the developing technology and the translator will encounter new, much more advanced programs. Despite the fact that the daily increase of the translation programs used in the market make it harder for the translators to follow these developments; education programmes may turn them into a possibility and an opportunity to develop basic competence and coping skills in use of translation technology. However it is not realistic to consider that all of the translation programs can be taught when we consider the variety of market expectations. The institutions giving translation education should be aware of this fact.

In the light of the above mentioned facts, it is necessary to consider market expectations within the objectives of academic translation education. It is possible to claim that this act of turning towards the market will be more intense in the future. While the supplementary tools which are included in translation education such as Trados are introduced to the students, the intention should be to give basic information about the general logic of using such programs. Training the students for the market conditions is not only the matter of teaching one supplementary tool but rather ensuring that they are able to approach with a wider perspective and know how to use technology. Performing the translation act by using the technology in an education process is also the prerequisite of Bologna process.

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TOWARDS THE AUTONOMISATION OF UNIVERSITY STUDENT: EVALUATION OF PALESTINIAN UNIVERSITY STUDENTS' PERCEPTION AND PRACTICE OF ICT IN FOREIGN LANGUAGES' LEARNING

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Abstract: This qualitative comprehensive research is based on the findings of the content analysis of the Palestinian students' representations and practices of ICT implementation in three university courses of foreign languages in a blended learning mode. Our study is concerned of: "Remedial English" at Birzeit University, developed for RUFO[1] project; "English 1" & "French 1" at An-Najah National University, developed for QIF[2] project. Is it enough to afford digital tools to "digital native" students to ensure a better learning process and a more autonomous learner? In their interviews, students clarified that they faced some troubles managing the learning process. We classified these difficulties into three main aspects related to: personal representations, sociocultural habits and psychological obstacles; pedagogical posture and attitude; and technical difficulties. Findings confirmed that to have a self-reliant student, it's not enough to implement ICT. It is necessary to change the educational paradigm and shift from a teaching-centered model to a learning- centered one.

Keywords: autonomy, blended learning, constructivism, educational paradigm, university pedagogical innovation.

INTRODUCTION:

> *Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age* (Prensky 2001)

Palestinian universities share this point of view with Marc Presky. However, does ICT integration ensure a better quality of higher education of foreign languages? Is a daily "digital native" student capable to manage his/ her learning process? What are the factors to take in consideration to help autonomize students?

Before we define what we mean by the autonomy of student, we present the notion of "learnig" in a Vygotskian constructivist and socioconstructivist point of view (Gaonac'h 1987, Kohonen 1992). Learning is the activity of knowledge and competencies appropriation and reusing them in contexts other than learning[3]. It is "interacting to build an internal cognitive mode and to develop relationships with the environment; it's interacting with the reality to construct knowledge" (Belise 2003: 23).

Student autonomy is that educational approach that "allows learners to take responsibility and control of their learning and helping them to move gradually from a state of dependence. [...] An autonomizing [course] must therefore develop the ability of the student to be autonomous: "learn to learn", learn to build knowledge and competencies in language" (Blin 1998: 2). The student has, thus, the main role in learning process. The teacher is the guide and facilitator who affords the best conditions for students (Porcher 1998).

We go for the point of view that the student autonomy is a long process to be developed by students. "It's at a time a modality and an objective of learning" (Barbot 2003: 171). This ability of "learning to learn" is not innate" (Barbot 2009: 38). Student autnomy can be developed through learning under certain conditions, but it cannot be prescribed (Linard 2003).

[1] Réseau Universitaire en Formation Ouverte et à Distance en Palestine (2004-2009) (University Open and Distance Learning/Teaching Network in Palestine).

[2] Quality Improvement Fund. (2008).

[3] http://www.meirieu.com/DICTIONNAIRE/dictionnaireliste.htm consulté en juillet 2012.

CONTEXT

1. "French 1" course, developed for QIF blended learning project (2008): This course is for beginners and (first year students in the Department of French at An-Najah National University and/or a free course for all students of different faculties there.

This course consists of 3 units. The overall objective is to develop some basic knowledge and know-how skills, such as: responding to the instructions of teachers in the classroom; questions asking for explanations using some simple formulas to answer the phone and talk . The course was in blended learning using a book for French as a foreign language "*Tout Va Bien*", used in the Department of French, with additional materials posted on the platform.

Here is the homepage of the course on Moodle at An-Najah University in Nablus.

Figure 1 : Homepage of « French 1 course on Moodle, on the web site of An-Najah National University

2. « English 1 », developed for QIF blended learning project (2008):

This module is of a course required by all students to get their bachelor degree. It aims at improving language skills and general understanding of written English. It focuses mainly on vocabulary, grammar, and oral production. This course contains six units that were taught for 16 weeks. Each of them contains two writing comprehension texts. Following each text, student checks his/ her understanding through a series of questions. Then grammar exercises follow, and vocabulary ones related to the texts. Finally, it passes to writing production. In the following figure (fig. 2) a screenshot of the home page of the online part of the course.

Figure 2 : Home page of « English 1 » course, on Moodle, the web site of An-Najah National University

3. "Remedial English" , developed for RUFO blended learning project at Birzeit University:

This course is a remedial level which was designed within the project RUFO and was implemented in the Moodle platform of the university first semester of the academic year 2008 / 2009. This course has been designed for students of all specialties of bachelor degree, especially to those who had not got the level of basic language in order to enroll in other English classes.

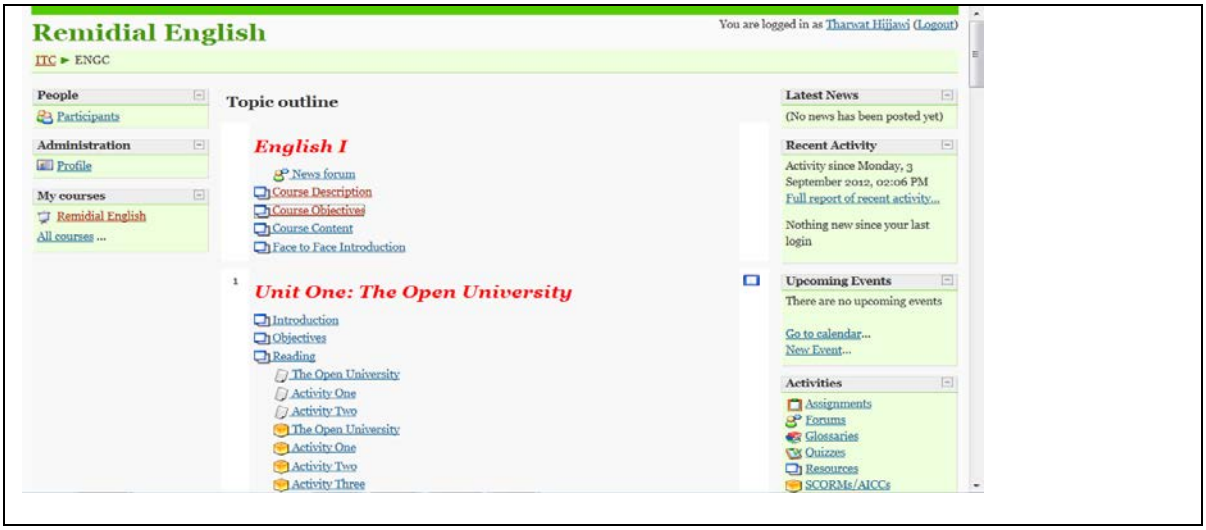

Figure 3 : Home page of « Remedial English » on Moodle, web site of Birzeit University

METHOD

The research is based on a qualitative and comprehensive methodology. The comprehensive approach aims to reconstruct the world of the meanings of action and thoughts of the actors concerned (Mucchielli 2005: 30).

A content analysis was applied to video and audio interviews conducted with Palestinian students, individually and collectively as part of data for our research of PhD4 (Krippendorff 2004, Bardin 1977).

Our global research of PhD is centered on the innovation of ICT implementation in higher education in Palestine. Since "Innovation is a multidimensional process which connects authors and actors in an adventure in a collective uncertainty" (Cros & Adamczewski 1996: 29). We decided to take in consideration, in a part of our study, the representations and practices of the actors involved in this process.

Our research aims to understand "a practical system (the practices themselves and what connects them: ideologies, symbols, etc.)." (Blanchet and Gotman 2001: 33). We adopt a qualitative approach supported by a constructivist

[4] Hijjawi, T.(2013). *Information and Communication Technology (ICT) for Foreign Language Teaching in Palestinian Universities… Yes, but How? Evaluation of policies and pedagogical innovation of ICT integration into the higher Palestinian educational system.*, Lille: University Lille 3 Charles de Gaulle.

framework. Therefore, we conduct qualitative research that has as its main objective "understanding of phenomena related to education" (Poisson 1990: 15). This is a qualitative field research that "involves personal contact with the subjects of research, mainly through interviews and observation practices in the spaces where the actors change." (Paillé and Mucchielli 2003: 9).

We have based our analysis of representation on semi directive interviews: one video group interview with students of "Remedial English" of RUFO at Birzeit University5. In addition, we have conducted other audio individual interviews in 2010 and 2011with students of QIF courses. The value of our conversations is "based on the quality of verbal communication that they establish" between the interviewer and the interviewee. To have an optimal communication, "we need both verbal codes" of these "are adjacent to one another" (Mialaret 2004: 54). For this we chose to use the mother tongue of the interviewees (spoken Arabic language).

We analyze the interviews of learners in five categories:
1. Students' profile of use of ICT
2. The added value of blended courses according to them
3. Challenges: between isolation and autonomisation
4. Positive and negative qualities of this method of blended learning from their point of view
5. Interest or resistance

RESULTS AND DISCUSSION

Considering interviewed students' profiles, we pointed out that all of them (except one single participant) among 12 students have already used the internet and multimedia. Nevertheless, this use was limited to their daily communications and activities: playing, downloading music or films, chatting with friends, or looking up certain information on Google.

Although they use the internet daily, in their interviews, students mentioned that they faced some troubles managing the learning process. In general, they found that it's not simple to learn a foreign language in a blended course. It requires new strategies and more self- dependence. We classified these difficulties into three main aspects: One aspect related to personal representations, sociocultural habits and psychological obstacles; another aspect related to pedagogical posture and attitude; and a third aspect related to technical means and tools.

1. Representations or sociocultural habits and psychological barriers:
   Difficulty in managing their learning without the presence of human intervention, the teacher: Palestinian students, in terms of classical and traditional modality are accustomed to face to face learning where the teacher directs everything. But in the online part of the course on Moodle, they find themselves alone in front of the available resources. It is harder to them to take responsibility of their learning which may seem quite 'insecure' for them:

   "[...] I had to return so often to the teacher in face to face to get information in able to understand how to do things ..." (L. 2. Q.) [6]

   "I did not like it [this experience], I prefer the class. I like to ask the teacher face to face." (L.6. R.)

   These examples illustrate that, being deprived of the presence of directive traditional classroom, students have a sense of isolation and distance in this new modality. They are disturbed by the insecurity generated when they found themselves responsible for their learning. For some students, we felt an implicit resistance and denial of this new modality:

   "[...] I'd rather be in the classroom with a teacher; I'm used to this" (L. 2. Q.)

   "I do not like it because I cannot always know if what I do online is well done or not ..." (L. 2. Q.)

2. Aspect related to pedagogical postures and attitudes:
   Difficulties in managing one's learning: a need for human interaction was expressed, so that the learner participates in the construction of a relationship and human enrichment, a relationship of trust, and that even small working groups, student feels able to achieve autonomy:

   "The face to face is important to talk and not to be isolated or alone" (L. 6. R.)

[5] An interview done in 2009 by pedagogical experts of RUFO project, in which I've been involved first as an observer and then as a researcher.

[6] We have used « *L.* » for learner, "*R.*" for RUFO, and "*Q.*" for QIF.

"This is a beautiful modern experience, but the face to face is important, it is difficult to learn a new language online ..." (L.1. Q.)

"One can learn many things alone, how to do a sport, ride a bike, but you can never learn a foreign language alone» (L. 2. R.)

"[...] In face to face, I can ask my teacher, but online, I cannot ..." (L. 6. R.)

"... A great experience, but the face to face is also important to identify the body language and gestures of the teacher" (L. 1. Q.)

Moreover we quote here an extract from an interview with a language teacher of a blended course (T. 2. Q)[7] where he shows that his students from the discipline of computer science also had a problem related to their learning habits and non-technical issues:

"They found several problems: it was easy to navigate and find the online sessions, but they encountered difficulties in listening, they took time to get used to this. Listening is new to them "(T. 2. Q)
Another extract points out that students needed to put in use new strategies that they never used in traditional face to face classes:

"Students do not usually work listening in class, and have no learning strategies related to that language proficiency: This blended learning method demands from learners to make use of a skill that is largely ignored, even at school, the competence of " listening ". It is not easy to learn how to listen, how to understand what we listen to, etc ... « (T. 2. Q)

Moreover, we got the expression of a misunderstanding, destabilization and an attitude of refusal of many students who found themselves in these courses in an authoritarian manner and without their personal agreement, which demonstrates that each learner must be considered in its uniqueness; otherwise all pedagogical efforts are practically canceled:

"I do not agree, we did not choose the university forced us, I wonder if it's legit elsewhere" (L.5. R.)

Furthermore, the coming excerpt shows that with this method, this student has lost self confidence and no longer knows what to do online and what to do in class. He confirms the need for more guidance online:

"I still do not understand what I need to do in order to send the task to the teacher, I am lost, I have chosen a "normal" class, but the university has obliged me to do it in the other class that follows the course of " e-learning" "(L. 2.Q).

3. Difficulties related to technical means: students need to develop new technical skills to handle tools to ensure their learning and optimize their communication. It also happens that the means available prove to be inadequate or insufficient.

"It was difficult to work online, we need more time, and it does not always work." (L.2.Q).

"There are not enough computers in the computer language lab, we work two or three per computer." (L.2.Q).

"There are web sites that do not open in the Language Laboratory, the Internet is slow" (L.2.Q).

"We had technical problems: it does not come to open the document for reading the text. It is too slow. (L. 7, L. 5, L. 6, L.3. R)

Freedom, independence, and comfort ... valuable assets when difficulties are surmountable: learners do not hide their difficulties, but we see a strong will and motivation among many of them. We will see in the conclusion and recommendation part what proposals and suggestions are to be taken into account to maximize learning and reduce the factors that limit the effectiveness of these blended courses.

A student has confirmed that through his learning in "French 1", and despite it is "primary" according to him, he found himself ready to follow an entirely distant course in international journalism. He believes this modality should not be

[7] We used *« T.* » for teacher. (In this research we are not interested in analyzing the content of teachers' interviews, but for this example related directly to the analysis of difficulties faced by students.

limited to academics, but it must also be for the whole community. (L. 1. Q.) The following quotes of learners show us that they enjoy the experience despite the negative aspects mentioned: *"I'm comfortable when I work online, all I need is my pc," I can study even in bed "(L.1. Q.)*

"We have access to more resources» (L. 2. Q.)

I prefer to work with my computer, in classroom time is limited, I can barely have a minute for me "(L. 1.Q.) Through this difficult experience, I now know how to learn Spanish for example; I can build my career independently "(L.1. Q.)

"It's easier, I can work home, anywhere, at any time, without having to travel from one city to another" (L. 1. R).

"I feel more comfortable [online]" (L.5. R.)

"[I liked] the two, but online, you gain more time…On line, I take my time to reflect and respond to questions, but in class, time is limited" (L.2.R.)

"It is true that the teacher is there in class, but I prefer the online modality" (L. 5. R).

Motivation, commitment, success: we here emphasize on the crucial importance and the role of student motivation. "The concept of motivation includes both affective and cognitive elements that affect personality and external factors [...] If external motivation is very common as a trigger for learning [...] it is not enough."(Barbot 2001: 47). How can we explain the success and positive experiences of some learners when others are blocked by the obstacles or barriers of their environment? Do we not think foremost to encourage internal motivation of the learner? *"So it is desirable to anchor the action of internal cognitive, stronger, motivation in learning, linked to the pleasure of learning, and curiosity"(ibid.).*

This brings us to consider the changes and adaptations to face challenges that teachers should take in consideration when running in these courses.

CONCLUSION AND RECOMMENDATIONS

From the speech of students we analyzed, we noticed that what hinders learners in the first place is the fact of not being in a directive relationship which is usually a situation of dependence on the teacher. However, they understood the importance of self-management of time and progression of learning and self-assessment to make the most of this training and achieve their goals. However, as we stated in our theoretical support, autonomy is not an «ascertainable pre-requisite ", but it is acquired and built progressively during learning (Bourdet and Teutsch 2005: 164). This is why these courses must introduce some tools and resources to maximize the autonomy of the student: an orientation and initiation tool, “zero lesson” for example; a language portfolio (Tagliante 2007: 33), (Manderscheid et Jeunnesse 2007: 328); self and co-assessment methods; a metacognition tool (student journal) Paré (1987); “Learn to learn” sessions; and tutoring or coaching on line (Rivens Mompean 2012).

In a blended course, it is important to take in consideration students’ learning habits. In a context where they learn EFL[8] with traditional and directive pedagogies, teachers play the main role and direct the teaching process. It’s not obvious that students can ensure a successful learning. We join the point of view of Marie-José Barbot that confirms:

"A person may need to be guided one day while s/he already claimed her/his independence. Similarly, it is necessary to start from the point where learners are before giving them responsibilities as it may cause a rejection "(Barbot 2000: 24, 25). To overcome resistance (expressed by certain students), the learners need to feel safe, to know they can count on guidance to whom they can refer if they want. *"In self-learning, it is not to abandon the learner himself. Instead, install the self-learning environment means developing institutional helping means and interfaces between learner and resources, define new roles for the learner and the teacher, that is to say, to establish human and material mediations adapted to learner.*"(ibid.: 23).

One way to restore the self confidence of the learner, and to promote autonomy is pair or group work: “*Working in small groups is a tool on which to base faster transition to independence, as the group secures and gives confidence [to the student]”*(ibid.: 40). Group, pair, and collaborative work were not really taken in consideration in these courses on line. We propose as remediation some tools for group work as the wiki and glossary that are available in Moodle.

The main conclusion is that it is not possible to innovate without changing the educational paradigm and shifting from a teaching-centered model to a learning- centered one (Tardif 1998) that allows more responsibility from the side of student. Student is no more a receptive learner; he’s actor, author, and manager of his the learning process (Poisson

[8] English as a Foreign Language

2010). ICT means are so often "amplifiers of practices and not generators of change" (Poisson 2000: 18, 22) if we don't empower the student to shift from a transmissive and directive methodology to an active and individualized one.

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USE OF INFORMATION TECHNOLOGIES IN INNOVATION OF PEDAGOGICAL PRACTICE IN PRESCHOOL TEACHERS' EDUCATION[1]

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Abstract: The concept of this paper is based on the problem of reflective practitioner (Schön, 1983) with connecting theory and practice in preschool teachers' education. As a traditional method for creating this connection we can consider personal attendance of future teachers in schools. However, this method has certain "black holes", where students are not able to understand and then analyse the education process using their theoretical background. In our research we tried to prepare students for pedagogical practice through video records from kindergartens. The students had the possibility to answer survey questions about pros and cons of a classic method and a new innovative approach. The results showed better level of moving theory into practice due to detailed explanation in the videos. The videos of preschool education process made a valuable step into Virtual University and in the future can contribute to higher quality of distance education.

Key words: reflective practitioner, innovation, pedagogical practice, preschool teachers' education

INTRODUCTION

Transferring theory into practice has been a topic of educational discourse ever since. Some teachers tend to prefer theory and suggest that "good knowledge" shows the path for solving practical situations; the others criticize a low level of practice in schools and too much theory, which the student is not able to deal with. As a good way seems to be the compromise of these two and looking for appropriate balance. The future teachers on every educational level are firstly prepared theoretically and then (in various ways) they encounter real situations at schools. One of the mostly used methods in teachers' education is observing educational practice at schools. However, the problem is that students are not able to analyse the education process correctly and educators very often do not offer enough opportunities to speak about it and confront their ideas. Many authors have tried to find the best way for developing this process and bring theory to practice and vice versa.

An interesting approach shows the theory of "reflective practitioner" (Schön, 1983). Schön as one of the authors reacting to the needs of bridging theory and practice comes with the idea of professionalism based on reflection in action, whilst he supports everyday intuitive knowledge. This theory seems to be based on theories of the most known reflective thinker and educational theory writer John Dewey (1933) but there also can be felt some discrepancy. However, Schön, together with Boud and Felleti (1997), Kolb and Fry (1975) and the others tried to make the theory and practice "closer friends" without humiliating one or the other. When we get back to reflective practitioner, one of the special knowledge mentioned by Schön is tacit knowledge which basically means that "the competent practitioners usually know more than they can say". Tacit knowledge (Burbules, 2008) is present in every action of the teacher and sometimes the only way how to evaluate this knowledge is reflection or better self-reflection. A teacher-to-be should reflect certain signs of education process as for example:

- what, how and why he/she did something in the class
- what kind of effect it had on pupils
- what are other options for the same educating situation

[1] The research was supported by project KEGA 021TVU-4/2011*Innovation of pedagogical practice by means of video records*

- what are stronger and weaker parts of the process to be developed

Self-reflection is not easy to be made and sometimes students are not ready for that. It is not about an educator explaining to them what was good and what was wrong, it is more about their insight into the process and self-evaluation or sometimes more about self-criticism. To achieve this is a long-term process and unfortunately some individuals never come to a successful outcome. In case the students or novice teachers accept the challenge and come to the reflection, this would lead to improvement of the whole education system.

When we speak of reflection we cannot omit experiential learning theory (ELT) as a model of education process (Kolb and Kolb, 2005). This theory was developed especially to emphasize the role of experience in the process and it could be also explained as "a process whereby knowledge is created through the transformation of experienced" (Kolb, 1984). The particular experience can be understood as a basis for reflection or observation.

Our idea was to prepare students for situations in the class and before they meet the "real education process" we wanted them to be prepared. We decided to arrange sample situations in kindergartens and then make video records of chosen education activities. The videos were used during lectures and were analysed with the students studying Preschool and Elementary Education Course. After that, the students visited kindergartens and observed the education process. The research was aimed at students' feedback and reactions regarding new approach in bringing theory to practice.

METHODS

In our research we were interested in students' (future teachers) opinions, what they think of innovating pedagogical practice by means of video records. There were 121 students involved in the research, all of them studying Preschool and Elementary Education at the University of Trnava (Slovakia) in the years 2011 - 2012. The video records were prepared in cooperation with kindergartens and all participating persons signed the permission of processing their personal data and pictures. The videos presented various situations in the class both of behaviour and education. The students had the possibility to see parts of the education process in kindergarten on videos during lectures and then they saw similar real-life situations (observing pedagogical practice). In our survey we wanted them to express opinions regarding video records, whether they think the videos could be helpful for improving the process of understanding various situations and pupils' behaviour at schools or they are just additional studying material with no purposeful meaning.

RESULTS

The results supported our assumptions, that the students did not feel perfectly prepared for teacher's profession after having completed their pedagogical practice. Mostly they argued about lower level of educational practice especially the lack of discussion after observing or participating in the education process. Our project was aimed at preparing sample video records to be used before the practice at schools and to show the students new possibilities of optimizing education process. The data received in the survey, after the students had completed the innovated education process, showed that 78% of them thought the pedagogical practice was very important, however, only 8 % of them thought it was irreplaceable. Almost 60% of all participants chose the answer that the presented videos could be very helpful during analysis of the education process, because today's technology makes it possible to stop, reward, forward, skip or comment the situations on the video. Especially the comments of teachers were of great value, because the students could understand reasons for choosing methods or approaches in the process. The data presented in Fig. 1 express, that most of the participants (63%) thought the videos could be a good means for connecting theory and practice. Only 7% of them thought the videos could completely replace pedagogical practice at schools and 93% suggested the videos should accompany the pedagogical practice.

The idea of our project was to prepare good material for improving teachers' education. We also wanted to create a material suitable for further web-based education, e.g. Virtual University, e-learning, etc. However, we had to accept the conditions of cooperating kindergartens that the videos will only be used as a study material in the classes and it will not be published or presented on the web in a full version. Therefore we may offer only some kind of introduction to this education course in the Virtual University and the most information will be of theoretical background. Despite this fact, we asked students, what they thought of using videos in web based learning. One of the answers involved the information, if it was even possible to use e-learning/Virtual University in teachers' education and 12% of them chose "cannot be used" (Fig.2).

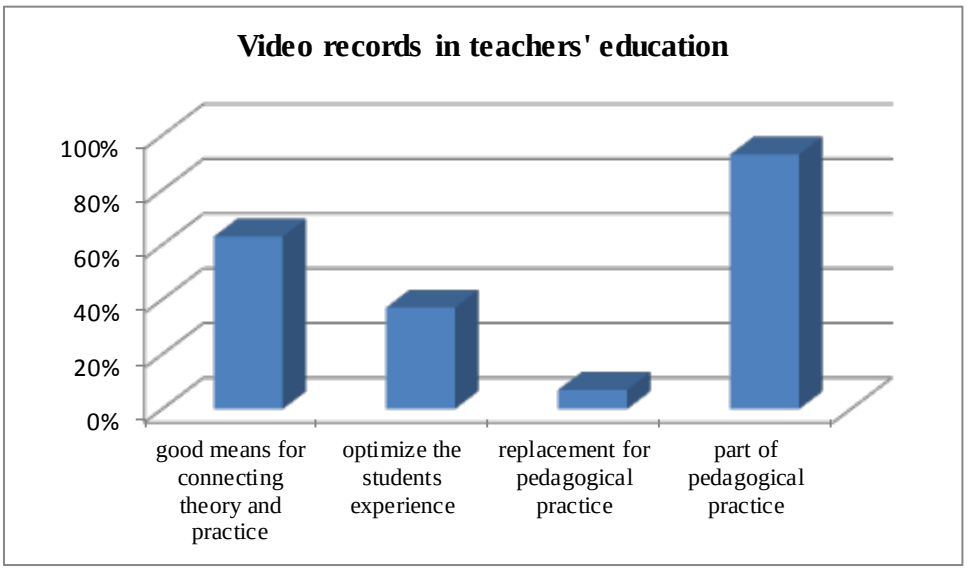

Figure 1 Use of video records in teachers‘education

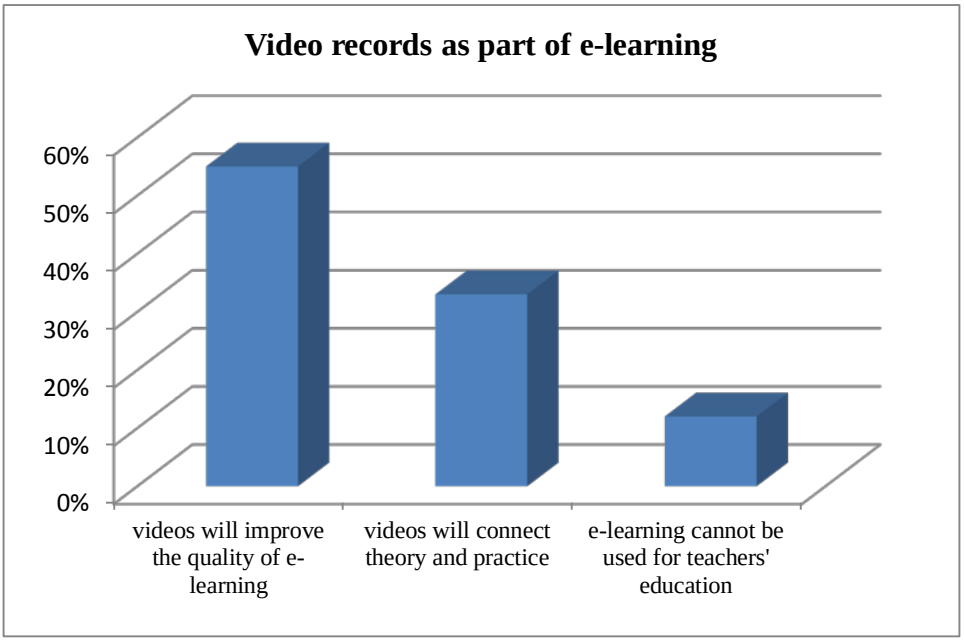

Figure 2 Video records as part of e-learning

Most of the students reported that in web-based education could videos improve the quality and could better bridge the theory and practice. Their notes in the survey suggested that they would invite more video situations for analysing and more problem-oriented education activities.

All the results in this research are related to students studying Preschool and Elementary Education and this could be one of the reasons why the response to innovation is so positive. The target pupils (children) at the age 3-6y or 6-10y have very often unpredictable behaviour in the class, which is very often difficult to be explained in advance. The only way how to be a good teacher is thanks to their own experience and because a teacher-to-

be does not want to fail or disappoint the educator, he/she appreciates helpful advice. This advice appears very clearly in the videos and the student understands the used methods or principles directly.

DISCUSSION

The probably never ending discourse about theory and practice in education has been changing over the years with bringing new ideas or suggestions. We suppose that using videos in University courses for to-be-teachers is a good way how to improve the quality of novice teachers. The next step would be to record students during their practice at schools and to analyse their own behaviour during classes. This approach would be the most valuable regarding the above mentioned theory of reflection, but on the other hand it would not be possible to perform it with each student due to student's privacy rights. In other words, if the student does not want to be recorded he/she should not be.

CONCLUSIONS

The pedagogy science has developed various theories to characterize the relationship between theory and practice and has been looking for principles that can explain this relationship. Although this question has been here for long enough, we still cannot explicitly define the roles of each (theory and practice) in the education process.

Teacher's profession might be easy to study but it is undoubtedly difficult to perform. A teacher should never stop to educate himself/herself, should never give up finding solutions in difficult education situations and should try to help pupils/students to gain the knowledge they want to. Therefore, when we ask a question, whether the theory or the practice makes a better teacher, we will not find the correct answer, because right now the true answer does not exist.

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USE OF SOCIAL NETWORKING SITE IN POST READING ACTIVITIES: IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

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ABSTRACT: In an English Language classroom, a reading lesson consists of three main parts: pre-reading, while-reading and post-reading. The pre-reading stage intends to prepare the students for the reading experience. The while-reading stage is mostly concerned with comprehension as comprehension is the ultimate goal of reading. The post-reading activities provide students the opportunities to synthesize and reflect on the text they read and evaluate their own understanding of the content. Post reading activities are designed for students to externalize their understanding of the text. Post-reading activities can also encourage extended / extensive reading as they allow learners to conduct further research related to the topics. Although the post-reading stage is important to give learners the opportunity to apply the knowledge they have gained, it is often a neglected part of a reading lesson. This paper will examine experts' opinions towards post-reading activities and their attitudes towards implementing Web 2.0 technologies in post-reading activities. It will also examine the criteria of using Web 2.0 technologies, particularly social networking sites, in post-reading activities. By understanding the variables involved in using effective social networking websites, this paper will mainly benefit teachers as they will be informed of the challenges and possibilities in the integration of Web 2.0 technologies in English language teaching and learning.

***Keywords**:* Post-reading, Extended / extensive reading, Web 2.0 technologies, Social networking sites

INTRODUCTION

In an English Language classroom, a reading lesson consists of three main parts: pre-reading, while-reading and post-reading. The pre-reading stage intends to prepare the students for the reading experience. Some possible strategies at this stage are (1) pre-teaching vocabulary, (2) helping students predict content of the reading article, (3) helping students identify organization of content in the reading article, (4) suggesting reading strategies, and (5) activating and building background knowledge of the topic at hand (Graves & Graves, 2003 cited in Chen, Teng, Lee & Kinshuk, 2011). The while-reading stage is mostly concerned with comprehension and as Chen et al. (2011) puts it "comprehension is the ultimate goal of reading".

The post-reading activities provide students opportunities to synthesize and reflect on the text they read and evaluate their own understanding of the content. Post reading activities are designed for students to externalize their understanding of the text, including questioning, discussion, writing, drama, or other outreach activities (Chen et al., 2011). Post-reading activities can also encourage extended / extensive reading as they allow learners to conduct further research related to the topics.

In teaching reading, Nunan (1999) suggested that teachers should provide students with a variety of reading purposes and also opportunities to go beyond the texts to evaluate and critique what they read. He also suggested that activities should require students to transform data from (1) one modality to another and (2) textual to nontextual (e.g. diagrammatic) form. Post-reading activities are able to provide students with such opportunities making it an important stage in the teaching of reading.

In response to Nunan's suggestions, social networking sites such as blogs and microblogs can be used to complement the teaching of reading – acting as an alternative medium to provide students with a variety of reading purposes and going beyond the text activities. Furthermore, the move to integrate technology in teaching is crucial in the current education system. Today's learners are millennials, or also known as the "net generation" or "Gen Y" and they are Internet savvy users (Tunku Mohani & Mohd. Rashid, 2007). As Sendall, Cecucci and Peslak noted "according to Saulnier (2007), today's undergraduates learn very differently from the way many current academicians have". This view is in line with Prensky's (2001) view when he wrote, "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach." Therefore, when educators fail to engage students with activities they are interested in, schools and other educational institutions run the risk of becoming irrelevant to the culture of discourse for young people and to the way in which young people interact and exchange ideas (Attwell, n.d.)

REVIEW OF LITERATURE

Purposes of Reading

Reading is sometimes viewed as a passive skill. However, Nunan (1999) argued that reading is anything but passive because it is an interactive process involving the exploitation of linguistic knowledge (sound / symbol correspondences, grammatical knowledge), and real-world (content) knowledge. In real-life, people read to achieve different purposes and skilled readers are able to employ different reading strategies to match their purposes for reading. According to Rivers and Temperly (1978, p. 187, in Nunan, 1999), there are seven main purposes for reading. They are (1) to obtain information for some purpose or because we are curious about some topics, (2) to obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works), (3) to act in a play, play a game, do a puzzle, (4) to keep in touch with friends by correspondence or to understand business letters, (5) to know when or where something will take place or what is available, (6) to know what is happening or has happened (as reported in newspapers, magazines, reports), and (7) for enjoyment or excitement.

Engaged Reading

Engaged reading is a merger of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically motivated, and have self-efficacy.

The engaged readers comprehend a text not only because they can do it, but because they are motivated to do it. Oldfather and Dahl (1994) and Turner (1995) portray students' enjoyment in reading for its own sake as essential to engaged reading. Csikszentmihalyi (1991) describes engaged reading as a state of total absorption or "flow." Cambourne (1995) argues that engagement is a merger of multiple qualities that entail holding a purpose, seeking to understand, believing in one's own capability, and taking responsibility for learning.

Guthrie, McGough, Bennett, and Rice (1996) found engaged readers to be motivated, strategic, knowledgeable, and socially interactive. Engaged readers are motivated to read for a variety of personal goals. They are strategic in using multiple approaches to comprehend. They use knowledge actively to construct new understanding from text, and they interact socially in their approach to literacy. Engaged readers are decision makers whose affects as well as language and cognition play a role in their reading practices.

Reading as meaning making process

"Reading is the foundation of learning and comprehension is the ultimate goal of reading" (Chen et al., 2011). Research on reading has revealed that successful readers or skilled readers differ from unsuccessful or unskilled readers in that the latter tend to focus on reading as a decoding process rather than a meaning-getting process (Baker & Brown, 1984). Meaning making can be guided by reading strategies used and metacognitive awareness. Metacognitive awareness is knowledge about ourselves, the tasks we face, and the strategies we employ (Baker & Brown, 1984).

Student engagement and discussions

"Student engagement is a pervasive and persistent goal for educators" (Du, Carroll, & Rosson, 2010). In education, student engagement is equated to a "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding" (Bomia, Beluzo, Demeester, Elander, Johnson, & Sheldon, 1997). In essence, in-class discussion has been noted to be an effective strategy for promoting active learning. However, there is evidence that the typical classroom setting in educational institutions can inhibit the maximum effectiveness of in-class discussion. Du et al. (2010) described that opportunities for students to engage in active learning such as questioning, debate, explaining and discussion, are usually limited in traditional classes due to turn-taking (not all students can speak at once), time constraints (the need to complete the syllabus during class time) and the power structure (the instructor is the expert who imparts knowledge).

Collaborative Learning

Collaboration refers to the social discourse among students in a learning community that enables them to see perspectives and to construct knowledge socially from text. Many teachers use collaboration to activate and maintain students' intrinsic motivation and mastery goal orientation.

Teachers believe that social collaboration in the classroom will increase interest in the content of learning (Hootstein, 1995; Zahorik, 1996) and maintain active learning over an extended period (Nolen & Nicholls, 1994). For example, in learning about adaptation in mammals, different students may elect to investigate the subtopics of feeding, defense, shelter, and reproduction. As students integrate their diverse information, they form higher order principles in the topic. Students can, furthermore, collaboratively learn from texts and exercise autonomy by choosing who to work with on specific learning tasks and how to distribute their expertise.

Social networking

One way to get around the barriers of in-class discussions is through the use of microblogs due to their features. Microblogs allow for communication to occur parallel to the course enabling students to initiate discussions outside the classroom. Ebner and Schiefner (2008) noted, "according to Dewey (1916), learning is a cognitive and social process that develops through conversation. Communication is therefore an essential part through all learning processes and microblogging can extend our possibilities." However, in a social networking project conducted by Corbell and Corbell (2011), several students expressed concerns and reservations concerning the use microblogs, especially Twitter, in educational environments. They highlighted their concerns regarding "the possibility of mixing personal, trivial or potentially inappropriate messages with class-related messages" (Corbell & Corbell, 2011).

Therefore, in place of the more popular social networking sites such as Twitter and Facebook, Edmodo is seen as a safer alternative platform for students to raise questions and share their views and reflections. Edmodo is a free secure social learning network for teachers and students. By limiting access to educational endeavors, teachers and students can send notes, links, files, alerts, assignments and events to each other in a secure environment, hence enabling members to enjoy all the benefits of microblogging, without some of the more serious drawbacks especially privacy issues that come with social networking sites open to the global community. To facilitate multiple, simultaneous discussions, teachers can create "groups" for each of their classes. Each group is assigned its own unique code, which is distributed by teachers to all the class members. The groups are self-contained so those without access will be unable to view the discussions, unless the instructor designates them as public. An added feature of Edmodo is that students can create their own groups as well. Participants can opt to receive posts through their cell phones, e-mail, Twitter or through an RSS feed posted on the course home page.

Previous Research on Integrating Web 2.0 in English Language Teaching

A number of research studies have been done on the effectiveness of learning via web-based technology.

Stakhnevich (2002) compared her ESL undergraduates' reading comprehension using the web and the traditional print mode. The web mode indicated better performance than the traditional mode. Jati (2006) and Priyanto (2006) in Bambang Yudi Cahyon and Utami Widiati (2007) showed that weblogs and webquest were also effective in supporting language learning. Based on his study involving 180 students who were given tasks to write for academic and technical purposes, Jati (2006) found out that the use of weblogs increased interaction. Most students stated that weblogs broadened their knowledge as they could read from their classmates' written works.

Chen et al. (2011) conducted a study to evaluate the effectiveness of direct access to digital materials and found that most students agreed that the integrated print-and-digital-material based learning system benefits English reading comprehension but may not be as efficient as expected.

Park and Kim (2011) examined the reading strategy use by English as a Second Language (ESL) learners in online reading tasks. Their study revealed that ESL "hybrid" online readers, regardless of their language proficiency, actively and creatively make meanings and develop their reading strategies.

RESEARCH PURPOSE

Post-reading activities provide students the opportunities to synthesize and reflect on the text they read and evaluate their own understanding of the content. Besides, post-reading encourages extended / extensive reading that allows learners to conduct further research related to the topics.

Although the post-reading stage is important to give learners the opportunity to apply the knowledge they have gained, it is often a neglected part of a reading lesson mainly due to time constraints in the classroom (Du et al, 2010).

This study was aimed at:

1. examining experts' opinions towards post-reading activities;
2. examining the experts' attitudes towards implementing Web 2.0 technologies in post-reading activities;
3. examining the criteria of using Web 2.0 technologies, particularly social networking sites, in post-reading activities.

The research questions that guided this study are:

1. What are the experts' opinions towards post-reading activities?
2. What are the experts' attitudes towards implementing Web 2.0 technologies in post-reading activities?
3. What are the important criteria needed for a supportive environment to integrate Web 2.0 technologies in teaching and learning?

METHODOLOGY

In order to complete this research, the researchers used Delphi Technique to gather data.

Participants

Eight experts were chosen to participate in this study. Their positions are shown as in Table 1:

Table 1. The experts used in this study

POSITION	NUMBER OF PARTICIPANTS	YEARS OF EXPERIENCE
Academic director	1	More than 30
Deputy dean	1	More than 30
Senior lecturer	3	More than 20
Experienced lecturer	2	More than 15
A-level Teacher	1	More than 15

The researchers set a few criteria in choosing the experts as seen in Table 1. The experts must be:

a) An educator/ ex-educator
b) Exposed to the field of English language, technologies, Internet or ICT
c) Able to provide feedback in the given time frame.

Eight experts from the field of teaching and learning, English language, Internet and technologies were selected to complete the rounds of Delphi. Five of them are male and the rest are female. There is no noted significant relationship between their gender and their feedback. They have produced a reasonable number of publications and are known for their expertise. The experts are unfamiliar with each another and remained so until the end of the study. Their responses were very significant to determine the results of the research.

Instruments

The instruments used in this study were interview questions and Likert scale questionnaires that were given to experts.

Based on the topic of research, the researchers divided the title into three categories, which are:

scale survey questionnaire to be used in Round One Delphi data collection. The experts' responses towards the interview questions influenced the type of questions for the Likert scale questionnaire. The Likert scale questionnaire was divided into three sections (Section A, B, C) and sent to experts for data collection in round one.

The Section A and Section C questions in the questionnaire were allocated four Likert Scale values as shown in Table 2.

Table 2. The Likert Scale used in Sections A and C of the questionnaire

Value	**Meaning of value**
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

Section B questions in the questionnaire was allocated four Likert Scale values as shown in Table 3.

Table 3. The Likert Scale used in Section B of the questionnaire

Value	Meaning of value
1	Least important
2	Less important
3	Important
4	Most important

After completion of Round One, another table of information was designed to show the experts the answers of majority to enable them to compare and rethink their answers, if it differs with the majority. This table will be interpreted and explained in section on results and discussion.

Procedure

The researchers have used Delphi Technique to gather information related to this study. The Likert scale questionnaire designed by the researchers was based on the interviews with two experts. The questionnaires were given to eight experts including the two experts interviewed earlier. Before giving out the questionnaires, the researchers inquired from the experts on their preferred mode of communication, which are by email or direct meeting. Six copies of questionnaires were given to the experts directly and two were emailed. The experts were given five days to respond to the questionnaire and all of them did so. After analyzing the outcomes from the experts, the researchers summarized the results into a table and then proceeded with Round Two Delphi data collection by emailing and giving directly the summarized data to all the experts. In the second round, the experts were informed the choice of answers of other experts. This was done to allow the experts to view the answers of other experts as well as to give them a chance to rethink their response to the questionnaire items and change their answers, if necessary (Saedah Siraj, 2008). The experts were given five days to reply to the researchers. Six experts replied by email and two experts required the researchers to collect the answers for Round Two. After the second round of data collection, the findings were analyzed and discussed.

The consensus level stated by Saedah Siraj and Mohd Paris Saleh (2008) was determined as in Table 4.

Table 4. The consensus level and the range between quartiles

Consensus level	Inter-quartile Range
High consensus	0.00 – 1.00
Medium consensus	1.01 – 1.99
Zero consensus	2.00 and above

Collected data from Round One and Round Two were analysed using descriptive statistic, which is mode and inter-quartile range. Saedah Siraj (2008) commented on range between quartiles, that if the answer chosen by the expert falls

under range 0-1, it shows that the answer is categorized in high level consensus and thus, the experts have the same view in choosing answers on every question.

RESULTS AND DISCUSSION OF DELPHI TECHNIQUE

Experts' opinion towards post reading activities

Post reading activities are seen as an important part of teaching and learning. The experts agree that post reading is a form of extended reading that would enhance students' knowledge and further the information obtained on a particular topic. Experts feel that teachers should play the role to integrate Web 2.0 such as e-forum, social networks and blogs to encourage students to participate in post reading activities. By implementing technologies in the classroom, students could apply the knowledge in a purposeful and meaningful manner. Positive opinions towards post reading activities can be observed from their choice of answers as illustrated in Table 5.

Table 5. Experts' opinions towards post reading activities

No	Opinions	Mod	Expectations	Level of Consensus
1	Post reading activities are important.	4	1	High
2	Post reading activities are usually neglected in reading lessons.	3	1	High
3	Learners must be able to see the value in doing a post-reading activity.	4	1	High
4	Post-reading activities can create learners' awareness to extended learning.	4	1	High
5	Post reading activities allow learners to use the information they have read about in a purposeful and meaningful manner.	3	1	High
6	Internet and e-learning has become an intrinsic part of teaching and learning.	4	1	High
7	Teachers should integrate Web 2.0 technologies such as social networking, blogs and e-forums to encourage post-reading activities.	4	1	High
8	In a technology - based classroom, the teacher's role is one of teacher/educator.	3	1	High
9	In a technology - based classroom, the teacher's role is one of the fcacilitator.	4	1	High

Table 5 shows experts' opinion in post reading activities in teaching and learning acquired a high level of consensus.

Integrating Web 2.0 technologies in post reading activities

Post reading activities are expected to change in the future using a variety of approaches. The traditional way of expanding the contents learnt in class is utilizing the library for further research. Experts feel that integrating Web 2.0 such as social networks, blogs and e-forums in post reading activities is equally as important as visiting the library. The Internet provides a variety of information just a click away and thus it is much easier to extend reading activities. Visiting the library is often a one-way knowledge acquisition process while using Web 2.0 can actually benefit more as learners would be able to communicate with classmates using e-forum or discuss via social networks to get the gist of ideas from other Internet users. Reading from hypertext media and field trips remains a secondary option in post reading activities.

Table 6. Experts' attitude in implementing Web 2.0 tools in post reading activities

No	**Post Reading Activities**	**Mod**	**Expectations**	**Level of consensus**
1	Visiting the library for extended reading activities from books, magazines and newspapers that lead to some form of written/oral presentations	4	1	High
2	Reading from hypertext and hypermedia that will lead to some form of written/oral presentations.	3	1	High
3	Posting comments on social networking sites, blogs and e-forums.	4	1	High
4	Going on field trips/excursions that will lead to some form of written / oral presentations.	3	0.5	High

Table 6 shows that experts' attitude in implementing Web 2.0 in post reading activities acquired a high level of consensus.

Supportive environment to integrate web 2.0 in post reading activities

Web 2.0 technologies will change the future teaching techniques. In a very basic environment, important criterion needed to integrate Web 2.0 in post reading activities technology are facilities at schools, learner's computer skills and the willingness of teachers and learners to adopt technological change. Computer labs and Internet access should be made available to all students and the school should be responsible in providing these facilities so that Web 2.0 can be incorporated in post reading activities. Besides, teachers and students should be familiar in using Web 2.0 and they should utilize it at all times to enhance after class reading.

Table 7. The criteria needed for a supportive environment integrating Web 2.0 in post reading activities

No	Technology	Mod	Expectations	Level of Consensus
1	Internet connections (e.g.wi-fi services,broadbands,main servers etc.)	4	1	High
2	Hardware (e.g. computers,laptops,smartphones etc.)	3	0.5	High
3	Support from schools/education institutions	4	1	High
4	Availability of computer labs	3	0.5	High
5	Training for teachers in the use of Web 2.0 technologies	4	1	High
6	Training for learners in the use of Web 2.0 technologies	4	1	High

Table 7 shows the criteria needed in integrating Web 2.0 in post reading activities and all the criteria had received high level consensus.

DISCUSSION

Post reading is very important to reinforce students' comprehension and retention of the information of a text that they have already tackled and use the information they have read about in a purposeful and meaningful manner. The future of post reading activities using Web 2.0 requires a technology in the schools or education institutions and student and educators must be willing to use of such technology. In the future, students and educators should be given training on the course of carrying out post reading activities through Web 2.0 technologies and it is aimed to make learning effective and purposeful.

CONCLUSION AND PERSPECTIVE FOR THE FUTURE

There are several advantages of integrating Web 2.0 technology in teaching reading.

Firstly, learners' anxiety is reduced; as a result, their motivation is increased. This is especially useful in encouraging weak learners to read and extend their reading. This can be done through confidential one-to-one interaction between student and teacher whereby weak students can express their learning problems easily to the teacher. Pratt (1996) in Tunku Mohani and Mohd. Rashid (2007) revealed that the introvert performed well on-line. They become quite verbal and interactive and less self-conscious.

Secondly, teaching is also more student-centred. The activities constructed are aimed at promoting students' autonomy where learners learn on their own and be creative and innovative. This view is supported by McCombs and Whisler (2006) in Tunku Mohani and Mohd. Rashid (2007), "research has shown that learning is enhanced in context where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting environment".

Finally, the course materials put on the Web allow students to access them at any time, allowing flexibility in teaching and learning. Teachers are also able to modify materials to suit students' proficiency levels, while students can employ a variety of learning styles in their learning. Students can also share resources and discuss their work with an audience outside their immediate classroom.

The integration of Internet technology and the use of Web-based materials in teaching and learning is now eminent. Students today need to be self-directed learners who can access and use a lot of resources and information to construct their own meaning. As Tunku Mohani and Mohd. Rashid (2007) aptly stated, learners can gain a wealth of information, knowledge and skills from engaging in Web-based activities.

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UZAKTAN EĞİTİMDE TEŞBÎH VE İSTİ'ÂREYİ ÖĞRENME BECERİSİ

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Özet: Teşbîh ve teşbîhten doğan mecâzlar yani isti'âre türleri, günlük konuşma ve yazı dilinin en önemli unsurlarındandır. Günlük konuşma ve yazı dilinde anlatımı kolaylaştıran ve dile geniş bir anlatım imkânı sağlayan teşbîh ve isti'âreler, bir edebî metinde kullanıldıklarında ise metnin estetik yapısına ve hayâl âlemine hizmet eder. Dolayısıyla edebî eserin orijinalliğini ve estetik değerini belirleyebilmek, başta teşbîh ve isti'âreyi anlama yetisinden geçmektedir. Bu konuların Türk Dili ve Edebiyatı bölümlerinde giriş dersleri içerisinde okutulmasının nedeni de budur. Bu önemli becerinin yüz yüz eğitimle olduğu kadar uzaktan eğitimle ne kadar kazanıldığı merak edilmektedir. Bunun için Anadolu Üniversitesi Açıköğretim Fakültesi, Türk Dili ve Edebiyatı Programı'nın *Eski Türk Edebiyatına Giriş: Söz Sanatları* dersi ile paralel konulara sahip olan Edebiyat Fakültesi, Türk Dili ve Edebiyatı Bölümü'nün *Edebiyat Bilgileri* dersi belirlenmiştir. Bu iki dersin öğrencileri *Eski Türk Edebiyatına Giriş: Söz Sanatları* dersinin 2011-2012 Bahar Dönemi, Dönem Sonu Sınavı kullanılarak öğrenme düzeyleri bakımından değerlendirilecektir.

Anahtar Kelimeler: teşbîh, isti'âre, yüz yüze eğitim, uzaktan eğitim.

GİRİŞ

Teşbîh ve teşbîhten doğan mecâzlar yani isti'âre türleri, günlük konuşma ve yazı dilinin en önemli unsurlarındandır. Günlük konuşma ve yazı dilinde anlatımı kolaylaştıran ve dile geniş bir anlatım imkânı sağlayan teşbîh ve isti'âreler, bir edebî metinde kullanıldıklarında ise metnin estetik yapısına ve hayâl âlemine hizmet eder. Dolayısıyla edebî eserin orijinalliğini ve estetik değerini belirleyebilmek, başta teşbîh ve isti'âreyi anlama yetisinden geçmektedir. Bu konuların Türk Dili ve Edebiyatı bölümlerinde giriş dersleri içerisinde okutulmasının nedeni de budur. Diğer bir deyişle teşbîh ve isti'âre konularının kavranması bu bölümün öncelikli hedeflenen amaçları arasındadır. Bu önemli becerinin yüz yüz eğitimle olduğu kadar uzaktan eğitimle ne kadar kazanıldığı merak edilmektedir. Uzaktan eğitim, öğretim elemanı ve öğrencilerin zaman ve mekân boyutlarında birbirlerinden ayrı olduğu, aralarındaki etkileşimin iletişim teknolojileriyle sağlandığı kurum temelli formal eğitimdir (Simonson ve diğ., 2006, s.32). Teknolojinin kullanımı; araçlar, değerlendirme yöntemleri ve eğitim planlaması gibi konularda uzaktan eğitim, yüz yüze yapılan eğitime eşit hatta daha verimli bir duruma getirebilmektedir.

Teşbîh genellikle "aralarında bir ya da birden fazla benzerlik bulunan iki şeyden birinin diğerine benzetilmesi" olarak tanımlanır. *Teşbîh* müşebbeh ve müşebbehün bih (tarafeyn), vech-i şebeh (vechü'ş-şebeh/vech-i teşbîh) ve teşbîh edatı (edâtü't-teşbîh) olmak üzere dört unsurdan oluşur (Yanık vd.,Tarihsiz,s.94, Ankaravî,1284,s.43-44, M.Nüzhet,1286,s.120, S.Paşa,1289,s.63, A.Hamdi,1293,s.69, Recâîzâde,1299,s.247, S.Sâbit,1302,s.19, M.Rif'at,1308,s.256, Reşîd,1328,s.212,215 Bilgegil,1989,s.134-135, Dilçin,2000,s.405-406, Karabey ve Atalay,2000,s.83, Saraç,2007,s.129).

Teşbîh sınıflandırmalarında hareket noktası *teşbîh*in *unsurları*dır. Uzaktan eğitim sınavının yapıldığı kitapta da teşbîh, öncelikle unsurlarına göre sınıflandırılmıştır. Bir teşbîhte vech-i şebeh yani benzetme yönü söylenirse o teşbîh mufassal, söylenmezse mücmel; teşbîh edatı söylenirse mürsel, söylenmezse mü'ekked olarak adlandırılır. Vech-i şebeh ve teşbîh edatı bulunmayan teşbîhlere ise teşbîh-i belîğ denir (Saraç,2011,s.18).

Ali ***cesarette*** arslan gibidir. ***Mufassal*** teşbîh [+vş]

Ali arslan ***gibi***dir. ***Mürsel*** teşbîh [+te], mücmel teşbîh [-vş]

Ali ***cesarette*** arslandır. **Mü'ekked** teşbîh[-te], mufassal teşbîh [+vş]

Ali arslan dır. ***Belîğ*** teşbîh [-vş,-te]

Sınavda ise bu türlerden özellikle "**teşbîh-i belîğ**" kavramına yönelik sorular vardır. İsti'âre ise "gerçek anlam ile mecâzî anlam arasındaki alakanın benzerlik olmasıyla meydana gelen mecâz" tanımıyla karşılanır (Yanık vd.,Tarihsiz,s.111, Ankaravî,1284,s.87, M.Nüzhet,1286,s.114, S.Paşa,1289,s.58, A.Hamdi,1293,s.90, R.M.Ekrem,1299,s.224, S.Sâbit,1302,s.18, M.Rif'at,1308,s.284, Reşid,1328,s.186, Bilgegil,1989,s.154, Dilçin,2000,s.412, Karabey ve Atalay,2000,s.94, Saraç, 2007, s.118). Teşbîhin iki temel unsurundan müşebbeh ve müşebbehün bîhten birinin doğrudan ya da dolaylı olarak söylenerek kaldırılan kısmının kastedilmesiyle meydana gelen isti'âre, ***açık ve kapalı isti'âre*** olmak üzere ikiye ayrılır. Açık isti'ârede müşebbeh düşürülür ve yalnızca müşebbehün

bîh söylenir. Bir diğer deyişle güçlü unsur öndedir. Kapalı isti'ârede ise müşebbehün bîh yoktur; ancak, müşebbehin yanında müşebbehün bîhe dair bir mülayim yani onu hatırlatan bir özellik bulunur. Ali için yalnızca "arslan" dendiğinde ortaya açık isti'âre çıkar. "Ali kükredi." dendiğinde de bu kapalı isti'âre olur. Sınavda her iki isti'âreye de yönelik soru vardır.

Bu bildiri için Anadolu Üniversitesi Açıköğretim Fakültesi, Türk Dili ve Edebiyatı Programı'nın *Eski Türk Edebiyatına Giriş: Söz Sanatları* dersi ile paralel konulara sahip olan Edebiyat Fakültesi, Türk Dili ve Edebiyatı Bölümü'nün *Edebiyat Bilgileri* dersi belirlenmiştir. Bu çalışmanın temel amacı, bu dersleri alan öğrencilerin söz konusu beceriyi Bloom'un bilişsel alan sınıflamasına (1956) göre hangi alanda uygulayabildiklerini görebilmektir.

MATERYAL VE METOT

Açıköğretim Fakültesi *Eski Türk Edebiyatına Giriş: Söz Sanatları* dersinin 2011-2012 Bahar Dönemi, Dönem Sonu Sınavı örgün Türk Dili ve Edebiyatı Bölümü'nden *Edebiyat Bilgileri* dersini almış 100 öğrenciye uygulanmıştır. Bu testte toplam 26 soru bulunmaktadır. Testin tamamına bakılmakla birlikte bu bildirinin konusunu oluşturan teşbîh ve isti'âre ile ilgili 10 soru seçilmiştir. Bu soruların kitabın "Eski Türk Edebiyatında İfade Şekilleri ve Anlam Sanatlarına Giriş" adlı birinci ünitesinden 7 adet, "Anlam Sanatları" adlı ikinci ünitesinden 2 adet ve "Müşterek Malzemeyi Kullanmaya Dayalı Sanatlar ve Belagate Dahil Edilen Hünerler" adlı dördüncü ünitesinden de 1 adet olmak üzere belirlendiği görülmüştür. Ayrıca bu sorulardan 1, 2, 8 ve 22. soruların doğrudan hatırlamaya yönelik bilgi soruları; diğer 3,4,5,6,7 ve 11. soruların ise kavrama soruları olduğu belirtilmelidir. Bunun yanında bilgi soruları teşbîh ve isti'âre ile doğrudan bağlantılı değildir. Bu sorular ya ifade şekilleri ve anlam sanatları ile ilgili ya da seçenekleri teşbîh ve isti'âre içeren sorulardır. Kavramaya yönelik sorular ise doğrudan teşbîh ve isti'âreyi öğrenme becerisine yöneliktir.

SONUÇLAR

Bu bildiride kullanılan 2011-2012 Öğretim Yılı AÖF Yıl Sonu Sınavı'nın ortalama puanı 46.71 iken örgün öğrencilere uygulanan aynı testin ortalama puanı ise 46.21'dir. Temel anlamda uzaktan eğitimdeki sonucun yüz yüze yapılan eğitime eşit bir duruma geldiği söylenebilir. Fakat testin tespit edilen "teşbîh ve isti'âre" ile ilgili 10 sorusuna bakıldığında ise durum farklılaşmaktadır.

Bu 10 sorunun madde güçlüğünü hesaplayabilmek için 100 kişiden en fazla doğru cevabı veren ilk 27 kişiyle en az doğru cevabı veren ilk 27 kişisi saptanmıştır. Bu üst ve alt grubun madde güçlük indeksi ile madde ayırt edicilik indeksi hesaplanmıştır. Aynı şekilde uzaktan eğitim alan öğrencilerden sınava giren 6817 kişinin aynı mantıkla yapılan değerlendirme sonucu hazır olarak AÖF Test Araştırma Birimi'nden alınmıştır.

"P" ile gösterilen madde güçlüğü, doğru cevap sayılarının tüm cevaplayıcıların sayısına olan oranıdır. Bu oran 0'a yaklaştıkça sorunun güçlüğünü, dolayısıyla daha az cevaplandığını; 1'e yaklaştıkça sorunun kavrandığını, çözüldüğünü dolayısıyla daha fazla cevaplandığını işaret eder. "R" ile gösterilen madde ayırıcılık gücü ise alt ve üst gruptaki bireylerin maddeyle ölçülen özellik bakımından ayrılıp ayrılmadığını verir (Kuzu,2011,s.116-117).

Maddenin ayırt etme gücünün değerlendirmesi şu oranlara göre yapılmıştır (Tekin,2000,s.249): 40<r<100 ***çok iyi***, 30<r<39 ***iyi***, 20<r<29 ***orta***, r<19 ***kötü***.

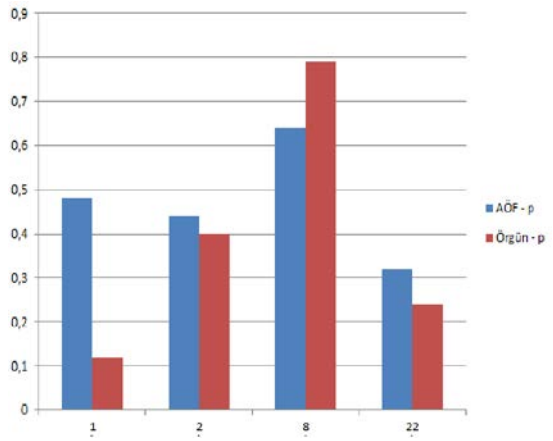
Tablo-1: Uzaktan ve örgün eğitim öğrencilerinin seçilen bu 10 sorudaki "p" ve "r" değerleri.

Soru	AÖF-p	Örgün-p	AÖF-r	Örgün-r
1	***0,48***	***0,12***	***0,61***	***0,11***
2	***0,44***	***0,40***	***0,47***	***0,44***
3	0,20	0,48	0,14	0,59
4	0,24	0,70	0,25	0,29
5	0,40	0,55	0,21	0,37
6	0,22	0,55	0,18	0,66

7	0,38	0,40	0,42	0,29
8	***0,64***	***0,79***	***0,56***	***0,11***
11	0,71	0,85	0,47	0,22
22	***0,32***	***0,24***	***0,48***	***0,25***

Bu tablo her iki grubun "p" ve "r" değerleri dikkate alınarak nerede birbirlerinden farklılaştıklarını göstermektedir. Şöyle ki altta örneği verilen 1.soru AÖF öğrencilerinin örgün öğrencilerden daha iyi oldukları bir sorudur.

1. "Maksadı sıradan insanların günlük hayatta kullanıldıkları ifadeler göre daha uzun ifade etme" anlamına gelen kavramı aşağıdakilerden hangisidir?
   A) Tekrîr
   B) İtnâb
   C) Müsâvât
   D) Haşv (Haşîv)
   E) Îcâz



Grafik-1

Bu soru ile 2, 8 ve 22. sorular da hatırlamaya yönelik bilgi soruları olup AÖF öğrencileri tarafından daha iyi cevapladıkları tespit edilmiştir. Yandaki Grafik-1 bunu anlatmaktadır.

Aşağıda örneği verilen 6. soru ise örgün eğitim öğrencilerin uzaktan eğitim öğrencilerinden daha iyi oldukları bir sorudur.

6. "Gülüm geldi, yanıma oturdu ve bana dedi ki…" cümlesindeki anlatım biçimi aşağıdakilerden hangisidir?

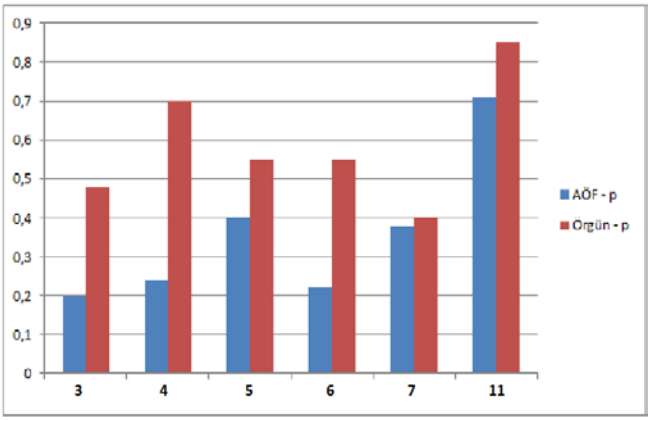
   A) Açık İsti'âre

   B) Kapalı İsti'âre

   C) Kapalı İsti'âre

   D) Mecâz-ı Mürsel

   E) Mürsel Teşbîh



Grafik-2

Bu soru ile 3, 4, 5, 7 ve 11. sorular ise kavramaya yöneliktir. Bu sorularda yandaki grafikte de görüleceği üzere uzaktan eğitim öğrencilerinin cevaplama oranı düşüktür.

Tablo-2: Uzaktan ve örgün eğitim öğrencilerinin bilgiye yönelik sorulardaki "r" değerlerinin değerlendirilmesi.

Soru	AÖF-r	Örgün-r	AÖF-Yorum	Örgün-Yorum
1	0,61	0,11	**Çok İyi**	**Kötü**
2	0,47	0,44	**Çok İyi**	**Çok İyi**
8	0,56	0,11	**Çok İyi**	**Kötü**
22	0,48	0,25	**Çok İyi**	**Orta**

Tablo-3: Uzaktan ve örgün eğitim öğrencilerinin kavramaya yönelik sorulardaki "r" değerlerinin değerlendirilmesi.

Soru	AÖF-r	Örgün-r	AÖF-Yorum	Örgün-Yorum
3	0,14	0,59	**Kötü**	**Çok İyi**
4	0,25	0,29	**Orta**	**Orta**
5	0,21	0,37	**Orta**	**İyi**
6	0,18	0,66	**Kötü**	**Çok İyi**
7	0,42	0,29	**Çok İyi**	**Orta**
11	0,47	0,22	**Çok İyi**	**Orta**

Tablo-2 ve Tablo-3'te görülen bilgi ve kavrama düzeylerine ait maddelerin değerlendirilmesi, söz konusu maddelerin bireylerin bilişsel düzeylerinde ne kadar geçerli olduklarını da gösterir niteliktedir.

Yapılan bu çalışmaya göre uzaktan ve örgün eğitim öğrencilerinin testin tamamı temel alındığında not ortalamalarının eşit olduğu anlaşılmıştır. Ancak, bu öğrencilerin teşbîh ve isti'âre konularında uygulamaya yönelik sorulara verdikleri doğru cevapların oranları aynı değildir. Bu, öğrencilerin neleri öğrenmeye ihtiyaç duyduklarına dair bir saptama yapmamıza imkân verir. Uzaktan öğrencilerinin hatırlamaya yönelik bilgi sorularını kitaptaki tanım cümlelerini ezberleme yoluyla rahatlıkla cevapladıkları düşünülebilir. İfade şekilleri ve anlam sanatları ile ilgili bilgi sorularına doğru cevap verip bunları diğer kavrama sorularına yansıtamamış olmaları da bu kanıyı güçlendirmektedir. Örgün öğrencilerin ise ilk defa karşılaştıkları bu testteki kavramaya yönelik sorularda öne çıkmaları üzerine ki "p" değerinden anlaşılmaktadır, örgün sistemde bu konularla alakalı daha çok örneğin verildiği, bu konular üzerinde daha çok durulduğu düşünülebilir. Ancak örgünde terim tanımlamalarına yönelik sorulara doğru cevap verilememesi de bir diğer düşündürücü konu olarak karşımıza çıkar. Bu da en azından örgündeki Edebiyat Bilgileri dersinde öğrencinin terim tanımlarını hatırlayabileceği, kendi cümleleriyle ifade edebileceği uygulamalara yöneltilmesi gibi çözümleri düşündürür. Amaçlar ve içerik açısından ortak olsa da öğrenme süreçleri sonunda elde edilen yeterlilikler açısından farklılıklar ortaya çıkmıştır. Bu çalışma ile hem uzaktan hem de örgün eğitimde Türk Dili ve Edebiyatı programlarının işlevliği hakkında geri bildirim sağlanabilmesi için her bir ders üzerinde karşılaştırmalı çalışmaların yapılabilirliği de görülmüştür.

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UZAKTAN EĞİTİMİN MATERYAL GELİŞTİRME SÜRECİNDE KARŞILAŞILAN KOORDİNASYON SORUNLARI VE ÇÖZÜM ÖNERİLERİ

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Özet: Bu çalışmada, uzaktan eğitim ortamındaki ders veren öğretim elemanları ile uzman ekip arasındaki koordinasyon sorunlarına değinilmiştir. Aynı zamanda ders hazırlama ekibi ve hocalar arasında zamandan ve mekândan bağımsız sanal bir çalışma ortamının tasarlanması ve tanıtılması amaçlanmaktadır.
Anahtar kelimeler: Uzaktan eğitim, Web tabanlı öğrenme, Materyal geliştirme, Uzaktan eğitimde koordinasyon.

Abstract: In this study, it is addressed to coordination problems between course instructor and expert team in distance education environment. And we also aimed to design virtual working interface which is independent from time and place between material development team and instructors of distance education.
Key words: Distance education, Web based teaching, Material development, Coordination in distance education.

GİRİŞ

Bilişim teknolojisinin sağladığı imkânlar ve kolaylıklar uzaktan eğitimin gelişmesinde ve yaygınlaşmasında çok önemli katkılar sağlamıştır. Bu bağlamda, son yıllarda özellikle bilgisayar donanım ve yazılımlarındaki hızlı gelişme uzaktan eğitimde İnternet Destekli Öğretimi öne çıkardı. Birçok üniversite, ön lisans, lisans ve lisansüstü seviyelerde çok çeşitli programlarda İnternet Destekli Uzaktan Öğretimi başlattı. Uzaktan eğitim sosyal ve uygulamalı teknik programlarda özellikle kullanılan materyaller açısından önemli farklılıklar göstermektedir. Uygulamalı teknik programlarda istenilen başarının sağlanabilmesi için uygulama gereklidir ve derslerin animasyon, simülasyon, video gösterim, sanal laboratuvar, sanal gerçeklik ve uzaktan erişimli gerçek zamanlı uygulama laboratuvarları gibi imkanlarla desteklenmesi gerekir. Bu da ders materyallerinin uzman bir ekip tarafından hazırlanmasını zorunlu kılmaktadır. Diğer taraftan bu durum ilgili dersin hocası ve uzman ekibin koordineli halde çalışmasını da gerektirmektedir. Hocaların iş yükü düşünüldüğünde bu koordinasyonun gerçekleşmesinin ne kadar zor olduğu anlaşılacaktır. Uzun yıllar İnternet Destekli Öğretim yürüten kurumların karşılaştığı başlıca problemlerden biri bu koordinasyonun sağlanamaması olmuştur. Söz konusu problemlerin çözümüne yönelik birçok araştırma yapılmıştır. D. Karayel ve arkadaşları yapmış oldukları çalışmada uzaktan internet üzerinden erişilebilen bir laboratuvar sistemi tasarlamışlar ve bir mekatronik laboratuvarına uygulamışlardır[1]. A.E. Kuzucuoğlu ve G. Erdemir Kontrol Mühendisliği Eğitimi için web tabanlı robotik uygulamalar laboratuvarı geliştirmeyi amaçlamışlardır. Çalışmalarını bir akım sisteminin proses kontrolü üzerinde yoğunlaştırmışlardır. Tasarladıkları deney platformu akışın izlenmesi, gerçek zamanlı kontrolü ve sistemin programlanmasına imkân sağlamaktadır. Kullanıcılar herhangi bir başka yazılıma ihtiyaç duymaksızın sadece standart web tarayıcı üzerinden yazdıkları programı sistem üzerinde icra edebilmektedirler[2]. A. Rojko ve arkadaşları Leonardo da Vinci projesi kapsamında internet tabanlı bir mekatronik laboratuvarı geliştirmişlerdir. Çalışmanın hedef kitlesi, eğitimlerini makina, elektrik ve elektronik üzerine tamamlayıp çalışma hayatlarında mekatroniğe ihtiyaç duyanlardır. Geliştirilen internet tabanlı laboratuvar kullanılarak hedef kitlenin ihtiyacı karşılanmıştır[3]. D. Karahoca ve arkadaşları web tabanlı sanal laboratuvar ve geleneksel laboratuvarların kullanılması halinde öğrencilerin başarı durumlarını karşılaştırmışlardır. Sonuç olarak web tabanlı eğitimin özellikle zaman, mekân ve öğretim elemanı eksikliği durumlarında kullanılabileceği kanaatine varmışlardır[4]. Lin ve arkadaşları yapmış oldukları çalışmada Taiwan Üniversitesi'nde internet destekli öğrenim için uygulamaya koydukları yeni bir işlemi tanıtmaktadırlar. Çalışma internet destekli öğretimde kullanılan farklı yöntem ve uygulamaların tek bir ortamda bütünleştirilmesine dayanmaktadır[5]. E. Briano, A. Catania, ve R. Revetria İtalya'da internet destekli öğretimin sağladığı fırsatlar ve özellikle endüstrideki işbaşı eğitiminde ortaya koyduğu gelişmeleri anlatmaktadırlar. Çalışmalarında geleneksel yöntemlerle yapılan eğitimin çok pahalı olduğu taşımacılık ve lojistik sektörünü hedef almışlar ve uygulanan birkaç projeyi karşılaştırmalı olarak tartışmışlardır[6]. R. Granlund ve arkadaşları web tabanlı öğrenmede simülasyonun önemini tartıştıkları çalışmalarında, özellikle web tabanlı eğitimin pedagojik etkileri üzerinde durmuşlardır[7]. A. Canales ve arkadaşları web tabanlı eğitimde genel çerçeve ve mimariyi bütünleştirmeyi amaçlayan zeki bir sistem geliştirmişlerdir. Bu web tabanlı zeki sistemin öne çıkan en önemli özelliği öğrencilerin bireysel çalışma gereksinimlerini de dikkate almasıdır. Sistem; ders hazırlama, değerlendirme ve öğrenci modülünden oluşmaktadır. Ayrıca web tabanlı eğitimle ilgili birçok standart dikkate alınarak güçlü bir sistem elde edilmeye çalışılmıştır[8]. Bunlar ve benzer amaçlarla yapılan birçok çalışmada temel vurgu, uygulamalı eğitimde yazılı dokümanın yanında simülasyon, animasyon, video gösterim ve sanal

laboratuvar gibi araçların kullanımının kaçınılmaz olduğudur. Hatta günümüzde web tabanlı eğitimde kendi kendini güncelleyebilen akıllı sistemlerin kullanımı gündeme gelmektedir. İşin teknik boyutunu oluşturan tüm bu çalışmalar dersi verecek öğretim elemanı değil uzman bir ekip tarafından yürütülmesi gerekir. Aynı zamanda öğretim elemanlarının da tavsiye ve isteklerinin dikkate alınarak yapılması gereken bu çalışmalar için taraflar arasında aktif bir etkileşim ortamının olması birçok sorunun çözülmesinde kolaylık sağlayacaktır. Materyal hazırlama ve sistemin etkin işleyişinin sağlanmasına yönelik yapılan çeşitli araştırmalarda, kendi materyalini hazırlamak isteyen hocalar için destek sayfaları, çeşitli ilanların yapıldığı duyuru panosu, özgün tartışmaların yaşandığı forum bölümü ve dönem başı ve dönem sonlarında yapılması gereken akademik kurul platformlarının bulunabileceği üzerinde durulmuştur[9]. Bu çalışmada ders hazırlama ekibi ve hocaların zamandan ve mekândan bağımsız olarak ortak çalışmaları için hazırlanan sanal bir iletişim ortamı tanıtılmaktadır.

MATERYAL GELİŞTİRME PLATFORMU

Daha önce de belirtildiği gibi uygulamalı teknik programlarda istenilen başarının sağlanabilmesi için uygulama gereklidir ve derslerin animasyon, simülasyon, video gösterim, sanal laboratuvar, sanal gerçeklik ve uzaktan erişimli gerçek zamanlı uygulama laboratuvarları gibi imkanlarla desteklenmesi gerekir. Bu da ders materyallerinin uzman bir ekip tarafından hazırlanmasını zorunlu kılmaktadır. Diğer taraftan bu durum ilgili dersin hocası ve uzman ekibin koordineli halde çalışmasını da gerektirmektedir. Hocaların iş yükü düşünüldüğünde bu koordinasyonun gerçekleşmesinin ne kadar zor olduğu anlaşılacaktır. Uzun yıllar İnternet Destekli Öğretim yürüten kurumların karşılaştığı başlıca problemlerden biri bu koordinasyonun sağlanamaması olmuştur.

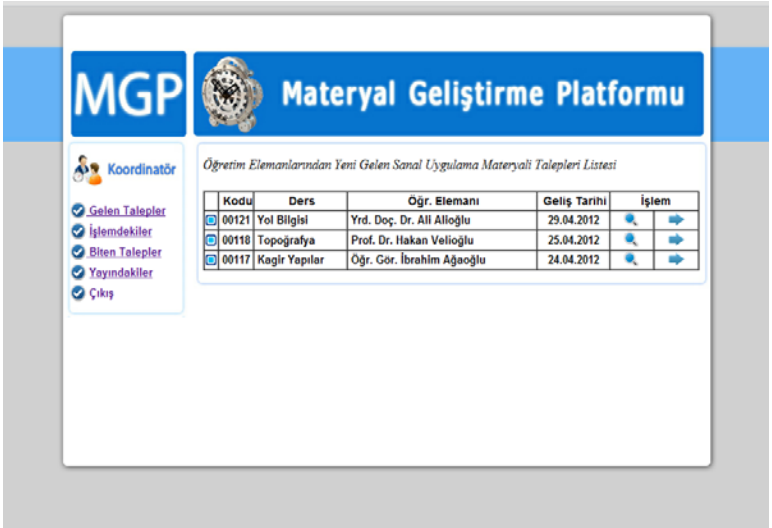
Çalışmanın bu bölümünde ders hazırlama ekibi ve hocalar arasında zamandan ve mekândan bağımsız sanal bir ortak çalışma ortamının tasarlanması ve tanıtılması amaçlanmaktadır. Bu ortamda ilgili dersin öğretim elemanı dersiyle alakalı her hangi bir materyale ihtiyaç duyduğunda öncelikle yapması gereken kendisi tarafından senaryonun hazırlanmasıdır. Hazırlamış olduğu senaryoyu şekil 5'de gösterilen giriş sayfasından sisteme dahil olarak şekil 6'daki form üzerinden materyal hazırlama ekibinin koordinatörüne iletir. Öğretim elemanı göndermiş olduğu dersin durumunu şekil 7'deki kontrol panelinden takip edebilir.

Şekil 1: "Materyal Geliştirme Platformu" Giriş sayfası

Şekil 2: Öğretim elemanları için materyal talebi gönderme sayfası

Şekil 3: Öğretim elemanları için gönderilen materyal taleplerinin durumunu gösteren sayfa

Koordinatör senaryodaki çalışmaları ilgili birimlere dağıtır(Şekil 4). Tasarım halindeki her bir işlemin durumu şekil 5'daki sayfadan izlenebilir.



Şekil 4: Koordinatör için öğretim elemanlarından gelen materyal talepleri listesi

Şekil 5: Materyal tasarımcısı için koordinatörden gelen taleplerin listesi

Koordinatör birimlerden gelen sonuçları düzenleyerek tekrar kontrol maksadıyla ilgili öğretim elemanına geri gönderir. Öğretim elemanı kontrol sonucu ya tekrar düzenlemek üzere ya da bitmiş olan dersi yayınlamak üzere ortam vasıtasıyla koordinatöre iletir.

SONUÇLAR VE ÖNERİLER

Bu çalışmada, özellikle uygulamalı derslerin uzaktan eğitimle verilmesinde karşılaşılan zorluklara dikkat çekilerek çözüm önerileri sunulmuştur. Ayrıca hemen hemen uzaktan eğitim yapan bütün öğretim kurumları için ortak bir problem olan öğretim elemanı – materyal hazırlama ekibi arasındaki koordinasyon eksikliğine değinilmiştir. Bu problem için koordinasyonun iyileştirilmesi amaçlanarak ortak bir çalışma platformu geliştirilmiştir. Kendi işin kendisi yapmak isteyen hocalar için oluşturulacak destek sayfaları ve taraflar arasında çeşitli konuların tartışılabildiği forum modülleri ile platform daha hızlı işler hale getirilebilir. Ayrıca döneme has yapılması gereken akademik kurul çalışmalarının da video konferans yöntemiyle bu sistem üzerinden gerçekleştirilmesi düşünülebilir.

Çalışmada vurgu yapılan söz konusu imkânlar kullanıldığında uzaktan eğitimden beklenilen verim elde edilebilecek ve hatta günümüzde kimi çevrelerce tartışılan örgün eğitimle rekabet söz konusu olabilecektir.

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WIDEBOARD

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Abstract: The nature of learning and distance learning has changed rapidly over the last decade and the next generations of hyper connected students/learners are facing a barrage of multimedia sources. This exponential rise in access to information can lead to the problem of cognitive overload for some students, while leading to disinterest by other students. A way to reduce the burden of this information overload and keep it engaging is to see the information in perspective, by contextualizing this information within the framework of a greater body of knowledge. For teachers, lecturers and academics to present this information within the correct context a software tool has been designed, known as the Wideboard. In this way the Wideboard is quite close to conceptual mapping tools such as Prezi. What distinguishes the Wideboard, is that it is designed for real-time use in lectures and boardrooms. This real-time capability allows for spontaneous interactions with students and collaboration on ideas. The Wideboard offers almost unlimited writing space through panning, so that lecturers don't have to erase relevant information (as they do on conventional blackboards/whiteboards) in order to write more information, and can easily pan the screen to write more information and link it to what was said previously. The additional zoom capability of the Wideboard allows for the possibility to zoom-in to the detail and show how that fits in with the zoomed-out overview. These capabilities of the Wideboard software give it an edge for distance learning, particularly through the use of mobile phones. These benefits of the Wideboard, while having the potential of far reaching benefits, they can still face issues with the quality of the subject matter and presentation of material.

Key words: E-Learning, Distance Learning, ZUI, Zooming, Real Time, Unlimited Space, Software, Mobile Video, Wideboard

INTRODUCTION

The learning and distance learning landscape has rapidly changed over the last decade (2002 to 2012) with the internet resulting in hyper-connected individuals who can get information from a variety of multimedia sources (McElroy, 2008). These have also included significant developments in the e-learning sphere, particularly with the use of video lectures for distance e-learning, such as open-courseware from MIT and other academic institutions (Abelson, 2008). An issue in e-learning, and distance learning has been the early dropout rates. The factors that lead to these early drop-out rates have sometimes been linked to cognitive or information overload where students become overwhelmed with the barrage of information (Tyler-Smith, 2012). In order to reduce this cognitive overload, it is important to be able to contextualize this information and put it in perspective.

At the same time there is an increasing number of new students and learners who have grown up in the information age, they have a number of unique qualities (Jukes & Dosaj, 2006) (Prensky, 2001.) and prefer:

- Receiving information quickly from multiple multimedia sources
- Parallel processing and multitasking
- Processing pictures, sound and video before text
- Random access to hyperlinked multimedia information
- Interacting/Networking simultaneously with many others
- Learning "just-in-time"
- Learning that is relevant, instantly useful and fun

The Wideboard is a new computer application that is designed to address a number of these unique characteristics of the next generation of students, while at the same time catering for those who are having difficulty with cognitive overload by using visual narration (Mayer & Moreno, 2003). As many of these learners have different ways of interacting with

material i.e. parallel processing, multitasking and multiple media sources, there exists a need to be able to contextualise this information. By offering the zoom capabilities and unlimited space, the Wideboard steps beyond existing tools within the learning environment to offer an improved learning experience.

EXISTING LEARNING TOOLS

The blackboard is one of the most common tools used by teachers and lecturers, to explain concepts. The blackboard offers a surface which can be reused repeatedly when having to write more and more information by being able to erase the existing information and writing out new concepts. Other teaching aids for the teacher can include the whiteboards, overhead projectors (with transparencies), and PowerPoint presentations which are used in conjunction with computer and projector systems.

Limited space

The issue with existing teaching tools is that they are limited in size. The blackboard and whiteboard have physical restrictions that limit how much information can be written on the surface. Similarly when using the overhead projector and transparencies, these are also restricted in size which is why many pages of transparencies have to be used.

Problems with Linearity

These tools and PowerPoint also have issues with linearity, where all concepts have to be explained in this sequential fashion. This restriction limits other ways of data visualisation such as hierarchical relationships and nodal relationships.

NEW LEARNING TOOLS

An alternative to this linear type of presentation of information has been Prezi (Prezi). This is presentation, storytelling tool for expressing ideas. It offers the concept of zooming canvas, to show the big picture and then zoom in for the detail (Virtanen, Myllärniemi, & Wallander, 2012). The issue it has, is that it requires preparation in advance (Conway, 2012), which in some ways detracts from the real-time use that is already available in existing tools such as Whiteboards, Blackboards and Transparencies.

THE WIDEBOARD

The Wideboard software uses the concept of a canvas that can be zoomed-in and out and offers almost unlimited space. This means that relevant information does not have to be erased, and can be reused instead of having to be rewritten. The Wideboard has an added feature of real-time use with writing and typing, and this distinguishes it from prezi. This real-time use is better suited for the educational environment as it allows for the spontaneous, interactive and engaging classes to take place which is what gets the students involved. In the framework of distance education this allows for students to see the progression of ideas slowly and at a measured pace as opposed to presentations which jump too quickly and thereby lose the context.

Merging the best of both tools

The Wideboard merges the benefits of both tools by offering real-time use as well as a zooming canvas that can show things in context.

Visualizing Space and visual memory

The Wideboard offers advantages in using the innate attribute of the mind to visualize space and draws upon the well-known mind-maps or cognitive maps. This also helps to enhance and utilize the visual memory that people have to remember things. This spatial understanding is attributed to higher advancement in Science, Technology, Engineering and Math's fields (Wai, Lubinski, & Benbow).

ADAPTED FOR LEARNERS

The Wideboard adapts well, to the existing types of learners. For those learners who sometimes feel overwhelmed by the information the Wideboard offers the ability for slow and steady progression, by showing the context of how things fit in to the surrounding and related concepts that have already been covered.

Learners that are used to receiving information quickly, (parallel processing, multitasking, visual thinking, random access, hyperlinked information and computer gaming) will be able to easily adapt to the spatial understanding of knowledge as they are used to the 3D space of the gaming world. The Wideboard allows the ability to import pictures, type text as well as write out words in real-time. This uses the well-known dual channel approach of using both visual and verbal information to enhance learning (Mayer R., 2001).

DEMONSTRATION OF USE

In actual use, the application offers a simple user interface that emulates well-known word processors, while being simple so as to be easy to understand for new users. The menu allow for easy and quick access to the relevant functions.

Figure 1: Application Window

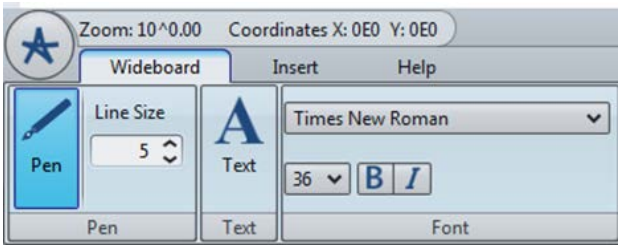

Figure 2: Ribbon Menu

As an example one of the ways of demonstrating context is to show the relative size of things with respect to each other, and in terms of orders of magnitude.

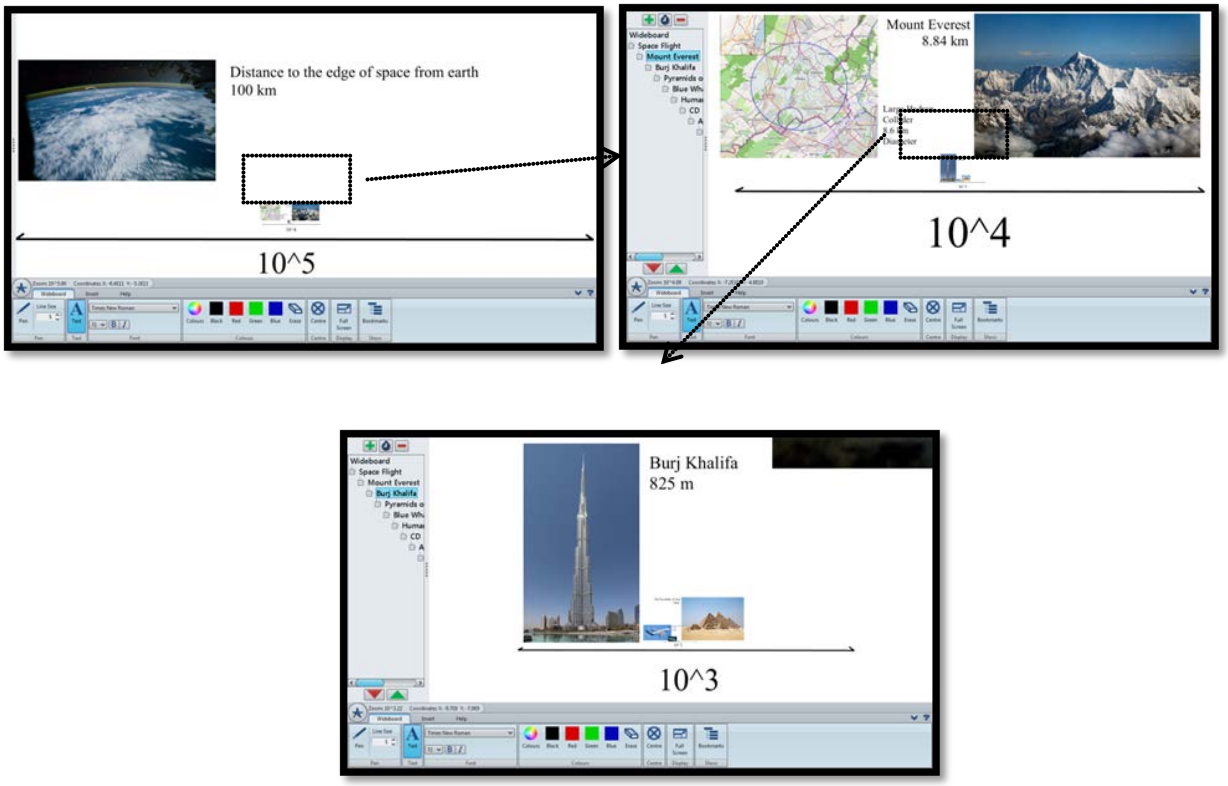

Figure 3: Describing order of magnitudes, using the Wideboard's Zoom feature

Furthermore, in a classroom type environment the application can be used to store previous lectures on the same canvas, and then use that for review later on. For example if history is being covered, the world map can be provided, and then each location can be discussed in detail by describing the history of the region in the subsequent lectures.

In a similar way timelines could be zoomed into to provide details about a specific point in history.

Similar contextual examples in education include:

- Mathematics, explaining the development of equations.
- English to show the context of sentence structure to showing how paragraphs link together.
- Science, formulation of proofs and connecting scientists.
- Art, to show how creativity and imagination are conceptualized and inspired by other works.

These could be applied to Engineering with systems and subsystems, Health Sciences with the human body, Economics with macro and micro economics.

RECOMMENDATIONS OF FUTURE WORK

The idea is that the Wideboard would eventually fit into a content management system that would offer additional functionality such as course management, user messaging etc. Furthermore as many distance learning institutions use e learning with video content (http://ocw.mit.edu/index.htm, Lynda.com), this learning content can further be enhanced with the use of the Wideboard. This video content will be more useful with the use of zooming in the Wideboard, as it will allow even devices with small screens (such as the Aakash, one of the low-cost tablets designed for education in India) to still have viewable education e-learning content. Using the Wideboard distance education can be vastly improved within an e-learning context of mobile devices (Gwo-Jen Hwang, 2011).

CONCLUSION

The general overview and explanation of the Wideboard and its capabilities such as a large space for conceptualization and as well as having an extensive zoom capabilities which allows for contextualization without pixilation. These capabilities are particularly important for the next generation of students who grow up with the internet, as contextualizing this vast amount information becomes vital. All these capabilities are possible in real-time to allow for spontaneous presentation of ideas, and concepts by teachers, lecturers and academics. These uses are not only limited to academia and can be used wherever contextualization of information is required. These other areas might include business people while brainstorming ideas, architects when designing plans, engineers when contextualizing resources, and programmers when formulating virtual hierarchies. The Wideboard should become available soon to the public and more information can be obtained online at www.an1on.com.

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YÜKSEK EĞİTİM İÇİN ZEKİ-ETMEN DESTEKLİ BİR ÇEVRİMİÇİ SINAV SİSTEMİ

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Özet: Öğretim yönetim sistemleri (ÖYS) aracılığıyla çevrimiçi olarak yapılan sınavların, insan kaynaklı hatalar ya da teknik zorluklardan dolayı yaşanabilecek sorunlar nedeniyle uzaktan öğretim sistemlerinin güvenilirliğinin ve etkinliğinin sorgulanmasına yol açabileceği için sağlıklı şekilde yürütülmesi kritik öneme sahiptir. Bu çalışmada sunulan çevrimiçi sınav sistemi mimarisi sayesinde; soru bankası oluşturma ve güncelleme, sınav hazırlama, yürütme ve değerlendirme ve öğrencilerden gelen geri-bildirimleri yönetme gibi temel işlevlerin bütünleşik yönetiminin yanında, zeki bir etmenin ürettiği, soru ve sınavlarla ilgili analiz raporlarının da karar verme süreçlerinde kullanımı sağlanmıştır. Esnek yapısı ile farklı sorunların çözümüne yönelik ek zeki fonksiyonlar da içerecek şekilde genişletilebilmesi mümkün olan bu sistem, Sakarya Üniversitesi UE sisteminde aktif olarak kullanılmış ve meydana gelen sorunları önemli ölçüde tespit ettiği ve öğreticilerin kısa zamanda daha kolay şekilde karar vermesini sağladığı görülmüştür.

Anahtar Kelimeler: Online Sınav Sistemleri, Zeki Etmen Destekli Sistemler

GİRİŞ

Günümüzde gerek örgün eğitimde gerekse çevrimiçi eğitimde, klasik yöntemler yerine daha çok çevrimiçi test yöntemleri tercih edilmektedir. Klasik değerlendirmenin çok fazla zaman alması(Gawali & Meshram, 2009), öğrenci ve öğretici geribildirimlerine yeterli imkân sağlamaması (Shuxin & Yunge, 2010; Zhang et al., 2006) gibi yapısal sorunlar, çevrimiçi test sistemi ile değerlendirme sürecinin etkin yönetimi, geribildirim sistemi ve öğrenci değerlendirmenin çeşitliliği ve hızı (Tallent-Runnels et al., 2006) gibi işlevler sayesinde elimine edilebilir.

Son yıllarda çevrimiçi öğrenme çalışmalarının önemli bir kısmını çevrimiçi sınav sistemi ile ilgili çalışmalar oluşturmaktadır. Literatürde farklı isimlerle sunulmalarına rağmen temel olarak sınav sistemi; yönetici atamaları ve öğrenci kayıtları işlemlerini içeren *ön hazırlık katmanı(Brusilovsky & Miller, 1999; Gawali & Meshram, 2009; Keleş, Ocak, Keleş, & Gülcü, 2009; Li, 2009; Moe Moe & Mie Mie Thet, 2008; Ping, Hai-feng, & Qian, 2008; Zhang et al., 2006)*, sorular, soru bankaları ve sınavların oluşturulduğu *sınav hazırlama katmanı (Brusilovsky & Miller, 1999; Gawali & Meshram, 2009; Keleş et al., 2009; Li, 2009; Moe Moe & Mie Mie Thet, 2008; Ping et al., 2008; Xingbao & Yunming, 2007; Zhang et al., 2006)* ve sınavların sonuçlarının hesaplandığı *değerlendirme katmanlarından* (Brusilovsky & Miller, 1999; Gawali & Meshram, 2009; Keleş et al., 2009; Li, 2009; Xingbao & Yunming, 2007; Zhang et al., 2006) oluşmaktadır. Bazı çalışmalarda ise katmanlar, kullanıcı tabanlı olarak tasarlanmıştır. A. Wang and Wang (2009) yaptığı çalışmada üç katmanı yönetici, öğrenci ve öğretici olarak geliştirirken, Jin and Ma (2007) ise sadece öğrenci ve öğretici katmanları yardımıyla sınav sistemi mimarisini oluşturmuştur.

Sınav sistemlerinin sağlıklı bir biçimde yürütülebilmesi için öğrencilerden alınan geri bildirimler, sınav sonuçları üzerinde yürütülen raporlamalar ve analiz süreçlerinin uygun bir biçimde yönetilmesi önem arz etmektedir. Wilson (2004) işbirlikçi öğrenme süreci üzerinde yaptığı çalışmada geribildirim sürecinin öğrenci performansını ne ölçüde etkilediğini, klasik yüz yüze öğretim alan öğrencileri karşılaştırarak incelemiş ve geribildirimler yardımıyla değerlendirme sürecinin daha etkin bir hale getirebileceğini vurgulamıştır. Crisp and Ward (2008) ise çok fazla öğrenci içeren öğretim sistemlerinde geribildirim alma durumunun ancak çevrimiçi sistemler yardımıyla yapılabileceğini öngörmüştür. Tinoco, Barnette, & Fox, (1997) sınav sonuçlarının değerlendirilip, raporlandığı ve bu raporlardan analizler yardımıyla yorumların yapıldığı bir modülü sınav sistemi mimarisine eklemiştir.

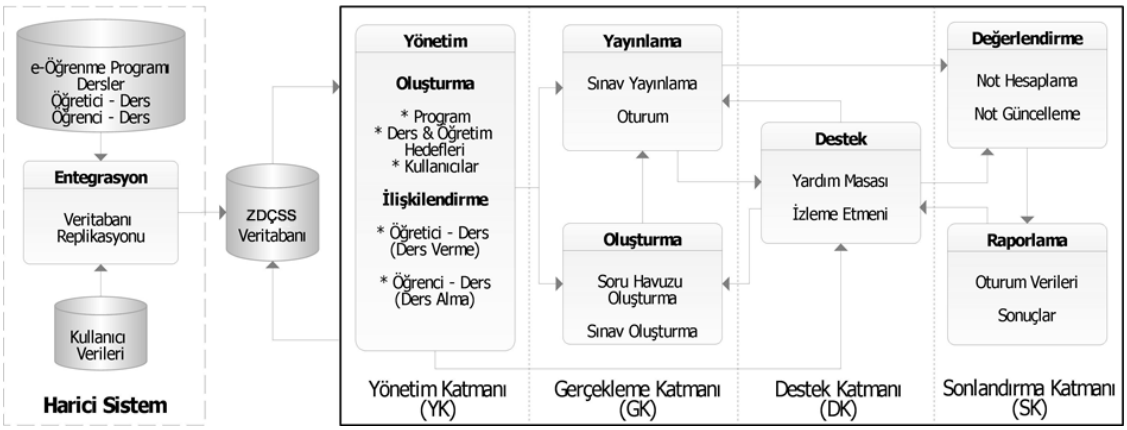
Çevrimiçi sınav sistemleri sahip oldukları mimari esneklik ve kuvvetli bilişim altyapıları sayesinde zeki yaklaşımlara uygun süreçler ihtiva etmeye yatkındırlar. Keleş et al. (2009) çevrimiçi ve yüz yüze öğrencilere destek olması için tasarladığı ZOSMAT isimli öğretim platformuna, Advisor ve Planner adlı iki tane zeki etmen eklemiştir. Jin and Ma (2007) yaptığı etmen tabanlı olarak hazırlanan çalışmada ise sınavın oluşturulması ve sonuçların değerlendirilmesi süreçleri iki farklı etmen tarafından yürütülmektedir. Christos, Konstantinos, Eleni, Grigorios, and Spiridon (2008) değerlendirme sürecini zeki etmenler yardımıyla yürütürken, bu süreçler için bayes ağı ile birlikte genetik algoritmalar yöntemlerini kullanmıştır. A. Wang and Wang (2009) soru seçimi ve sınav oluşturma süreçlerinde rastgele seçimler yapan doğrusal algoritmalar yardımıyla zeki yaklaşımları sınav sistemi mimarisine eklemiştir.

Bu çalışmada yönetim, gerçekleme ve sonlandırma temel katmanları ile Destek Katmanını (DK) içeren bütünleşik bir çevrimiçi sınav sistemi mimarisi sunulmuştur. Bu mimari sayesinde DK 'da verilen (soru metni ve zorluk seviyesi güncelleme, öğrenciye yeni sınav giriş hakkı verme, skor ve rapor güncelleme gibi) kararlara bağlı olarak ilgili tüm katmalardaki süreçlerde tetiklenen, eş-zamanlı değişikliklerin bütünleşik yönetimi sağlanır. Ayrıca, çevrimiçi sınav sisteminin işleyiş sürecinde ortaya çıkan sorunların ihmal edilebilir bir düzeye indirilebilmesi için öğreticilerin tüm muhtemel sorunları inceleyebilmelerini ve daha kolay karar vermelerini sağlayacak şekilde çevrimiçi sınav sonuçlarını analiz ederek zeki raporlar üreten, öğreticilere yardımcı olan bir sınav izleme etmeni (SİE) tasarlanmıştır.

Zeki-etmen destekli çevrimiçi sınav sistemi mimarisi

Bu çalışmanın da konusu olan Zeki-etmen Destekli Çevrimiçi Sınav Sistemi mimarisi (ZDÇSS), Sakarya Üniversitesi uzaktan öğretim programları çevrimiçi sınavlarının gerçekleştirilmesi amacıyla, AkademikLMS adlı Öğretim Yönetim Sisteminin temel bir bileşeni olarak geliştirilmiştir. ZDÇSS geliştirilirken, çevrimiçi sınavlarda yaşanabilecek sorunların azaltılması ve sınav yönetim sürecinin kolaylaştırılması hedeflenmiştir.

Çok sayıda uzaktan öğretim programı olan akademik kurumların, ölçme ve değerlendirme süreçlerinin etkin yönetimini sağlamak ve öğrenciler ile öğreticiler için kolay kullanım imkânı sunmak üzere geliştirilen ZDÇSS Şekil 1' de gösterildiği gibi üç temel ve bir destek katmanlı mimariye sahiptir.



Şekil 1. ZDÇSS Mimarisi

ZDÇSS' in işleyiş süreci temel gereksinimler olan; ders, kullanıcı ve kullanıcı derse yazılma bilgilerinin harici bir sistem içindeki veritabanlarından ZDÇSS veritabanına belli zaman aralıklarında otomatik replikasyon yapan bütünleşik bir uygulama ile başlamaktadır.

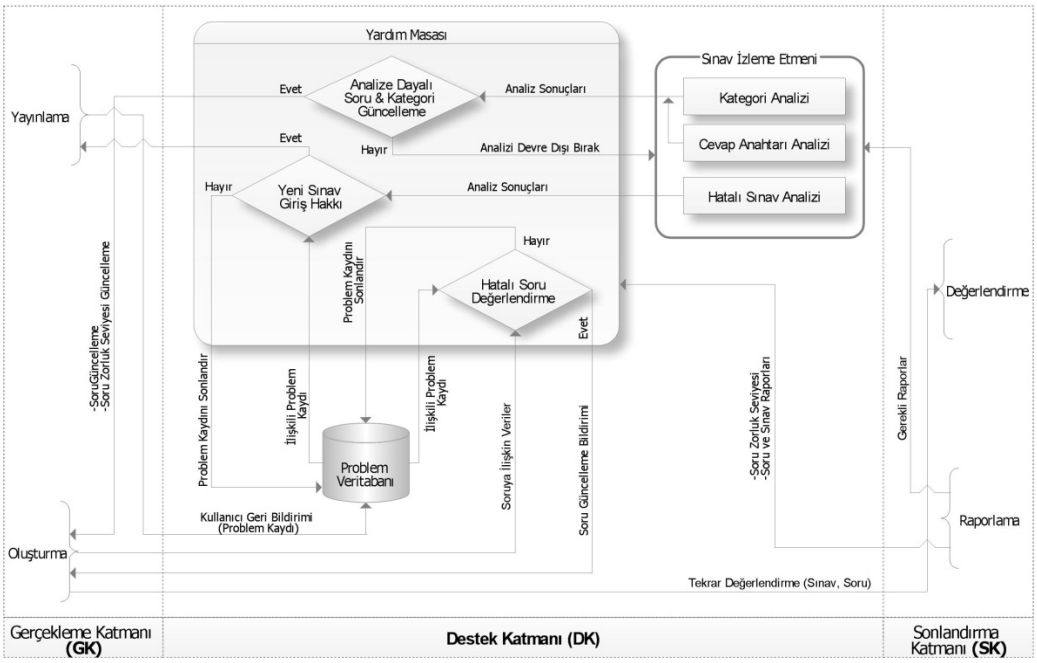
Yönetim katmanında(YK), uzaktan öğretim programı ile bu programa ait ders ve kullanıcıların oluşturulması ve ders – kullanıcı ilişkilerinin kaydı gerçekleştirilir. Bu kayıt bilgileri, eğer kullanıcı öğrenci ise DERSE YAZILMA verisi ile Gerçekleme katmanındaki (GK) YAYINLAMA ve Destek katmanındaki (DK) YARDIM MASASI süreçlerine; öğretici ise DERS YÖNETİMİ kaydı ile GK 'daki OLUŞTURMA ve DK' daki YARDIM MASASI süreçlerine iletilir.

Gerçekleme katmanında(GK) ise, soru ve sınav soru havuzlarının oluşturulduğu, bunlara ait özelliklerin belirlendiği OLUŞTURMA süreci ile sınavların yayınlandığı YAYINLAMA sürecinden oluşmaktadır. OLUŞTURMA sürecinde *öğretici* yetkisine sahip kullanıcılar, soruları özellikleriyle birlikle girerek kendi derslerine ait soru havuzlarına eklerler. Her bir soru için soru tipi, zorluk seviyesi, anahtar kelime, karıştırma gibi özellikler öğretici tarafından girilir. (Soru havuzunda oluşturulmuş olan bu sorular kullanılarak sınav oluşturulur -tekrarlanıyor). Sisteme kayıtlı her bir uzaktan öğretim programı için YK'dan seçime göre (opsiyonel olarak) gelen, çeşitli (sınavlara ait süre, soru sayısı, geçme notu, tekrar alma sayısı, notlandırma şekli ve rastgele soru görüntüleme gibi) bilgileri içeren sınav temel özellikleri kullanılarak ya da söz konusu bilgiler gelmediği takdirde bunlar öğretici tarafından oluşturularak, sınav soru havuzundan belirlenen zorluk seviyelerine göre sorular seçilir ve sınav oluşturulur. Oluşturulan sınav, sınav havuzu veritabanına kaydedilir. OLUŞTURMA sürecinde yapılabilen işlemlerden bir diğeri de, sınavın gerçekleştirilmesi sonrasında gerek SINAV İZLEME ETMENİ (SİE) gerekse öğrenci sorun bildirimleriyle YARDIM MASASI 'na gelen ve öğreticiye iletilen sorunlar neticesinde, soru metni, cevap seçeneği veya soru kategorisi değişikliği kararı alınmış ise bunların yine öğreticiler tarafından güncellenerek daha sonra yapılacak olan sınavlarda sorun yaşanmasının önüne geçilebilmesidir. YAYINLAMA sürecinde ise sınav soru havuzu ile belirlenmiş olan sınav özellikleri, YK 'dan gelen DERSE YAZILMA kaydı ile birleştirilerek oturum açan her bir öğrenci için sınav yayınlanır.

Destek Katmanı (DK), sınavların sorunsuz bir şekilde yürütülmesi için kullanılır. DK, zeki raporlar üreten SINAV İZLEME ETMENİ (SİE) ve bu raporlar ile öğrenci sorun bildirimlerinin değerlendirildiği YARDIM MASASI(YM) süreçlerinden oluşmaktadır. Bu katman, detaylı bir şekilde 2.1'de incelenecektir.

Sonlandırma katmanında (SK), sınav sonuç bilgilerinin işlenip skorlara (not veya puan) çevrildiği DEĞERLENDİRME ve sınav ile ilgili bütün verilerin işlenip raporlara dönüştürüldüğü RAPORKAMA süreçlerinden oluşur. DEĞERLENDİRME sürecinde sınavı tamamlanan öğrencinin verdiği cevaplar ile cevap anahtarı eşleştirilerek o öğrenci için bir skor (not veya puan) hesaplanır. RAPORLAMA sürecinde ise SİE 'nin yapacağı analizler için gerekli olan raporlar sınav sonrasında otomatik olarak üretilir. Ayrıca bu süreç içerinde sınavla ilgili her türlü rapor öğreticinin talebi üzerine oluşturulabilir. Raporlar DK içerisinde değerlendirildikten sonra yeniden skorlama (Notlandırma veya puanlama) kararı verildiği takdirde DEĞERLENDİRME sürecinde öğrencinin ilgili skorları (not veya puan) güncellenir.

1.1. Destek Katmanı



Şekil 2. Destek Katmanı Yapısı

1.1.1. Sınav İzleme Etmeni

SİE, SK içindeki RAPORLAMA sürecinden aldığı raporları uzman görüşü ile oluşturulan kurallara bağlı olarak işleyip aşağıdaki analizler yapar.

a. *Kategori analizi*

b. *Cevap anahtarı analizi*

c. *Hatalı Sınav Analizi*

a. Kategori Analizi

Kategori analizinde GK 'dan gelen soruların zorluk derecesi, sistem tarafından hesaplanan madde zorluk indeksi ile karşılaştırılır. İE tarafından madde zorluk indeksi (p) aşağıdaki gibi hesaplanır (Bachman, 2004).

$$p = \frac{U_p + L_p}{2n} \qquad (1)$$

Burada U_p *ve* L_p sırasıyla üst ve alt gruplarda soruya doğru cevaplayanların sayısını verirken, n değeri gruplardaki toplam öğrenci sayısını göstermektedir(Bachman, 2004). Kelley (1939) üst ve alt grupların başarı sıralamasına göre ilk %27 ve son %27 şeklinde, eşit olarak seçilmesi gerekliliğini öngörmüştür.

p değeri hesaplandıktan sonra, bu değerin hangi zorluk seviyesi aralığına girdiği belirlenir. Literatürde zorluk seviyesi aralıklarının belirlenmesi işleminin sınavı hazırlayan öğretici tarafından sınav hazırlama amacını dikkate alarak belirlenmesinin uygun olacağı vurgulanmıştır (Atılgan, Kan, & Doğan, 2006; Kubiszyn & Borich, 1990) .SİE tarafından kullanılan zorluk seviyesi aralıkları Tablo 1 de verilmiştir.

Tablo 1. Zorluk Seviyesi Aralıkları

Zorluk Seviyesi	Zorluk Seviyesi Aralığı (%)
Kolay	0,65 – 1,00
Orta	0,35 – 0,65
Zor	0,00 – 0,35

Kural 1 yardımıyla hazırlanan zorluk seviyesi değiştirilmesi önerisi raporu YM sürecine gönderilir.

Kural 1

Eğer sistem tarafından hesaplanan p değerine karşılık gelen zorluk seviyesi aralığı, öğretici tarafından belirlenen zorluk seviyesinden farklı ise, zorluk seviyesi değiştirme önerisi raporu oluşturulur.

b. Cevap Anahtarı Analizi

Cevap anahtarı analizinde, doğru olmayan cevap seçeneklerinin dağılımları incelenir, tüm yanlış cevap seçenekleri için işaretlenme sayısının (*CF*) doğru cevap seçeneğinin işaretlenme sayısına (*CT*) oranı denklem 2'deki gibi hesaplanır.

$$R_{ERA} = Max\left\{\frac{CF_i}{CT}\right\} \quad i: 1\ to\ 4 \tag{2}$$

Bu oranların en büyüğü belirli bir eşik değerinden (T) büyük ise Kural 2 kullanılır. Bu kurala göre doğru cevabın gözden geçirilmesi önerisi için bir rapor oluşturularak Yardım Masası'na gönderilir.

Kural 2

Eğer $R_{ERA} > T$ ise hatalı cevap raporu oluştur.

c. Hatalı Sınav Analizi

Hatalı Sınav analizinde, öğrencilerin kendi istekleri ile veya sınav süresi bitiminde sistem tarafından sonlandırılan sınav oturumları hariç diğer tüm durumlar için Tablo 2 'deki hata kodları, ilişkili olduğu parametrelerle oluşturulur.

Tablo 2. Hata Kodları

Hata Kodu	Hata nedeni	İlişkili Parametre
E1	Sınav oturumu sırasında sunucu kaynaklı hata	P1
E2	İstemci sunucu arasındaki bağlantının kesilmesi	P2, P3, P4

Tablo 3. Hata Parametreleri

Parametre	Toplam Sınav sayısı
P1	Sunucunun cevap veremediği zamanlarda aktif olan sınav oturumları
P2	Sınav oturumunun öğrenci tarafından bilinçli olarak terk edilmesi
P3	Sorun yaşayan öğrencilerin aynı sınava giriş yapan tüm öğrencilere oranı
P4	Öğrencinin tamamladığı diğer sınav oturumlarındaki durumu

Tablo 3 'teki parametre ve hata kodları içeren kural çıkarımı aşağıdaki gibi yapılır:

Kural 3

IF P1=1 THEN S{NEER}=Yes ELSE

IF P2=1 THEN S{NEER}=No ELSE

IF P3>T1 THEN S{NEER}=Yes ELSE

IF P4> T2 THEN S{NEER}=Yes ELSE S{NEER}=No

*S{NEER}: yeni sınav giriş hakkı önerisi

Burada T_1 ve T_2, P3 ve P4 parametreleri için belirlenmiş olan eşik değerleridir. Bu değerler geçmiş dönemlerdeki sınav verilerine ait frekans tabloları vasıtasıyla sınav öncesi hesaplanır. Kural 3 ’deki çıkarıma göre hazırlanmış olan raporlar YM sürecine gönderilir.

1.1.2. Yardım Masası

YM temel olarak sınavlarda yaşanan sorunlarla ilgili karar verme süreçlerini içermektedir. Bu kısma iki kaynaktan bilgi gelmektedir. Bunlardan ilki öğrenciler tarafından yapılan sorun bildirimleri diğeri ise SİE tarafından hazırlanan analiz raporlarıdır. Bu karar verme sürecini sınav yönetici rolündeki öğreticiler yürütür. Öğretici, karar vermesine yardımcı olması amacıyla gerekli gördüğü durumlarda RAPORLAMA sürecinden özel raporlar alabilir.

Sınav oturumunu tamamlayamamış veya sorularda hata olduğunu iddia eden öğrenciler yaşadıkları problemin kategorisini Tablo 4’ den seçerler. Seçilen bu kategori bilgisi ile birlikte öğrenciye özel bir sorun bildirim etiketi oluşturularak, YM’ deki ilgili karar sürecine iletilir.

Tablo 4. Sorun bildirim kategorisi ve ilgili karar süreci

Sorun bildirim kategorisi	Kategori Kodu	İlgili Karar Süreci
Hatalı soru bildirimi	FQ	HATALI SORU DEĞERLENDİRME
Sınav oturumunu tamamlayamama	FE	YENİ SINAV GİRİŞ HAKKI

Problem veritabanında FQ kategori kodu ile etiketlenmiş olan sorunlar HATALI SORU DEĞERLENDİRME karar sürecine veri olarak iletilir. Öğretici bu durumda ilgili soruyu inceleyerek hatalı olup olmadığına karar verir. Eğer soru hatalı değilse öğrenciye bilgi amaçlı bir mesaj ileterek etiketi kapatır. Eğer soru hatalıysa yeniden değerlendirme yapılması amacıyla SK ’da DEĞERLENDİRME sürecine ve sorudaki hatanın giderilmesi amacıyla GK ’daki OLUŞTURMA sürecine bilgi iletilir.

Problem veritabanına FE kodu ile kaydedilmiş olan sorunlar YENİ SINAV GİRİŞ HAKKI karar sürecine iletilir. Ayrıca SİE ’de HATALI SINAV ANALİZİ neticesinde üretilen, öğrencinin sınav oturumuna özel öneri raporları; YENİ SINAV GİRİŞ HAKKI karar süreci içerisinde, problem bildirimleri ile eşleştirilir. SİE tarafından tespit edilemeyen ve dolayısıyla problem veritabanındaki sorunlar ile eşleştirilmesi mümkün olmayan sorunlar ayrı bir rapor olarak YENİ SINAV GİRİŞ HAKKI karar sürecine gönderilir. Karar verme sürecinde öğretici tarafından öğrenciye sınava girmesi için tekrar hak verilebileceği gibi sorunlar değerlendirilerek hak verilmeden de ilgili etiketler kapatılabilir. Bu her iki durumda da öğrenciye bilgi mesajı iletilir.

SİE tarafından CEVAP ANAHTARI ve KATEGORİ analizleri sonucunda otomatik olarak üretilen raporlar YM’ daki ANALİZE DAYALI SORU VE KATEGORİ GÜNCELLEME karar sürecine iletilir. Öğretici, CEVAP ANAHTARI analizinden gelen verileri dikkate alarak soruların önceden belirlenmiş cevap seçeneklerinin hatalı olup olmadığına, KATEGORİ analizinden gelen verilerle ise soruların zorluk derecelerinin yanlış tanımlanıp tanımlanmadığına karar verir. Aldığı karara göre sorunun doğru cevap seçeneğini ve/veya zorluk seviyesinin güncelleme talebini GK ’daki OLUŞTURMA sürecine gönderir.

ZDÇSS Uygulaması

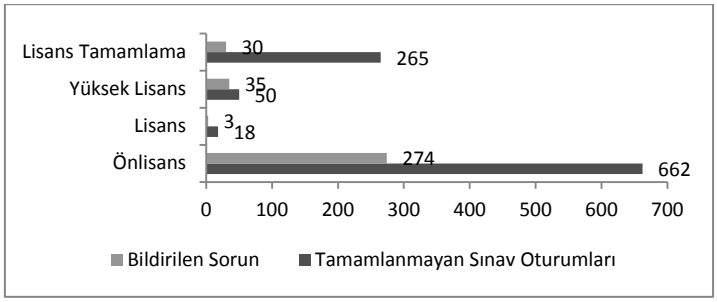
Önerilen zeki etmen destekli çevrimiçi sınav sistemi, Sakarya Üniversitesinde, önlisans, lisans, lisans tamamlama ve yüksek lisans uzaktan eğitim programlarında 2011 yılından beri kullanılmaktadır. 2011-2012 öğretim yılı itibariyle bu programlarda en az bir derse kayıtlı yaklaşık 7000 öğrenci öğrenim görmektedir. Dönem başına yaklaşık olarak 75.000 çevrimiçi sınav yürütülmektedir.

Tablo 5 'te görüldüğü gibi 2011-2012 öğretim yılı güz döneminde toplam 76156 sınav oturumu tanımlanmış olup, öğrenciler bu oturumlardan 62280 adedine açmışlar ve açılmış olan bu oturumlardan 61285 adedi başarı ile tamamlanmıştır. Bu durumda 995 adet sınav hatalı sınav oturumu olarak etiketlenmiştir.

Tablo 5. Sınav oturum sayıları

	Toplam Sınav sayısı	Açılan Sınav Oturumu	Tamamlanan Sınav Oturumu
Ön-lisans	45318	33095	32433
Lisans	1538	1129	1111
Yüksek Lisans	4829	4076	4026
Lisans Tamamlama	24471	23980	23715

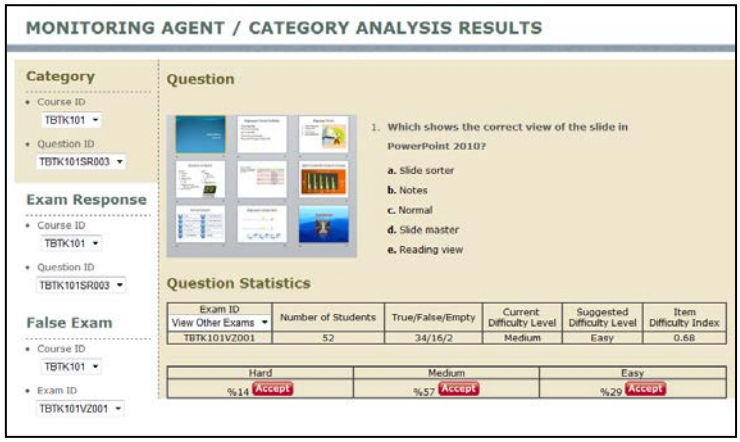
Şekil 6 ’da ise, başarılı şekilde tamamlanamayan sınav oturumları ve öğrencilerin bu başarısız oturumlar sonrasında YM ’na yazdıkları sorun sayıları yer almaktadır. Grafikten de anlaşılacağı gibi tamamlanamayan oturumlar ile gelen mesaj sayısı arasında farklar görülmektedir. Bunun en önemli nedeni öğrencinin sınavını başarılı bir şekilde tamamladığını düşünmesi veya sorunla karşılaştığı halde YM ’na herhangi bir mesaj yazmamasıdır. Şekilden de görülebileceği gibi tamamlanmamış sınav oturumlarının yaklaşık 2/3 ’ü öğrenciler tarafından sorun olarak bildirilmemiştir. Önerilen sistemdeki SİE uygulamasının kullanılmasıyla birlikte, sadece yaşadığı sorunları bildiren öğrencilerin değil aynı zamanda sisteme herhangi bir bildirim yapmayan öğrencilerin sorunlarına da çözüm üretilmiştir.



Şekil 3. Tamamlanmayan sınav oturumu ve bildirilen sorun sayıları

1.2. Sınav İzleme Etmeni (SİE) Uygulaması

SİE analiz sonuçları sistem üzerinde öğretici tarafından tek bir ekran üzerinden yönetilebilir (Bkz. Şekil 4).



Şekil 4. Sınav izleme etmeni

Bu çalışmada sunulan yukarıda bahsedilen kategori analizine örnek olarak, Sakarya Üniversitesi uzaktan öğretim programlarında 2011-2012 güz yarıyılında verilen Bilgisayara Giriş dersine ait veriler kullanılmıştır. Yapılan kategori analizine göre bu derse ait 40 adet sorunun 6 adedi için SİE tarafından zorluk seviyesinin değiştirilmesi önerilmiştir (Bkz. Tablo 6).

Tablo 6. Kategori analizi sonuçları özeti

Soru No	Öğretici Tarafından Belirlenen Zorluk	Madde İndeksi*	Zorluk	Sistem Tarafından Önerilen Zorluk	Öğretici Kararı

2	ORTA	0.211	ZOR	ZOR
3	ORTA	0.121	ZOR	ZOR
5	KOLAY	0.628	ORTA	KOLAY
18	ORTA	0.112	ZOR	ZOR
20	ORTA	0.322	ZOR	ORTA
29	KOLAY	0.513	ORTA	ORTA

* Denklem (1) ile hesaplanmıştır.

Zorluk seviyesi değiştirme önerileri, madde zorluk indeksi değerlerinin (Bkz. Tablo 1) sınırları dışında kalıp kalmaması durumu ile yapılır. Öğreticinin önerilen 9 durumdan 4 tanesini dikkate alarak madde zorluk seviyelerini değiştirme kararı aldığı, Tablo 6 'daki Öğretici Kararı sütununda vurgulanarak gösterilmiştir.

Öğretici, zorluk seviyesi değiştirme kararını alırken, hesaplanan madde zorluk indeksi değerinin zorluk seviyesinin sınırlarına ne kadar yakınsadığını dikkate alabilir. SİE arayüzünde, öğreticiye hesaplanan zorluk indeksi değerleri de, önerilen yeni seviye bilgisi ile birlikte sunulur.

Öğreticiler tarafından sorular oluşturulup, soru bankasına cevapları ile birlikte eklenirken, doğru cevap seçeneğinin atanmasında hatalar yapılabilir. Bu tip hataların öğrenciler tarafından belirlenebilmesi neredeyse imkânsızdır. Cevap anahtarı analizi, SİE tarafından doğru cevap seçeneği hatalarının belirlenebilmesi için sistemde ilk defa kullanılan sorular üzerinde gerçekleştirir.

Yukarıda açıklanan cevap anahtarı analizinde öğrenciler tarafından işaretlenmiş cevap seçenekleri, GK 'dan alınan cevap anahtarı bilgileri ile karşılaştırır. Karşılaştırma sonucunda her bir soru için doğru cevap miktarının yanı sıra, yanlış verilen cevapların dağılımları da belirlenir. Her bir yanlış cevap seçeneğinin, öğreticinin doğru olarak belirlediği seçeneğe oranı hesaplanır. Bu oranın, geçmiş yıllardaki tecrübelere dayanarak *0,70* olarak belirlenen *T* eşik değerinden büyük olup olmadığı sorgulanır. 2011-2012 güz yarıyılında yapılan bütün çevrimiçi vize sınavlarına ilk defa kullanılan sorulara ait analiz sonucunda değişiklik önerisi yapılan sorulara ait değerler Tablo 7 'de sunulmuştur.

Tablo 7. Cevap anahtarı analizi sonuçları

Cevap Dağılımları						Yakınsama Oranları					Cevap Seçeneği Değiştirme Kararı
A	B	C	D	E	DOĞRU	A	B	C	D	E	
7	8	11	27	20	D	0.26	0.30	0.41		0.74	✓
5	47	10	19	48	E	0.10	0.98	0.21	0.40		
53	30	38	2	11	A		0.57	0.72	0.04	0.21	
12	10	17	43	39	D	0.28	0.23	0.40		0.91	✓
9	68	6	51	3	B	0.13		0.09	0.75	0.04	
5	53	4	6	49	E	0.10	1.08	0.08	0.12		
47	33	15	13	23	A		0.70	0.32	0.28	0.49	
10	16	9	36	26	D	0.28	0.44	0.25		0.72	✓
0	51	9	11	57	E	0.00	0.89	0.16	0.19		
5	9	14	37	41	D	0.14	0.24	0.38		1.11	✓
31	85	7	79	39	B	0.36		0.08	0.93	0.46	✓
6	3	45	4	17	E	0.35	0.18	2.65	0.24		✓
3	15	15	26	21	D	0.12	0.58	0.58		0.81	
3	3	15	3	21	C	0.20	0.20		0.20	1.40	✓
62	19	26	20	88	E	0.70	0.22	0.30	0.23		
57	33	26	32	50	E	1.14	0.66	0.52	0.64		✓
68	41	61	21	7	C	1.11	0.67		0.34	0.11	
3	4	27	7	4	D	0.43	0.57	3.86		0.57	✓
59	2	1	0	54	A		0.03	0.02	0.00	0.92	✓

Cevap anahtarı analizi toplam 148 adet yeni soru üzerinde gerçekleştirilmiş ve SİE 19 soru için (Bkz. Tablo 7) olası hatalı cevap seçeneği önerisinde bulunarak rapor oluşturmuştur. Öğretici tarafından yapılan inceleme sonucunda 10

soruda cevap seçeneği hatası keşfedilerek, cevap anahtarının güncellemesinin yapılabilmesi için GK 'daki OLUŞTURMA sürecine ve skorların (not veya puan) yeniden hesaplanabilmesi için ise SK 'daki DEĞERLENDİRME sürecine gönderilmiştir.

Yine yukarıda açıklanan Hatalı sınav analizinde, öğrencilerin tamamlayamadığı sınav oturumları ile ilgili öneri kararları SİE içerisindeki çıkarsama algoritması (Bkz. Kural 3) yardımıyla oluşturulmuştur. Burada sırasıyla sistem tarafından belirlenen P1, P2, P3 ve P4 parametre değerleri sorgulanarak karar verildiği 4 adımlı bir algoritma işletilir.

Algoritmanın ilk adımında, sunucunun cevap veremediği zamanlarda aktif olan sınav oturumlarının varlığına karşılık gelen P1 parametresi değeri sorgulanarak, bu şekildeki sınav oturumları için hak verme önerisi oluşturulur. Aksi halde algoritmanın ikinci adımına geçilerek, sınav oturumunun öğrenci tarafından bilinçli olarak terk edilip edilmediğine (P2) bakılır. Eğer bilinçli terk etme durumu söz konusu ise, o zaman öneri hak vermeme şeklinde yapılır. Aksi halde üçüncü adıma geçilir. Bu adımda öneri yapılabilmesi için sırasıyla önceki dönemlere ait sınav oturumlarının sınav bazlı değerlendirilmesinden T_1 eşik değeri, aktif sınav için ise P3 parametresi değeri hesaplanmalıdır.

Bu çalışmada T_1 değeri, 2010-2011 bahar yarıyılına ait 370 adet sınav analiz edilerek hesaplanmıştır. Tablo 8 'deki frekans değerleri incelendiğinde bütün sınavların %95 ine denk gelen 351 tanesinde maksimum hatalı sınav oturumu oranı % 4,88 olarak bulunmuş ve T_1 eşik değeri olarak alınmıştır.

Tablo 8. Hatalı sınav oturumları özet frekansları

Kümülatif Sınav Sayısı	Toplam Sınava Oranı (%)	Maksimum Hata Oranı (%)
141	38,1	0.00
185	50	0.70
222	60	0.96
259	70	1.45
296	80	2.14
332	90	3.23
351	95	4.88
370	100	14.81

P3 değerleri, T_1 eşik değerinden büyük ise SİE yeniden hak verme önerisi yapar, diğer durumda ise algoritmanın dördüncü adımına geçilir. Dördüncü adımda sorunu incelenen öğrenci için P4 değeri ve aktif dönemdeki tüm sınavlardaki hesaplanan bütün P4 parametre değerlerinin frekanslarından elde edilen T_2 eşik değerleri belirlenmelidir. Bu çalışmada T_2 değeri, 2011-2012 güz yarıyılına ait 5585 öğrencinin sınav oturumları analiz edilerek hesaplanmıştır.

Tablo 9. Öğrenci sınav tamamlama durumu özet frekansları

Kümülatif Öğrenci Sayısı	Toplam Öğrenciye Oranı (%)	Minimum Sınav Tamamlama Oranı (%)
4347	77.8	100
4469	80	97.67
4741	85	95.92
5023	90	92.98
5307	95	86.84
5585	100	0.00

Tablo 9 'da ki frekans değerleri incelendiğinde, öğrencilerin %95 inin başlattıkları sınav oturumlarının en az % 86,84 sini başarı ile tamamladıkları tespit edilmiş ve bu değer T_2 eşik değeri olarak alınmıştır.

SONUÇ

Bu çalışmada, zeki etmen destekli bütünleşik bir çevrimiçi sınav sistemi mimarisi sunulmuştur. Bu mimari sayesinde; çevrimiçi sınav sistemlerindeki soru bankası oluşturma ve güncelleme, sınavı hazırlama, yürütme ve değerlendirme, öğrencilerden gelen geri-bildirimleri yönetme gibi temel işlevlerin bütünleşik yönetiminin yanında, zeki etmenlerin

ürettiği soru ve sınavlarla ilgili analiz raporlarının da karar verme süreçlerinde kullanımı sağlanmıştır. Böylece çevrimiçi sınav sisteminin işleyiş sürecinde ortaya çıkabilecek tüm sorunlar, sistemin öğreticilere sağladığı kolay ve hızlı karar verme imkânı ile kabul edilebilir bir düzeye indirilecektir.

Bu zeki etmen destekli olarak tasarlanan ZDÇSS, 2011 yılından beri ön-lisans, lisans ve yüksek lisans seviyelerinde öğrenim gören 10000'in üzerinde öğrencisine yönelik olarak Sakarya Üniversitesi'nin 21 uzaktan öğretim programının yürütülmesinde etkin bir şekilde uygulanmıştır. Uygulamada, öğreticilerin sorunları ancak öğrencilerin bildirmeleriyle fark ettikleri ve bu sorunları çözmek amacıyla uzun zaman harcadıkları tecrübe edilmiştir. Böyle bir durumda, zeki etmen destekli çevrimiçi sınav sisteminin meydana gelen sorunları önemli ölçüde tespit ettiği ve öğreticilerin kısa zamanda daha kolay şekilde karar vermesini sağladığı yapılan analizlerin sonuçlarından anlaşılmaktadır.

Bu çalışmada Sakarya Üniversitesinin ihtiyaçları doğrultusunda en çok karşılaşılan sorunların çözümüne yönelik olarak üç fonksiyonlu zeki etmen yapısı tasarlanmıştır. Bununla birlikte sınav sistemlerinde, farklı kurumların kullanım amacına bağlı olarak farklı hata durumları ile karşılaşılması olasıdır. Önerilen sistem esnek yapısı ile bu farklı hataların çözümüne yönelik ek zeki fonksiyonlar içerecek şekilde genişletilebilir. Ayrıca bu çalışmada kullanılan zeki etmen yapıları anlamsal ağ (semantic) ve bulanık çıkarsama (fuzzy inference) yöntemleri ile de genişletilebilir.

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دراسة العلاقة بين التفكير ما وراء المعرفي ودافعية الإنجاز لدى طلبة المدارس الثانوية في مدينة اربد (دراسة مقارنة بين الطلبة الموهوبين وغير الموهوبين)

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مقدمة

دعا التربويون الى ضرورة توجيه الاهتمام بالموهوبين، ورعايتهم بهدف توجيههم لخدمة المجتمع وتطوره. وقد ازداد الاهتمام بهم منذ بداية النصف الثاني من القرن العشرين والسعي إلى تقديم برامج تربوية خاصة بهم، ودراسة خصائصهم التي تمثل حجر الأساس لوضع أي برنامج تربوي أو نفسي لرعايتهم؛ مما يمكنهم من مسايرة الحياة بصورة أفضل، ومن القيام بدورٍ أكثر فاعلية وايجابية نحو تقدم مجتمعاتهم (الصاعدي،2007).

وقد أثارت فكرة إنشاء برامج تربوية خاصة نقاشاً حاداً بين المهتمين بين القبول والرفض، فبعض الدول ترفض مؤسساتها التربوية فكرة بناء وتنفيذ برامج خاصة بالموهوبين وعزلهم عن العاديين، ودول أخرى تجد أن هناك ضرورة ملحة لإعداد وتقديم هذه البرامج؛ ووجهة نظرهم في ذلك: أن البرامج الخاصة تساعد الموهوبين على النمو المتوازي في جميع الجوانب الحركية والعقلية والانفعالية، فوجود الطفل الموهوب مع مجموعة مماثلة له في مستواه العقلي تساعده على تكوين مفهوم عقلي عن ذاته؛ ومن ثم التعرف على مواطن قوته وضعفه؛ مما يؤدي به إلى النمو السريع من كافة هذه الجوانب.

كما أن هذه البرامج تعتبر وسيلةً أساسيةً لتحقيق الارتقاء الاجتماعي انطلاقاً من حقيقة أن الموهوبين يمثلون كنزاً وثروةً يجب الاهتمام بها كي يتمكنوا من خدمة مجتمعهم، وتطبيقا لمبدأ تكافؤ الفرص والذي تؤكده المجتمعات الديمقراطية في نظمها السياسية والتربوية، وذلك بأن تُهيأ الظروف الملائمة لكل طالب كي يتقدم بأقصى طاقاته وأن يحقق ذاته. وهذا ما يطمح إليه المدافعون عن حق الطفل الموهوب في الحصول على برامج تربوية تلبي احتياجاته وتتحدى قدراته (الخالدي، 2003 & جروان، 1999) .

وتعد المملكة الاردنية الهاشمية احدى الدول التي أخذت بفكرة انشاء مثل هذه البرامج وضاعفت الاهتمام بالطلبة الموهوبين وتم انشاء مدارس للطلبة المتميزين اطلق عليها (مدارس الملك عبدالله الثاني للتميز) وتسعى هذه المدارس إلى تقديم خدمات اكاديمية تربوية تخصيصية تهدف الى تطور العملية التربوية والبيئة المدرسية والصفية للطلبة الموهوبين لتنمية الموهبة والابداع وتطويرهما لديهم بما يحقق ديموقراطية التعليم وتكافؤ الفرص عندهم لاستثمار طاقاتهم وامكانياتهم لخدمة المجتمع (وزارة التربية والتعليم ،2003)

أما عن طريقة اختيار وقبول الطلبة في مدارس الملك عبدالله الثاني للتميز فهي تتم بالتنسيق مع مركز التميز التربوي التابع لمؤسسة الحسين، حيث تقوم دائرة القياس والإرشاد بإجراء الإختبارات المناسبة والتي على أساسها يتم اختيار الطلبة وترشيحهم للدراسة في مدرسة اليوبيل(مركز التميز التربوي،2001)

اسس ومعايير اختيار الطلبة:

يتم ترشيح الطلبة الذين أنهوا بنجاح الصف السابع الأساسي وضمن المعايير الاتية:

- لايقل معدله الدراسي في العلوم والرياضيات واللغة الإنجليزية عن 95%، والمعدل العام عن 95% .
- مراجعة سجل الطالب التحصيلي لثلاث سنوات سابقة للتعرف على ثبات اطراد تقدمه في المواد المختلفة لأن ذلك يعد دليلا على امكانية استمراره وعدم فشله.
- خضوعه لاختبار قدرات عقلية بحيث تزيد نسبة ذكائه عن 140 درجة ويتم اختيار أعلى 100 طالب من بينهم في كل عام
- اجراء دراسة لتاريخ الحالة من قبل فريق مخصص من المدرسة يضم معلمي المدرسة والمرشد ومدير المدرسة بهدف جمع معلومات تساعد في اتخاذ القرار المناسب.
- خضوعه لمقابلة تؤخذ على ضوئها موافقة ولي الأمر
- قدرة فنية : للترجيح
- قدرة ادبية :للترجيح
- قدرة رياضية : للترجيح.

الموهبة

اختلف الباحثون في تعريفهم للموهبة وتباينت وجهات النظر التربوية في ذلك ويعود هذا الإختلاف إلى اختلافهم في الإتجاهات النظرية، والخبرات العملية التي ينطلقون منها في تحديد مجالات التفوق، ويعدونها أكثر أهمية في تحديد الموهبة (الزعبي,٢٠٠٣).

ومن أوجه الخلاف التي لا تزال قائمة على صعيد ذلك التعريف مثلاً: التساؤل عما إذا كان المقصود بالموهبة قدرة عقلية عامة متفوقة، أم أنها تشمل أيضا مهارات ومواهب متنوعة: كالقدرة الفنية أو مادة أكاديمية معينة، أو الإبداع، أو المهارات الإجتماعية. إلا أن هناك اتفاقاً واضحاً في أن الموهوبين ينحرفون عن المتوسط انحرافاً ايجابياً ويُفصحون عن مستوياتٍ عليا من التحصيل، أو القابلية للتحصيل في مجال ما، أو عدة مجالاتٍ هامة تضعها الثقافة الاجتماعية- السائدة في المجتمع- في مكانةٍ مرموقة. وفي هذا الصدد يمكن القول بأن هناك عاملٌ مشتركٌ بين الذين يتم تصنيفهم على أنهم موهوبون وهو: قدرتهم على استيعاب المفاهيم المجردة، وتنظيمها بكفاية أكثر من المتوسطين واستخدامهم الأكثر ملائمةً منهم (الوقفي,٢٠٠٤).

لقد اعتمدت التعريفات الحديثة للموهبة والموهوبين على تغيير نظرة المجتمع لأداء الموهوب؛ فلم يعد النظر إلى القدرة العقلية العالية بأنها المعيار الوحيد في تعريفه، بل أصبح يُنظر لأشكالٍ أخرى كمعايير رئيسة في ذلك، فقد ذكر رينزولي (Renzuily,1977) تعريفا للموهبة بقوله: تتألف الموهبة من تفاعل ثلاث مجموعات من السمات الإنسانية وهي:

- قدرات عامة فوق المتوسط.
- مستويات عالية من الدافعية.
- مستويات عالية من الإبداع.

ومن خلال ذلك التعريف نجد أنه قد وسع مفهوم الموهبة، وأبرز الدور المهم الذي تلعبه الدافعية في تكوين الموهبة، وبين أهمية التفاعل بين القدرة العقلية والقدرة الإبداعية والدافعية.

الموهبة الدافعية

تكاد تكون الدافعية من الخصائص البارزة لدى الموهوبين، ومما لاشك فيه أن الدرجة العالية للدافعية والإندفاع القوي لاكتساب المعارف عند الموهوبين وبالتضافر مع حبهم للإستطلاع وقدراتهم المنطقية والإستيعابية المتقدمة؛ غالباً ما تقود إلى اهتمامات مدهشة وعالية المستوى(دافيس وريم, 2001).

كما وأشارت كثير من الدراسات (قطامي, 1996 & الفحل, 1999& Phillips and lindsay, 2006) الى العلاقة بين فيما بين الدافعية والقدرات العقلية والذكاء والى دور الدافعية في فهم وادراك الطلبة.

ويفسر الخالدي (2003) هذه العلاقة: بأن الدوافع تعمل على تحرير طاقات الفرد النفسية فتوجهها نحو نشاط معين يقوم به، وتدفعه إلى المزيد من بذل الجهد والمثابرة من أجل التفوق في هذا النشاط. فهو يعتقد بأن العمل والمثابرة هما سبيل نجاحه في الحياة فيحرص على عمله ويؤديه بحيوية فائقة، ويركز جهده خلال عمله ويتابعه ويشعر بالارتياح التام عقب النجاح، ويجد متعة كبيرة في حل المشكلات التي يصعب على الآخرين حلها فيثق بقدراته، ويرى أنه أهلٌ للوصول إلى مستوى ممتاز في كل ما يقوم به من أعمال. ويجد المتعلم في نفسه الثقة لأن يكون في مقدمة زملائه. فهو يخطط ويضع لنفسه أهدافا يسعى إلى تحقيقها، وينظر إلى الفشل على أنه خبرة اكتسبها كي يستفيد منها في مستقبل حياته ليوجه من خلالها طاقاته العقلية نحو نشاط جديد يحقق فيه النجاح. فهو بذلك يكون قد وظّف كل مالديه من طاقات عقلية في سبيل تحقيق تفوقه .

كما ويتمتع الموهوبون بمستوياتٍ عاليةٍ من الطاقة تظهر من خلال لعبهم وأعمالهم، ولديهم نوع من الدافع الداخلي يدفعهم نحو الإنجازات العالية، فكل البحوث التي اعتمدت على ملاحظة المنزل والمدرسة تشير إلى أنهم يمتازون بقوة الدافع إلى الاستكشاف والاستطلاع، والتعلم والتقصي وتوجيه الأسئلة. لذلك لابد من إشباع دوافع الموهوبين حتى لا تؤدي بهم إلى الفشل والشعور بالضيق والألم. وبالطبع؛ فإن دوافعهم لا تتطلب أن تكون المهمات سهلة للغاية، وإنما يحتاجون إلى ما يتحدى قدراتهم العقلية وذلك لوجود شحنات انفعالية زائدة تتطلب ذلك الأمر وهذا التحدي. وإذا تم غير ذلك فانه سينعكس سلبياً عليهم وينمي لديهم الكسل واللامبالاة والإهمال، والميل إلى عدم الدقة وعدم النظام، وعدم التركيز في التفكير أو التفكير في التفكير الذي يعتبر مطلباً من أهم المطالب لديهم (عسيري، 2006).

الدافعية وما وراء المعرفة

أشارت العديد من الدراسات (Landine and Steart,1998 ,1999 Liu & رشوان, 2005 & Rezven & Ahmadi, 2006 Efklides, 2011 & and Abedi,) الى أن مستويات عليا من أبعاد ما وراء المعرفة تتنبأ بتطور الإنجاز الأكاديمي وأن استراتيجيات المعرفة تتغير بتغير الدافعية وتختلف باختلاف أهداف الإنجاز.

كما أشارت دراسة (Borella & Zavagnin &De Beni, 2011 & Baykent and Eşme, 2006Carretti &) إلى أهمية الدافعية وما وراء المعرفة ودورهما في تنشيط الذاكرة وتزويد الطلبة بالمهارات وتطوير شخصية الفرد من خلال تشجيعهم وإثارةاهتمامهم بالعلم والتعلم.

وقد افترض (Brown & Esen-Danaci & Lysaker & Brüne,2012Tas &) أن ما وراء المعرفة ترتبط بشكل كبير مع مجالات الدافعية الداخلية. وأن ما وراء المعرفة والدافعية الداخلية سوف تكون على علاقة قوية وتنبؤية بحدوث التعلم بشكل ذاتي ومستقل لدى الافراد.

ويعتقد بيرس (Pierce,2003) بأن العلاقة فيما بين التفكير ما وراء المعرفي والدافعية تنطلق من نظرية العزو والكفاية الذاتية؛ فعندما يُعطى الطلبة مهمة ما فإن النجاح أو الفشل في هذه المهمة يدفع الطلبة إلى عزو أسباب هذا النجاح أو الفشل إما لأسباب داخلية (القدرة أو الجهد) أو لأسباب خارجية (صعوبة المهمة أو صعوبة الامتحان). وفي هذا السياق فإن ميل الفرد لعزو النجاح إلى القدرة أو الجهد الذاتي سيشجعه على النجاح، وتطوير الثقة لديه بالقدرة على حل المشكلات المختلفة مستقبلاً. أما عزو الفشل إلى ضعف القدرة فإنه يؤدي إلى ضعف الثقة بالنفس، والتقليل من قدرة الطالب على استثمار القدرات الانفعالية والعقلية في مهمات لاحقة فعندما يعزو الطلبة نجاحهم إلى مزيج من القدرات العالية، واستراتيجيات التعلم الفعالة والعوامل القابلة للضبط، فإن ذلك قد يمكنهم اختيار العمليات المعرفية والاستراتيجيات التعليمية التي تمكنهم من انجاز المهمة المطلوبة بنجاح.

كما أن الطلبة الذين يعزون مشكلاتهم الأكاديمية إلى القدرة المتدنية؛ من المحتمل أن يمتلكوا إحساساً متدنياً بالكفاية، ولا يحاولون بذل الجهد المطلوب للنجاح والطلبة الذين يمتلكون إحساساً قوياً بالكفاية الذاتية يختارون مهمات صعبة أو يبذلون جهداً اكبر، ويثابرون لمدة أطول ويطبقون الاستراتيجيات الأنسب لحل المشكلات في مواجهة المهمات الموكولة إليهم(Pierce,2003) .

وقد اشارت دراسة (chan, 1996) الى ان الموهوبين يعتبرون أنفسهم أكثر كفاءة معرفيا، وبالتالي أقل عرضة للفشل وأن يعزو ذلك إلى عدم وجود القدرة، فهم يمتلكون ثقة عالية بانفسهم وفي التحكم بشخصيتهم على النجاح أو الفشل في المهام المدرسية، ولديهم القدرة على السيطرة على مقدار الجهد، وقد ثبت أنهم يستخدمون بشكل كبير استراتيجيات معرفية، واستراتيجيات الكفاءة الذاتية في القراءة، وذلك مما يكشف عن مدى العلاقة فيما بين الدافعية والتفكير ما وراء المعرفي العلاقات والكفاءة الأكاديمية للطلبة الموهوبين.

الموهبة والتفكير ما وراء المعرفي

إن تعليم مهارات التفكير أصبح هدفاً رئيساً في مؤسساتنا التربوية ويشكل المحور الأساسي والعمود الفقري للإصلاح التربوي المعاصر والمتجدد، ولأن التقدم العلمي يعتمد بصورة أساسية على القدرة العقلية للأفراد الذين يضطلعون بالعمل العلمي، فإن على التربية الاهتمام بتنمية القدرة العقلية لدي جميع التلاميذ، من خلال اتاحة الفرصة أمام التلاميذ لمعرفة كيفية عمل عقل كل منهم، بالإضافة إلى معرفة الطرق المناسبة التي يتعلمون بواسطتها، ومساعدة المتعلم على فهم عمليات التفكير، وخاصة العمليات العقلية التي يستخدمها هو نفسه في التعلم وتمده بالمعلومات الكافية عن استراتيجيات التعلم المختلفة وتساعده على اختيار أنسبها بالنسبة له لاستخدامها في المواقف التعليمية التي يمر بها، وبالتالي يتعلم جيداً وبالطريقة التي تناسب تفكيره، وتمكنه من رسم مخطط واضح لمسار تفكيره، مما يسهل عليهم عملية التعلم، ويسهل عليهم سرعة إنجاز المهام التي تُطلب منهم، وأدائها بكفاءة عالية (العزة، 2000).

فوعي المتعلم بتفكيره وقدرته على معرفة مشاعره لها أهميتها في فهم المتعلم لنفسه في حين أن عدم الوعي بها يتركه تحت سيطرتها. ولقد وُجد أن الأشخاص ذوي القدرة العقلية العالية أقدر على فهم مشاعرهم، وأكثر ثقة في تسيير أمور حياتهم وتحديد اختياراتهم. وقد أثبتت الدراسات أن هناك ارتباطاً ايجابياً فيما بين الموهبة وما وراء المعرفة وأن استراتيجيات ماوراء المعرفة متوافرة لديهم بحيث يختارون منها ما يلزمهم لانجاز المهمات(& chan, 1996& Risemberg and Zimmerman , 1992 &Wingenbach,1982 ابو عليا, Martini, 2004 & 2003)

كما افترض خولدنجا أن الوعي لدى الموهوبين بقدراتهم التفكيرية وملكاتهم العقلانية، وتقنياتهم الذهنية هو جوهري وأساسي كإطار لنشاطاتهم الفكرية، وأن الخلفيات المسبقة لما وراء التفكير والعمليات والضبط والحافز لاستعمال مهارات التفكير والتفكير في التفكير لها أهمية فائقة. وأن المظاهر الممكنة لتعليم مهارات ما وراء التفكير تتضمن مساعدة الموهوبين على فهم مصادر أفكارهم الخاصة، ووجهات النظر المختلفة والاتجاهات والقيم ومصادر أفكار وآراء واتجاهات الآخرين، فبدلاً من مجرد الجدال مع الطلبة في وجهات النظر فإن الطلاب يحاولون الدفاع عن مواقف معاكسة، ومجرد تحليل الموضوع يحاول الطلاب معرفة كيف تتم عملية التحليل كعملية معرفية؛ فعلى الطلبة أن يسألوا أنفسهم _لماذا تعلموا موضوعاً أو سؤالاً معينا _ وماذا يعني ذلك السؤال أو الموضوع لهم(Davis, 2001).

ويؤكد كوستا (Costa,1984) على ضرورة فهم الطلاب الواعي لحل المشكلات وحين يحل الطلاب المشكلة فهم يحددون ويعرفون _ بوعي _ما هو معروف وما هو مطلوب معرفته، ويخططون خطة العمل قبل البدء، ويلاحظون أنفسهم وهم في مرحلة التنفيذ، ويقومون بإجراء تصحيحات الخطة كلما دعت الحاجة إلى ذلك، ويقيمون مدى نجاحهم عند استكمال العمل أو التنفيذ.

ومن المكونات التي وصفها كوستا (Costa,1984) عن التفكير في التفكير ويؤكد على ضرورتها للموهوبين، وتعني بوجود مضمون تعليمي إثرائي لهم: أن يتعلموا شيئا عن وظائف العقل مثلا: العلاقات بين التعلم والذاكرة؛ العواطف؛ الأحلام؛ الاختلالات والاضطرابات العقلية. ومناقشتهم أيضا في نماذج التفكير وأبعاد الشخصية مثل : الجانب الأيمن مقابل الجانب الأيسر، وما يرتبط بهما من عمليات فكرية، التأمل الفكري التلقائي العفوي مقابل التفكير الارغامي القسري، والتفكير العالمي مقابل التحليلي، ومناقشتهم في مركز الضبط باعتباره أسلوب تفكير هام مرتبط بالانجاز والتحصيل والنجاح المهني فالشخص ذو الضبط الداخلي المركزي يشعر أنه مسؤول عن النجاحات والإخفاقات وعن مصيره المستقبلي في مقابل الشخص ذو الضبط الخارجي؛ الذي يلوم الآخرين على فشله وينسب النجاح للحظ .

مشكلة الدراسة

ظهرت في الآونة الاخيرة المدارس والمراكز الخاصة التي تهتم بالطلبة الموهوبين والذين يتم اختيارهم في المرحلة الاساسية بناء على الشروط المقترحة للقبول في هذه المدارس والمراكز، وبناء على ذلك تقوم البرامج المخصصة لهذه المدارس بتطوير القدرات العقلية والإنفعالية لدى هؤلاء الطلبة.

وقد أشرنا سابقا الى أن الدراسات تشير الى أهمية التفاعل بين القدرة العقلية والقدرة الإبداعية والدافعية وغيرها من القدرات لدى الطلبة الموهوبين فلم يعد النظر إلى القدرة العقلية العالية بأنها المعيار الوحيد في تعريف الموهبة، وبذلك تهدف هذه الدراسة الى قياس مهارات التفكير ما وراء المعرفي ودافعية الإنجاز لدى الطلبة الموهوبين لتكشف عن مدى فاعلية البرامج التربوية المخصصة لتطوير قدراتهم العقلية والإنفعالية، وهل تميزت هذه القدرات عند هؤلاء الطلبة عن غيرهم من الطلبة الذين يدرسون ضمن البرامج العادية في المدارس الاخرى.

وبذلك تكون أسئلة الدراسة ما يلي:

- ما هي درجة امتلاك الطلبة الموهوبين وغير الموهوبين لمهارات التفكير ما وراء المعرفي؟
- ما مستوى دافعية الإنجاز لدى الطلبة الموهوبين وغير الموهوبين ؟
- هل يوجد فرق دال إحصائيا عند مستوى الدلالة $\alpha \leq 0.05$ بين العلاقات الارتباطيه لكل من: التفكير ما وراء المعرفي ودافعية الإنجاز لدى الطلبة الموهوبين وغير الموهوبين ؟.

اهمية الدراسة

تكمن أهمية الدراسة في الكشف عن الفروق بين الطلبة الموهوبين وغير الموهوبين ضمن العلاقة الارتباطية بين مهارات التفكير ما وراء المعرفي ودافعية الإنجاز، فعلى الرغم من وجود العديد من الدراسات التي تناولت هذه المتغيرات لأغراض الدراسة الا أنه لا يوجد دراسات اهتمت بدراسة الفروق بين الموهوبين وغير الموهوبين ضمن العلاقة الارتباطية بين متغير مهارات التفكير ما وراء المعرفي ودافعية الإنجاز.

التعريفات الاجرائية

التفكير ما وراء المعرفي: وعي الفرد لعملية التعلم بحيث يعرف ماذا يعرف وماذا لا يعرف، والتفكير حول كيف يتعلم، ويمثل في هذه الدراسة بالدرجة التي يحصل الطالب على المقياس الذي أعد لهذه الغاية.

دافعية الانجاز: استعداد ثابت نسبيا يحدد مدى سعي الفرد ومثابرته في سبيل تحقيق وبلوغ نجاح يترتب عليه نوع من الإرضاء، ويمثل في هذه الدراسة بالدرجة التي يحصل الطالب على المقياس الذي أعد لهذه الغاية.

الموهوبون: هم الطلبة الذين تم قبولهم في مدارس الملك عبدالله الثاني للتميز ضمن أسس ومعايير وضعتها وزارة التربية والتعليم، وتهدف هذه المدارس الى تطوير العملية التعلمية التعليمية للطلبة الموهوبين بحيث تلبي احتياجاتهم المختلفة، لتحقيق التنمية والتطوير والإبداع لديهم.

الطريقة والإجراءات

مجتمع وعينة الدراسة:

تكون مجتمع الدراسة من جميع الطلاب الذين تقدموا لاختبارات الموهبة والتميز من المدارس الأساسية في مدينة اربد؛ منهم من تم قبوله في مدارس الملك عبد الله للتميز(الطلبة الموهوبين) ومنهم من أخفق في هذه الاختبارات ولم تتح له فرصة الالتحاق بهذه المدارس (الطلبة غير الموهوبين). وقد اقتصرت هذه الدراسة على المراحل الدراسية الآتية: (العاشر- الأول الثانوي) للطلبة الموهوبين وغير الموهوبين؛ حيث بلغت عينة الطلبة الموهوبين ما يقارب (166) طالب وطالبة، تم توزيعهم كالآتي : الصف العاشر (45) ذكور و(46) إناث، الصف الأول ثانوي الفرع العلمي (35) ذكور و(40) إناث.

أما بالنسبة لعينة الطلبة غير الموهوبين، فقد تم اختيارها على اعتبار أنها عينة متيسرة من مجتمع الطلبة غير الموهوبين؛ نظراً لصعوبة الوصول إلى كل الطلبة؛ بسبب التنقلات المدرسية التي تحصل مع الطلبة. ومن خلال عمل الباحثين الميداني تم التوصل إلى (110) طالب وطالبة، تم توزيعهم كالآتي: الصف العاشر (29) ذكور و(25) إناث، الصف الأول ثانوي (31) ذكور و(25) إناث.. والجدول (1) يوضح توزيع أفراد عينة الدراسة حسب نوع الطالب.

الجدول(1)

توزيع أفراد العينة حسب (موهوب، غير موهوب)

المتغير	المستويات	العدد الفرعي	النسبة الفرعية%
نوع الطالب	موهوب	166	%55,2
	غير موهوب	110	%44,8
المجموع		267	%100

أدوات الدراسة:

استخدم الباحث مجموعة أدوات تمثلت في : قياس الموهبة، مقياس التفكير ما وراء المعرفي ، مقياس دافعية الانجاز وفيما يلي عرض لهذه الأدوات :

أولاً : قياس الموهبة:

قام الباحث باعتبار طلبة مدارس الملك عبد الله للتميز هم عينة الطلبة الموهوبين، وتم اعتبارهم موهوبون بناءاً على معدلاتهم المرتفعة والتي تبلغ 95% فما فوق، ومن ثم اجتيازهم لاختبار التميز الذي أقرته وزارة التربية والتعليم.

ثانيا: مقياس التفكير ما وراء المعرفي:

للوقوف على درجة امتلاك افراد عينة الدراسة لمهارات التفكير ما وراء المعرفي، قام الباحثان باستخدام اختبار التفكير ما وراء المعرفي(M.Q.S) (Metacognitive Questionnaire Scale) الذي قام بتطويره الخوالدة (2003) حيث قام بتعديله إلى البيئة الأردنية، وحذف الفقرات غير المناسبة وإجراء بعض التعديلات عليها؛ حيث تكون الاختبار في صورته النهائية من (60) فقرة من أصل (80) فقرة موزعة على أربع مجالات وهي: (محسوس متسلسل ، محسوس عشوائي، مجرد متسلسل، مجرد عشوائي) تقيس درجة امتلاك

الطالب لمهارات التفكير ما وراء المعرفي، كما ويقوم الاختبار على "نظرية التأمل" التي تصف معرفة الطلبة حول عمليات تفكيرهم وتعلمهم . واعتماداً على هذه النظرية هناك نوعان من المهارات هما:

- الإدراك (استقبال المعلومات) ويظهر بشكلين هما: (المجرد والمحسوس).
- الترتيب (تنظيم المعلومات) ويظهر بشكلين هما: (متسلسل وعشوائي).

لذلك فان هذا الاختبار يميز بين أربع وسائل للتفكير وهي:

- المجرد: يعني أن الطالب يستقبل المعلومات على أنها مفاهيم ذهنية.
- المحسوس: يعني أن الطالب يعتمد على الحواس في استقبال المعلومات.
- المتسلسل: يعني أن الطالب يقوم بالتعامل مع المعلومات بشكل متسلسل منطقي.
- العشوائي: يعني أن الطالب يضع المعلومات بعدة وسائل وطرق حتى يحصل على الكثير من المعلومات في وقت واحد.

صدق المقياس:

للتأكد من صدق المحتوى للمقياس قام الباحث بعرضه على عدد من المحكمين من أعضاء هيئة التدريس في كلية التربية بمختلف تخصصاتها، وقسم اللغة العربية في الجامعات الأردنية، حيث طلب إليهم إبداء أرائهم حول مدى ملائمة المقياس لأغراض الدراسة ومدى تمثيل كل فقرة للبعد الذي تقيسه، وكذلك من حيث الصياغة والمضمون. وبعد جمع الاستبيانات وتفريغها طلب المحكمين تعديل بعض الفقرات من حيث الصياغة لتتلاءم مع البعد الذي تقيسه حتى خرج المقياس بالصورة النهائية المستخدمة في هذه الدراسة مثال ذلك:

الفقرة قبل التعديل	الفقرة بعد التعديل
أفكر في أشياء واضحة البداية والنهاية.	أفكر في أمور واضحة البداية والنهاية.
أقوم بتنظيم الأمور بطريقة تجميعية لكي تصبح أكثر مناسبة	أقوم بتنظيم الأمور بطريقة كلية لكي تصبح مناسبة أكثر
أعني بفهم ذاتي	افهم ذاتي

ثبات المقياس:

تم حساب معاملات الثبات لمجالات التفكير ما وراء المعرفي بطريقتي الاختبار وإعادة الاختبار Test-Retest، وباستخراج معامل الاتساق باستخدام معادلة كرونباخ ألفا، وقد بلغت فترة مابين الاختبارين ثلاثة أسابيع؛ حيث تراوح معامل الثبات لمجالات التفكير ما وراء المعرفي بطريقة إعادة الاختبار من (79%_85%) فقد كان مجال (مجرد عشوائي) اقل معامل ثبات، ومجال (مجرد متسلسل) أعلى ثبات.

أما معاملات الثبات بطريقة الاتساق الداخلي فقد تراوحت بين (70%-89%) وقد كان مجال (محسوس عشوائي) اقل معامل ثبات، بينما كان مجال (مجرد عشوائي) هو أعلى معامل ثبات. وكان معامل الثبات بطريقة إعادة الاختبار للتفكير ما وراء المعرفي ككل (81%) و (83%) بطريقة الاتساق الداخلي والجدول (2) يوضح ذلك.

الجدول (2)

معامل الثبات لكل مجال من مجالات مقياس التفكير ما وراء المعرفي والمقياس الكلي

المجال	معاملات ثبات كلٍّ من:		عدد الفقرات
	الإعادة	الاتساق	
محسوس/متسلسل	0.81	0.77	15
محسوس/عشوائي	0.83	0.70	15
مجرد/متسلسل	0.85	0.81	15
مجرد/عشوائي	0.79	0.89	15
التفكير ما وراء المعرفي	**0.81**	**0.83**	**60**

ثالثا : مقياس دافعية للانجاز:

قام الباحثان بتطوير هذا المقياس بعد الرجوع إلى الأدب النظري، والاستفادة من الدراسات السابقة (كنعان، 2003؛ سحلول، 2005؛ دلاشه، 2006) وقد تكوّن هذا المقياس في صورته النهائية من (38) فقرة؛ حيث كانت الفقرات ذات أوزان ايجابية وسلبية موزعة على خمسة مجالات (المثابرة، المنافسة، الثقة بالنفس، إدراك أهمية الوقت، الرغبة في إتقان العمل والاستمتاع فيه) والتي تقيس مستوى دافعية الانجاز لدى الطالب.

صدق المقياس:

للتأكد من صدق المحتوى للمقياس قام الباحث بعرضه على نخبة من المحكمين من ذوي الاختصاص، ومن أعضاء هيئة التدريس في كلية التربية والاداب في الجامعات الأردنية، حيث طلب إليهم إبداء رأيهم حول مدى ملائمة المقياس لأغراض الدراسة ومدى تمثيل كل فقرة للبعد الذي تقيسه، وكذلك من حيث الصياغة والمضمون. وبعد جمع الاستبيانات وتفريغها طلب المحكمون تعديل بعض الفقرات من حيث الصياغة لتتلاءم مع البعد الذي تقيسه وقد اعتبرت موافقة 80% منهم على الفقرات دليلا على صدق محتواها مثال ذلك:

الفقرة قبل التعديل	الفقرة بعد التعديل
أواصل المحاولة حتى أتقن الموضوع الذي أدرسه.	أكرر المحاولة حتى أتقن الموضوع الذي أدرسه..
هدفي هو الحصول على علاقة أفضل مع زملائي.	هدفي هو إقامة علاقة أفضل مع زملائي.
يشغلني احتمالية فشلي بمادة دراسية معينة.	يقلقني احتمالية فشلي بمادة دراسية معينة.

ثبات المقياس:

تم حساب معاملات الثبات لمجالات دافعية الانجاز بطريقتي الاختبار وإعادة الاختبار Test-Retest، وباستخراج معامل الاتساق باستخدام معادلة كرونباخ ألفا؛ حيث تراوح معامل الثبات لمجالات دافعية الانجاز بطريقة إعادة الاختبار من (78%_85%) وكان مجال (المثابرة) اقل معامل ثبات ومجال(المنافسة) هو أعلى ثبات.

أما معاملات الثبات بطريقة الاتساق الداخلي فقد تراوحت بين (79%-88%) وقد كان مجال (المنافسة) اقل معامل ثبات بينما كان مجال (الثقة بالنفس) هو أعلى معامل ثبات. وكان معامل الثبات بطريقة إعادة الاختبار للتفكير ما وراء المعرفي ككل (79%) و (70%) بطريقة الاتساق الداخلي والجدول (3)يوضح ذلك.

الجدول (3)

معامل الثبات لكل مجال من مجالات مقياس دافعية الانجاز والمقياس الكلي

المجال	معاملات ثبات كلٍ من:		عدد الفقرات
	الإعادة	الاتساق	
المثابرة	0.78	0.87	11
المنافسة	0.85	0.79	5
الثقة بالنفس	0.84	0.88	88
إدراك أهمية الوقت	0.83	0.87	7
الرغبة في إتقان العمل والاستمتاع فيه	0.82	0.84	7
دافعية الانجاز	**0.79**	**0.70**	**38**

اجراءات تصحيح المقاييس :

تم تحويل استجابات الطلاب عن فقرات المقاييس من (اعارض بشدة_ اعارض_ متردد_ اوافق_ اوافق بشدة) الى الدرجات التالية بالترتيب (1_ 2_ 3_ 4_ 5) وذلك عند الاجابة عن فقرات المقياس الإيجابية . وتم تحويل استجابات الطلاب الى الدرجات التالية (5_ 4_ 3_ 2_1) عند الإجابة عن فقرات المقياس السلبية .

متغيرات الدراسة:

تكونت متغيرات الدراسة مما يلي :

أ_ المتغير المستقل:

صنف الطالب (موهوب، غير موهوب)

ب_ المتغيرات التابعة:

هي العلاقات الارتباطية بين كل من:

- الأداء على مقياس التفكير ما وراء المعرفة أو مجالاته مع الاداء على مقياس دافعية الانجاز أو مجالاته.

المعالجات الإحصائية:

للإجابة على السؤال الأول:

تم حساب المتوسطات الحسابية والانحرافات المعيارية لاستجابة أفراد عينة الدراسة على مقياس التفكير ما وراء المعرفي الكلي ومجالاته.

للإجابة على السؤال الثاني:

تم حساب المتوسطات الحسابية والانحرافات المعيارية لاستجابة أفراد عينة الدراسة على مقياس دافعية الانجاز الكلي ومجالاته.

للإجابة على السؤال الثالث:

تم حساب العلاقات الارتباطية الخطية بين كل من مقياس المعتقدات المعرفية ومجالاته من جهة، ومقياس التفكير ما وراء المعرفي ومجالاته من جهة أخرى، بالإضافة إلى حساب قيم z الفشرية المقابلة لها، ثم تم تطبيق معادلة كشف الفرق بين معاملي ارتباط لمجموعتين مستقلتين حسب متغير نوع الطالب (موهوب، غير موهوب).

النتائج

اشتملت الدراسة على ثلاثة اسئلة وفيما يلي الاجابة عن كل واحد منها كما كشفت عن ذلك عملية التحليل.

السؤال الاول:

ما درجة امتلاك الطلبة الموهوبين وغير الموهوبين لمهارات التفكير ما وراء المعرفي؟.

للإجابة عن هذا السؤال قام الباحث بحساب المتوسطات الحسابية والانحرافات المعيارية لاستجابات أفراد عينة الدراسة على فقرات مقياس مهارات التفكير ما وراء المعرفي ككل وفقرات مجالات هذا المقياس الاربعة كما هو مبين في الجدول (4).

الجدول (4)

المتوسطات الحسابية والانحرافات المعيارية لأداء أفراد عينة الدراسة على مقياس التفكير ما وراء المعرفي ككل ومجالاته الاربعة

رقم المجال	المجال	نوع الطالب: موهوب			غير موهوب		
		الرتبة	المتوسط الحسابي	الانحراف المعياري	الرتبة	المتوسط الحسابي	الانحراف المعياري
1	محسوس/متسلسل	3	2.70	0.40	2	2.82	0.43
2	محسوس/عشوائي	4	2.34	0.35	4	2.28	0.31
3	مجرد/متسلسل	2	2.76	0.47	3	2.73	0.46
4	مجرد/عشوائي	1	2.91	0.44	1	2.91	0.42
	التفكير ما وراء المعرفي		**2.68**	**0.33**		**2.69**	**0.31**

يتبين من النتائج في الجدول4 أن المتوسطات الحسابية لاداء الطلبة الموهوبين على المقياس الكلي لمهارات التفكير ماوراء المعرفي قد بلغت (2.68) وللطلبة غير الموهوبين (2.69) .

كما تراوحت هذه المتوسطات الحسابية للمجالات الأربع (محسوس متسلسل، محسوس عشوائي، مجرد متسلسل، مجرد عشوائي) لدى الطلبة الموهوبين من (2.34_2.91) في حين تراوحت لدى الطلبة غير الموهوبين من (2.28_2.91) .

السؤال الثاني:

ما مستوى دافعية الانجاز لدى الطلبة الموهوبين وغير الموهوبين ؟.

للإجابة عن هذا السؤال قام الباحث بحساب المتوسطات الحسابية والانحرافات المعيارية لمجالات دافعية الانجاز والمقياس ككل لدى الطلبة الموهوبين وغير الموهوبين، وذلك كما هو مبين في الجدول(5) .

الجدول(5)

المتوسطات الحسابية والانحرافات المعيارية لأداء أفراد عينة الدراسة على مقياس دافعية الانجاز الكلي ومجالاته الخمسة

رقم المجال	المجال	نوع الطالب: موهوب			غير موهوب		
		الرتبة	المتوسط الحسابي	الانحراف المعياري	الرتبة	المتوسط الحسابي	الانحراف المعياري
1	المثابرة	4	3.38	0.38	5	3.45	0.43
2	المنافسة	2	3.52	0.51	2	3.75	0.56
3	الثقة بالنفس	5	3.38	0.45	4	3.49	0.45
4	إدراك أهمية الوقت	3	3.43	0.44	3	3.55	0.45
5	الرغبة في إتقان العمل والاستمتاع به	1	3.75	0.54	1	3.84	0.34
	دافعية الانجاز		**3.48**	**0.31**		**3.59**	**0.28**

من الجدول السابق يتبين لنا أن المتوسطات الحسابية لدى الطلبة الموهوبين في مقياس دافعية الانجاز ككل قد بلغت (3.480) وللطلبة غير الموهوبين(3.591) .

كما تراوحت هذه المتوسطات الحسابية للمجالات الخمس(المثابرة ،المنافسة، الثقة بالنفس، إدراك أهمية الوقت، الرغبة في إتقان العمل والاستمتاع فيه) لدى الطلبة الموهوبين من (3.384_3.754) في حين تراوحت لدى الطلبة غير الموهوبين من (3.455_3.840) .

السؤال الثالث:

هل يوجد فرق دال إحصائيا عند مستوى الدلالة $\infty \leq 0.05$بين العلاقات الارتباطية لكل من: مقياس التفكير ما وراء المعرفي الكلي ومجالاته ومقياس دافعية الانجاز الكلي ومجالاته يعزى لاختلاف متغير نوع الطالب (موهوب، غير موهوب) ؟.

قام الباحث بحساب معاملات الارتباط الثنائية بين مقياس التفكير ما وراء المعرفي الكلي ومجالاته من جهة، ومقياس دافعية الانجاز الكلي ومجالاتها من جهة أخرى لدى الطلبة الموهوبين وغير الموهوبين، ثم تم تحويلها إلى قيم z الفشرية بهدف الكشف عن جوهرية فروقات العلاقات الارتباطية النابغة عن اختلاف متغير نوع الطالب(موهوب، غير موهوب) وذلك كما هو مبين في الجدول(6).

الجدول(6)

العلاقات الارتباطية الخطية بين كل من مقياس التفكير ما وراء المعرفي الكلي ومجالاته ومقياس دافعية الانجاز الكلي ومجالاتها، وقيم z الفشرية المقابلة لها

المقياس الثاني ومجالاته	المقياس الرابع ومجالاته	نوع الطالب	معامل الارتباط	الدلالة	العدد	قيمة Z الفشرية	Z	الدلالة الإحصائية
محسوس متسلسل	المثابرة	موهوب	0.163	0.051	143	0.165	***2.238**	0.013
		غير موهوب	-0.118	0.208	116	-0.118		
	المنافسة	موهوب	***0.350**	0.000	143	0.365	***2.303**	0.011
		غير موهوب	0.074	0.429	116	0.074		
	الثقة بالنفس	موهوب	***0.330**	0.000	143	0.343	***2.544**	0.005
		غير موهوب	0.021	0.822	116	0.021		
	إدراك أهمية الوقت	موهوب	***0.319**	0.000	143	0.331	***1.645**	0.050
		غير موهوب	0.122	0.192	116	0.123		
	الرغبة في إتقان العمل والاستمتاع فيه	موهوب	***0.456**	0.000	143	0.492	***3.133**	0.001
		غير موهوب	0.096	0.307	116	0.096		
	دافعية الانجاز	موهوب	**0.*458**	0.000	143	0.495	***3.659**	0.000
		غير موهوب	0.032	0.733	116	0.032		
محسوس عشوائي	المثابرة	موهوب	0.096	0.252	143	0.097	0.837	0.201
		غير موهوب	-0.009	0.922	116	-0.009		
	المنافسة	موهوب	0.071	0.399	143	0.071	1.313	0.095
		غير موهوب	-0.094	0.313	116	-0.095		
	الثقة بالنفس	موهوب	***0.200**	0.017	143	0.203	0.544	0.293
		غير موهوب	0.133	0.154	116	0.134		
	إدراك أهمية الوقت	موهوب	0.144	0.086	143	0.145	1.065	0.143
		غير موهوب	0.010	0.913	116	0.010		
	الرغبة في إتقان العمل والاستمتاع فيه	موهوب	***0.306**	0.000	143	0.316	1.458	0.072
		غير موهوب	0.131	0.161	116	0.132		
	دافعية الانجاز	موهوب	***0.243**	0.003	143	0.248	1.580	0.057
		غير موهوب	0.048	0.608	116	0.048		
مجرد متسلسل	المثابرة	موهوب	***0.181**	0.030	143	0.183	1.345	0.089
		غير موهوب	0.013	0.891	116	0.013		
	المنافسة	موهوب	0.161	0.054	143	0.163	***2.701**	0.003
		غير موهوب	-0.177	0.057	116	-0.179		
	الثقة بالنفس	موهوب	***0.248**	0.003	143	0.253	0.672	0.251
		غير موهوب	0.167	0.074	116	0.168		
	إدراك أهمية الوقت	موهوب	***0.262**	0.002	143	0.268	***2.072**	0.019
		غير موهوب	0.006	0.947	116	0.006		
	الرغبة في إتقان العمل والاستمتاع فيه	موهوب	***0.502**	0.000	143	0.552	***2.513**	0.006
		غير موهوب	**0.230**	0.013	116	0.234		
	دافعية	موهوب	***0.400**	0.000	143	0.424	***2.809**	0.002

المقياس الثاني ومجالاته	المقياس الرابع ومجالاته	نوع الطالب	معامل الارتباط	الدلالة	العدد	قيمة Z الفشرية	Z	الدلالة الإحصائية
	الانجاز	غير موهوب	0.068	0.466	116	0.068		
مجرد عشوائي	**المثابرة**	موهوب	0.123	0.144	143	0.123	1.028	0.152
		غير موهوب	-0.007	0.943	116	-0.007		
	المنافسة	موهوب	0.140	0.096	143	0.141	***1.667**	0.048
		غير موهوب	-0.070	0.454	116	-0.070		
	الثقة بالنفس	موهوب	***0.263**	0.001	143	0.269	***1.980**	0.024
		غير موهوب	0.019	0.840	116	0.019		
	إدراك أهمية الوقت	موهوب	***0.204**	0.015	143	0.207	0.238	0.406
		غير موهوب	0.175	0.060	116	0.177		
	الرغبة في إتقان العمل والاستمتاع فيه	موهوب	***0.389**	0.000	143	0.411	***2.257**	0.012
		غير موهوب	0.124	0.183	116	0.125		
	دافعية الانجاز	موهوب	***0.328**	0.000	143	0.341	***2.184**	0.014
		غير موهوب	0.064	0.493	116	0.064		
التفكير ما وراء المعرفي	**المثابرة**	موهوب	***0.183**	0.029	143	0.185	***1.773**	0.038
		غير موهوب	-0.039	0.677	116	-0.039		
	المنافسة	موهوب	***0.237**	0.004	143	0.242	***2.586**	0.005
		غير موهوب	-0.085	0.363	116	-0.085		
	الثقة بالنفس	موهوب	***0.336**	0.000	143	0.350	***1.907**	0.028
		غير موهوب	0.108	0.249	116	0.108		
	إدراك أهمية الوقت	موهوب	***0.302**	0.000	143	0.312	1.605	0.054
		غير موهوب	0.108	0.247	116	0.109		
	الرغبة في إتقان العمل والاستمتاع فيه	موهوب	***0.531**	0.000	143	0.592	***3.099**	0.001
		غير موهوب	**0.197**	0.034	116	0.200		
	دافعية الانجاز	موهوب	***0.462**	0.000	143	0.500	***3.379**	0.000
		غير موهوب	0.072	0.440	116	0.073		

*دالة عند مستوى دلالة (ألفا≤0.05)

من الجدول السابق يتبين لنا من خلال قيم z الفشرية وجود فرق دال إحصائيا عند مستوى الدلالة $\infty \leq 0.05$ لصالح الطلبة الموهوبين؛ بين العلاقات الارتباطية لكل من: مقياس التفكير ما وراء المعرفي الكلي من جهة، ومقياس دافعية الانجاز الكلي من جهة أخرى، وقد بلغت قيمة z الفشرية (3.379) وهي قيمة دالة إحصائيا. كما وجد أيضا فرق دال إحصائيا لصالح الطلبة الموهوبين بين العلاقتين الارتباطيتين لكل من: مجال (محسوس متسلسل) من جهة، ومقياس دافعية الانجاز الكلي وجميع مجالاته من جهة أخرى، والتي تراوحت قيم z الفشرية ما بين (1.645-3.659) وهي قيم دالة إحصائيا.

كما أسفرت النتائج وجود فرق دال إحصائيا لصالح الطلبة الموهوبين بين العلاقتين الارتباطيتين لكل من: مجال (مجرد متسلسل) من جهة، ومقياس دافعية الانجاز الكلي ومجال (المنافسة)، (الرغبة في إتقان العمل والاستمتاع فيه)، (إدراك أهمية الوقت) من جهة أخرى، وقد بلغت قيم z الفشرية لهذه العلاقة على التوالي (2.809؛ 2.701؛ 2.513؛ 2.072) وهذه القيم كلها دالة إحصائيا.

وأسفرت أيضا عن وجود فرق دال إحصائيا لصالح الطلبة الموهوبين في العلاقتين الارتباطيتين لكل من: مجال (مجرد عشوائي) من جهة، ومقياس دافعية الانجاز الكلي ومجال (المنافسة)، (الرغبة في إتقان العمل والاستمتاع فيه)، (الثقة بالنفس) من جهة أخرى، وقد بلغت قيم z الفشرية لهذه العلاقة على التوالي (2.184؛ 1.667؛ 2.257؛ 1.980) وهذه القيم كلها دالة إحصائيا.

أما بالنسبة لمقياس التفكير ما وراء المعرفي الكلي، فقد وجد فرق دال إحصائيا لصالح الطلبة الموهوبين لعلاقته الارتباطية مع كل مجالات دافعية الانجاز باستثناء مجال (إدراك أهمية الوقت) وقد تراوحت قيم z الفشرية لهذه العلاقات الارتباطيه الدالة إحصائيا من (1.773-3.379).

مناقشة النتائج

مناقشة النتائج المتعلقة بالسؤال الاول:

ما درجة امتلاك الطلبة الموهوبين وغير الموهوبين لمهارات التفكير ما وراء المعرفي؟

يلاحظ من خلال النتائج أن المتوسطات الحسابية لدى إجابات الطلبة الموهوبين وغير الموهوبين على مجالات التفكير ما وراء المعرفي ككل كانت متجانسة.

لمناقشة هذه النتائج لا بد من الرجوع الى التعريف الإجرائي للطلبة غير الموهوبين: فهم أولئك الذين تقدموا لاختبارات التميز وأخفقوا فيها، وبناء على ذلك لم يتم قبولهم في مدارس الملك عبد الله للتميز. وللعلم؛ ان من شروط التقدم لاختبارات التميز أن يكون معدل الطالب التراكمي (95%) فما فوق، وهذا يعني أن عينة الدراسة من الطلبة الموهوبين وغير الموهوبين كانوا بنفس المستوى بالنسبة لمعدلاتهم الأكاديمية؛ ويمكن ان يكون بينهم عوامل وخصائص اخرى قد تشابهوا فيها، الا انه من المفترض ان يكون فيما بينهم اختلاف بناءا على ما تتميز به مدارس الموهوبين عن باقي المدارس الاخرى؛ حيث تقدم برامج مدرسية خاصة تسعى الى تطوير الطلبة الموهوبين من حيث القدرات العقلية والانفعالية. ونحن في هذه الدراسة لسنا في صدد الكشف عن الفروق الاحصائية بين المتوسطات الاحسابية ولكن ما تهدف اليه هذه الدراسة هو الكشف عن الفروق الاحصائية في العلاقة الارتباطية فيما بين التفكير ما وراء المعرفي ودافعية الانجاز، ولصالح من ظهرت هذه الفروق(للموهوبين ام لغير الموهوبين)، وهذا ما سنشير اليه في مناقشة السؤال الثالث.

مناقشة النتائج المتعلقة بالسؤال الثاني:

ما مستوى دافعية الانجاز لدى الطلبة الموهوبين وغير الموهوبين ؟

يلاحظ من خلال ما أظهرته النتائج أن المتوسطات الحسابية لإجابات الطلبة الموهوبين وغير الموهوبين في مجالات دافعية الانجاز قد تراوحت من (3.38 _3.84). وهذا المستوى في مجالات دافعية الانجاز هو أعلى درجة مما كانت عليه النتائج في مهارات التفكير ما وراء المعرفي. ويمكن أن يعزى ذلك إلى أن دور الدافعية في فهم وإدراك الطلبة لابد أن يكون واضحاً جداً وفي تحقيق الأهداف الشخصية أيضا، وأن استراتيجيات المعرفة تتغير بتغير الدافعية؛ حيث اعتبر الدافع إلى الانجاز بمثابة أحد العوامل التي تسهم في وصول الفرد إلى مستويات مرتفعة من حيث الأداء في مجالات ترتبط بتكوينه العقلي.

مناقشة النتائج المتعلقة بالسؤال الثالث:

هل يوجد فرق دال إحصائيا عند مستوى الدلالة $\infty \leq 0.05$بين العلاقات الارتباطية لكل من: التفكير ما وراء المعرفي ودافعية الانجاز يعزى لاختلاف متغير نوع الطالب (موهوب، غير موهوب) ؟.

أشارت النتائج إلى وجود فرق دال إحصائيا عند مستوى الدلالة $\infty \leq 0.05$ لصالح الطلبة الموهوبين في العلاقات الارتباطية لكل من: مقياس التفكير ما وراء المعرفي ككل من جهة، ومقياس دافعية الانجاز ككل و مجالاته من جهة أخرى، كما وجد أيضا فرق دال إحصائيا لصالح الطلبة الموهوبين بين العلاقتين الارتباطيتين لكل من: مجال (مجرد عشوائي) من جهة، ومقياس دافعية الانجاز ككل ومجالاته من جهة أخرى.

لقد اثبتت الدراسات (العزة، 2000) أن تنمية القدرات العقلية لدى المتعلمين؛ وتنمية القدرة لديهم على كيف يفكرون ويدركون العمليات العقلية والمعرفية التي يقومون بها أثناء التعلم والتحكم فيها، وكيف يصلون إلى حل للمشكلات التي تواجههم، كل ذلك يساعدهم على رسم مخطط واضح لمسار تفكيرهم، مما يسهل عليهم عملية التعلم، ويسهل عليهم سرعة إنجاز المهام التي تُطلب منهم، وأدائها بكفاءة عالية.

فوعي المتعلم بتفكيره وقدرته على معرفة مشاعره لها أهميتها في فهم المتعلم لنفسه في حين أن عدم الوعي بها يتركه تحت سيطرتها. ولقد وُجد أن الأشخاص ذوي القدرة العقلية العالية أقدر على فهم مشاعرهم، وأكثر ثقة في تسيير أمور حياتهم وتحديد اختياراتهم. والوعي بالتفكير يعني القدرة على أن تعرف ما تعرفه وما لا تعرفه وهذه العملية تُعرف بما وراء المعرفة.

وقد أثبتت الدراسات أن هناك ارتباطاً ايجابياً فيما بين الموهبة وما وراء المعرفة وأن استراتيجيات ماوراء المعرفة متوافرة لديهم بحيث يختارون منها ما يلزمهم لانجاز المهمات (Wingenbach,1982).

وتتضح هذه العلاقة بالنظر إلى فقرات كل مجال ومستوى إجابات الطلبة الموهوبين وغير الموهوبين من حيث الرتبية عليها. فعلى سبيل المثال أحرز الطلبة الموهوبين رتبة أعلى من الطلبة غير الموهوبين على الفقرة رقم 50 ورقم 57 لمجال مجرد عشوائي (أهتم بنوعية التجارب لا بعددها) و(أتعامل مع القضايا المجردة بصورة متميزة) وعلى الفقرة رقم12 ورقم 29 لمجال الرغبة في إتقان العمل (أفضل دراسة المواد التي لا تدخل في احتساب المعدل) و(آمل أن أحتفظ بمعرفة عميقة بالمادة المتعلمة بعد الانتهاء من التعليم) وتعتبر العلاقة الارتباطية بين هذه الفقرات هي علاقة طردية عند الطلبة الموهوبين؛ يعني أن الطالب الذي يهتم بنوعية الأشياء وليس بعددها، وبالكيف وليس الكم، وبالمجرد لا بالمحسوس؛ من المؤكد انه لا يدرس ويجتهد لأجل العلامة والمعدل وإنما تراه ينظر إلى أكبر من ذلك فهو يطلب العلم لأجل العلم والمعرفة والمنفعة؛ أي أنه ينظر إلى الأمور من زاوية نوعية وجوهرية وليست حسية مادية؛ فالدافعية لديه هنا داخلية ومعنوية وليست خارجية ومادية وشتان مابين هذه وتلك.

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