Turkish Republic
Ministry of National Education
General Directorate of Education Technologies



A REVIEW OF THE LITERATURE ON THE OPEN HIGH SCHOOL IN TURKEY BETWEEN THE YEARS ON ITS



A Revised and Expanded Version

Editors
Ugur DEMIRAY
Zehra ADIYAMAN



Turkish Republic Ministry of National Education General Directorate of Education Technologies

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> Eskisehir October 2002

Ministry of National Education General Directorate of Education Technologies

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A Review of the Literature on the Open High School in Turkey Between the years on Its 10th Anniversary (1992-2002) A revised and Expanded Version

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This study is dedicated

- to all authors who have studied and will study on Open High School and its related subjects
- the staff who have worked and will work Open High School and distance education
- In additon, to my beloved teacher educator Prof. Dr. Cevat ALKAN who did not resist any time to Distance Education concept along his life

Who Is Prof. Dr. Cevat ALKAN?

Dr. Alkan received his University degree from the twoyears Technical Teacher College of Ankara University.



He completed his master and Ph.D education in the United States. He received his master degree from "Staut State University" and completed doctoral programme in "The Ohio State University". He became Associate Professor by giving his Associate Professor Thesis written on 'Educational Technology' field. He was one of the pioneers of

Educational Technology and the first academician on this subject and supported development of Open/Distance Education in Turkey.

Dr. Alkan has more than 200 studies in the form of research, book, article, translation, or presented papers which are conducted on some aspects of Education, Educational Technology and Distance Education fields etc.

He is the member of international organizations such as World Association for Educational Research (WAER), The World Council of Curriculum and Instruction (WCCI) and national associations as; Association of Technical Teachers (ATT), Association of Vocational and Technical Education development (AVTED) and delegate one of the three of UNESCO's Education Committee. He retired from Ankara University.

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FOREWORD

Rapid developments on science and technology today, result inadequacy of the knowledge given in traditional educational institutions in a short time. Organizations, institutions, and individuals feel to renew and integrate themselves according to these rapid developments for compensating their inadequacies. One of the institutions carrying out adult education programmes via distance education in our country is entitled as Ministry of National Education (MONE) General Directorate of Education Technologies. In this context this year Open High School which one of the MONE application of distance education is celebrating on its 10th Anniversary.

During this application Open High School (Abbrev. is OHS) administrators have given their attention to the studies, research, reports, critics etc conducted on OHS. These studies are welcomed as the facilitators of the developments and improvements of Open High School-(OHS).

One of these studies you are about to read is a very important reference book in the field, entitled "A Review Literature on Open High School on Its 10th Anniversary". This reference book is very crucial, especially for the researchers who will study or make research on OHS in future.

I would like to thank to pioneer of this study Lead Editor Ugur DEMIRAY, co-editors Zehra ADIYAMAN and to people Ass. Prof. Dr. Ayse INCEELLI Asst. Prof. Dr. Ozden CANDEMIR, Doctoral Candidate Figen UNAL, Hülya GUNAY and Serpil YORUKER who are contributed this study for Open High School.

With the best wishes. June 2002

Ruhi Esirgen General Director of EğiTek Ministry of National Education And Coordinator of the Project

PREFACE FOR THE SECOND EDITION

The people who want to conduct research on the Open High School have often gone to Ankara to see the authorities at The Ministry of National Ministry of EğiTek or Open High School in order to gain information about their research topic.

This situation has been difficult especially for the researchers coming out of Ankara, as they have limited time and finance. This study, which could be a reference book for all research on Open High School application, presents the resources available in the field in a bibliography form and includes the abstracts of the previous (for ten years period of 1992-2002) research and subject and author indexes.

This information clearly summarizes the purpose of this study. The main aim of this study is to convey information about what has been done on Open High School application by Turkish and foreign researchers so far, about what main approaches and methods have been applied and about the availability of these resources.

This, the first English edition of this bibliographic study, was published in Turkish, in 1998 for the 5th anniversary of Open High School.

It has been prepared by making use of the studies on Open High School application in the form of thesis, article, book, report, presented papers in the seminars, panels, conferences or symposiums and internal papers or copied issues.

THANKS TO

There is no doubt that, this research would not be completed and reached you without the supports of General Direct orate of Educational Technologies (EğiTek), formerly film Radio and Television (FRTED) and its valuable assistants. I would like to thank them and my colleagues, friends who have given their support through supplying necessary information, materials and encouraging me, which I really appreciated. I also want to mention that I believe they will continue supporting me for future studies by informing, motivating, encouraging. As wells and also special thanks go to Ins. Esen SIPAHU for correcting English version. And I would like to thank to all other helpful people without mentioning their names, (here) because it is so difficult, infact, impossible to declare all the names here.

There is no doubt that it will be very useful to repeat a similar study in each five-year period. Considering that similar studies will guide future research. It can be said that these studies will be quite important in the field. It is hoped that this study will be useful for the researchers who are interested in the subject and that similar studies will be done in future. It is very crucial that one copy of each future research on Open High School experience in the form of book, thesis, article or presented paper should be sent to MONE General Directorate of Education Technologies Information Center. In this way your study(ies) will be evaluated in the field and will be made use of by future researchers. Also, your studies will contribute to the next five-year bibliography.

I hope this study will be reconducted in every five-year period. I am quite happy to be a pioneer in this type of study five years ago. My desire is to reach domestic and foreign Distance Education researchers, and to be functional in their studies dealt with OHS and its related subjects through this study. This is my ultimate aim. Once more I would like to thank to all my friends who contributed at any level of these studies.

With my warmest regards to all researches and readers.

Dr. Ugur DEMIRAY May 2002-Eskisehir/Turkey

INTRODUCTIOTON

DEFINITION OF DISTANCE EDUCATION

As long as people have been able to write -or even draw pictures-they have tried to use these skills to send messages to other people. The inventions of printing and, in 20th Century, broadcasting, have enabled humanbeing to develop new methods of communication with people who are not face-to-face with each other (Dodds, 1983, p. 1). On those days all people are in contact with one or two types of mass media in their daily lives, which are very close to their way of life or their point of view of the world or life. It is no doubt that mass media is easily available and important in our daily life, for instance, the television or broadcasting via satellite. That have become as members of our family.

These developed techniques have also made it possible to communicate with very large numbers of people through a single act of writing or broadcasting. Many more people rather than a teacher or lecturer could teach in a lesson or a lecture (Dodds, 1983, p. 2).

A recent studies report on corporations and organizations, which have successfully implemented distance-learning systems, list a range of benefits for their corporations. Among these benefits, the most frequently cited are cost effectiveness, increased productivity and quality instruction (Akyürekoğlu, 1995, p. 81).

Attempts have been made since the 1920's to use print and broadcasting in an organised way to teach people at a distance. At first, these media were used separately for education.

The purpose of this section is to introduce terminology and definitions of the distance education concept based on the review literature and various aspects of distance education view, which have been argued by authors or distance educators.

In some societies, education has very big problems such as insufficient finance, qualified teaching team, and lack of physical capacities and so on. Distance education tries to solve these problems by using mass media to meet educational demand for its society within its own education method since early 1800's. Its history is mentioned in the other chapter in detail.

Early Pioneer Definitions

In the literature distance education can be defined or called along with many other concepts such as wallness education, open learning, open teaching, non-traditional education, distance learning, distance teaching, correspondence education, independent study, home study, teaching at a distance, extention study, external study, external learning, flexible education, flexible learning, life long education, lifelong learning, contract learning, experiential learning, directed private study, drop-in learning, independent learning, individualized learning, resource-based learning, self-access learning, self-study, supported self-study or continuing education etc in the literature defined by different authors.

In this chapter only the term distance education will be used, instead of the concepts mentioned above. This concept is placed in detail in the Keegan's book, 'Foundations of Distance Education'. Whatever distance education calls, mentioned above and on discussions in the literature. We will use distance education as being a generic term of the field of education, as he said.

Thus, it may be described as follows, 'distance education' is a generic term that includes the range of teaching/learning strategies referred to as correspondence education or correspondence study at further education level in the United Kingdom; as home study further education and independent study at higher education in the United States; as external studies in Australia; and as a distance teaching or teaching at a distance in the United Kingdom by the 'Open University'.

In French it is referred to as 'Tele-enseignement', 'Fernstudium/ Fernunterricht' in German; 'educacion a distanica' in Spanish and 'teleducacao' in Portuguese (Keegan, 1990, p. 28-29).

These terms have a long history in the education of children and adult at a distance. They still have their supporters who claim that nearly all distance education is still organized through mailing and that both the public and prospective students recognize the terms. 'Correspondence education' is defined in the UNESCO volume Terminology of Adult Education as:

Education conducted by postal services without face-to-face between teacher and learner. Written or tape-recorded materials through written or taped exercises do teaching to the teacher, who corrects them and returns them to the learner with criticisms and advice (Quoted from UNESCO, 1979; by Keegan, 1990, p. 29)

The main problem with the terms of correspondence education is that it cannot encompass the didactic potential of this form of education in 1980s and beyond: print, audio, video and computer based possibilities must be reflected by the terminology chosen. Even when distance education is print-based the term 'correspondence education' is inadequate to describe courses by newspaper or systems with no postal component. A term, however, is needed to designate the postal subgroup of the print-based, forms of distance education in which student contact is not encourged. For this purposes, it seems suitable to reserve the term 'correspondence education' (Keegan, 1990, p. 30).

History of the distance education terminology are based on the terms which are listed above as home study, independent study, external study and distance teaching at a distance etc. Home study concept is explained in Keegan's study as: It is significant that as early as 1926 when the directors of the correspondence schools of the United States came together to form an association, the title chosen was the National Home Study Council and not the National Correspondence Study Council. 'Home Study', however, has little claim to be an overall term as it is used mainly in the United States and is there confined to further education (technical and vocationally oriented institutions) and not higher education universities and university-oriented college- (Keegan, 1990, p. 30).

A related concept is 'independent study'. Independent study, consists of various forms of teaching or learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a various ways for the purpose of freeing internal learners from inappropriate class pacing or patterns, of providing external learners with opportunities to continue learning in their own environments, and of developing all learner's capacity to carry on self-directed learning, as mentioned in C. Wedemeyer's study, named as independent study, in 1971.

Wedemeyer's definition still involves an element of communication between teacher and learner at some point in the process. Similarly it is related to concept of distance education, which stresses the independent self-pacing nature of the student's learning. It is not enough to say that independent study is learning on one's own without establishing the context within which a student exercises his or her independence. Total independence takes one into areas covered by, for example teaches-you books and educational broadcasting in which the element of two-way communications essential in distance teaching is absent (Rumble and Harry, 1982, p. 13).

'External study(ies)' is the term most widely used in Australia. It describes well the ethos of distance education as found in Australian universities and colleges of advanced education; a form of education that is 'external to' but not 'separated from the faculty staff of the institution. The same staff has two group students, one on-campus, on the other external, and they prepare both groups for the same examination and awards. However, 'external studies' can have little claim to receive general acceptance because of its limitation to Australia and because of possible confusion with programmes structured differently such as American external degree (Keegan, 1990, p. 30). Keegan points out that this term is not enough to tell or emphasize distance education. He indicates his thoughts dealt with the Teaching at a Distance as follows: The term has become more popular after the inspection of the English Open University (EOU) which used it for its journal, teaching at distance. It is nevertheless, inadequate for the field of education we want to define.

Just as 'distance learning' would be too student-based as an overall term and would tend to ignore the role of the institution, 'distance teaching' is also teacher-oriented, places all the emphasis on the institution (Keegan, 1990, p. 30).

Distance education definitions stem from the discussions of the concepts which are using the same meaning instead of each other. For example; correspondence education is used instead of the distance education such a long time in the literature.

Based on Correspondence Education Definitions

Correspondence education began a century ago in the US. After nearly half a century of practice, a group of mostly American and Canadian correspondence educators, most but not all from university extension division, met in Vancouver, Canada, in 1938 to form an organization, which they called International Council for Correspondence Education (ICCE). Conferences of these correspondence educators were held about every four years, and it was at the conference in Warrenton, Virginia, in 1972 that the use of the term 'distance education' in English, and the concept of distance

as a dimension of teaching and learning were introduced. In 1967 Dohmen's definition from the Germany, director of the German Distance education Institute (DIFF) at Tübingen, is;

Distance education (Fernstudium) is systematically organized form of self-study in which student counseling, the presentation of learning material and the securing and supervising of student' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media, which can cover long distances. The opposite of distance education is 'direct education' or 'face-to-face education' a type of education that takes a place with direct contact between lecturers and students. (Quoted from Dohmen, 1967, by Keegan, 1990, p. 36).

According to Keegan; from this early formulation these are highlighted: the organization of self-study by an institution, use of media and differences from direct contact between lecturers and students.

On the basis of the research undertaken so far a number of authors -most notably Baath, Keegan, Peters, and Holmberg- have attempted to define what is meant by distance education, and thereby have provided a context for further study. Their definitions have built on varying practices and they reflect different backgrounds of the individual concerned (Tight, 1988, p. 56). Here it will discuss mostly quoted definitions by Holmberg, Peters and Keegan. In 1973 again from Germany, Otto Peters' definition is placed in the literature as shown belove:

Distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labor and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct the great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning (Quoted from Peters 1973, by Keegan, 1990, p. 37).

According to Keegan; characteristics of Peters' position are: the use of technical media, the mass education of students at a distance; and the industrialization of the teaching process. In 1977 without too much modifying Michael Moore's definition 1973, distance education was defined as:

Distance teaching may be defined as the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and learner must be facilitated by print, electronic, mechanical or other devices (Quoted from Moore 1973, by Keegan, 1990, p. 37).

According to Keegan; central points of the Moore's definition are: the separation of teacher and learner; and the use of technical media. As well as known the term 'distance education is defined by Holmberg Borje in (1982a), which is placed below:

The term 'distance education' covers the various form of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization (EDRS, 1990, p.1-2).

Holmberg's definition contains two elements, which can be considered as: The separation of teacher and learner, and the planning of an educational organization. Their main characteristic is its being non-contiguous, i.e. mediated communication. Perry and Rumble are giving their brief explanation on what distance education is; for education to occur there must be someone who needs educating and someone to do educating. This implies that there are both a learner and a teacher, and some form of two-way communication between them.

The teacher must have something he or she wishes to tell the learner, the learner must make some response to the teacher, and the teacher must then provide some feedback to the learner on what the latter he said or written. The learner, in order to be educated, must acquire three things: knowledge, skills and understanding. Learners must know something (knowledge), they must know how to use that knowledge (skill) and they must know why they are using it and what its value is in the widest possible context (understanding).

Perry and Rumble are continuing their explanations as: In this context of education, distance education means that:

The learner and the teacher are not face-to-face. Thus two-way communication must take place despite the fact that they are not in the same room together. This two-way communication can be established using any medium that is available such as: postal or emailing, telephone, fax, radio, television, computer, modems linkage TV, computers, interactive videodiscs, etc. both of side teaching or learning process. (Perry and Rumble, 1987, p.1)

Anthony Kaye agrees with Keegan's 1986 definition of distance education concept that is:

Distance education in contrast to traditional or campus-based education, is characterized by a clear separation in space and time of the majority of teaching and learning activities. Teaching is to a large degree mediated through various technologies (print, audio, video, broadcasting, computers, etc.), and learning generally takes a place on an individual basis through supported independent study in the student's home, or work place. The quality of the teaching materials and the level and variety support for independent study depends on the nature and resources of the institution or organization responsible for a given programme, and the available communication infrastructure (Kaye, 1989, p. 6-7).

As shown above, there are many different definitions of distance education, but Kevin Smith mentions in his article, entitled as "Distance Education: Touching With Technology", that distance education definition includes the separation of teacher and learner, the involvement of an educational organization, the use of media and the provision of two way communication between teacher and the learner. Of all the characteristics, emphasis on 'twoway communication is the most central for it is the interactive nature of the media which he focused on. This definition of distance education can be fleshed out a little if we consider what is necessary for an effective system (Smith, 1990, p. 4). As distance education evolved, so did the roles of students, teacher and institution in the teaching system. As noted by Sir John Daniel from Keegan, as recently as till 1980s, distance education was defined in terms of the correspondence tradition. According to the increasing remote-classroom approach, Moore's earlier and simpler definition changed to the inclusive: distance education is the family of instructional methods in which the teaching behaviors are executed from the learning behaviors (Daniel, 1996, p. 56).

Sharifah Alwiah Alsagoff agrees with Daniel and his friends' definition in his article "Training Needs in the Use of Media For Distance Education in Malaysia". He defines that distance education is an educational approach in which the learner is separated from institution by time and/or space. Communication in distance education is non-contiguous but interactive. Courses involve various media rather than face-to-face teaching (Alsagoff, 1990, p. 155). Anna Stahmer and friends give their definition on their article, which is titled as "Development in Telecommunication Technology For Distance Education with Reference to Developing Countries". The learner can study at home, at the place of work, or at a 'host university' campus, in learning centers or through a combination of such arrangements (Stahmer et al. 1990, p. 96).

Based on the Information Technologies Definitions

Nowadays our century's developments on communication technology and developments in electrical world give a chance to the distance education systems or institutions to establish better communication ways than they did before. 21st Century has a bright future for communication and electronic communication technology developments. Jetkins explains our age according to open or distance learning as mentioned below:

The age of information technology has, paradoxically, seen renewed emphasis on face-to-face and interpersonal contact as a component of good open and distance learning -the recognition that while most people can do most their learning at a distance, learners generally do better with a rounded learning support system which includes some personal contact. Increasingly, distance learning systems are designed to accommodate this kind of interaction, both incorporated within courses and associated with learning environment with guidance on course selection, through orientation to self-study and well-planned support, disadvantaged adults with a low level of basic education can study groups listening to the radio, with trained group leaders. The importance of interpersonal contact is manifest in the appearance in many contexts of open learning or distance education study centers-places where individuals can consult reference material and other resources.

Secondly, new information and communication technology applications in education have resulted in an immense boost for open and distance learning all over the world. Their immediate advantage lies in their ability to make more learning available at the increasing interactivity in the absence of a

teacher, through, for example, multimedia applications and electronic communication. But such learning is available only to minority of adults, those who have easy access to computers and know how to use them (Jenkins, 1997, p. 73).

In ever, media-based education, like print-based, computer-based or broadcasting-based etc institution or education systems, the main elements of the separation of teacher and learner are given a place in all these well known definitions.

It should not be ignored that there is a relationship between structure of the learning materials and the linking of these learning materials for effective use by students depends on differentiation of the educational organization and its media planning.

The most notable characteristic of distance education is that communication between learners and teachers is through print, writing or by electronic media such as broadcasts, recordings, narrowcasts by cable, satellite, ITFS, and fiber transmission, interactive telecommunication by computer, audio and video teleconferences or, as is increasingly common, combinations of these educational components of the communicational channels or media.

The second significant characteristic of distance education systems consists of a new approach to instruction, with the process of teaching being broken into its consequent parts.

Some or all of these are prepared away from learner, and communicated to the learner through the communication technology, with the possibility of interaction between learner and an instructor, and through communication technology. In distance education, courses are usually designed for distribution to audience that is larger, and over geographic areas that are wider than conventional education.

Although course materials are produced more centrally, local instructors help learners make individual sense and develop critical responses to them (Moore, 1989, p. 1). So that we can summarize and synthesize these definitions according to the role and influence of the educational organization, separating teacher and learners dealt with the using media or faced technological medium, way of established communication type; one way or two way etc privatization and the industrialization of the education.

Based on Global Scale Definitions

Distance education is defined as a type of education that takes place when a teacher and student(s) are separated by physical distance and technology (i.e. voice, video, data and print). These type of programs can provide adults with a second change at a college education, reach some disadvantaged people with limited time. Distance or physical disability, and who need update their knowledge as a result of working (Feasibility Analysis......Final Report, 1997, p. 2-3).

On a global scale, educators are heralding the advent of computer-based technology as the great equalizer that will provide instant education in developing countries. As scholar begin to see the impact that these new electronic media are used at the school, the family and the workplace, they are drawn to a more thorough examination of the economic, political, and social effects that technologies have on ways of thinking on cultural values (McIsaac, 1993a, p. 219).

Globalism and obligation to the life style and scientifical integration of global changing was mentioned in United Nations University's Second Medium-Term Perspective for 1990-95 Period with the global responsibilities especially from point of developing countries view. (Global Change....., 1989, p. 3).

The powerful forces now operating at the global level can only be understood and managed through collaborative effort and incorporating perspectives of diverse cultures and religions. It is necessary to recognize that this implies the need for a much higher-level awareness of the farreaching effects of our actions. Individuals, communities and nations must increasingly take into account the fact that their actions may have impacts far beyond their immediate sphere of concern or influence and must also take responsibility on the process.

This in turn requires people to be fully involved in the decisions and strategies that are needed to deal with global changes resulting from these actions. Such participation is as important as Turkey, for the young, particularly in developing countries where a majority of the population is under 25 years old, and for women, whose role in providing for basic needs in the family and community is a significant factor in the development process.

McIsaac gives a place to global culture concept on the basis of Featherstone's opinion. In commenting upon the globalization of cultures, scholars such as Featherstone (1990), -he indicates in his study which is titled as "Global Culture"- agreed that the cultures no longer represent groups of individual nation-states, but rather subgroups of people worldwide who share common jobs, vocabulary, experiences, and traditions. These people come from many economic, social and religious backgrounds and share, in the postmodernist tradition, a diversity, variety, and richness of customs and distinctive forms of social life. Believes, values, traditions, and symbols are reflected in various segments of our postmodern, interdependent world cross-national lines. Educators working with distance-learning technologies such as computer and telecommunication networks are called on to design curricula, frequently for ethnically diverse populations. Distance education, in which the instructor and learner are at a distance from each other, is particularly well suited for the use of computers and global information networks.

How can educators utilize these telecommunication systems and computerized networks to promote rather than stifle cultural diversity? How can the technology of education be made to work for rather than against the preservation of multiple cultural identities? As an educational tool, the computer communicates such values as the significance of knowledge, the importance of the individual as problem solver, and the supremacy of the logic. The computer offers an excellent example of technology that assumes a very specific rationale for the need for knowledge.

Distance education can be defined as a teaching and learning assisted by telecommunications (Isman, 1997). In this system, learning and teaching facilities are delivered from one place to one or more other places by telecommunication technologies and mail system. This definition of distance education takes us to global distance education. In other words, this is new and a summary of this chapter. Distance education systems can be successfully implemented at the national level in several countries. Thus, it is possible that distance education can be delivered internationally using globally interconnected telecommunication technologies, such as satellite, fiber optics, telephone services (Isman, 1995, p. 2).

In our century, Internet and teleconference systems are used very widespread as being one of student support services offered by distance education institutions. Including written, visual and audio elements, Internet is favorable medium for the learners. And also, teleconference system is applied to bring teacher and learner together who are in different places. It is possible to attend to the teleconference through Internet by adding sound and visual card into their computer at home

At the beginning establishment cost is quite expensive. But, when we think publishing and distributing cost of printed materials, preparing and broadcasting cost of television and radio course production materials and cost of face-to-face counselling organization, internet is becoming a cheaper cost than the other materials produced for the course. It takes us to virtual classroom in which almost every teaching course materials are presented to learners at internet medium as possible as by 2000 years.

HISTORY OF DISTANCE EDUCATION

As discussed in the definitions of the distance education at the beginning of this chapter; it does not matter whatever as it is named, distance education is not a new concept. It is widely used in all over the world today, in countries such as the The United States, Canada, Australia, Russia, India, most of African countries and like England, Germany, Turkey, Sweden, The Netherlands in Europe and in Eastern European countries as Poland, Hungary and Romania etc., since nearly more than hundred years. In other words distance education's roots virtually go back to nearly 150 years.

In this context, history of distance education can be discussed generally in five clear periods. These periods can be listed as:

- ➤ Period before correspondence education. Some educational activities, which try to aid, lack of education process before constructing and establishing education systems.
- ➤ Heavily applied correspondence education systems period, correspondence education systems widely used printed materials by using postal system for delivery of such books, and other printed medium for achieving their aim.
- ➤ The use of instructional radio and television which is called one-way communicational period through broadcasting. In this period broadcasting was used functionally instead of printed material for audio and visualization of course materials.

- Than started two- way audio and interactive period. With two-way audio and video between teachers and students. Educators are able to include more interaction in educating at a distance.
- ➤ In delivery of distance education, the fifth period can be described as using satellite and future technologies, which integrate computer and computer combining systems. Telecommunication technologies such as radio, television, videocassette, computer, satellite, and fiber optics are aiding educators as a result of development in communication and electronic industry.

Before Correspondence Education-BCE

The approaches to teaching observed in early Christian church illustrate different educational and training methods and some key concept of modern distance education. Christ taught face-to-face in small and large groups. Teaching and taught had to be presented at the same time, which is now called synchronous communication. St. Paul, however, who had the challenge of instructing a dispersed community, developed a method of distance education.

He wrote letters to individual church groups and asked local church elders to read them to their community rituals. This situation has similar relationships between tutors and study group of modern distance education. Since each copy had to be hand-written and many church members were illiterate, there was little opportunity for individuals to study Paul's letters at home. Paul directed his approach to groups. It was a forerunner of the remote-classroom approach to distance education. From Paul's standpoint communication was asynchronous because he was not present when his letters were studied. However, for the church groups communication was synchronous because they listened together to the reading of the letters (Daniel, 1995, p. 6).

Of course, early distance education applications were replied in correspondence education form. In fact, appearing in newspapers, aiming to educate people, starts the first correspondence style. While the term 'distance education' is more than hundred years old, recently the field is reborn being parallel to the new developments and innovations at technology. Substantially, rapid progress in technology changed the nature of distance education. Historical milestones of the distance education can be summarized in further paragraphs.

In 1833, an advertisement in a Swedish Newspaper introduced a study "Composition through the Medium of Post". In 1971 an advertisement was found in Boston Gazette of March 20, 1728, quoting the offer self-instructructional materials in shorthand (and possible correspondence education). The following advertisement published in 1833 (in Lunds Weckebland, Lund Sweden), which explicitly refers to postal teaching was quoted in 1977:

A card.

The undersigned respectfully intimates to those Ladies and gentlemens, in the adjacent Towns, who study Composition Through The Medium of Post that the address for the month of August, will be little Grey Friars Street, Lund. A. J. Mueller (From Holmberg, 1982b, p. 47)

Seven years later; in 1840, England newly established penny post allowed Isaac Pitman to offer shorthand instruction via correspondence. According to Glatter and Wedell's study on, 'Study by Correspondence' is indicated that, correspondence education started about 1840, when the original instruction was send to students in shorthand by post-card (Glatter and Wedell, 1971, p. 4). In 1843 this type of instruction was formalised by the foundation of the "Phonographic Correspondence Society".

Charles Toussaint and Gustav Langenscheidt to teach language in 1856, Berlin, Germany, established distance education in the form of correspondence study. Later on this correspondence studies are verified for many field. Correspondence study crossed the Atlantic in 1873, with efforts by Anna Tickner to encourage study at home. Between the years of 1883-1891, academic degree was authorized by the State of New York, through the Chautauqua School of Liberal Arts to students who completed the curriculum of the required summer school and correspondence courses.

According to Glatter and Wedell (1971), Commercial Ventures such as University Correspondence College, Wolsey Hall, Chambers, Clough's Foulks Lynch and Skerry's were delivering instruction to their students during this period in England. Most of these colleges were located near postal offices to quickly deliver their instruction to students. Correspondence education at the university level was soon established. On the European continent, the offering of courses through the mail was an established

practice by 1856 (MacKenzie, Christensen and Rigby, 1968, p. 24). In this instruction, a French teacher and a German writer opened a school for teaching language by correspondence. It was closed during World War II. According to MacKenzie, Christensen, and Rigby (1968), the Society to Encourage Studies at Home opened the first correspondence study program in 1873 in the USA. The Correspondence University was established in Ithaca, New York in 1883 (MacKenzie, Christensen, and Rigby, 1968, p. 26).

By 1880, there was a growing desire among thousands of adults for further pursuit studies at the college level but geography, age, or occupational factors frequently separated them from college communities (Mackenzie and Christensen, 1971 p. 39). For this reason, teachers and officers of the boards of education in England began to think about the establishment of Correspondence University. Such programs were being more systematically organized by 1890. In 1891, the correspondence department of The Colliery Engineer decided to offer some correspondence instruction in arithmetic, mine ventilation, geology of coal, methods of mining, mining legislation, and mine surveying and mapping in England (see Mackenzie and Christensen, 1971).

Baylor University in Texas opened a correspondence program in 1897 at about the same time as a state run school at Willimantic, Connecticut and began a correspondence operation (MacKenzie, Christensen, and Rigby, 1968, p. 29).

Correspondence Education: In the late 1800's, at the University of Chicago, the first major correspondence program in the United States was established in which the teacher and learner were at different locations. The early efforts of educators like William Rainey Harper in 1890-92 to establish alternatives were laughed at Columbia University Correspondence Department. And during 20 years many institutions felt a need to scan the system for reconstruction. Correspondence study, was designed to provide educational opportunities for those who were not among the elite and who were not well educated (McIsaac and Gunawardena, p. 5). Correspondence studies became an integral to some colleges, universities and correspondence institutions (such as Wosley Hall, Chambers, Clough's Foulks Lynch and Skerry's College, University Correspondence College) and some universities (Illinois Wesleyan, University 1877, Correspondence University 1883, University of Winsconsin, 1885, University of Columbia, 1890-92 and Extention Department of the University of Chicago, 1892). University Correspondence

College in Cambridge, 1887, established by Dr. W. Briggs Wolsey Hall College in Oxford, 1894 and Metropolitan College in London, 1910 provided correspondence tuition to the enrolled students. In other countries like Germany, Scandinavia, France and USA correspondence courses started in industrialized cities to help private students.

In Sweden, Hans Hermod opened a small private school in Malmö where he taught languages and commercial subjects in 1890. Dahllöf (1988) indicates the importance of the Hermods' movement in the name of secondary education in his article which is presented in Oslo as follows: Under such condition it is no wonder that such a pioneer institutions in Malmö expended heavily in 1940s and 1950s, when the social demand for post-compulsory education was rapidly growing but not yet introduced the public school system.

During this period a limited number of private and/or state supported correspondence institutes played a very strategic role in the provision of secondary education both for youth and adults in sparsely populated areas and for adults in the work-force all over the country (Dahllöf, 1988, p. 16). The first printed Correspondence Lesson in Sweden tiled as "Book Keeping by Single and Double Entry" got printed in December 1898.

In Wisconsin, seven other universities opened correspondence programs between 1906 and 1910. The University of California at Berkely opened a correspondence education program in 1913. In Baltimore, the state government of Maryland in 1905 founded the home Instruction Department.

By 1909, 115 children had enrolled in correspondence education (MacKenzie and Christensen, 1971, p. 37). As a further example, by 1910 International Correspondence Schools claimed a total of 184, 000 enrollments (Glatter and Wedell, 1971, p, 4). This number steadily increased up to the year 1950.

In France, Ecole Universelle Correspondence was established in Paris, in 1907. And in 1939, France Centre National d'Enseignement par Correspondence started in Paris, to educate people who had no education opportunity for the reason due to World War I. Also, National Centre for Correspondence had the duty of the education of children who got displaced due to war. This institution exists even today and carries out the education of handicapped children and children in hospital who cannot get to school.

"Tietomies" is Finnish word. It's meaning is "Man of Knowledge" which is the first correspondence institution of Finland, established in 1947. Nowadays the institute functions as part of Rastor Institute. There are two quite clear distinguishable periods in the training activity of Tietomies. Typical for the first, the so-called 'Period of free-form study' (1946-1956), was vagueness of training goals and fragmentation of study programs. During the second, the so-called 'period of goal-directed study' (1956 to the present), clear goals were set for training and it was directed primarily at work supervisors and company officials (Tuomisto, 1987, p.18).

Beginning in 1914, Norway established its first correspondence education. In 1962, there were 142,801 students enrolled. In 1947 The Netherlands founded their correspondence education at some levels, in 1960, this program had 420,072 students and offered 1486 correspondence courses, In 1953 Malaysia, and 14,000 students were enrolled in this program in 1968.

The correspondence system in Canada and Australia was started due to the "Tyranny of Distance". In 1914, Australia founded a correspondence education system because the country is huge and people live far from each other. Institutions in these countries gathered to the educational needs of learners in sparsely populated rural and bushy areas.

Correspondence institutions gradually realized that teaching by correspondence alone would be a poor substitute for formal education. Therefore, some contact sessions were made as a part of correspondence education.

Distance education began to enrich the secondary school curriculum in the 1920's. In Europe, there was a steady expansion of distance education without radical changes in structure, but with gradually more sophisticated methods and media employed (audio recordings, laboratory kits). On those years in the USA, advances in electronic communications technology help to determine to dominant medium of distance education.

In the 1920's at least, 176 radio stations were constructed at the educational institutions although most were closed by the end of the decade. After World War II, radio and television became an integral part of correspondence education especially in the developed countries. Dealing with these improvements, Malhotra (1985) emphasizes that whatever the compulsions

for the emergence correspondence education in India or abroad are, the fact remains that it has now come to stay and has become an important subsystem of the overall educational system in almost all countries (Malhotra, 1985, p.3).

In early 1930's experimental television teaching programs were produced at the University Iowa, Prude University, and Kansas State College. In France, correspondence education was adopted by Ministry of Education -as opposed to voluntary and commercial institution in the other parts of Europe-(Young and et. al, 1980, p. 15). In 1950's college credit courses were offered via television broadcast. Satellite technology, developed in 1960's and made cost-effective in 1980's enable the rapid spread of institutional television. After 1960, the correspondence education began to diffuse around the world. For example, The Ministry of Education of Denmark made decision on beginning to the correspondence education after 1960.

During 1967-68, correspondence courses were available from various departments of all ten provincial governments, from thirteen universities, from four institutions of technology, and a number of private schools and associations in Canada. The past 80 years in Turkey have witnessed dramatic changes. The country, since 1920, has changed its alphabet to the Roman one and established the importance of secularism (the complete separation of religion and politics) in the running of the government. In the 1970's Turkey began to search for new ways to develop its own educational strategy in order to expand the opportunities for its citizens.

It was believed, and enacted into law, that education should be the main responsibility of the government. Many feel that the concepts of educational equality become more meaningful in those years. Correspondence education was opened in 1970 in Turkey. The correspondence education changed its name in 1982. It is called "The Open Education Faculty" and established by Anadolu University under the title of Turkish Distance Education Program. Now it is, according to J. Daniel's study (see Daniel, 1995 and 1996), one of the six mega-universities in the world (Demiray, 1997, p. 14).

Between the years 1940-1980, a lot of countries such as China, Mongolia, Japan, Malaysia, India, and others founded their correspondence education program in all levels in education. There are some other examples around the world.

First, In 1964, Zambian Government founded secondary correspondence education. Second, Nigeria established correspondence education in 1978. So, correspondence education is still emerging in some countries where telecommunication technologies are not available for regular life and educational system.

Broadcast Instructional Radio and Television

The industrial revolution occurred during 1800's and the revolution of telecommunication technology emerged after 1950 have influenced correspondence education. Correspondence educators began to think about using telecommunication technologies as well as printed materials such as radio and television in their program to deliver their instruction from the main campus to students. During this process, the name of correspondence education was changed and then called distance education.

Radio in Distance Education: Wireless radio was invented in 1895. After that the first patent for Marconi in 1896 and then the first translantic message obtained radio was sent to other place in December, 1901. Until 1910, radio broadcaster did not have any regulations or rules for their services in USA. For this reason, the Radio Act passed by Congress on August 13, 1912 was the first act regarding interstate communication by radio including issuance and registration of licenses (Buckland and Dye, 1991, p. 4). St. Joseph's College in Philadelphia in 1912 received the first license. After the first license, other schools began to apply for radio license. The National University Extension Association was organized in 1916 at the University of Wisconsin (MacKenzie and Christensen, 1971, p. 53). This correspondence program delivered its instruction by radio in 1916. A lot of correspondence students received knowledge from radio and postal services. In the mid-1920, British department of education began to provide schools with radiobased instruction to support education in Britain. 10,000 schools were using radio programs broadcast by the BBC to support classroom teachers (Kenworthy, 1991, p. 12). After 1925, the use of radio in distance education started to diffuse around the world but the diffusion of use of radio in education around the world took many years because the development of radio technology was very slow in its first years.

In 1929, China began to use radio in their education system to support education. In 1930, radio was used in school classrooms in USA. There was no voice-to-voice communication between students and teachers. It was a one-way broadcasting system. Students only were listening some

instructions from the radio. Turkey, Canada, Mongolia, India, Africa, Columbia and others followed this technological development in their education system. For example, Canada started using radio in the correspondence education in 1930. During the 1930, Australia also began to use radio in their distance education programs (see Kenworthy, 1991).

In 1947, Columbian government started to use radio in their education. In 1949, Indian government decided to use radio to support education and deliver their instruction to students who could not go to school. In Japan, the Nippon Hoso Kyokai (NHK) started broadcasting radio programs specifically for high school correspondence education students on a local basis in 1951 (MacKenzie and Christensen, 1971, p. 327). Turkish Government began to use radio in the distance education program in 1973. Turkish Correspondence program transferred their instruction to students by radio. Therefore, Radio has been used in distance education for a long time (see Demiray, 1990). It, combined with correspondence instruction, provided students with teachers' voice in some cases in which teachers were not readily available and the students needed to hear to learn something. In addition radio, television was also used, is still being used and will be used in the distance education.

The first experiment with television began in 1874 when Paul Nipkow invented a mechanical system for transmitting views by direct wire (Buckland and Dye, 1991, p. 11).

In 1938, the National Broadcasting Company did a presentation on using television in college classrooms. On the other hand, some distance educators believed that television was not ready for distance education because of the cost effective, quality and technical limitations.

After 1940's, educators and television engineers did a lot of research on television and education. It was getting better everyday. During World War II, the development of television continued in the world. On June 1, 1944, John W. Studebaker requested two channels for education from FCC. In 1945, FCC gave permission to establish educational television. After that, colleges and universities were involved in educational televisions. For example, University of Michigan started educational broadcasting services in 1950 in USA. New York University and CBS produced some educational programs in 1957. A lot of distance education programs in the world began to use television to support their distance education programs. In today's

USA, commercial and public television stations produced educational programs for distance education. 29 million students are able to receive these programs at their home or schools.

In 1961, television for the first time was used at university level for correspondence students in Japan. Many correspondence education programs produced a lot of distance programs. In USSR, many broadcasts on television are organized for students in correspondence education. The Russian Universities produced their programs that cover all instruction of correspondence education. In Czechoslovakia, television is used in distance education system. In Hungary, educators also began to deliver their instruction by television in 1952. In 1966, French Ministry of Education made decision about delivering the instruction by television to students. First French experiment on television occurred during the five weeks of the 1966 summer vacation. 39,000 students enrolled this program and received instruction by mail system. During 1968, American and British colleges and universities cooperated with open-circuit television stations-both commercial and educational to produce instructional programs (MacKenzie, Christensen and Rigby, 1968). Frequently students in USA and UK were offered textbooks and sometimes a full course of instruction by correspondence to accompany the television sessions. Some universities offered college credit to students participating at home in such programs. However, an important potential for televised instruction lied in closed-circuit television during the 1968.

After 1970 and 1975, the use of television in distance education diffused around the world. For example, Turkish distance education department began to use television in order to deliver their instruction to students in 1982.

Universities delivered their instruction by television. A lot of distance education students watched their courses on television. Spain, Israel, Germany, Canada, Pakistan, Venezuela, Costa Rica, and Thailand, Netherlands, and Sri Lanka also used television in their distance education programs to support distance education. Open University in Australia, the Radio Television University in China and The Open University Britain also used and are still using television because using television can enhance the quality of the distance education program (see Holmberg, 1990).

Today, distance education is widely supported by the radio and TV instruction. On the other hand, new telecommunication technologies such as computer satellite, fiber optics, and other begin to enter into the distance education programs. Now, television and computer are used together to deliver the distance education's instruction.

Interactive Period of Distance Education

Developments between 1960 and 1990 in distance education accelerated as a result of both technological and political developments. Two innovations were noteworthy, the use of telecommunications to link remote classroom and enrichment of correspondence education by the integration of other media.

Developments in distance education in this period (1960-1990) can be summarized as telecommunication with remote classroom. The arrival of effective audio teleconferencing technology allowed an instructor to offer a course at numerous sites simultaneously. The University of Winconsin implemented such a system in the 1970s. Soon afterwards satellites could transmit video signals to remote classroom network. Since then this form of distance education has developed steadily, especially in the United States. A good example is the National Technological University, a consortium of engineering schools that offers graduate-level courses by satellite across the USA and internationally. Second is the diversification of media for correspondence tuition. Policies of widening access to tertiary education, combined with the ability of public television and radio broadcasting network for this development was the UK Open University helped by strong political support, the UKOU's founders created an institution that quickly earned a high reputation for quality and effectiveness (Daniel, 1995, p. 7).

Since the early 1990's developments in new desktop computers has allowed its users to combine text, graphic, video, audio and virtual reality to easily communicate in the name of teaching/learning and educating themselves.

At the same time wider bandwidth and integrated Service Digital Networks (ISDN) have been provided for networking of computers, and using them for live video conferencing, collaborative computing, and holding forums, and chat (which is given a place in the other chapter) session. (See Feasibility, 1997, p. 1-3). Especially after invention of the radio and broadcasting technologies and recordings narrowcasts by cable, satellite, ITFS, fiber transmission, interactive telecommunication by computer, audio, video or

teleconferences changed correspondence education systems' structure dealing with being parallel to the developments of communication and electronic technology in the name of distance education in education field. The institutions reached their target learners in a shorter time, cheaper and to the larger groups who are living in the country; even, to people who are living abroad.

On those years institutions designed their instruction materials with radio and television programs as being audio and visual supporting components in their programs. These media came to include not only radio and television broadcasting, but audio and video recordings, and teleconferencing through computer recordings, narrowcasts by cable or wire, from satellite, ITFS, fiber transmission, interactive telecommunication by computer, audio and video or teleconferences, modems, telephone, and microwave systems (Moore, 1990, p. xiv).

Instructional television (ITV) was a much-touched distance learning model 1960s; although ITV fell far short of early expectations, today' telecourses and educational programs reach many learners in diverse settings (U.S. Congress, 1989, p. 25). The Open University in the United Kindom at 1971 being a distance education/teaching university was offering full degree programs, sophisticated courses, and the innovative use of media. After this radical change in education, many countries started the distance education method; such as China, Costa Rica, Iran, Japan, Malaysia, Nigeria, Poland, Spain, Sri Lanka, Taiwan, Thailand and the others.

Interactive videoconferencing for distance classroom instruction allows students to be perceived as persons rather than a student ID number, as the instructor can call on them by name and make eye contact (Dean, 1994, p. 3).

With the development of telecommunication technologies such as satellite, television, fiber optics, and other, video conferencing began to become a major vehicle for distance education programs in 1990 around the world. Teacher can give immediate feedback to the students' questions. There is a two-way face-to-face interaction in this model like traditional face-to-face model in the videoconferencing system. The quality of video conferencing is getting better everyday in the international distance education programs.

There are many examples about using two-way communication system in the distance education around the world. The movements from the use of postal services to the use of audio and videoconference system in the distance education programs can be observed around the world between the years 1980-1995.

During 1992, The University Brunei Darussalam in Brunie installed videoconference system in cooperation with Mitsubishi. This university sometimes delivers its distance education instruction to students through videoconference system. Another example is Indra Gandhi National Open University in India. This university established the audioconference system in 1993. The five state open universities and the 16 regional centers have been connected each other. This university sometimes delivers their instruction by audioconference system. During the same year, The University of Kebangsaan in Malaysia installed their own audioconference system. This system is also connected with New Zealand and Canada. This university also transfers its instruction to its students living accross the Malaysia through audioconference system.

The Commonwealth Of Learning had established the first overseas videoconferencing link from North America to the institutions involved. Among the many videoconferencing sessions conducted at COL'S headquarters facilities were a series of events organized with the University Of British Columbia Faculty Of Music linking UBC and Vancouver-area professional experts with their counterparts in Australia (Perrins, 1991, p, J-4). Canada and Australia also established teleconference system together for distance education program. According to Dean (1994), approximately 15 students participated in a spring 1993 hotel purchasing course using interactive video between the University of Nevada-Reno and the University of Nevada, Las Vegas. Dr. Leslie and Dr. Marsha thought this course.

During the class, the students positively answered all teachers's questions because they had face-to-face interactions with their teachers. In Kenya, University of Nairobi installed a audio conference system for their distance education programs in 1994.

Future Technologies: Integrating Satellite via Computer and to Its Combining Systems Computer Combination system After 1990s, computers were gradually beginning to play a greater role in distance education programs in developed countries' (USA, UK, Canada, Australia, and others) distance education programs. Today, computer-aided instruction is common in distance education. Students without access to computers at home can

often make use of those provided in the study centers. It may be said that computer networks offer many opportunities for distance education.

Computers have already been used in conjunction with programmed instruction in distance education. It can be used as a tutor or personal instructor because the capacity of computer to store information is too high. It has a big potential to be used in the distance education programs around the world to deliver its instruction to the students. The computer can also be used for learning games. Distance education programs design some computer programs and then send to the students to get experiences about the topic.

In August 1981, IBM introduced its first Personal Computer (PC) (see Buckland and Dye, 1991). After that year, other companies started to produce their PC computers in the market. It is getting cheaper every each day. Distance education programs are affected by the computers and started to use it in their programs because they offer new opportunities for students' involvement and participation in instruction. There are some examples around the world. The Open University in UK. This university has used computer networking as part of a course, which also uses printed texts, television broadcasts, and audiocassette. The network linked 1,500 remote students each year with their local tutors and their central academic staff, and computer conferencing was used for discussion of course topics, and to generate assignments and practical work for the course (The International Encyclopedia of Education, 1991 p. 576). The university of Phoenix, in Arizona, in USA uses computer networking for the delivery of postgraduate business courses, requiring students to work in small groups, but remote from the central site.

Turkish experience in computer-mediated communication system. In 1992, a computer-mediated distance education was implemented between Turkish Open University and American universities the University of New Mexico, the University of Oklahoma, Florida State University, Arizona State University, and the University of Wyoming in Turkey (see McIsaac, 1993b). American and Turkish students took some courses from this system. The achievement of students was very high as expected by educators. Hence, there are some computer based distance education examples in the world.

The use of computer combination system in distance education has been disseminating in the national and international distance education programs.

In addition, the hardware and software such as se-yu-se-me and others for computer-based distance education have been developed very fast because there is a huge market for this system around the world.

The future of satellite-based distance education is promising. With digital compression leading the way to a new revolution in satellite use, the outlook for programming network is promising. With this telecommunication technology, distance education programs will be able to deliver their instruction from their main centers to other countries. It is called "Global Distance Education". Distance educators will design more effective and efficient global distance education programs in future.

The last example is "Virtual Learning Environments". Distance learning is changing educational boundaries traditionally defined by location and by institution (Buckland and Dye, 1991, p. 70). In the framework of students and teachers, distance-learning efforts reconfigure the "classroom." In the future of distance education there will be no the physical space, classrooms, physical classmates, and physical teachers. It is called "virtual reality". It promises to revolutionize disciplines as diverse as the fine arts, medicine, computer imaging, architectural design, education, and robotics. With this system, people will take a trip in some museums or other places.

Between 1975 and 1995, the distance education programs have been diffusing fast around the world to offer an equal education for every one and increase the education level internationally in the countries such as Turkey, India, Spain, Israel, Pakistan, Germany, China, Thailand, and others. In the future, the level of education will be very important for being a developed nation in the world. Today, more than ten million students are in distance education programs and more than two million students received their high school diploma, B.A., M.A. or M.S. degrees form the open universities and open high schools around the world. This author believes that during 2000, the number of students and schools will continue to increase in the world.

In today and future, it is easy to use many telecommunication technologies for distance education delivery system. Especially in future, there will be an unlimited technological potential to use for distance educators. These authors suggest that in today and future's distance education programs, distance educators should never forget "humanity" in their programs because if they do not pay attention to it, their distance education programs will fail. It is a well-known fact that many traditional educational systems, which

could renew it and could establish a balance between the developments and the needs of their own countries have been able to go on existing and having effects on social life. Furthermore, the number of the countries, which have initiated some modern educational and technological methods in education systems, will also increase.

In addition to distance education systems, which are claimed to serve many people in terms of education by including modern education, technologies and which is believed to be an alternative to the traditional education systems, have been applied in more than 300 countries today. It is no doubt that distance education systems are not the only choice among education systems. However it is an outstanding fact that distance education systems have some characteristics superior to traditional one such as being functional in learning and perceiving. Therefore, many countries in their multi-purpose education policies, have accepted to adopt distance education systems to the other education systems. When the literature on distance education are examined, it can be observed that many researchers and organizations have done a lot of practical and theoretical researches on distance education and that the quality and quantity of this research is increasing.

Short History of Distance Education in Turkey

Although the distance education applications started in Turkey in 1982 the, first distance education notion was mentioned during a meeting in which the problems of education were discussed in 1927. This notion was thought to be beneficial in increasing the literacy rate of the citizens. (Alkan, 1987, p. 91)

In those years, the other countries had initiated the education through letters. The reason of not realizing this project in those years is the idea that people cannot learn how to read and write without a teacher. As a result of this approach, the idea of distance education was not considerable until 1956. The period between 1927 and 1955 is described as a "period when the distance education merely remained an idea" (Kaya and Odabasi, 1996, p. 31)

This first distance education application was initiated at Ankara University, the Faculty of Law, The Research Institute of Bank And Trade Law, in 1956. In this application, the personnel in the banks were educated through letters. In 1961, The Center For Education Through Letters was established as a sub organization of preparatory Ministry of National Education and preparation courses were given to people who wish to complete his/her secondary

education without attending courses. These attempts were extended in 1966. These applications were followed by the establishment of School of High School Teacher (Kaya, 1996, p. 13). Later on in 1975 and 1978 draft law proposed the establishment of "Open Univrsity", however it was not accepted. In other words, in Turkey, "Education Through Letters" (called in Turkish as being YAY-KUR) application started as a correspondence education, as an alternative to the traditional education however required efficiency and success was not achieved.

Again in 1970s', Eskisehir Economics and Commercial Academy, The Institute for Education Through Television became a pioneer in the area. In 1981, a campaign was started to reduce illiteracy rate in Turkey by government. In this attempt, television was an important education tool. The application achieved a considerable success and literacy rate increased. In the same year, Turkish Higher Education Council gave an opportunity to apply distance education at Turkish Universities. The studies conducted until 1981-82 on the area can be summarized in this way. After these years, the developments have been faster, better planned and more scientific, more functional and more effective. In November 1981, Anadolu University was given the mission to carry out distance education application. Therefore, Open Education Faculty-OEF- was organized and 29.479 students were enrolled to Economics and Business Administration Programs. Initially, this application had a target to reach students through printed materials, television programmes and face-to-face academic tutorials. Later on these educational components were extended to the use of video, computer, radio and newspaper.

Today, Open Education Faculty is about to finish a project; videoconference. Later on, in 1993, the services Open Education Faculty offered were reorganized. With this reorganization Economics and Business Administration Programs were changed into Faculties of Management and Economics that are based on distance education method. Open Education Faculty continued to give two-year pre-licence education to its students.

In 1992, OEF application is taken as a model by Ministry of National Education, Film, Radio and Television Education Directorate-FRTED to carry out secondary education level of distance education. Between 2nd June and 5th June 1992 44.151 students enrolled to the Open High School-OHS and education started in 1992-1993 school year. In the following years the number of students increased, in 1995-1996 school year 1st semester, the

number was 71.309 (MEB, 1996, p. 18) and in 1996-1997 educational year 90.000 students. Later on more than 600.000 students. (more than 1,300,000 in 2008/2009)

Similar to Open Education Faculty, Open High School also made use of printed material, television and radio programmes as the educational components of the system. The reasons of this increase in the number of OHS students are the removal of the exams for the graduation from normal high schools and vocational high schools without attending the courses in 1993-1994 school year and closing of "Evening Lycees" (Kaya, 1996, p. 14-15).

Benefits and perspective of the Open High School can be explained as follows:

- ➤ Not limiting the financial support given to national income by the students,
- Not experiencing difficulty in adapting to environment,
- ➤ The measurement of the success through the devices with high reliability and validity,
- Removal of the relationship between attendance and success,
- Not being able to complete the missing education due to the lack of building and teachers,
- > To reduce the complexity of bureaucratic procedures,
- ➤ Not forcing the limits of accommodation, nutrition, transportation,
- To create an environment for opportunity to equality in education,
- Increasing the cultural and educational level of the society,
- To persuade people that educational tools and devices used at OHS can also be used for various purposes,
- ➤ Giving the students, who are at secondary education level the opportunity to complete their credits by taking courses from OHS,
- ➤ Giving the students opportunity to have more courses appropriate to their needs and interests,
- Not causing the student to be late graduate due to, not being able to take courses from their school, and
- The use of closed areas at secondary education institutions.

Open Education Faculty and Open High School have been discussed in master thesis, articles, and books, presented papers, reports and internal papers at national and international seminars, symposiums and panels. This study is discussed from many points of view and tries to determine the situation in the literature (Demiray, 1990, 1994 and 1998).

SOME WORDS ABOUT THE STUDY

There are six main chapters in the study. The first one is the introduction part which gives a place to definitions and history of distance education in the world and in Turkey. Defining and history of distance education subjects summarized from the chapters which written mostly Dr. Demiray and Dr. Isman. These chapters have been placed in the book written a month before, titled as **Winds of the Change in Distance Education**.

The second chapter includes "bibliography" part. This chapter includes bibliographic information of the studies, which are conducted on Open High School. The third chapter includes "study abstracts" (1992-2002) which mentioned in the second chapter.

The fourth chapter includes the other (published) printed materials, regulations, guides, brochures and bulletins published by Open High School. The fifth one includes subject and authors indexes.

Finally in the sixth and last chapter, the general evaluation as being the last words of the study is mentioned; however a detailed and comparative data analysis was not made.

Information to the reader is about the mean of bold numbers in the study. The bold numbers show the number of the conducted studies in alphabetical order.

The bold numbers also show the number of the studies which are placed in the subject index and authors' index sections. In other words they are not page number. You can reach the studies via study numbers.

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101 ULUĞ, Feyzi. (1994). Uzaktan Eğitimde Eğitim Ortamları: AçıkOğretim Lisesi Orneği [Educational Medium in Distance Education: A Case of Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 1994, Ankara, Turkey (in Turkish).

DISTANCE EDUCATIONIN TURKISH SECONDARY SYSTEM

102 ULUG, Feyzi. "Dİstance Education in Turkish Secondary System", Educational Technology Research and Development, Vol. 42, Number: 4, pp. 116-119, 1994, USA. (This Study is published in Millî Eğitim, Ministry of National Education, Publications, Vol. 19, Number 95, Ocak 1995, Ankara, Turkey).

ROLE AND FUNCTION OF FACE-TO-FACE EDUCATION IN DISTANCE EDUCATION AND OPEN HIGH SCHOOL

103 ULUĞ, Feyzi. (1994). "Uzaktan Eğitimde Yüz Yüze Eğitimin Yeri ve AçıkOğretim Lisesi [Role And Function of Face-to-Face Education in Distance Education And Open High School]", *Çağdaş Eğitim*, Number. 202, September 1994, Ankara, Turkey (in Turkish).

FINANCING AND COST IN DISTANCE EDUCATION: OPEN HIGH SCHOOL EXAMPLE

104 ULUĞ, Feyzi. "Uzaktan Eğitimde Finansman-Maliyet: AçıkOğreti m Lisesi Orneği [Financing And Cost in Distance Education: Open High School Example]", *Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED)*, pp. 617-626, 12-15 November 1996, Ankara, Turkey (in Turkish).

IN SEARCH OF A MODEL FOR SECONDARY EDUCATION VIA DISTANCE EDUCATION: OPEN HIGH SCHOOL

105 ULUG, Fevzi. (1998). "OrtaOğretimde Uzaktan Eğitim İçin Model Arayışı [in Search of A Model for Secondaty Education Via Distance Education: Open High School]", *Uzaktan Eğitim Dergisi*, Foundation of Distance Education Publications, pp. 55-61, Winter 1998, Ankara, Turkey, (in Turkish).

DISTANCE EDUCATION

106 UZAKTAN EĞİTİM [Distance Education], Periodic of the Foundation of DistanceEducation, Ankara, Turkey (in Turkish and English).

AN INTERVIEW STUDY ON OPEN HIGH SCHOOL STUDENTS' PERCEPTION OF SCIENCE TV PROGRAMMES

107 UZER, Aynur. (1997). "An Inductions Study on Open High School Students' Perception of Science TV Programmes", The Graduate School of Social Sciences of Middle East Technical University, (Unpublished Master Thesis). 1997. Ankara, Turkey.

PRODUCTION, CREATING AND SHARING AT THE INFORMATION CENTRE

108 UZER, Aynur ve Aysel OZFIRAT. (2001). Bilgiye Erişim Merkezinde Üretim, Yaratım, Paylaşım [Production, Creating and Sharing At TJoe Information Centre], (CD'den sunum), *Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya Üniversitesi Eğitim Fakültesi Dergisi 3,* Special Issue 1, 2001, Adapazarı, Turkey.

DUTIES OF TURKISH HIGHER EDUCATION COUNCIL AND DISTANCE EDUCATION IN TURKEY

109 VAROL, Asaf. (2001). "YOK En for ma tik Millî Komitesinin GOrevleri ve Türkiye'de Uzaktan Eğitim [Duties of Turkish Higher Education Council And Distance Education in Turkey]" *Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya University Journal of Faculty of Education* 3, Special Issue 1, pp. 41-53, 2001, Adapazarı, Turkey (in Turkish).

RESEARCH ON USING MODERN TECHNICS FOR DISTANCE EDUCATION AND THE RESULTS OF OPEN HIGH SCHOOL STUDENT SURVEY QUESTIONNAIRES

110 VERI-ARGE. (1996). "Uzaktan Eğitim için Modern Tekniklerin Kullanılması Araştırması: Açık Lise Oğrenci Anketleri Sonuçları [Research on Using Modern Technics for Distance Education and the Results of Open High School Student Survey Questio)iuairesJ", Veri Araştırma Geliştirme Hizmetleri Ticaret Ltd., (Data Research and Development Services Cooperation), (Unpublished Report), Ankara, Turkey (in Turkish).

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And also, coordinators of this study are ready to help you to start initial communication with owners of the materials mentioned in this book



A STUDY OF DROP-OUT AT OPEN HIGH SCHOOL: REASONS AND RECOMMENDATIONS

02 ADIYAMAN, Zehra. (1997). A Study of Drop-out at Open High School: Reasons and Recommendations, The Graduate School of Social Sciences of Middle East Technical University, (Unpublished Master Thesis), 1997, Ankara, Turkey.

(Summary of this thesis was presented at Turkey İst International Distance Education Symposium (Türkiye 1. Uluslararası Uzaktan Eğitim Sempozyumu) Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 12-15 November 1996, Ankara, Turkey.

In this study, a distance education model which includes tutoring, counseling, personnel relationship etc. is suggested to emphasize the importance of being learners who know how to learn as a must in any distance education model compared to the students who are the ones to be taught in traditional Turkish Education system. The results of this study also indicate that the reasons to registrate OPEN High School (OHS) focuses on "the willingness to complete secondary education" and other reasons such as "to attend university, to increase their knowledge, and also to have prestige and to have responsibility for the important roles in the society. Additionally, the results of this study show that administrative and organizational problems are noticeable among the causes of drop-outs and non-starters. The solutions of these problems are related to the renewal of the OPEN High School regulations in accordance with the students' needs occurring during the adaptations.

TEACHING FOREIGN LANGUAGE VIA DISTANCE EDUCATION

02 ADIYAMAN, Zehra. (2001). "Uzaktan Oğretim Yoluyla Yabancı Dil Oğretimi [TeachingForeign Language via Distance Education]" Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya University *Journal of Faculty of Education* 3, SpecialIssue 2, pp.420–425, Adapazarı, Turkey (in Turkish).

In this paper, distance education is defined and the three aspects of it are explained. The applications of teaching foreign languages via distance education in the world are mentioned. Some of the applications in Turkey are

also explained and teaching foreign languages via distance education likewise the other subjects, is also emphasized.

MONE OPEN EDUCATION LEARNING CENTERS

03 ADIYAMAN, Zehra. & Mine HICYILMAZ ASLAN. (2000). *MEB Açık Oğretim Oğrenme Merkezleri [Ministry of National Education OPEN Education Learning CentersJ*, Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), (Copied internal paper), Ankara, Turkey.

In this study, the Learning Centers are evaluated, which have been established by the Ministry of National Education General Directorate of Educational Technologies (EğiTek). At the end of the study, some suggestions are given by authors for the future of these centers. Executive summary of this study is presented at *BITE 2000*, (May 15-17, 2000-Ankara), Sakarya University (November 28-30, 2001-Sakarya), INET-Tr 2001 (November 1-3, 2001-Istanbul), *Akademik Bilişim 2002* (February 1-2, 2002-Konya), *BTIE 2002* (May 20-22, 2002-Ankara) and Anadolu University (May 23-25, 2002, Eskisehir)

PROJECT PROPOSAL FOR LEARNING CENTER IN THE CONTEXT OF VAN-OZALP DORUTAY CITY-VILLAGE PROJECT FOR OPEN HIGH SCHOOL AND OPEN ELEMENTRAY SCHOOL

04 ADIYAMAN, Zehra &, Mine HÎÇYILMAZ ASLAN. (2001). Başbakanlık KOy-Kent Projesi Kapsamında Van-Ozalp-Dortay KOyü AçıkOğretim Lisesi ve Açık İlkOğretim Okulu Oğrencileri için Oğrenme Merkezi Proje Onerisi [Project Proposal for Learning Center Project in the Context of Van-Ozalp-Dorutay City-Village Project For Open High School and Open Primary School], Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), (Copied internal paper), Ankara, Turkey (in Turkish).

In the Context of Premiership City-Village Project; Van-Ozalp-Dorutay Village Learning Center Project is realized by cooperation of Governor, Town Mayor, Ministry of Culture, SHCEK and City Sport Directorate in Van-Ozalp-Dorutay. Aim of this center is to provide Communication and

information facilities for Open High School and Open Elementary School (OES) Students.

A MODEL OF USING TELETEXT IN OPEN EDUCATION: Open High School Example

66 KOGUZ, Ahmet. (1998). AçıkOğretimde Teletekst Kullanım Modeli-AçıkOğretim Lisesi Orneği- [A Model of Using Teletext in OPEN Education: OPEN High School Example], Social Science Graduate Institute of Ankara University, Department of Educational Programs and Educational Technology (Unpublished Master Thesis), Ankara, Turkey (in Turkish).

In this descriptive study, it was tried to suggest a new model for the using of teletext technology in Open High School television courses.

According to the results of the ^research TV courses which have important roles for the Open High School students

DETERMINATION OF THE OPEN HIGH SCHOOL STUDENTS' PROBLEMS RELATED TO LEARNING

Of AKYUREK, Salim. (1998). AçıkOğretim Lisesi Oğrencilerinin Oğretime İlişkin Sorunlarının Belirlenmesi [Determination of The Open High School Students' Problems Related To Learning], Ankara University, Social Sciences Graduate Institute, Department of Educational Programs and Teaching (Curriculum Development) (Unpublished Master Thesis), Ankara, Turkey (in Turkish).

Some of the problems about secondary education are tried to be resolved through the OPEN High School practice.

The success of this practice is possible with the scientific solution of the problems which occur during the practice. in this study, it was aimed to determine the problems that have occurred since the beginning of OHS education.

For this aim, the opinions of OHS students about TV courses and their educational problems are tried to be determined and suggestions are made based on the results.

OPEN HIGH SCHOOL APPLICATION IN TERMS OF STRUCTURE, FUNCTION AND PROGRAM

O7 ALKAN, Cevat., Ayhan HAKAN, Ersan SOZER. Zeki KAYA, Mehmet GULTEKıN veHandan ANIL (1997). Yapı, İşleyiş ve Program Açısından AçıkOğretim Lisesi Uygulaması [Open High School Application in Terms of Structure, Function and Program], *IV. Education Sciences Congress, Faculty of Education Anadolu University and Institute of Education Sciences of the Anadolu* University, 10-12 September 1997, Eskisehir, Turkey (in Turkish).

Open High School is a secondary education via distance education methods after three years of lower secondary education. it uses technology and carries out this service in a central way as a sub-organization of the Ministry of National Education, titled as "Film Radio and Television Education Directorate" (FRTED). Open High School has become a choice in solving some problems in secondary education and there have been many demands for it. Provincial Contact Centers or Students Bureaus have an important role in the structure and functions of OPEN High School since they provide communication with the students in various cities. In this study, the problems encountered in these centers are tried to be explored.

EDUCATION OF TECNOLOGY AND CONCEPTUAL DIMENSIONS OF DISTANCE EDUCATION

08 ALKAN, Cevat. (1998). 'Eğitim Teknolojisi ve Uzaktan Eğitimin Kavramsal Boyutları [Education of Tecnology and Concepîual Dimensions of Distance Education]", *Uzaktan Eğitim*, Distance Education Foundation, pp. 5-10, Summer 1998-Winter 1999, Ankara, Turkey (in Turkish).

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

DEVELOPMENTS IN DISTANCE EDUCATION

09 ALKAN, Cevat. (1997). "Uzaktan Eğitimde Gelişim [Developments in Distance Education]", *Kocaeli Uzaktan Oğretim Semineri Bildirileri*,

Kocaeli University Seminar Abstracts and Kocaeli Industrial Union, pp. 20-33, 4-6 Ekim 1997, Kocaeli, Turkey.

In this paper, new and developed educational technologies are introduced for solv-ing educational problems and necessity of changes in education is put forward due to the changes in scientific, social and individual matters. It is required to produce ne\v options due to the refreshment of educational practices in terms of content and structure, differentiation of students, new dimensions of education and the need for new teaching models.

In this study, it is stressed that distance education is one of the options to solve educational problems and theoretical background, specific points, development reasons and the methods of improving distance education are dealt with.

The historical development of distance education in Turkey, Television School of the Ministry of National Education and the practice of Open High School are also mentioned in this study.

HISTORICAL DEVELOPMENT OF DISTANCE EDUCATION, DISTANCE EDUCATION APPLICATION MODELS AND THEIR COST

10 ARAR, Atilla. & Birol CAKMAKCI. (1999). "Uzaktan Eğitimin Tarihsel Gelişimi, Uzaktan Eğitim Uygulama Modelleri ve Maliyetleri [Historical Development of Distance Education, Distance Education Application Models and Their Cost]", Birinci Uzaktan Eğitim Sempozyum Büdirileri-The First Distance Education Symposium, Temtonal Army Forces Commandership of Education and Doctrine, pp. 25-28,1999, Ankara, Turkey Un Turkish).

In this study, open education practices both in Turkey and abroad are presented and the practices in Turkey are examined under the headings of Correspondence Education, Testing Education College, Higher Education Council, Anadolu University the Faculty of Open Education and Open High School.

Distance Education models which have one way and two ways of communication, sample practices which will start at Fortification School and Central Commandership of Education are also introduced in this study.

OPEN HIGH SCHOOL APPLICATION: A CASE OF A CITY IN THE GAP REGION

11 AYPAY, Ayşe. (1995). AçıkOğretim Lisesi Uygulaması: GAP BOlgesinde Bir II Orneği [Open High School Application: A Case of a City in the GAP Region], Tlje Graduate School of Social Sciences of Ankara University (Unpublished Master Thesis), 1995, Ankara, Turkey (in Turkish).

In this study, the situation is examined in Siirt (a city in South East Anadolu Project abbrv. GAP in Turkish) in terms of Open High School application and teaching processes are evaluated as the problem of the study. This study aims at putting forward the effects of the complements in teaching processes in terms of the students' opinions.

According to the results of this study, the students have been studying for the exam, firstly from the books and secondly from other presented course notes.

The students state that the purpose and the summary parts of the course books are clear, examples, charts, tables and figures are sufficient and easy to understand, the size of the course book and the amount of information is adequate and that the self-study questions in the course book do not give them the opportunity to search new information.

GENERAL SITUATION AT THE END OF FIRST SEMESTER OF 1997-1998 SCHOOL YEAR OF OPEN HIGH SCHOOL

12 CAKIR, Şenay. (1998). AçıkOğretim Lisesi 1997-1998 Oğretim Yılı I. DOnem Sonu Genel Durumu [General Situation at the End of First Semester of 1997-1998 School Year of Open High School], Ministry of National Education -Open High School- General Directorate of Educational Technology, Ankara. Turkey (in Turkish).

In this study, the statistical data about students' demographic characteristics such as, age, gender, numerical data of working students, the number of introvert and extrovert students, the distribution of students registrations according to years, the number of 'drop-outs', the distribution of the students for each city and other some personal information since the beginning of the OHS are given.

OPEN HIGH SCHOOL WITH FIGURES

13 CATAL, Zeki. (1996). Sayılarla AçıkOğretim Lisesi [Open High School with Figures" Ministry of National Education, the Film Radio and Television Education Directorate (MONE-FRTED), Ankara, Turkey (in Turkish).

This study includes numerical data, with similar method mentioned above, but for different target students of Open High School. Article gives some information about the characteristics such as age, gender, some information dealt with the working students, the number of introvert and extrovert students, the distribution of student registrations according to the years, the number of 'drop-outs', the distribution of the students for each city and some other personal information are presented.

OPEN HIGH SCHOOL AND DISABLED STUDENTS

14 CATAL, Zeki.(1997). "AçıkOğretim Lisesi ve Ozürlü Oğrenciler [Open High School And Disabled Students", *Uzaktan Eğitim*, Distance Education Foundation, pp. 5-10,1997, Ankara, Turkey (in Turkish).

(This study. is also published by Film Radio and Television Educational Directorate (MONE-FRTED), 1997, Ankara, Turkey).

The study is prepared by the former principal of Open High School in 1997. it includes the definition of "disabled" concept, general information about disabled people in Turkey, specific information about the age, gender and occupation, unemployment, working places and working conditions of disabled students who are registrated in Open High School.

The present study discusses the accessibility of educational resources for those handicapped people and their situation in overall population of Turkey. Furthermore, the data is presented on the year of admission, gender, programs followed and status of employment of handicapped people enrolled in Open High School (OHS).

It is also emphasized that in order to organize its services toward handicapped people, as similar to the rest of the world, both central and provincial units of the Ministry should support the OHS.

WHERE ARE THOSE OLD EDUCATION METHODS

15 CATAL, Zeki. (1997). "Nerede O Eski Eğitimler [Where Are Those Old Education MethodsJ", *Bilim ve Teknik Dergisi*, pp. 6S-69, September 1997, Ankara, Turkey (in Turkish).

Distance Education aims to serve regardless of religion, gender and opinion. This method limits the negative effect of discipline and control.

A lot of people in Turkey could not complete their high school education due to economical and physical conditions. OHS has an important place in the world Üst regarding the number of its students and it gives people a chance to complete their high school education. The success of Open High School requires technical equip-ment.

OPEN HIGH SCHOOL IN BRIEF

16 CATAL, Zeki. (1999). "Açık Açık Açık Oğretim Lisesi [Open High School in Brief", *Proceedings o/BTIE99 Bilişim Teknolojileri Işığında Eğitim Konferansı ve Sergisi, Türkiye Bilişim Derneği ve ODTÜ Oğrenci Kolu*, 13-15 May 1999, Ankara, Turkey,

This paper discusses functioning of Open High School from beginning to 1997. Author offers some solutions to Open High School's problems for better education.

A REVIEW OF THE LITERATURE ON THE OPEN HIGH SCHOOL IN TURKEY BETWEEN THE YEARS (1992-1997) ON ITS 5TH ANNIVERSARY

17 **DEMIRAY,** Ugur. (1997). "Kuruluşunun 5. Yılında AçıkOğretim Lisesi ile ilgili Çalışmalar Kaynakçası (1992-1997) [A Review of the Literatüre on the Open High School in Turkey Between The Years(1992-1997)At Its lOth Anniversay", EğiTek-General Directorate of Educational Technologies of The Ministry of National Education,79p., Ankara, Turkey (In Turkish).

In this study, the abstracts and bibliographies of the studies on Open High School are included on its 5th Establishment anniversary. These studies are reviewed in terms of their contents, methods and conclusions. Theses, brochures, bulletins, books, articles and reports are included in the study. They are collected from the libraries, institutes, The Ministry of National Education, FRTED and from other personal and institutional sources. In this bibliography 70 studies are included which were made between 1992-1997. These studies are realised by 30 researchers and 5 institutes. it is realised that some researchers and institutes are more prepared. He concludes that the studies on OHS are increased after 1995.

A GENERAL EVALUATION OF THE STUDIES ON DISTANCE EDUCATION IN TURKEY

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

In this study, the researches on distance education including Open Education Faculty in Eskisehir- Anadolu University, Open High School and Open Primary School practices are evaluated on the basis of their contents, levels, methods and conclusions. Thesis, articles, brochures, bulletins, books, declarations and reports are included in these studies was provided from libraries, institutes, Ministry of National Education, from the foundations such as FRTEB and from other sources. There are 70 studies on Open High School, conducted between December 1993 and April 1998. 30 researchers and 5 foundations in 5 years of period accomplished these studies. It is determined that the studies on OHS are increased dramatically after 1995.

AN EVALUATION OF EXPECTATIONS AND OPINIONS OF HANDICAPPED STUDENTS WHO ARE REGISTERED TO OPEN HIGH SCHOOL

19 DERE, Sibel. (2002). "AçıkOğretim Lisesine Kayıtlı Engelli Oğrencilerin Sisteme ilişkin GOrüş ve Beklentilerinin Değerlendirilmesi [An Evaluation of the Expectations and Opinions of Handicapped Students Who Are Registered To Open High School]", Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Teknolojileri BOlümü, (Unpublished Master Thesis), Ankara, Turkey (in Turkish).

This research is done for the purpose of evaluating handicapped students ex'ceptions and opinions of the Open High School. The study set of the research is formed by all 258 handicapped students at Ankara Provicial Contact Centre.

In this research a questionnaire was developed as a means of data collection tool. This questionnaire which was developed in accordance with the purpose of research contained 34 questions. The developed questionnaire was applied to a sample study group and necessary data was obtained. SPSS program was used in the analysis of the data. In order to analyze questions frequency, percentage and significance coefficient were used in accordance with the purpose. The data obtained as a result of the research is listed below. Most of students are male. The majority of the students is orthopedically handicapped, whereas the minority of the students is speech handicapped.

The number of working students who are not in the age range of education is inadequate. This is a typical example that they cannot find appropriate education environments due to their handicaps. The number of registered handicapped students to Open High School increases year by year. Handicapped students do need education and this need should be met entirely. Most of the students state that their purpose of attending Open High School is to have a high school diploma and a suitable job. They prefer Open High School because they cannot find appropriate school in accordance to their handicaps.

It is observed that Open High School is a good opportunity for handicapped students also. Their needs should be considered especially. Essential regulations could be done as soon as possible in order to meet the needs of already registered handicapped students and provide the attendance of more handicapped students.

EDUCATIONAL EXPECTATIONS OF THE TURKISH YOUNGSTERS AND APPLICATION OF THE OPEN HIGH SCHOOL IN GERMANY

20 DOGAN, Ahmet Atilla.(2000)."Almanya'daki Gençlerimizin Eğitim Beklentileri ve AçıkOğretim Lisesi Yurtdışı Programı [Educational Expectations of the Turkish Youngsters and Application of the Open High School in Germany]", *Eğitim Fakültesi Dergisi*, Anadolu

Üniversitesi Yayınları, Vol. 10, Number: 1, pp: 67-80, 2000, Eskişehir, Turkey.

The education problems of the Turkish young people in Germany, which have not been solved for many years, reviewed constantly each year. The Open High School Project, which has been conducted since 1990 in the Western European countries with the cooperation of Anadolu University and the Ministry of National Education, comes as a solution for the education problems of the Turkish youngsters who live in Germany.

OPEN EDUCATION INSTUTITIONS OF MINISTRY OF NATIONAL EDUCATION

21 DUZGUN, Erol. (2001). "Millî Eğitim Bakanlığı Açıkogretim Kurumları [Open Education Instutitions of Ministry of National Education]", *INET-TR 2001*, 1-3 November 2001, İstanbul, Turkey.

In this study, the establishment purposes, target audience and services of Open High School, Open Elementary School and Vocational and Technical Open School which are in service of Ministry of Education General Directorate of Educational Technologies are presented. In addition, student profile via numerical data and future plans of schools are given in the study.

A SCHOOL WITHOUT WALLS: OPEN HIGH SCHOOL

ERGIN, Ozgür. (1997). "DOrt Duvarın Dışında Bir Okul; çıkOğretim Lisesi [A School Without Walls: Open High SchoolJ", *Bilim ve Teknik Dergisi*, pp. 66-69, September1997, Ankara, Turkey (in Turkish).

Open High School is described as a practice which can solve the problems of traditional education and which can develop parallel to the changing technology in this study. it is put forward that this practice provides equal opportunities for everybody in the field of education.

The findings of a survey which were given to OHS students in 1996 to determine their different needs and expectations were also reported in this study. Teaching via printed materials, broadcasting and face to face education are three teaching components of OHS practices. These

components are also dealt with in this study and some problems are mentioned.

THE USE OF RADIO AND TELEVISION FOR EDUCATIONAL PURPOSES: A SAMPLE THE OPEN HIGH SCHOOL

ERTUGRUL, Fadıl. (1996). "Radyo ve Televizyonun Eğitim Amaçlı Kullanılması Bir Ornek: AçıkOğretim Lisesi [The Use of Radio and Television for Educational Purposes. A Sample: Open High School", Graduate School of Social Sciences of Marmara University (Unpublished Master Thesis), Istanbul. Turkey (in Turkish).

This study focuses on the idea that radio and television can become education environment as mass communication tools. Also there is some information about the use of radio and television in Open High School since the beginning year, 1992. A questionnaire was given to OHS students in Istanbul to get some information about the benefits of the programmes on radio and television. It concludes that these programmes are useful for the students.

OPEN HIGH SCHOOL STARTED

24 ESIRGEN, Ruhi. (1992). "AçıkOğretim Lisesi Başladı [Open High School Started]", *Millî Eğitim*, Ministry of National Education Publications, November 1992, Ankara. Turkey (in Turkish).

This article gives information about the aim of Open High School, the target population and the condition of the OHS application.

CREDIT COMPLETION SUPPORT PROJECT

ESIRGEN, Ruhi. (1993). "Kredi Tamamlama Destek Projesi [Credit Completion Support Project]", *Millî Eğitim*, Ministry of National Education Publications, Number: 124, pp. 47-50, Ankara, Turkey (in Turkish).

There have been some problems during the application of the regulations for course passing and credit system, which has been designed to educate students according to their needs and has been applied starting in the 1991-

1992 school year. The inadequacies of teachers, buildings, classrooms and educational equipments have been obstacles to the aim of credit system and have limited the students' choice which is the essence of the system. in this article the project regarding a solution to these problems by the application of Open High School is explained. This project will help school administrative to overcome the problem of not being able to offer selective and mass courses due to the lack of teachers and classroom. It will also make it possible to have integration in education programs and system by removing the regional differences. It is advocated that Open High School will create equal educational opportunities and will help to increase the cultural level of the society.

PANEL ON OPEN HIGH SCHOOL

26 ESIRGEN, Ruhi., Ayhan HAKAN, Zeki KAYA, Mehmet GULTEKIN, Zeki CATAL, Sibel DERE ve Ali BALAMIR.(1998). "AçıkOğretim Lisesi Paneli [Panel on Open High School]", *Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri*, Ministry of National Education, Directorate Education via Television Film, Radio and Television (MONE-FRTED), Distance Education Foundation, May 4-8, 1998, Ankara, Turkey (in Turkish).

In this panel, the present applications and future projects of the Open High School of Turkey which has been serving to more than 250.000 students at secondary level since 1992 have been discussed.

A PANEL ON IMPACT OF OPEN HIGH SCHOOL TO SOCIAL DEVELOPMENT

27 ESIRGEN, Ruhi., Marina McISAAC, Dursun GOKDAĞ, Tahir OZGU, Feyzi ULUĞ, Nazire PEHLIVAN. (2002). "AçıkOğretim Lisesinin Toplumsal Gelişmeye Etkisi Paneli [A Panel on Impact of Open High School to Social Development]", *AOL 10. Yıl Etkinlikleri*, Ministiy of National Education General Directorate of Educational Technologies, October 2002, Ankara, Turkey.

A STUDY ON THE PRINTED MATERIALS PREPARED BY THE TURKISH OPEN HIGH SCHOOL: A Sample Of Mathematics Course Book

GOCMENLER, Güzin. (1996). AçıkOğretim Lisesi Uygulamasında Basılı Materyallerin Değerlendirilmesi: Matematik Ders Kitapları Orneği [A Study on the Printed Materials Prepared by The Turkish Open High School A Sample of Mathematics Course Book", The Graduate School of Social Sciences of Ankara University, (Unpublished Master Thesis), 1996, Ankara, Turkey (in Turkish).

(in addition, summary of this study is presented a- At Turkey İst International Distance Education Symposium and appeared in; Proceedings of Turkey İst International Distance Education Symposium Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 12-15 November 1996, pp. 249-260, Ankara, Turkey (in Turkish). b-Published in Uzaktan Eğitim, Distance Education Foundation, pp. 62-65, Summer 1997, Ankara, Turkey,(in Turkish).

The aim of the study is to explore the education. So, the study emphasizes education environments, one of the developments in modern educational technologies. Also, it is examined through students evaluations whether Maths 1-2 course books, one of the printed materials used in Open High School application, have been prepared according to the principles of distance education or not.

A REPORT ON OPEN HIGH SCHOOL

29 GOKDAG, Dursun. (1993). *AçıkOğretim Lisesi Hakkında Rapor [A Report on Open High School]*, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Unpublished Report), Ankara. Turkey (in Turkish).

This report, which is about Open High School, was prepared through data received from two and half months study and observations at Open High School and is based on the success conditions of Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED). it states that distance education is also avail-able for the other needs of national education in addition to Open High School application. However, it is also emphasized that this system should not be considered as a method which conveys information through sending books and broadcasting television and radio programmes, and that this system should be functionalized in a real sense by removing some problems occurred due to rapid development. This

report also suggests that some decisions should be given immediately regarding the recommendations about better course books and counseling services of the Open High School.

PROJECT PROPOSAL FOR LEARNING CENTER IN THE CONTEXT OF ORDU-MESUDIYE PREMIERSHIP CITY-VILLAGE PROJECT FOR OPEN HIGH SCHOOL AND OPEN ELEMENTARY SCHOOL

30 GULER, Umit, GURSOY, Ozlem, HICYILMAZ ASLAN, Mine. (2000). Başbakanlık KOy-Kent Projesi Kapsamında Ordu-Mesudiye AçıkOğretim Lisesi ve Açık İlkOğretim Okulu Oğrencileri için Oğrenme Merkezi Proje Onerisi [Suggestion ofLearning Center Project in the Context of Ordu-Mesudiye Premiership City-Village Project For Open High School and Open Elementary ScboolJ", Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), (Copied internal paper), Ankara, Turkey.

In the Context of Prime Ministry's City-Village Project; Ordu-Mesudiye Learning Center Project is realized by cooperation of Governor, Town Mayor, Ministry of Culture, SHCEK and City Sport Directorate in Ordu-Mesudiye-Türk köyü. Aim of this center is to provide communication and information facilities for Open High School and Open Elementary School (OES) Students.

PROJECT PROPOSAL FOR KONYA-KARAPINAR REGION LEARNING CENTER PROJECT FOR OPEN HIGH SCHOOL AND OPEN ELEMENTARY SCHOOL STUDENTS

31 GULER, Umit., HICYILMAZ ASLAN, Mine. (2001). "Konya-Karapınar-Hotamış Beldesinde AçıkOğretim Lisesi ve Açık İlkOğretim Okulu Oğrencileri için Oğrenme Merkezi Proje Onerisi [Project Proposal for Konya-Karapınar Region Learning Center Project For Open High School and Open Elementary School Students]", Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), (Copied internal paper), 2001, Ankara, Turkey.

In the Context of Prime Ministry's City-Village Project; Konya-Karapınar-Hotamış Learning Center Project is realized by cooperation of Turkish Military, Foundation of National Education, Ministry of Health, Ministry of Environment, Ministry of Agriculture, and Ministry for Village, Governor Town Mayor, Ministry of Culture, SHCEK and City Sport Directorate in Van-Ozalp-Dorutay. Aim of this center is to provide communication and information facilities for Open High School and Open Elementary School (OES) Students.

GENERAL HIGH SCHOOL STUDENTS' OPINIONS ON OPEN HIGH SCHOOL

GURBUZ, Atilla.(1999). "Genel Lise Oğrencilerinin AçıkOğretim Lisesi'ne İlişkin GOrüşlerinin Değerlendirilmesi [General High School Students' Opinions on open High School]", Social Science Graduate Institute of Ankara University, Department of Educational Programs and Educational Technology (Unpublished Master Thesis), Ankara, Turkey (in Turkish).

Within this research aiming the evaluation of comments of General High School Students on Open High School; scanning model is used as research method. According to results obtained, it is determined that students are complaining about crowded classes and so lessons can not be repeated enough during classes. As a result of this, experiments and observations are not performed. It is determined that they want to follow radio programs, recorded tapes and video cassettes prepared for Open High School especially for the lessons they have difficulty with. It is determined that especially low income group students watch the mentioned programs. In addition, it is noted that all students want to benefit from the learning centres which will be set by Open High School.

EVALUATING AND DEVELOPING OF OPEN HIGH SCHOOL

33 HAKAN, Ayhan, Ersan SOZER, Mehmet GULTEKIN & Zeki KAYA. (1996). AçıkOğretim Lisesinin Değerlendirilmesi ve Geliştirilmesi [Evaluating And Developing of Open High School]", *Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri*, Ministiy of National Education, Film Radio Television Educational Directorate (MONE-FRTED), pp. 309-318, 12-15, November 1996. Ankara. Turkey (in Turkish).

In Turkey, Open High School provides a chance for distance education to a great mass of population. Due to its important role in education, continuous improvement and modernization of it is a necessity. And the only way of achieving this goal is scientific evaluation of this program. Being aware of this fact evaluation of open High School is done.

Depending on the findings of this evaluation some proposals for improvement of application of Open High School are presented. The Open High School accepted 44151 students. It gave 2100 graduates in 1994-95 school year, 5.000 graduates in 1995-96 school year. 1100 of 1994-95. 3000 of 1995-96 graduates succeeded in the University Entrance Examination. This study is prepared as a section of the report to be explained in the next item in detail, was presented as a paper in the above mentioned Turkey First International Distance Education Symposium.

AN EVALUATION OF OPEN HIGH SCHOOL APPLICATION

34 HAKAN, Ayhan. Ersan SOZER, Zeki KAYA & Mehmet GULTEKIN (1997). 'AçıkOğretim Lisesi Uygulamasının Değerlendirilmesi [An Evaluation of Open High School Application]", (Advisor- Gevat ALKAN), Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Institute of Education of Anadolu University (Unpublished Research), 517p., 1997, Eskisehir, Turkey (in Turkish).

It is a necessity that Open High School, as an institution having the duty to convey information to public, should refresh and improve itself. in this research, the Open High School application is evaluated in terms of structure, function and program. To achieve this purpose of learning, the problems of the students about television and radio courses, course passing condition and credit system and exams are determined first.

And also, the job satisfaction of Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED), personnel and provinces contact bureaus' authorities are identified. Furthermore, the importance that the above mentioned FRTED workers give to 10 job-satisfaction elements is mentioned. Finally, some suggestions are given regarding the developments of Open High School application on the basis of gained information.

LEARNING CENTER PROJECT FOR OPEN HIGH SCHOOL AND OPEN ELEMENTARY SCHOOL STUDENTS AT SINOP-BEKTASAGA VDLLAGE REGIONAL BOARDING SCHOOL

35 HICYILMAZ ASLAN, Mine. (2000). "AçıkOğretim Lisesi ve Açık ilkOğretim Okulu Oğrencileri için Sinop Merkez-Bektaşağa KOyü Atatürk Yatılı ilkOğretim BOlge Okulu Oğrenme Merkezi Proje Onerisi [Learning Center Project for Open High School and Open Elementary School Students at Sinop-Bektasaga Village Regional Boarding School]", Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), (Copied internal paper), Ankara, Turkey (in Turkish).

In the context of Ministry of National Education Learning Centers Sinop-Bektasaga KOyü Learning Center was established at Atatürk Elementary School building to give support and library service for Open High School and Open Elementary School (OES) Students.

LEARNING CENTERS

36 HICYILMAZ ASLAN, Mine. (2000). "Oğrenme Merkezleri [Learning Centers]", *Millî Eğitim Bakanlığı Eğitim Teknolojileri Genel Müdürlüğü (EğiTek), BTIE"2000 Bilişim Teknolojileri Işığında Eğitim Konferansı*, Türkiye Bilişim Derneği, ODTÜ Oğrenci Kolu, 15-17May 2000, Ankara, Turkey.

In this paper, projected and applied works are discussed, which where prepared by MONE-EğiTek for different institutions 1998 to May 2000 period. At the end of paper some suggestions are given to develop the project in the future.

PROJECT PROPOSAL FOR ZONGULDAK-EREGLI ERDEMIR LEARNING CENTER FOR OHS AND OES

37 HICYILMAZ ASLAN, Mine. (2001). "AçıkOğretim Lisesi ve Açık ilkOğretim kulu Oğrencileri İçin Zonguldak-Ereğli Erdemir Oğrenme Merkezi Proje Onerisi [Project o/Zonguldak-Eregli Erdemir Learning Center For Open High School and Open Elementary School", Ministry

of National Education General Directorate of Educational Technology (Copied internal paper), Ankara, Turkey.

In the context of Ministry of National Education Learning Centers Zonguldak-Eregli Erdemir Learning Center was established at Zonguldak-Eregli Erdemir Elementary School building in cooperation with West Black sea Foundation and Ministry of National Education in 2001. Aim of this center is to provide communication and information facilities for Open High School and Open Elementary School (OES) Students. in addition, this center has OHS-OES Examination Unit too.

GENERAL DEFINING OF DISTANCE EDUCATION, DEVELOPMENTS IN TURKEY AND EVALUATION OF THE PROJECTS

38 ISMAN, Aytekin. (1998). *Uzaktan Eğitim Genel Tanımı Türkiye'deki Gelişimi ve Proje Değerlendirmeleri [General Defining of Distance Education, Developments in Turkey and Evaluation of the Projects*], Değişim Publications, 1998, Sakarya, Turkey (in Turkish).

In this book, the description of distance education, practicing models, historical development of distance education in Turkey and evaluation of the projects are dealt within the second chapter of the study; the history of Open High School is presented. The reasons of the need for Open High School and the medium it uses are also discussed in this book.

PERFORMANCE EVALUATION AT VOCATIONAL OPEN LEARNING APPLICATIONS

39 KARAAGACLI, Mustafa. "Meslekî AçıkOğretim Uygulamalarında Performans Değer lendirme [Performance Evaluation at Vocational Open Learning Applications]", *Türkiye. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri*, Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED)-Foundation of Distance Education, pp. 448-458, May 4-8, 1998, Ankara, Turkey (in Turkish).

Conceptionally and systematically distance education presents variable and numerous possibilities for independent and lifelong learning. Its a known fact that 78 % of the national work force is made up of five years (first level)

schooling Elementary school graduates or even shorter period of schooling. Vocational Open High School has important functions for increasing the qualifications and for training the qualified work force. Fulfillment of the functions of Vocational Open Learning Program is closely related to the evaluation of the performance of students who are the fundamental elements of the programme. For this reason evaluation of the student performance of Vocational Open Teaching Practice has been dealt with-in this study.

USING TECNOLOGY AND DEMANDS OF INTERACTIVITY IN CONSTRUCTIONAL RUNNING IN OPEN HIGH SCHOOL PROCESS

40 KARAAGACLI, Mustafa. (2001). "AçıkOğretim Lisesi Yapısal İşleyiş Süreçlerinde Teknoloji Kullanımı ve Etkileşimli Teknolojiler Gereksinimi fUsing Tecnology and Demands of Interactivity in Constructional Running in Open High School Process]" *Ulusla rarası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya University Journalof Faculty of Education 3, Special Issue* 2, pp. 420-425, Adapazarı, Turkey (in Turkish).

The study is concerned with the need for the use of technology in the structural process functions and for interactive technologies in Open High School. The purpose of this project is to establish the educational function of the implementation benefit situation of the interactive technologies to be used in Open High School in the before mentioned terms. In the descriptive study, it is concluded that interactive technologies are needed increasingly to be used in Open High School teaching and learning practices and suggestions for improvement are listed in the study.

THE IMPORTANCE OF OPEN HIGH SCHOOL

41 KAYA, Zeki. (1995). 'Açıkoğretim Lisesi'nin Onemi [The Importance of Open High School]", *Çağdaş Eğitim*, Vol. 20, Number: 212, pp. 10-12, Ankara, Turkey (in Turkish).

A large number of people are villing to complete their secondary education with-out attending classes. They prefer to take education by teaching supports, and the increasing need to receive better education and the request to benefit from new education opportunities are more observable today. The initial number of Open High School students in October 5, 1992 was more

than 44 000, and increased to more than 65 000 in 1994. Among the reasons of registration are having high school diploma, increasing their knowledge and having a right or to obtain a chance to attend university. Therefore, Open High School application has an important function for meeting the needs, by serving secondary education in our society.

OPEN HIGH SCHOOL AND ITS STRUCTURE, FUNCTION AND PROGRAM

42 KAYA, Zeki. (1995). "Yapı, işleyiş ve Programıyla AçıkOğretim Lisesi [Open High School and Its Structure, Function And Program]", *Eğitim YOnetimi*, Number: 4, pp. 603-605, Ankara, Turkey (in Turkish).

While Open High School was being established in 1992-1993 school year, there were many discussions about the organizational structure and its relations to educational system. The result of these discussions showed that such a distance education system cannot be independent from media. Therefore, Open High School was included in the projects which were carried out by Ministry of National Education, Film Radio and Television Education Directorate (MONE-FRTED), and the institution was restructured including Open High School application. In this article, the structural and procedural changes between 1992-1995 are associated with the expected ones and structure, procedures, objectives, contents, teaching and learning processes, printed materials, radio-television programmes and students' success are evaluated.

EVALUATION OF TV PROGRAMMES OF OPEN HIGH SCHOOL

43 KAYA, Zeki. (1995). "AçıkOğretim Lisesi Televizyon Programlarının Değerlendirilmesi [Evaluation of TV Programmes of Open High School]", *The 2nd Congress of Education Sciences*, Ankara Hacettepe University, 6-8 September 1995. Turkey (in Turkish.)

(In addition, this study was published at Uzaktan Eğitim, Foundation of Distance Education Publications, Summer 1998-\Vinter 1999, pp.69-77, Ankara, Turkey (in Turkish).

In this article the information about the TV programs which were prepared by Film Radio Television Educational Directorate is given. in order to promote the efficiency of Open High School, 42 television programs of this high school were evaluated in terms of speakers, presentation phases and production techniques. The results of the evaluation indicated that the quality of speakers and presentation phases is good and the quality of production technique is moderate.

THE COURSE BOOKS IN DISTANCE EDUCATION: Open High School Example

44 KAYA, Zeki. (1996). *Uzaktan Eğitimde Ders Kitapları AçıkOğretim Lisesi Orneği [The Course Books in Distance Education: Open High School Example*]. The Faculty of Education, Gazi University. Ankara. Turkey, (in Turkish).

The study starts with an introduction on distance education in general sense. Later on, the structure and procedures of Open High School, the characteristics of the students and personnel, programmes and success ratio and factors which affect these elements are mentioned.

The research conducted on Open High School course books, and the need to evaluate these course books is included in this section as well. The second section presents the research methodology. The third section includes the data related to Turkish Language and Literature 1, Mathematics 2, and Sciences 2 course books and the interpretation of this data. The study ends with the fourth section which includes the summary of the study, discussions and suggestions.

It is concluded that all three books are not easy to understand, not interesting and do not motivate students to do research and do not enhance learning. Also, Turkish Language and Literature 1 and Math 2 Course books are not appropriate for the students at the different age, and levels in terms of being clear and easy to read.

EVALUATION OF TEXTBOOKS OF OPEN HIGH SCHOOL

45 KAYA, Zeki. (1998). 'AçıkOğretini Lisesi Ders Kitaplarının Değerlendirilmesi [Eualuation of Textbooks of Open High Scbool", *Türkiye I.Uluslararası Uzaktan Eğitim Sempozyum Bildirileri*, Ministry of National Education, Television Film, Radio Television Education

Directorate (MONE-FRTED)- Foundation of Distance Education, pp 395-402, May 4-8, 1998, Ankara, Turkey (in Turkish).

The textbooks have been used as a basic learning and teaching source in the activity of the Open High School and introduced to student use like in all distance education activities. In present study, the textbooks of the courses, Turkish Language and Literature I, Mathematics II and Natural Sciences II have been assessed based on students' perceptions about the factors mentioned above.

DISTANCE EDUCATION APPLICATIONS IN TURKEY IN 75th ANNIVERSARY OF THE TURKISH REPUBLIC

46 KAYA, Zeki.(1998). "Türkiye Cumhuriyeti'nin 75. Yılında Uzaktan Eğitim Uygulamaları mız [Distance Education Applications in Turkey in 75. Anniversary of The Turkish Republic]", *Millî Eğitim*, Ministry of National Education Publications: 3218, Vol.139, Ankara. Turkey (in Turkish).

Distance education practices in Turkey are examined under the headings of Anadolu University, Open High School and Open Elementary School in this study. Open Education Faculty, The Faculty of Economics and The Faculty of Management which serve in the distance education system of Anadolu University, printed materials, radio and television programs, academic counseling and computer assisted education are also dealt with. The tools which are used by Open High School and Open Elementary School are listed as printed materials, radio and television programs, academic counseling and practicing services.

THE DEVELOPMENT OF DISTANCE EDUCATION IN TURKEY

47 KAYA, Zeki & Ferhan ODABASI. (1996). "Türkiye'de Uzaktan Eğitimin Gelişimi [The Development of Distance Education in Turkey]", *Eğitim Fakültesi Dergisi, Journal of Faculty of Education of Anadolu University* Vol. 6, pp. 29-41, Bahar 1996, Eskisehir, Turkey fin Turkish).

(This study is presented at the *World Conference on Education in India: The Next Millennium*, 10-14 November 1997, New Delhi, India).

The distance education applications in Turkey have developed being parallel to education problems. The development of distance education can be examined in three periods; the applications between the years 1927-1955, the developments between the years 1956-1981 and finally the developments between the years 1982-1996. Today distance education application has been carried out by Anadolu University at the university level and by Ministry of National Education, Film Radio and Television Education Directorate (MONE-FRTED), at secondary education level.

In these applications, there have been many developments in the number of students, in education environments, distance education course materials and other tecnologies.

THE REGULATIONS FOR OPEN HIGH SCHOOL

48 MEB (Ministry of National Education).(1993)."AçıkOğretim Lisesi YOnetmeliği [The Regulations For Open High School]", *Government Official Gazette*, Number 21504, pp. 32-42, 22nd February 1993, Ankara, Turkey (in Turkish).

The regulations for Open High School published in Official Gazette, in February 22, 1993 with the number 21504. Also regulations that are include the purpose, content and the reasons of the regulations, principle, establishment, Organizational structure and responsibilities of the Open High School. And additional, regulation indicates the way of registration (conditions), the form of the examinations and the evaluation of the exams.

A RESEARCH ON THE APPLICATION OF THE OPEN HIGH SCHOOL CONTACT CENTERS

49 MEB. (Abbriv: Ministiy of National Education). (1993). *AçıkOğretim Lisesi irtibat Merkezleri Uygulaması Araştırması [A Research on The Application of The Open High School Contact Centers*, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED),(Copied internal paper), Ankara, Turkey (in Turkish).

The design, application and evaluation, data analysis of this research was conducted by Dr. Ulug and was written in a report form by Sarıtas and edited by Mr. Turgut, it aims at exploring the needs of provincial contact bureaus and their problems.

SUCCESS DISTRIBUTION AT OPEN HIGH SCHOOL IN 1993-1994 SCHOOL YEAR

50 MEB. (1994). *AçıkOğretim Lisesi 1993-1994 Oğretim Yılı Basarı Dağılımları [Success Distribution at Open High School in 1993-1994 School Year]*, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper), Ankara, Turkey (in Turkish).

This study includes the success ratio of the students in 1992-1993 school year's 1st and 2nd semesters on the basis of courses in terms of gender of the students, some special courses and distribution of the students' success according to the cities. This study also includes, the success of the students for each semester and for selected cities especially in the Southern Anatolia which is called 'GAP' region.

THE RESEARCH ON OPEN HIGH SCHOOL GRADUATES

MEB. (1994). AçıkOğretim Lisesi Mezunlarını İzleme Araştırması [The Research on Open High School Graduates], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper, prepared by Ali AĞIN), Ankara, Turkey (in Turkish).

This study aims at determining the adaptation of the students to their new jobs after graduating. Therefore, the opinions and evaluations of the students about the relations between education life and business world were obtained. The first graduates of Open High School were graduated in 1994-1995 school year. The subject of this study consists of 150 graduates of that year. According to the results of the study most of the graduates range between the ages 19-44. 71% of them are male and 29% are female.

The graduates reported that they attended Open High School because they want to attend university, promote in their jobs and be recruited in a long lasting job. 32% of the graduates expressed that they did not observe a relationship between their education and their jobs, and 72% of them said they did. More than 1/3 of the graduates said that they had a positive change in their lives after graduating from Open High School. The suggestions stated at the end of the study are that there must be contacts between the

graduates via panels, meet-ings and seminars should be held to achieve this purpose.

THE RESEARCH ON OPEN HIGH SCHOOL STUDENT PROFILE

MEB. (1994). AçıkOğretim Lisesi Oğrencilerini Tanıma Araştırması [The Research on Open High School Student Profile], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper), 1994 Ankara, Turkey (İn Turkish).

The aim of the study is to obtain information about students' demographic and socio-economic characteristics which will be helpful in designing the courses. In 1993–1994 school years, there were 53 013 registered students. 600 of these students (1%) at whole population were chosen randomly, and given a questionnaire. •At the end of the study, it was found that the most intensive age range was between 25-44 years.

In terms of gender, 67% of the students were male, 33% female and 67% of them were married. Most of them live in the city center and have their own houses. The students required the establishment of tutoring and counseling services and rearrangement of the bureaus and course broadcasting via television and radio.

STUDY ON OPEN HIGH SCHOOL STUDENTS: Problems And Evaluation

53 MEB. (1995). AOL Oğrenci Sorunlarının İncelenmesi ve Değerlendirilmesi [The Study On Open High School Students'Problems And Evaluation], Ministry of National Education, Film, Radio Television Education Directorate (MONE-FRTED), Research, Planning Evaluation Unit, (Copied internal paper, prepared by Ali AĞIN), Ankara, Turkey (in Turkish).

The study aims at evaluating Open High School students' problems and finding solutions to them.

The study consists of introduction, the examination of the problems of Open High School students, evaluations and appendices sections. it also includes the distribution of the problems reflected by Open High School students, between June 1992 and June 1995 according to cities and reasons of these problems.

This study mentions the needs for rearrangement of student bureaus. The opportunities for face-to-face education increased in Science, Foreign Language and Mathematics courses, initializing more student tutoring and counseling services. Enabling bureaus to give diplomas (still in the system all graduates have to come to Ankara to receive their diploma), other official documents and processes.

THE RESEARCH ON EVALUATION OF THE SERVICES OFFERED TO OPEN HIGH SCHOOL STUDENTS: ANKARA CASE

54 MEB. (1995). AçıkOğretim Lisesi Oğrencilerine Sunulan Hizmetleri Değerlendirme Araştırması Ankara Orneği [The Research on Evaluation of Tide Services Offered to Open High School Students: Ankara Case, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper, prepared by Ali AĞIN), 1995, Ankara. Turkey (In Turkish).

The study aims at introducing the services offered to the students, receiving opinions about the programs offered and trying to find solutions to the existing problems. According to the results of the study, 60% of the subjects demand an increase in the opportunities for face-to-face education. In addition 80% of the students want the books to be sent to their homes. And the students are more successful in the courses such as Turkish Language and Literature, History, Religion and Geography, but the other courses have lower success ratio.

SUCCESS DISTRIBUTION IN 1994-1995 SCHOOL YEAR AT OPEN HIGH SCHOOL

55 MEB. (1995). Açıköğretim Lisesi 1994-1995 Oğretim Yılı Başarı Dağılımları [Success Distribution in 1994-1995 School Year at Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper), Ankara, Turkey (in Turkish).

This study, distribution of success in 1994-1995 school years on the basis of the courses in the first and second semester, of gender, of some selected courses and of selected cities and especially in GAP region on the emphasis of mentioned courses are examined.

EDUCATIONAL MEDIA AND OPEN HIGH SCHOOL

MEB. (1995). Eğitim Medyası ve Açıkogretim Lisesi [Educational Media And Open High School, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research Planning and Evaluation Unit, APD-11, (Copied internal paper, prepared by Ali AGIN), January 1995, Ankara, Turkey (in Turkish).

This study includes an evaluation of Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED) productions in terms of functionality and aim achievement, the evaluation of FRTED organization models and services and evaluation of the results of the research on Open High School.

This study is important for our subject especially with its last section.

RESEARCH ON EVALUATION OF THE STUDENTS PROBLEMS RECEIVED IN A WRITTEN FORM BY OPEN HIGH SCHOOL ADMINISTRATION

57 MEB. (1995). Açıkögretim Lisesi Uygulamasında Oğrencilerin Yazılı Olarak Liseye Yansıyan Sorunlarının Değerlendirilmesi [Research on Evakıation of The Students'Prohlems Recieved in a Written Form by Open High School Administration], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research Planning and Evakıation Unit, (Copied internal paper, prepared by Ali AGIN), Ankara, Turkey (in Turkish).

The study includes the evakiation of the letters about the negative or positive opin-ions of the students related to Open High School applications. When these problems were grouped, three main subtitles yvere formed;

- * the basic problems of bureaus (seventeen items),
- the problems that the student face (seven items),
- * other problems of the students (eleven items).

In the study, the possible solutions of the problems were also mentioned as nine items.

OPEN HIGH SCHOOL AND PRESS-I

58 MEB. (1995). Basında Açıkogretim Lisesi-I [Open High School And Press-I, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, (Copied internal paper, prepared by Ali AGIN), February 1995, Ankara, Turkey (in Turkish).

This study includes articles, news and written documents on Open High School and distance education published in Turkish dailies, especially in the years 1992-1993. This research is important for being a useful document collection in the field.

OPEN HIGH SCHOOL AND PRESS-II

59 MEB. (1995). Basında Açıkoğretim Lisesi- II [Open High School and Press-II], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, APD-14, (Copied internal paper, prepared by Ali AGIN), February /995, Ankara, Turkey (in Turkish).

Second and continued version of the same study which is mentioned above with 33 items. This study also includes articles, news and written documents on Open High School and distance education published in Turkish dailies. Especially in the years of 1992-1993. This research is also very important for being a useful document collection in the field.

OPEN HIGH SCHOOL: Questions and Answers

60 MEB. (1995). Sorular ve Cevaplarla Açıkoğretim Lisesi [Open High School: Questions and Answers], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, (Copied internal paper), February 1995, Ankara, Turkey (in Turkish).

This is a study composed of 41 questions and answers about Open High School and some aspects of its applications. These questions include the establishment, functions, and regulations of Open High School, student profile and characteristics and the rights of the students.

OPEN HIGH SCHOOL IN 100 QUESTIONS

61 MEB (1995). 100 Soruda Açıkoğretim Lisesi [Open High School in 100 QuestionsJ, Ministry of National Education. Film Radio Television Education Directorate (MONE-FRTED), Head of Research. Planning and Evaluation Unit, APD-15, (Copied internal paper, prepared by Ali AGIN), February 1995, Ankara, Turkey (in Turkish).

The study consists of 100 questions about Open High School and its applications and the answers to these questions. The content of the questions is the establishment of Open High School, the credit system, student services, the opportunities after graduation and transfers conditions to the other high schools. The answers are the ones based on law and regulations and replied by the authorities.

OPEN HIGH SCHOOL FROM THE STUDENTS' POINT OF VIEW

62 MEB. (1995). *Oğrenci GOzüyle AçıkOğretim Lisesi [Open High School From We Students' Point of View]*, Ministry of National Education. Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, (Copied internal paper, prepared by Ali AGIN), February 1995, Ankara, Turkey (in Turkish).

This study includes the letters which are sent to Open High School administration by the students for various reasons, and vvhich include the students¹ criticism and appreciations about the system. Original letters are included in the appendix.

THE QUESTIONNAIRES ABOUT OPEN HIGH SCHOOL

63 MEB. (1995). AOL'e Yönelik Anketler [The Questionnaires About Open High School]", Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research,

Planning and Evaluation Unit, APD-17, (Copied internal paper, prepared by Ali AĞIN), February 1995, Ankara, Turkey (in Turkish).

This study includes some questionnaire samples about Open High School, such as the questionnaire of Open High School bureaus applications, Student Profile Questionnaire, Open High School Student Questionnaire, The Questionnaire for the Principal of Ministry of National Education Devices and Equipment Centers, Cost Analysis Form for Secondary Education Institutes and MONE-FRTED Human Resources Planning Information Form.

THE CURRENT SITUATION OF OPEN HIGH SCHOOL CONTACT BUREAUS AND NEED ANALYSIS

64 MEB. (1995). AOL Irtibat Büroların Mevcut Durumu ve Ihtiyaclarının İncelenmesi [The Current Situation of Open High School Contact Bureaus And Need Analysis], Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, APD-16, (Copied internal paper, prepared by Ali AGIN), March 1995, Ankara, Turkey (in Turkish).

Due to the need for local contact in various cities, bureaus were established as a sub-organization of Ministry of National Education Devices and Equipment Centers with the improvement of MONE's decision which is numbered as 400/067.

An open-ended questionnaire was applied to explore the needs and problems of the bureaus serving in 76 cities all Over Turkey. This questionnaire was answered by vice-president of Ministry of National Education Devices and Equipment Centers who participated 18th Educational Administration Seminar, held in Aksaray (a city which is located in the Central Anatolia Region) at in-service Training Institute between the dates 30 January and 3 February 1995. Only 56 Bureaus administrators answered this questionnaire.

According to the results, equipments and buildings that are crucial in giving a quality service, such as classroom, halls, laboratories, library, telephones, faxes and computers etc. are not sufficient. The bureaus lack necessary visual and audio equipments.

Most of the problems of the bureaus are related to student services. These services are very influential on the working periods and organization of bureaus. In order to increase efficiency in bureaus, some new personnel should be employed.

OPEN HIGH SCHOOL -PAST AND PRESENT-

65 MEB. (1995). AOL-Dünü ve Bugünü- [Open High School -Past And Present-]", Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Un it, APD-18, (Copied internal paper, prepared by Ali AGIN), March 1995. Ankara, Turkey (in Turkish).

This study mentions the establishment of Open High School starting from the initial ideas and its present situation. It also includes the discussions, problems and Solutions occurred before and during the establishment. in the present situation chapter, the services of Open High School and its functions in the society are mentioned.

WRITTEN DOCUMENTS ABOUT OPEN HIGH SCHOOL

66 MEB. (1995). AOL'e YOnelik Yazılı Doküman [Written Documents About Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit. APD-21, (Copied internal paper, prepared by Ali AGIN), June. 1995. Ankara. Turkey (in Turkish).

Although it was named in this way, the content is very similar to the studies called as "Open High School in Press" mentioned above. Also, in this study, newspaper articles and articles from educational magazines about Open High School in Turkish and English can be observed. This study is important especially for the documentary collection in the field.

THE RESEARCH ON OPEN HIGH SCHOOL GRADUATES FROM THE POINT OF SUCCESS IN UNIVERSITY ENTRANCE EXAMS ACORRDING TO SEMESTERS

67 MEB. (1995). Dönemlere Göre Açıkoğretim Lisesi Mezunları ve Universiteye Girme Durumlarının incelenmesi [The Research on Open

High School Graduates From the point of Success in University Entrance Exams According to Semesters], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), Head of Research, Planning and Evaluation Unit, (Copied internal paper, prepared by Ali AGIN), September 1995, Ankara. Turkey (in Turkish).

The number of first graduates of Open High School in the first semester of 1994-1995 school year was 1973 students. in other words, this year \vas the first year to give them the opportunity to take university entrance examination; 1072 of them were successful in university entrance exam.

This study also includes the distribution of the graduates according to the graduation semesters, cities and the distribution of the graduates who were able to enter university according to their departments and the distribution of the students who applied for credit completion in the second semester of 1994-1995 school years according to the cities and types of lycees and courses.

At the end of the study, it is mentioned that Open High School has increased the number of the students in secondary education, and has created equality in education al opportunity. In addition, most of the graduates who were successful in university entrance examination were from Istanbul, Izmir and Ankara. These cities are the most crowded cities of Turkey and very rich from the point of socio-cultural structure.

THE STUDY ON STUDENT PROFILES OF OPEN HIGH SCHOOL

68 MEB. (1995). Açıkoğretim Lisesi Oğrencilerini Tanıma Araştırması: Ankara Orneği [The Study on Student Profiles of Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper; prepared by Ali AGIN), November 1995, Ankara, Turkey (in Turkish).

The study aims at exploring the characteristics of the problems of Open High School students to be considered in distance education. To achieve this purpose some characteristics are focused on such as the students' personal and socio-economic situations, study activities, the communication devices they have and the educational tools they make use of.

The study is conducted in Ankara with 100 Open High School students who were chosen randomly from 2009 registered students at Ankara Open High School Bureau in 1994-1995 school years. At the end of the study, it was found that students ages mostly in range between 25-44, 77% of them are working and 26% of these work government institutions.

The economic situation of the students is at middle level or below. 65% of the students watch television course programmes and 42% of them listen to radio course programmes. 65% of the students want to have a face-to-face education and most of the students indicate that especially Science, Foreign Language and Mathematics courses are quite difficult.

EXAM STATISTICS FOR 1992-1993 SCHOOL YEARS SECOND SEMESTER AT OPEN HIGH SCHOOL

69 MEB. (1996). 1992-1993 Oğretim Yılı AçıkOğretim Lisesi 2. DOnem Sınav İstatistikleri [Exam Statistics For 1992-1993 School Years Second Semester at Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internalpaper), Ankara, Turkey (in Turkish).

This study includes the distribution of the exam results of students who took the exams at the end of the second semester of 1992-1993 school year and the distribution of raw points to the among courses. The study also includes the distributions in term of gender, age, the cities where they took the exam and the jobs of the students.

NEW REGISTRATION STATISTICS OF 1993-1994 FIRST SEMESTER AT OPEN HIGH SCHOOL

70 MEB. (1996). 1993-1994 Oğretim Yılı AçıkOğretim Lisesi 1. DOnem Yeni Kayıt istatistik leri [Neıv Registration Statistics of 1993-1994 First Semester at Open Higb Scbool], Ministry of National Education, Film Radio Television Educational Directorate MONE-FRTED), (Copied internal paper), Ankara, Turkey (in Turkish).

This study includes the demographic data gained during the registration procedures such as the city they live in, foreign language they know, gender, age and job status, and the distribution of this information.

STATISTICAL DATA ABOUT THE STUDENTS 1995-1996 SCHOOL YEAR AT OPEN HIGH SCHOOL-II

71 MEB. (1996). 1995-1996 Oğretim Yılı 1. DOnem AçıkOğretim Lisesi Oğrenci İstatistikleri-İİ [Statistical Data About the Students 1995-1996 School Year at Open High School-İİ], Ministiy of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper), 1996, Ankara, Turkey (in Turkish).

This study includes the data demographic gained during the registration procedures such as the city they live in, foreign language they knovv, gender, age and job status, and the distribution of this information.

STATISTICAL DATA ABOUT THE STUDENTS IN 1995-1996 SCHOOL YEAR AT OPEN HIGH SCHOOL-I

72 MEB. (1996). AçıkOğretim Lisesi Oğrenci Îstatistikleri-I. 1995-1996 Oğretim Yılı [Statistical Data About the Students in 1995-1996 School Year at Open High School-II], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper), Ankara. Turkey (in Turkish).

This two parted study includes the demographic data gained during this registration procedures such as the city they live in, foreign language they know, gender, age and job status, and the distribution of this information.

STATISTICAL DATA ABOUT THE STUDENTS IN 1995-1996 SCHOOL YEAR AT OPEN HIGH SCHOOL-II

73 MEB. (1996). Açıkoğretim Lisesi Oğrenci Istatistikleri-II. 1995-1996 Oğretim Yılı [Statistical Data About the Students in 1995-1996 School Years at Open High School-II], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied intemal paper), Ankara. Turkey (in Turkish).

The second part of the two-parted mentioned above study includes the demographic data obtained during this registration procedures such as the city they live in, foreign language they know, gender, age and job status, and the distribution of this information.

APPLICATION OF THE VOCATIONAL OPEN HIGH SCHOOL: ANKARA CASE

74 MEB. (1996). Meslekî Açıkoğretim Lisesi Uygulaması Ankara Orneği [Application of The Vocational Open High School: Ankara Case], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), (Copied internal paper, prepared by Ali AGIN), November 1996, Ankara, Turkey (in Turkish).

The aim of this study is to determine various student characteristics to be considered in distance education, their purpose in attending Vocational Open High School, services offered, students¹ opinions about the application, faced and possible problems.

This study also aims at gaining information about the students¹ personal characteristics, socio-economic conditions, purpose of attendance and problems and expectation from Open High School. The study consists of five chapters. In this study which was conducted as a field application as well as literature review, it is concluded that most of the subjects ranged between the ages 16-44 years old. 60% of them are males and 57% of the male are the adults who completed their military services. 90% of the subjects live in cities and 57% of them are working. Of this working population, 11% are working for the government institutions.

In addition, this working population wants to be promoted by graduating from Open High School. 34% of the subjects mentioned that they learned the information related to Open High School by telephone, 28.5% from TV and 22.9% from the letters. Furthermore, most of the subjects find Science, Maths and Foreign Language courses difficult, and they mostly demand more face-to-face education and have common idea that most of the problems related to Open High School stem from organization and application.

STATISTICAL DATA 2000-2001 SCHOOL YEARS AT OPEN HIGH SCHOOL

MEB. (1996). Açıkoğretim Lisesi 2000-2001 Oğretim Yılı İstatistiksel Verileri [Statistical Data 2000-2001 School Year at Open High School], EğiTek-General Directorate of Educational Technologies ofAlin ist/y of National Education, Turkey (in Turkish).

In this study, which includes numbers and statistical information on Open High School in 2000-2001 school years, profile information about the students is given.

OPEN HIGH SCHOOL AND OPEN ELEMENTARY SCHOOL EXAMS FOR 2001 SCHOOL YEAR

76 MEB. (2002). 2001 Yılı Açıkoğretim Lisesi ve Açık İlkoğretim Okulu Merkezi Sistem Sınavları Sayısal Bilgiler Sınavları (Open HighSchool And Open Elementary School Exams For 2001 School Year], 2001 EgiTek-General Directorate of Educational Technologies of Ministry of National Education, p.7., Ankara, Turkey (in Turkish).

In this table, examination dates, names and the number of applications are presented for 2001 school year of Open High School and Open Elementary School.

GUIDE FOR INFORMATION CENTRE

77. **MEB-EğiTek**. 'Bilgiye Erişim Merkezi Kullanım Kılavuzu [Gu ide for Information Centre]", EgiTek-General Directorate of Educational Technologies of Ministry of National Education, 2001, Ankara, Turkey.

In this guide book, Information Centre is introduced and information about the materials which can be found in the centre, services which are given by this centre and information about catalog reviewing, borrowing procedures, benefiting from this centre daily announcements services and explanations about ho\v to reach the statistical data are explained. Information about e-journals and internet is also included in this guide book.

EDUCATIONAL TECHNOLOGY ACTIVITIES IN 2001: NUMERIC DATA OF THE ACTIVITIES ORGANISED BY THE DIRECTORY OF EDUCATIONAL TECHNOLOGIES

78 MEB-EğiTek. (2002). Eğitim Teknolojileri Etkinlikler 2001: Eğitim Teknolojileri Genel Müdürlüğü Etkinlikleri Sayısal Verileri [Educational Technology Activities in 200: Numeric Data of the Activities organised by the Directory of Educational Technologies],

EgiTek-General Directorate of Educational Technologies of Ministry of National Education, Mayıs 2002, Ankara, Turkey.

This study was conducted to form a data base about Open High School and Open Vocational School of the Ministry of National Education General Directorate of Education Technologies, it was conducted by the Directory of Educational Statistics. It is aimed to keep the data in an electronic medium and revise them every year.

THE DISTRIBUTION OF 10th SEMESTER EXAM SUCCESS OF THE OPEN HIGH SCHOOL AT EN 1996-1997 SCHOOL YEAR

79 MEB FRTEB- İleri Destekli Eğitim Tanıtım Ortamları Ticaret A.Ş. (1996). Açıkoğretim Lisesi 1996-1997 Oğretim Yılı 10. DOnem Sınavı Başarı Dağılımı [The Distributi on of 10th Semester Exam Success of the Open high School at in 1996-1997 School Year], Ministry of National Education, the Film Radio Television Education Directorate (MONE-FRTED), 100p, 12-15 November 1996, Ankara, Turkey. (in Turkish and English)

Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED) had this research conducted by Advanced Technology Education and Promotion Ltd. Co. in 1997, Ankara. Research is aimed to evaluate the success of 1996-1997 School Year's 10th Semester exam which is done on the basis of course and is analyzed on the basis of mass course/failure/number of students/and credit.

PROCEEDINGS OF THE TURKIYE FIRST INTERNATIONAL DISTANCE EDUCATION SYMPOSIUM

80 MEB FRTEB-Foundation of Distance Education. (1996). Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirilen [Proceedings of the Turkey First International Distance Education SymposiumJ", Al i nistty of National Education the Film Radio Television) Education Directorate (MONE-FRTED), 71p, 12-15 November 1996, Ankara, Turkey (in Turkish).

Interactive distance education methods have offered education opportunities free from the limits of time and place. Also it makes it possible to convey more information to more people economically.

In other words, it provides limitless education. It introduces us with new teaching and learning procedures which have more functions and with more content compared to those procedures which are already known. Although distance education has been applied for more than 15 years in Turkey, such a symposium was held in November 1996 for the first time in Turkey. This book consists of the papers which are presented in the symposium and includes 90 papers in an alphabetical order and has 711 pages.

TURKIYE FIRST INTERNATIONAL DISTANCE EDUCATION SYMPOSIUM ABSTRACTS

81 MEB FRTEB-Foundation of Distance Education. (1996). Türkiye the First International Distance Education Symposium Abstracts", Ministry of National Education, the Film Radio and Television Education Directorate (MONE-FRTED), 100p, 12-15 November 1996, Ankara, Turkey. (In Turkish and English)

This study, which is the English version of abstracted form of the book, mentioned in the 10th item, includes Turkish and English abstracts in an alphabetical order and also, they are classified according to their subjects. Both studies are available from The Foundation of Distance Education.

PROCEEDINGS OF THE TURKIYE SECOND INTERNATIONAL DISTANCE EDUCATION SYMPOSIUM

82 MEB FRTEB-Foundation of Distance Education. (1996). Türkiye II. Uluslararası Uzaktan Eğitim Sempozyumu Bildirileri [Proceedings of The Turkey 2nd International Distance Education Symposium], Ministry of National Education, Film Radio and Television Education Directorate (MONE-FRTED), 71p, May 4-8, 1998, Ankara, Turkey (in Turkish and English).

Türkiye Second International Distance Education Symposium was held in order to spread the unlimited learning to all aspects of life, to discuss the distance education methods, to determine the problems, to make applicable conclusions and to use the sources in this field together.

The book which consists of the papers of this symposium was published to intro-duce the knowledge and documentation gathered in this symposium.

It has 578 pages and 58 declarations appears in. There are 8 chapters about distance education. 8 of the papers are about "Theoretical Foundations of Distance Education", 12 of them are about the "Planning in Distance Education", 10 declarations are presented under the heading of "Materials in Distance Education", there are 4 papers about the "Evaluation in Distance Education", 5 of them are under the heading of "New Horizons in Distance Education", 3 of them are under the heading of "Other Presentations" and 6 of them are presented under the heading of "Presentations of Invited Speakers".

TURKIYE SECOND INTERNATIONAL DISTANCE EDUCATION SYMPOSIUM ABSTRACTS

83 MEB FRTEB-Foundation of Distance Education. (1998). Türkiye the Second International Distance Education, Symposium Abstracts, Ministry of National Education, the Directorate of Education, Film Radio and Television Education Directorate (MONE-FRTED), 31p, May 4-8, 1998, Ankara, Turkey (in Turkish and English).

This book includes the abstracts of the papers and posters presented in symposium both in an alphabetical order and topic based both in Turkish and English.

OPEN HIGH SCHOOL MODEL IN DISTANCE EDUCATION PLANNING

84 NACAROGLU, A. Doya. (1996). Uzaktan Eğitim Planlamasında Açık Lise Modeli [Open High School Model in Distance Education Planning]. Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education, Film Radio and Television Education Directorate (MONE-FRTED), pp. 425-430, 12-15November 1996, Ankara, Turkey (in Turkish).

The aim of the study is to analysis the model of Open High School, established by Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), which is a part of distance education project, within the context of media planning. it emphasizes how to plan a distance education programme through television by adapting the application to changing conditions, supplying necessary requirements and tackling with the problems.

If we analyze the relationship between education and communication retrospectively, it can be discovered that education is, in fact, a process of communication; and it requires detailed and conscious planning in order to achieve its positive aims. Distance education is one of the most important contributes to economic and social development in both developed and developing countries.

DISTANCE EDUCATION IN TURKEY: PAST, PRESENT AND FUTURE

85 ODABASI, Ferhan and Zeki KAYA. (1998). Distance Education in Turkey: Past, Present and Future, Uzaktan Eğitim, Foundation of Distance Education Publications, pp. 62-68, Winter 1998, Ankara, Turkey (in Turkish).

Distance education in Turkey has developed within the years in parallel to the educational difficulties of the country. Three outstanding periods can be observed in the progress of distance education in Turkey. The current applications regarding distance education are, distance education for tertiary education offered by Anadolu University and distance education for secondary education offered by Ministry of National Education, Film Radio Television Educational Directorate. These applications are giving hope for the solutions to other educational problems in Turkey.

EVALUATION OF OPEN HIGH SCHOOL: A CASE OF TRABZON REGION

86 OZÇELIK, Ismail., Şükrü ADA, Mustafa KOÇ ve Murat İSKENDER.. (1996). *Trabzon BOl gesi AOL Uygulamasını Değerlendirilmesi [Evaluation of Open High School: A Case of Trabzon Region]*, Türkiye 1. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 12-15 November 1996, pp. 509-515, Ankara, Turkey, (in Turkish).

The application of distance education high school is for those who graduated from secondary school, who left high school or equivalent one, who are prisoners, soldiers, who are living abroad with no age limit. The distance education high school application can be completed in at least 5 semesters

(2.5 years) and each term comprises 40 credits and 144 credits in total, 165 credits in total of vocational application.

The application that is being executed for approximately three years is the only secondary education technique that utilizes the distance education technique. The evaluation of the application of distance education high school which is based on the usage of labor and resource is really important. it would be better to assess such applications first according to all region, rather than in terms of general basis. There are 4850 Open High School students who registered in Trabzon (a city placed in North Anatolia Region).

The research is limited with the dates March 25 and June 4, and with 4850 students except vocational technical Open High School students. it is expected that this research will be functionally beneficial for Turkish Education System.

STUDENTS OPINIONS ON THE EFFECTIVENESS OF OPEN HIGH SCHOOL PROGRAMMES: Erzurum Case

87 OZERBAS, Mehmet Arif. (1996). AOL Ders Programlarının Etkililiğine ilişkin Oğrenci Gorüşleri: Erzurum İli Orneği [Students Opinions on the Effectiveness of Open High School Programmes: Erzurum Case], Türkiye 1. Uluslararası Uzaktan Eğitim Sempozyum Bildirilen, Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 12-15 November 1996, pp. 509-515, Ankara, Turkey, (in Turkish).

(This Study is published with the same title at *Uzaktan Eğitim*, Foundation of Distance Education Publications, Winter 1998 issue, pp. 97-100, Ankara, Turkey).

Instructional TV programs of Open High School, which are distance education implementations at secondary level and which are maintained by Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED) as a relevant unit of Ministry of National Education, were evaluated on the basis of student view on their effectiveness. The questions forwarded are:

- 1- What are the personal characteristics of sample group?
- 2- What is the watch-rate of OHS instructive TV programs?

- 3- What are the student views on content and method of presentation of the programs?
- 4. Is there any significant relationship between some students specific data such as the place they live in, gender, employment, age and their views on effectiveness of TV programs.

The sample of the study is those Open High School students who are enrolled in Erzurum district (city located in the Eastern Anatolia Region) between the years 1992-1994. The results were interpreted in accordance with the literatüre and some suggestions were made for an achievable improvement.

PROJECT OF INFORMATION CENTERS MODEL

88 OZFIRAT, Aysel. (1999). "Bilgi Merkezleri Modeli Projesi [Project of Information CentersModel]", *Birinci Uzaktan Eğitim Sempozyum Bildirileri-The First Distance Education Symposium, Territorial Army Forces Commandership of Education and Doctrine, November 1999, pp. 177-179, Ankara, Turkey. (in Turkish).*

Information Centres project which was developed by the Ministry of National Education is introduced in this study and efficiency of the project and its contributions to the education are discussed.

Information Centres are described as the communication centres where the administrations of the students and face to face education activities are carried out, supplementary school materials of the students are provided. The target groups of the information centres are those who want to have a new profession, working people and those who want to improve themselves.

The long term and short term aims of the Information centres, the services they pro-vide and their institutional structures are also dealt <u>\vith</u> in this study.

RESEARCH ON OPEN HIGH SCHOOL STUDENTS' PROFBLES

89 PIAR GALLUP, (1997). "AçıkOğretim Liseliler Profil Araştırması [The Research on Open High School Students' Profiles]", June 1997, Ankara. Turkey (in Turkish).

This research was conducted between June 9th and July 20th 1997. The first chapter starts with the aim of the study and the second chapter includes the data obtained on: The reasons of attendance to Open High School, the positive and negative points of OHS, the difficulties faced in perceiving OHS courses, the evaluation of distance education system, the level of benefitting from the techniques used, the advanced technology systems to be used at Open High School in future, the ratio of efficiency of education at OHS, the social evaluation of Open High School.

EVALUATION OF OPEN HIGH SCHOOL ABROAD PROGRAM

90 SAĞLAM, Mustafa. (1997). Açıkoğretim Lisesi Yurtdışı Programının Değerlendirilmesi [Evaluation of Open High School Abroad Program]", (Advisor: Niyazi KARASAR), Ministry of National Education, Film, Radio Television Education Directorate (MONE-FRTED) and Institute of Educational Sciences Anadolu University (Unpublished Research), 1997, Eskişehir, Turkey (in Turkish).

The Open High School program abroad has been applied in the countries as Germany, the Netherlands, France, Switzerland and Austria. The study aims at providing support for the improvement from various sources and students. The study is composed of five chapters. in the first chapter education system of Germany is mentioned. The second chapter includes information about distance education and Germany secondary education level and Telekollege system. The third chapter examines distance education in Turkey. The fourth chapter includes information about Open High School Abroad Program and finally in the last and fifth chapter, the evaluation of this Open High School abroad program is included.

The study concludes that the diploma Open High School Abroad Program students receive and the university diploma in future will give them opportunity for a better job. Therefore this program can be economically beneficial for the young population who are live abroad. The teachers who were proctors in the exams also agree with the idea that this program is beneficial in economical, social, educational and national level.

The success ratio of the students enrolled in the program show that they really benefitted from the method. The students mention that there are not many problems except that the exam centers are not sufficient in number and a bit far for some students' home.

The students prepare for the exams from the course book sent to them, which is the only learning environment. However, most of the students demand that course books should be supported through television programmes and face-to-face sessions in abroad also. Another demand is for the tutorial services which will be helpful in asking questions and receiving educational advices for the application.

AN EVALUATION OF OPEN HIGH SCHOOL ACADEMIC COUNSELLING SERVICE

91 SARIGÜNEY, Yusuf. (2000). "Açıkoğretim Lisesi Akademik Danışmanlık ve Rehberlik Hizmetlerinin Değerlendirilmesi [An Evaluation of Open High School Academic Co-unselling Service]", Ankara Üniversitesi Eğitim Bilimleri Enstitüsü (Unpublished Master Thesis), 2000, Ankara, Turkey (in Turkish).

ORGANIZATIONAL ACTTVITIES AND COMMUNICATION AT OPEN HIGH SCHOOL

92 SELÇUK, Yaşar. (1996). "AçıkOğretim Lisesinde Orgütsel Etkinlik ve iletişim [Organizational Activities And Communication at Open High School]", Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED), pp. 575-581, 12-15 November 1996, Ankara, Turkey (in Turkish).

In this paper the problems of Turkish Open High School and the ways to solve the problems in term of organizational effectiveness were discussed. Distance education, two way communication, models and organization type in those models, management and especially communication from the organizational point of view were summarized within the context. Finally the suggestions were presented for Open High School.

EDUCATIONAL RADIO PROGRAMMES AND APPLICATIONS IN TURKEY

93 SEZGIN, julide. (1989). "Radyoda Orgün Eğitim Programları ve Türkiye'deki Uygulamalar [Educational Radio Programmes and Applications in Turkey]", The Graduate School of Social Sciences of Marmara University ((Unpublished Master Thesis), 1989, Istanbul Turkey (in Turkish).

The aim of this thesis is to evaluate the success of radio as a communication tool in education, in reaching its mass audience target. Content of the study includes five chapters.

In the first chapter, researcher tries to describe education and radio concept. The second and the third chapters are dealt with education applications via radio in Turkey and the world. The fourth chapter includes a survey on efficiency of radio educational programs. The fifth chapter is about the conclusion of the study. Consequently, educational radio programs should be expertness area for the educators.

Course materials and educational radio programs contents should be similar content. Educational radio programs should be broadcast at the most suitable hours for its target audience.

POSITION AND PROBLEMS OF THE OPEN LEARNING INSTITUTIONS OF MINISTRY OF NATIONAL EDUCATION

94 ŞAR, Raşit. (1999). "Millî Eğitim Bakanlığı Açıkoğretim Kurumlarının Mevcut Durumu, Sorunları ve Planlanan Faaliyetleri [Position And Problems of the Open Learning Institutions of Ministry of National Education]" *Birinci Uzaktan Eğitim Sempozyum Bildirileri-The First Distance Education Symposium, Territorial Army Forces Commandership Of Education and Doctrine*, pp. 159-166, November 1999, Ankara, Turkey (in Turkish).

DISTANCE EDUCATION: OPEN HIGH SCHOOL EXAMPLE

95 TEKER, Necmettin. (1996). "Uzaktan Eğitim: Açıkoğretim Lisesi Orneği [Distance Education: Open High School Example]", Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education Film, Radio Television Education Directorate (MONE-FRTED), pp. 607-616, 12-15 November 1996, Ankara, Turkey (in Turkish).

This study was conducted to evaluate the practice of Open High School with respect to the fundamental dimension based on students¹ opinion. in the study it is mentioned that whether there was a significant relation between personal characteristics of the students and some factors such as their reasons entering

to the programme, the level of contents, the needs and expectations of offered services, difficulties in participation, the cause effecting the tendency departing from the programme, textbook and some written notes, teaching by television set and radio, the strategies in face-to-face teaching and learning-teaching, the relation between personnel characteristics of students and their opinions.

In the study, instead of sampling method, 434 students who come to the Central Directorate of Education Devices and Equipment (Ankara Province) to take their application document for examination have been used as a source group. The findings of the study are as in the following:

- it is not possible to meet educational demands through traditional practices,
- the teaching models, such as Open High School can provide some possibilities for the students who could not attend to the secondary education
 - for the students who could not attend to the secondary education because of some reasons,
- Open High School is a practice model to institutionalize 'life long teaching process' on the level of secondary education instead of 'terminal teaching process', therefore, each step should be based on scientific research findings.

STUDENT EVALUATION OF OPEN HIGH SCHOOL-WHICH IS A MODERN DISTANCE EDUCATION PRACTICE

96 TEKER, Necmettin. (1999). "Çağdaş Bir Uzaktan Eğitim Uygulaması Olan AçıkOğretim Lisesine İlişkin Oğrenci Değerlendirmesi fStudent Evaluation of Open High School- Which is a Modern Distance Education Practicej", Birinci Uzaktan Eğitim Sempozyum Bildirileri-The First Distance Education Symposium, Territorial Army Forces Commandership of Education and Doctrine, pp. 77-85, November 1999, Ankara, Turkey (in Turkish).

In this study, students' opinions on Open High School system are evaluated. First of all, the advantages of distance education and distance education practices are dealt with. The aims of Open High School which is one of the mentioned practices are introduced. The distribution of the students who registered in 1996-1997 school year is also presented on the basis of sex, age, and job.

Their reasons of choosing that system, basic learning sources and their problems are determined. Suggestions for the Solutions and the learning-teaching period in Open High School curriculum is presented.

POSSIBILITY OF THE USE OF THE OPEN HIGH SCHOOLS SCIENCE, MATHS AND SOCIAL SCIENCES TV COURSES IN FORMAL SECONDARY EDUCATION SYSTEM IN TURKEY

97 TEKER, Necmettin. Atilla GURBUZ. (2000). "Orgün Orta Oğretimde Fen-Matematik ve Sosyal Bilgiler Oğretiminde AOL Televizyon Derslerinin Kullanılabilirliği [Possibility of the Use of the Open High SchooTs Siceuce. Math and Social Sciences TV Courses in Formal Secondaty Education System in Turkey]". IV. Fen Bilinilen Eğitimi Kongresi Bildirileri, pp. 701-704, 2000, Ankara, Turkey (in Turkish).

In this study, depending on the opinions of 211 teachers from 8 different borough-es of Ankara, to determine the usability in the formal high education of the Science, Mathematics and Social Sciences courses designed for the Open High School are examined.

According to the findings of the study; the purposes, content and method of the courses developed for the Open High School are sufficient, for formal education. Almost all the teachers accept that the television courses can be utilized in the Formal High School Education as well.

A REPORT ON THE USE OF DIISTANCE EDUCATION TOOLS AT OPEN HIGH SCHOOL

98 TOKAT, Tansal ve Zeki KAYA. (1994). AçıkOğretim Lisesinde Kullanılan Uzaktan Eğitim Araçlarının Değerlendirilmesine İlişkin Rapor [A Report on The Use of Distantice Education Tools at Open High School], Ministry of National Education, the Film, Radio and Television Education Directorate (MONE-FRTED), 1994 Ankara, Tur key (in Turkish).

This report focuses on the structure and the role of materials in terms of their function and teaching methods.

REPORT ON THE ESTABLISHMENT AND RUNNING PROBLEMS OF OPEN HIGH SCHOOL CONTACT BUREAUS

99 ULUG, Feyzi ve Mustafa SARLTAŞ. (1993). AçıkOğretim Lisesi II irtibat Büroları Kuruluş ve şleyiş Soruları [Repon on The Establishment and Running Problems of Open High School Contact Bureausl, Ministry of National Education, Film, Radio and Television Education Directorate (MONE-FRTED), (Unpublished Repon), 1993, Ankara, Turkey (in Turkish).

This report includes the results of the meeting held on June 18th, 1993 with Ministry of National Educational Devices and Equipment Centers vice-principals in order to introduce Open High School and distance education application, to determine the structural and procedural problems and to find solutions by discussing and offering suggestions.

APPLICATION OF OPEN HIGH SCHOOL CONTACT BUREAUS IN CITIES

100 ULUG, Feyzi ve Mustafa SARITAŞ. (1993). Açıkoğretim Lisesi II irtibat Merkezleri Uygulaması [Application of Open High School Contact Bureues in Cities], Ministry of National Education, Film, Radio and Television Education Directorate (MONE-FRTED), 1993, Ankara, Turkey (in Turkish).

Open High School bureaus have had problems since their establishment. Therefore, the aim of the research is to determine the difficulties faced during the establishment and possible precautions to be taken.

In this application, 14 problems were identified. It was concluded that most of these problems could be solved by Ministry of National Education Devices and Equipment Departments and therefore there are few things to be done by Open High School and FRTED in terms of Organization and procedures.

The design, application and evaluation of this study were done by Dr. Feyzi Uluğ, data analysis and reporting was done by Mr. Mustafa Sarıtaş and it was edited by Mr. Zeynel Turgut.

EDUCATIONAL MEDIUM IN DISTANCE EDUCATION: A CASE OF OPEN HIGH SCHOOL

101 ULUG, Feyzi. (1994). Uzaktan Eğitimde Eğitim Ortamları: AçıkOğretim Lisesi Orneği [Educational Medium in Distance Education: A Case of Open High School], Ministry of National Education, Film Radio Television Education Directorate (MONE-FRTED), 1994, Ankara, Turkey (in Turkish).

The most important variable that differentiates distance education from traditional one is the differences in educational environments. Educational environment is a special process.

It is necessary that this environment should be chosen and used according to the purpose of education. in other words, in order to compensate some disadvantages it has, distance education should base its activities on scientific studies and data.

This study was conducted to be able to observe Open High school application in terms of educational environments.

DISTANCE EDUCATIONIN TURKISH SECONDARY SYSTEM

102 ULUG, Feyzi. "Distance Education in Turkish Secondary System", Educational Technology Research and Development, Vol. 42, Number: 4, pp. 116-119, 1994, USA. (This Study is published in Millî Eğitim, Ministry of National Education, Publications, Vol. 19, Number 95, Ocak 1995, Ankara, Turkey).

In this article, Open High School is described as one of the distance education experiences of Turkish Education System article gives a place to the necessity of change in Open High School's regulation as soon as possible by the Ministry of National Education, Directorate Education via Film Radio and Television (MONE-FRTED). And also, some information about the inadequacy of schools in Turkey, the establishment process of Open High School in 1992, and the application of distance education at Open High School, the program followed at Open High School and the structure and the problems of communication channel between students and Open High School.

The result is; organizational structure of Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED) should be restructured or improved to be more effective in aiming of Open High School in due course. If the results and observations are correct, the Open High School will originally be a secondary school level distance education institute and can be a good example for other countries too.

ROLE AND FUNCTION OF FACE-TO-FACE EDUCATION IN DISTANCE EDUCATION AND OPEN HIGH SCHOOL

103 ULUĞ, Feyzi. (1994). "Uzaktan Eğitimde Yüz Yüze Eğitimin Yeri ve AçıkOğretim Lisesi [Role And Function of Face-to-Face Education in Distance Education And Open High School]", *Çağdaş Eğitim*, Number. 202, September 1994, Ankara, Turkey (in Turkish).

The article emphasizes the role, function and necessity of the face-to face education in the DE multi-media context. in addition to this context each distance education system establishes its own face-to face application to be efficient for its running.

FINANCING AND COST IN DISTANCE EDUCATION: OPEN HIGH SCHOOL EXAMPLE

104 ULUĞ, Feyzi. "Uzaktan Eğitimde Finansman-Maliyet: AçıkOğreti m Lisesi Orneği [Financing And Cost in Distance Education: Open High School Example]", *Türkiye I. Uluslararası Uzaktan Eğitim Sempozyum Bildirileri, Ministry of National Education, Film Radio Television Educational Directorate (MONE-FRTED), pp. 617-626, 12-15 November 1996, Ankara, Turkey (in Turkish).*

In every institute, there is a direct relationship between the objectives of theorganization, the cost of the investment and the finance function of the distance education. The cost of investment in a distance education organization is one of the most critical factors because the cost makes the distance education more attractive compared to the face-to-face education models.

One of the factors which determine the cost of investment is the student number; the other one is the educational media available to the students.

Beside, one of the factors which limit the dimensions of investment cost is the finance function. As a result of this, the finance function is directly related with the quality of the service given to the students. At this point, it is important to know what son of sources of the finance is. In this article the relationships between the cost of investment, the factors such as investment and the finance function will be dealt with a theoretical perspective on the Turkish Open High School.

IN SEARCH OF A MODEL FOR SECONDARY EDUCATION VIA DISTANCE EDUCATION: OPEN HIGH SCHOOL

105 ULUG, Fevzi. (1998). "OrtaOğretimde Uzaktan Eğitim İçin Model Arayışı [in Search of A Model for Secondaty Education Via Distance Education: Open High School]", *Uzaktan Eğitim*,, Foundation of Distance Education Publications, pp. 55-61, Winter 1998, Ankara, Turkey, (in Turkish).

The first massive application of distance education in Turkey started in 1970's toward higher education. in 1990s it was found that the schooling rate fell behind the Western standards because of the financial and other infrastructural reasons in the secondary education. At this point the distance education was considered to be a way of increasing the schooling rate and a means to provide equal educational opportunity. So distance education was structured around a central model. But it was observed that there are problems to be solved which influence the functional effectiveness and flow of service negatively. The lack of two-way communication and effective organization limited the extension of the system and increased the drop out rate of the students. Consequently, new design of organization should be eliminated so that the system can be operated in an effective way. The functions which are expected to be carried out locally should be left to local organizations rather than the central unit.

DISTANCE EDUCATION

106 UZAKTAN EĞİTİM [Distance Education], Periodic of the Foundation of DistanceEducation, Ankara, Turkey (in Turkish and English).

"Distance Education" is a unique journal in Turkey which only gives place the arti-cles, events, news and book reviews on distance education. it has been issued since 1997, twice a year. Until now 3 volumes were published.

AN INTERVIEW STUDY ON OPEN HIGH SCHOOL STUDENTS' PERCEPTION OF SCIENCE TV PROGRAMMES

107 UZER, Aynur. (1997). "An Inductions Study on Open High School Students' Perception of Science TV Programmes", The Graduate School of Social Sciences of Middle East Technical University, (Unpublished Master Thesis). 1997. Ankara, Turkey.

This study deals with the perception of the Open High School students on Science Television programmes and perceived impact of those programmes on students' perception. The basic components of perceptions toward sample Science Television Programme were appropriateness of the programmer's content to students, presentation format, examples-terms-definitions, pace of delivery, presenter, graphics-video-graphics and overall evaluation the programme.

Results show that the perceived difficultly le'el of content varies from subject to subject. Depending on individual background characteristics such as being away from school for a long time, expressed perception toward content difficulty shows differences. Individual learning differences also seem to be an important factor affecting students' satisfaction with content. The factor is also influential with regard to 'instructional strategies' category. Pacing delivery was perceived problematic by a consider-able number of students.

Survey results indicated that the presenter of the program was usually perceived as a teacher by the subjects. Students mentioned that they prefer a teacher acting like a presenter instead of other way round. There were also some students who do not want to see a presenter on the screen. Some students even prefer just a presentation with-out a presenter. Students state that they mostly need a teacher who will teach, ask questions, and evaluate them, but they do not want to be in a formal classroom setting. Analysis of the interview results also show that students need to see more information just before programme starts. Charts used in the programme seem to be somewhat problematic to some of the students. They justify that a screen filled with a chart may easily block their understanding.

PRODUCTION, CREATING AND SHARING AT THE INFORMATION CENTRE

108 UZER, Aynur ve Aysel OZFIRAT . (2001). Bilgiye Erişim Merkezinde Üretim, Yaratım, Paylaşım [Production, Creating and Sharing At TJoe Information Centre], (CD'den sunum), *Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya Üniversitesi Eğitim Fakültesi Dergisi 3*, Special Issue 1, 2001, Adapazarı, Turkey.

In this study, the production team, production Equipment Park, duties about production, functions and services, period and production projects are dealt with. Ali these components provide a new approach in the Open High School system operation and they help the students to reach information continuously 24 hours. Information Centre which was established under EgiTek General Directorate of Educational Technologies is also introduced in this study.

Monographs, records, films, clawing, journals, articles, internet sources DVD, VCD and CDs, slides, photos, maps, and video cassettes can be found in the centre. The organization of information sources, automation of information services and preparation of information sources for the use is also presented via photographs and screen pictures in this study.

DUTIES OF TURKISH HIGHER EDUCATION COUNCIL AND DISTANCE EDUCATION IN TURKEY

109 VAROL, Asaf. (2001). "YOK Enformatik Millî Komitesinin GOrevleri ve Türkiye'de Uzaktan Eğitim [Duties of Turkish Higher Education Council And Distance .Education in Turkey]" *Uluslararası Eğitim Teknolojileri Sempozyum ve Fuarı, Sakarya University Journal of Faculty of Education* 3, Special Issue 1, pp. 41-53, 2001, Adapazarı, Turkey (in Turkish).

The number of the committee members, their duties, the profiles of the members, the meetings they held and the lessons credited for distance education purposes are introduced in the first part of this study. The studies carried out for distance education at Anadolu University, Fırat University, Bilgi University and Istanbul University are dealt under the heading of "Distance Education in Turkey" Open Elementary School and Open High

School practices which are carried on by the Ministry of National Education also mentioned in this study.

RESEARCH ON USING MODERN TECHNICS FOR DISTANCE EDUCATION AND THE RESULTS OF OPEN HIGH SCHOOL STUDENT SURVEY QUESTIONNAIRES

110 VERI-ARGE. (1996). "Uzaktan Eğitim için Modern Tekniklerin Kullanılması Araştırması: Açık Lise Oğrenci Anketleri Sonuçları [Research on Using Modern Technics for Distance Education and the Results of Open High School Student Survey Questio)iuairesJ", Veri Araştırma Geliştirme Hizmetleri Ticaret Ltd., (Data Research and Development Services Cooperation), (Unpublished Report), Ankara, Turkey (in Turkish).

The purpose of this research is to determine the opinions of the students and the teachers about the needs for distance education, the ratio of the use of distance education tools and the tendency for interactive distance education methods.

In order to achieve this purpose, three questionnaire applications were planned in traditional education instructions within the borders of Ankara, and applied;

- > to the students in traditional education,
- > to the teachers in traditional education,
- > to the Open High School students.
- ➤ The study is conducted through the data received from the answers given to the questionnaires by 75 students' on June 22, 1996, the day of graduation. Some of the results of the study are as follows:
- > 75% of the working Open High School students have a computer in their work environment and males uses computer more often compared to females,
- The programmes mostly watched on television are cinema films.
- Educational programmes are watched least,
- The percentage of the people often watching Open High School course programme is 7%, and not watching is 53%,
- > 57% of the people watching Open High School course

- programmes find the programmes in- adequate,
- The most basic problem of Open High School application is inadequate interaction between student and teacher according to results,
- Other problems are the ones faced while watching television programmes,
- ➤ The next ones are finding course books and the complexity of registration procedure and credit application, and finally internet was considered to be associated with the communication through computer.

Attention for Readers

It is possible to obtain copies of the materials, which are mentioned in this bibliog-raphy from:

Uğur DEMIRAY Anadolu University Yunusemre Campus 26470 Eskisehir Turkey. <u>udemiray@anadolu.edu.tr</u> or Bilgiye Erişim Merkezi EğiTek Teknikokullar 06500 Ankara Turkey. bem@meb.gov.tr

And also, coordinators of this study are ready to help you to start initial communication with owners of the materials mentioned in this book

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THE LAST WORD For The Study In this section general evaluation of the study will be done, without detailed comparison and content analysis for the reason that the abstacts are not sufficient to conduct a detailed comperative content analysis at that moment, it will try to give some interesting points of the findings and cumulative knowledge on the abstracts.

- ➤ This study covers during 10-years period on 110 researches or studies which have conducted between the years of December 1992 and September 2002. Their first versions of this study were covering only 70 studies, which have been conducted between the years 1992 and 1997.
- ➤ Most of the studies were conducted by Ministry of National Education Film, Radio Television Education Directorate to receive feedback on the application of Open High School and they were published as an internal paper by copying. And also, most of the studies and articles have nearly 10 to 15 pages per volume.
- ➤ In addition, theses are also is around 100-150 pages.
- The oldest study of the open High School application belongs to year 1992.
- The studies in this literatüre review were conducted mostly by the same researchers and by the same institutions. This shows us that some researchers (for example; Catal, Esirgen, Hakan, Kaya, Ulug, Sözen agın and Teker) and institutions (for example; FRTED, MONE) conducted more than one study on the Open High School.
- ➤ More than 30 studies are realized by some institutions such as Ministry of National Education-MONE (mostly prepared by Ali AGIN), PIAR, and ARGE and by other organizations. Six of them were conducted by private or governmental institutions. Most of the studies were conducted by Ministry of National Education, Directorate Film, and Radio Television Education as an internal paper.
- Also in this literature review, it is observed that 12 researches realized as a group study. 7 of 10 researches were done by two researchers, 3 of 10 were done by four researchers and 2 of 10 were done by five researchers as group study. Other studies are realized by one author.

- ➤ More than 45 studies were conducted as an emprical or application study method by the different researchers.
- And also, again ten of nearly 30 studies are theses. Most of the theses are realized by female researcher.
- These theses are written in; Social Graduates Institutions of the universities, such as; Middle East Technical University, Marmara University and Ankara University. It could be evaluated as an intresting point that Anadolu University has not any thesis in spite of making running a distance education course for 20 years.
- ➤ It has been observed that target of these studies is educationalists, education administrators, education planners, researchers and experts of education field.
- ➤ These studies are focused on obtaining data for desicion makers of Open High School and FRTED or administrators of National Ministy of Education.
- ➤ Six of the studies are realized and presented or published in English language and the others are in Turkish language. It is observed that none of the foreign researchers studied on Open High School subject during this ten-year period.
- > The numbers of female researchers are approximately half the male researchers.
- Some studies are also presented in the national or international symposiums or seminars.
- ➤ The numbers of the studies are increasing after 1995 in terms of as being qualitive and quantitively.
- ➤ In five-year period, studies are seen in perspectively more detailed and sort of different content.
- ➤ Most of the studies are aimed to conduct Open High Schoool students profile and to explain running of Open High Schoool at an elementary level.
- ➤ It appears that in the terms of more qualified and detailed studies should be conducted by researchers and institutions such as universities or research institutions on Open High School application or experience in future.
- ➤ To realize this, researchers should be motivated by Ministry of National Education, General Directorate of Educational Technologies (formerly Film, Radio Television Education Directorate) and Open High School administrators and decision makers.

In addition and summary in brief, academicians of the universities or the research institutions should be motivated and encouraged to study or conduct a research and to publish them. Especially joint studies and research projects should be developed in due course