

“DISTANCE EDUCATION” IN WEBSITES FOR WOMEN

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ABSTRACT

The websites intended to women and lifetime websites, are comprehensive platforms, whose target groups are women and the context is fashion, personal care, health, relations between women and men and decoration for providing content and information sharing. It is observed, that in Turkey people, who are interested in distance education, created communities with the title “distance education” and discuss subjects in these forums. The “uses and gratifications” of the website users for the mass media are examined, which institutions and issues over the case “distance education” were raised, which expressions for the communication were used, which response of this sites for the needing of the users were used. The study is a web-based content analysis. The analysis results have been reached in accordance with the basic context of the research, of the obtained data and a overall assessment were made.

It is appointed, that the site users have shared subjects in themes of Anatolian, Atatürk, Istanbul University and the examinations of the Ministry of education for open and distance education applications, the working of the distance education system, registration procedures, learning methods, group sharing, social relations, second university, the factors of distance education in finding a job, learning environments, fees, military and diploma. It is appointed, that the sharing of the users are firstly a neutral discourse, cause the sheer number of messages for getting information. This was followed by respectively negative and positive discourse about distance education.

It is seen, that the persons, who are associated in a way with distance education, not only have made sharing regarding education, but also social relations. In this context the websites for women forums, returned to a platform for questions of people, who are interested in distance education, answers, comments, good wishes, feelings of belonging to a group and friendship feelings, fears, worries, and the shared criticism, and even the marketing of products and services regarding distance education.

It is seen, that the websites for women forum are a open way for creating of a community feeling and establishing a emotional bond. This situation makes a current issue for the institution managers of distance education to review their services on student-student interactions or the need to include a more different information channel in the system operation.

Keywords: Women, woman, distance education, open education faculty, education, social Media, woman sites, distance learners, uses and gratifications, Turkey, Anadolu University

INTRODUCTION

Education is the most important thing that earns a woman her individual space in the society. Today, the development level of a country is measured with the education level of women. Distance education has been considered as a way of bringing more women in education as it overcomes some limitations such as distance and time and the problem that it is highly women who cannot receive education in Turkey. Women who cannot find

the opportunity to receive formal education prefer distance education as a way of improving themselves. Education opportunities for women in the World and in Turkey, their education level and aspects that distinguish them from men in terms of education possibilities will be examined. After that, distance learning applications in Turkey will be deal with the importance of distance learning for women is also important by examining at any level of advantages and disadvantages of distance learning in terms of women. (Demiray, E. 2013: 155).

Since the early 2000s till today, blogger, theme sites, Facebook, msn, Skype, have created websites under names like twitter, which constitute communication tools and channels of a very intensive use of the new generation. Today a lot of domestic and foreign research literature is performed regarding the use of this new generation tools. Some of this research is also directed to the use of the internet by women.

The research departments in Turkey of the Global Web Index, the active internet users in the ages between 16-64, are based on the online survey results of 9452 people. According to the data of December 2015 the Internet users in Turkey (penetration) are 48% and the women of this participants (online population) are measured with 44%. According to the report, in December 2015 women spent their time in average 33 hours in a month in the internet and the biggest part of this period (more than ¼) covers the social Networks. The rate of the Access after the social Networks with an arise of 90% are the search engines where they spent the most time. The search engines are followed with news sites and video/TV categories. When the age distribution of the women in the world of the internet is examined, the biggest part are the women between the ages of 15-24 years (%46) and the start of the website categories visits are search engines and social Networks. At the second place in the online female population is the age group of 25-34 years with the range of 30% and is noted for the intensive use of social media consumption. This group of people spent monthly 40% of the time in the internet, in social Networks, and 75% are giving Access to social networking.

According to the report of December 2015, women in the age group between 35-44 years, who create 11% of the female internet population, spent monthly in average 44 hours and 16 minutes of their time in the internet. 10% of the online female population constitutes 45-54 years and 3% women over the age of 55. Women, who are older than 55 years arise with the consumption of monthly in average 60 hours, with the age breakdown, the group who spend the most time in the internet. The motivation of internet use of women in Turkey (80%) are located with researches of "How doing?". Focused on the motivation of learning and research, in parallel with the motivation 'education' (73%) and 'to follow the agenda' (73%), was observed in the first row, at the same time the searches before buying (68%) and look for a job (67%) are also factors, which are observed at the beginning of the motivation list (www.connectedvivaki.com/turkiyede-dijital-kadinlar-infografik)

According to the research of the same company, the reasons of using the internet by women are listed as to make researches, to examine products to purchase, to stay up to date on developments on the agenda, to write comments about brands and products, to watch movies or TV. According to the worldwide female users, the highest rate of activities of the women in Turkey "tos hare their ideas with others" is stated (www.connectedvivaki.com).

To the requests listed above, according to the needs and expectations, many websites have been established intended to the contents of women.

The portal sites of women, are defined as fashion, health, food, women men relationships, publicized with this contents, and also provide opportunities for communication for their members, like e-mail, forums, etc.

The internet forum is a created electronically system for discussion and sharing With this system, a created or previously offered topic title, the ideas and thoughts on the subject of other users, are offered to the other sharers. Forums may include many informative, educational and tutorial topics, and here experiences can be shared. The forums re sharing based. The messages are grouped into topics and the issues which are required to learn, can be transmitted to many people, who are members of the forum. In this way, dimensions of corporation, togetherness, and sharing the same feelings and as being aware of the event can be created. At the website for women "education" titles and similar operations forum pages were created.

The declaration of the reasons of the use of internet forums, the approach of "use and gratifications", which is one of the hypotheses of the mass communication, constitutes a theoretic background.

The approach of use and gratifications regarding mass communication looks for an answer of the question "What does the media to people" rather than the question "What people do with the media".

The approach of Uses and gratifications, assumes the values, interests, groups of people, and that the social roles are previously be effective and according to what people see and hear, they selectively shape this, according to their interests (Mutlu, 2005).

The definition of Elihu Katz of "use" approach, even the most powerful message of the mass communication , is that it cannot influence people -in social and psychological context they live, "if the business will not work"- casual

The three agenda items of the uses and gratifications approach are the following:

- To find an answer to the question, how people use the media to provide their needs;
- To discover the underlying motives of people in the use of mass media;
- To determine the positive and negative consequences of private use of mass media (Ozcetin, 2010).

The relationships with the media of people, as well as their relationships with many other tools, the "need" concept can be based and be formulated (Balci & Ayhan, 2007).

Katz (1973-166-167) has collected five individual needs of the group. These;

- Cognitive needs: needs related to strengthening information, opinions and intellection
- Emotional needs: needs related to strengthening the emotional experience of aesthetic pleasure
- Cognitive-affective needs: needs related to strengthening the reliability, self-confidence, stability and the current situation
- Integrative needs: needs related to strengthening the connection with family, friends and the World
- Escape needs: Needs to escape from the daily troubles and tensions (Gülner, Balci, 2011).

According to Katz and Blumer, to get information with the world they live in the audience with cognitive expectation, to get rid of the problems of daily life with the emotional expectations, to identify themselves with similar people in the society with social expectations, to see not to be alone and that there are people like him (Cihan, 2014).

To share the experiences with others, satisfaction of curiosity and to be informed, confusion and distraction, emotions participation experience, finding models to imitate, winning identity, knowledge acquisition about the world, see the mistakes of the others can be exemplified for the gratifications reached by the mass communication (Yüksel, 1993:102-103).

When it is looked over the past half century, there are studies, in which uses and gratifications about mass media are approached, like newspapers (Koçak and Kaya 2004) and television (Rubin 1979, Koçak 2001) as traditional; cable television (Abelman 1988), e-mail (Dimmick and ark., 2000), VCR (Rubin and Batz 1987), mobile phone (Ozcan and Kocak, 2003) and the internet (Eighmey 1997 Flaherty and ark., 1998; Li 1999 is Korgaonk and Wolin 1999, Ferguson and Perse 2000, Papacharissi and Rubin 2000, Stafford and Stafford 2004) as non-traditional media.

Especially in the decade, the rapid growth and proliferation of the Internet, compared with other traditional mass media tools, the higher level of interaction between users (Ruggiero 2000: 20-23), the uses and gratifications caused to led to focus of the interest of the researchers on this area. (Balci & Ayhan: 6, 2007)

The approach of uses and gratifications brings the view of choosing of media contents of the audience according to their needs and that they are looking for their own effects and the proposition of the "active audience". In this regard people rather than acting in a simple manner, are accepted as active agents acting in the environment. These agents have the power to make appropriate choices between the paths to choose activities for their purposes. In the area of communication, the person is the creator of his own information (Erdogan & Alemdar 2005: 209).

In the field research of Flanagan and Metzger (2001: 153) 684 students from two different universities in the US, the relations between the three functions of the internet and the properties of using of the other communication tools were examined. These relationships are; the Access to information/re-access to information and the capacity to give information and conversations.

The authors have identified in their researches a number of similarities between the traditional media and the internet. For example, the e-mail, chat rooms and the conversions at the discussion platform shows similarities to conversations on the phone. For the aim of information the internet, is used in a similar way like the newspaper, magazines and television (Balci & Ayhan: 6, 2007)

The approach of using and gratifications based on the motivation of using the social media researches, the motivations of the university students are discussed in 10 sizes. These are sizes of obtaining information, socializing, making friends, entertainment, escape/avoidance, easy Access/reach, flaunting, coordination, to take advantage of marketing campaigns and sharing (Ozata and et. al. 2014:25).

The open principal of use and gratification theory is that the use of the media by different individuals (groups) for different purposes and these results of this use is the obtaining of cognitive or emotional gratification. For individuals, who are distance learners, for learning environments and support services the interaction possibilities in the system, in

which they are, becomes various with becoming of widespread of the online environments.

The diversification of the communication channels respond the information and learning needs of the individuals, who are distance learners and on the other hand support the strengthening the bonds with the system and raising the sense of belonging (Terlemez, 2015)

The problem of interaction in the distance education is an issue that has come to be discussed. Interaction is mutually influencing process of each other. In this process, it is exhibited, that the individual is in continuous interaction with the environment and with another. However, when the face to face education aspect is viewed, it is occurred, that the teacher and the student, the student and the student and the student and the teacher are in a continuous process of interaction.

The face-to-face education, as well as in the distance education the interaction process is one of the most important factor, in the achievement of learning experiences and improving the quality of educational services. The interaction of the students with each other the representation of information and ideas is the interaction of students with each other. If such an interaction is missed, students often remonstrate, that in the education the interaction is missing (Kaya, 2002).

According the data of the distance education of the academic year 2014-2015 in Turkey of 44559 distance education secondary schools, 30700 vocational open education schools, 942.670 open education high schools, and circa 2,5 million university open education students.

When the internet environment of the open education students is observed, we are confronted indifferent researches with a lot of contents. A study only about "distance education", gives an idea about the unlimited communication size.

For the distance education students the inter environment generally, especially the social networks, seems to be the shortest way to communicate with each other. The intensity use of the sheer number of pages, opened by different people or formations is remarkable, in spite of the official communication pages of the institutions and although the reliability of the obtained information through these pages (Terlemez, 2015)

In this study, the focus is on the open and distance education discussions at internet forums on websites for women, and the communication contents with the general name of "distance education", which is offered by the websites is examined. For this purpose, responses are searched for following questions: Which names of institutions or organizations are named in forum websites, which are opened with the contained name "Distance Education"? What are the themes of the websites related to the Distance education system? What are the presented contents in the forum websites? With which purposes, do distance learners use this websites? Which appeal do the forum users use in their messages?

METHOD

The study is a web based content analysis, which is made by the "use and gratifications" approach. The internet environment is, in difference to traditional texts, an analytic environment, which is non-linear and can produce various hypertexts. The content analysis is one of the analysis methods, of the research texts created by the hypertexts.

The theme of the content analysis, are verbal, written and non-verbal texts constructed by languages. The content analysis is a method to analyze the available size of communication and according to that to make inferences with the purpose of the non-existent social truth of the certain size (source, destination, environment) and the analysis of the content of the text and acting in this process in accordance with certain rules (Gökçe 2006: 19- 20). According to Ananda Mitra and Elisa Cohen (1999) there are two types of approaches, which are used for the analysis of the internet and interface.

The first of these, the user-based approach, the internet usage habits of the users, duration, methods and the views on the internet were studied. The second and also the benefit of the content based approach, both, the generates contents of the websites and the internet users, are aimed to analyze the texts. The second approach is generally to benefit from the technical analysis of discourse and the content analysis (Comu, et. al. 2014:37).

Data Collection and Analysis

The women websites, which are aforementioned as "woman and life", woman fashion, are constituted on communications which appeals female users like fashion, food, health, woman and men relationships, motherhood, are in the measurement categories of the measurement research of the IAB Internet. Considering the data of December 2012-2013-2014-2015, it is appointed, which women websites in this categories are entering with the "top clicks" list. It is researched by scanning the websites, which are in the list in the categories "Women-fashion" or "Women and Life" one by one, if any contents were provided under the topic "distance education" to their members. The main audience, addressed to different age groups which are women, and the monthly visitors traffic will find of 25 million to the two sites forum pages of "the girls are asking" and "Women club" under the name "distance education" because the provided contents constitutes the examples of this research.

In the scope of the analysis of both websites, the consignments of the year 2015 were taken and 250 texts were saved by scanning the forum sites. According to the issues of the agenda which were raised by the members on these texts, a coding directive was constituted.

This directive was tested at the forum sites, and after that constituted to certain coding topics. The coding of the researcher in accordance to the prepared coding directive, were converted to data and interpreted through tables and converted to digital data.

RESULTS

On sites, which are founded by scanning the context, firstly it was analyzed with which corporate formation the Word "distance education" is about. (Table 1.)

Table 1.
Institutions those are relevant to the search context

About the Institution	Girls are asking	Women' s club	Total	%
Anadolu University Distance education system	111	87	198	79.2
Open High School	24	7	31	12.4
Atatürk Ün-AÖF	1	6	7	2.8
Istanbul AUZEF	2		2	0.8
Others	11	1	12	4.8
Total	149	101	250	100

The Anadolu University distance education faculty has admitted the first students in the academic year 1982-1983, and turned today into a building of distance education system with three different faculties. Anadolu University, Open and Distance Learning System today training its total of 12 licenses (university degree), with 46 undergraduate (associate degree and many certificate programs beyond national borders, North Cyprus Turkish Republic, Turkey and several Kazakhstan (Ahmet University), Azerbaijan and a leads the education service for Turkish citizens living in West European countries, with contemporary. Open and Distance Education System has 1.9 million active and 2 million passive students and over 2 million graduates. Almost again 2 millions student graduated form Anadolu distance education system since 1987. (Demiray, U., 2013).

The number of students in the scope of the Ministry of Education is over 1 million. In the academic year 2011-2012 the Istanbul University open and distance education Faculty (AUZEF) and the Erzurum Atatürk University open education faculty (ATA AÖF) has started with education. In accordance with the results of Table 1. the most aforementioned institution in context with distance education is the Anadolu University distance education system (79,2%) . In second place the issues of the Ministry of Education related to the open High schools are located. Issues related to ATA AÖF are located in 7 and the Istanbul University AUZEF is located in one text. The encountered rate of 4,8% as "other" in the subject heading, includes texts according to generally distance education system and not for any institution.

The overall results of the table, shows that the main character of the context with a rate of 79,2 % is the Anadolu University distance education system, which offers distance learning since 1982.

"I knew that distance education is only at the Anadolu University. Is it in Erzurum, too? "

Shared these and similar messages of the forum members suggest that some perceptions was settled about o distance education institutions. At forum sites distance education" or "LSD" is used synonymously with the "distance education system of the Anadolu University and there is a perception, that for the distance education at university-level it is the" only institution". As head of other institutions the clauses Ata distance education or Istanbul distance education has been introduced. The themes on women's websites, which are opened to debate regarding the topics "distance education" are researched, the results are shown in table 2.

Table 2.
Opened themes for debate regarding distance education

Generation	Girls are asking	Women' s club	Total
General	31	11	42
Questions - Exams	28	15	43
Registration	17	16	33
Programs - Faculties	20	7	27
Constitute groups	4	16	20
Learning methods	4	13	17
Social relations	12	4	16
2nd University	11	2	13
Finding jobs	8	3	11
Learning environments, e-learning, books etc.	6	4	10
Help books	-	5	5
Military service	3	-	3
Diploma graduation	3	-	3
Fees	2	-	2
Offices	-	2	2
Others	-	3	3
Total	149	101	250

"Who can choose where to",
" What is the difference between the Distance education and the distance education"

The opened debate on women's sites are shares, which are evaluated under the "general" category, and aimed for learning what the distance education system is about. The differences of the distance education to the organized education are, what the conditions for this system are, whether the scores are sufficient for this system or not, if it is difficult to study at the distance education, the dilemma of the studying at the distance or the organized education are the subjects of this chapter. In this group are also the debates about transition from the organized education to the distance education or from the distance education to the organized education valued.

The members also used for the "distance education" system designations like "studied open", "distance Education University".

Under the members there are people, who are volunteers and assumes as "consultants" for answering the questions regarding the "distance education" system. The numbers of messages of the direction to the official page of the distance education institution website of the members who have problems by the people, who are participated the forum, are 3. It is also concerned, that the information given in cases of a conflict between members.

"Are the places of the distance education entrance examination are announced?"

The Exams and questions are the most discussed topics in the forums with a rate of 17.2%. When will the exams be, what will be taken or not to the exam, of which units the responsibility will be, when the exam results will be announced, indeed posts stated in the directive, are actually lot of subjects of discussion. The themes of the complain regarding the exams are the far way of the students, who will take exams, to the schools, the intense exam traffic of two days and the tiredness of this or the overlap of the exams with other exams and the difficulty of the questions.

When we look at the relationships of the open education high school and examination, it was determined that they are associated with TEOG exams and the placing in open education high schools of the results of this examination. Further the open education high school postings consists of announcements, which are copied of internet news websites.

"I have heard, that there are a lot of assignments, of people, who have studied social services at distance education."

*"Which is the best distance education faculty?"
" Which is the open front faculty of distance education friends?"*

The themes of postings of 10.8% on the programs heading are concentrated about the questions of member views of open programs/faculties, about what the entrance points to the faculties are, what are the current faculties are, and the disliking of the studied section.

The sections of the Anadolu University Faculty of Distance Education are "Justice" and "Social Services," and the section of the "Atatürk University Child Development", has been the mentioned sections of the members. Especially there are positive sharings of the members, which are developed about the studying at the Social services faculty. This situation is related to with the assignment to public institutions. Another request is studying at the Justice Faculty for the vertical transfer to the Law faculty of the organized education.

"Where can I do the registration in İzmir?"

The issues of registration, which have been brought to the agenda, are the registration time, the point's required for registration, the possibility of the registration without entrance to the university exam, the experienced problems of the registration, which are done at internet.

"This year, I won the university I want to study at the same time distance education, what should I do?"

The wish of studying the 2nd university at the distance education and what the conditions therefore are, is discussed in forums with the rate of 5,2%.

In these forums the dilemma of "what section if I study it could use more?" is raised. Members, who are studying at the organized education, but are not very satisfied about the section, finds valuable the offered opportunities as the 2nd university. The effect of studying the 2nd university fort o find a job, is another issue that is discussed

"Which section would help met o find a job?"

"Friends, can any person graduated from any faculty of the Open University undergraduate section work in the private or state-owned banks?"

"Did you think that distance education and organized education should be equal? Which would you choose, if you were an employer..."
"Did you come to a place with studying distance education?"

In which jobs the graduates of the distance education can work, that some sections are invalid for finding a job or on discussions in the direction of it is an advantage in finding a job in state institutions to study in certain sections, the graduates from distance education are located as jobseekers with a rate of 4,4% in the "looking for a job" group. The effect of graduate from distance education or organized education for finding a job is one of the opened discussions. One part of work postings are, those who have to work, use the distance education system for to work and for studying. This situation is assessed as well as advantages and necessity.

Another topic of discussion can be associated with the writing of "distance education" on the diploma.

"I wonder whether on the diploma distance education is written?"
Is a distance education diploma is useful?"

Such expressions are intended to discuss, the validity of diplomas from distance education in business life. The writing of distance education on the diploma is perceived as a disadvantage in finding a job.

"When will the distance education books should buy?"
"I need the history book for distance education"

The opened discussions on distance education learning environment focuses on books at a rate of 4%. When the books will be distributed, as well as for the book settlement money is to be paid is among the issues, which are discussed. Between the members regarding the books are brought two opposing views. One of this is, that the books contain a lot of information and that it is unnecessary to prepare with books for exams.

This approach has brought the concept to of the help book to the agenda. Help books are books to pass exam from teaching in many subjects printed and distributed outside the system.

Those who want to buy and sell help books those accounts 2% of the forums. The debate on the other side is, that the distance education books were very well prepared and that the help books are unnecessary, there are those who defend. Those, who are not distance education students, but wants to buy books of the system for learning, are also included among the participants for sharing in the forum.

"...Are somebody studying this section how do you learn?"
"Friends, can you please share your lesson scripts of the sociology 1st class"
"Can you help for the plan of undergraduate study of distance education social services?"

The related postings of study methods are discussed in the forum by 6.8%. Participants in the discussion on this topic, ask for tips on how it is need to be studied for the lessons from other members. It is system on which the distance education students are more active, to determine the learning time and method by themselves, and the requirement of self-study. The request of students regarding learning methods to other students shows that they have problems with this issue. The learning from the help books, go to courses, learning according a weekly program, solve the eventuated questions are some of the

given advice. The sharing of links, with that can be reached the eventuated question, are also assessed in this group.

"... I wanted to support each other as we are all split the units we work here, let's share our experiences",

„I have written distance education social services, friends, who are studying or were graduated, I would be very glad, if you share your experience",

"I have won the distance education of this university for 2 years; I served some questions in my mind. I know there is also information on the website, but they were not enough for me, I would be very glad if you answer to me"

A certain course, section, is for the purpose of creating groups around the city has a rate of 8% on these pages. The forum sites, seems to play an important role in student-student interaction. This interaction in a sense represents the exchange of information, ideas and dialogue among the students, which are made about the education received. To allow such an interaction, support a student centered approach, and allows creating the social interaction and information. Groups, in which people in similar conditions or problems share their embarrassment, play an important role in forming friendships. To wish success before exams, making comments about the exam, recommended results thanks to even pray for the desire to pass exams are one of the best indicators of this interaction.

Offices are the point of contact with the students of the distance education system. It was detected that the students can learn from the offices a lot of information, which they are asking to the forum members. The forum members direct the person to the offices, only then when they are not sure about the information.

"Should I go to the military or attend the school?"

One of the sites under investigation consists of male and female members. Therefore, postings regarding wanting advices for the issue military service delay or going to military are located with a rate of 1,2 % on these pages.

"I am 25 years old and a mother of two children, I want to study open education high school"

One of the remarkable groups in the Forum are the gathered postings in the group "social relationship" and is an example of indirect use of the distance education. It is seen, that the forum members are not only give information about lessons, but also share information about their private lives and are aware of their experiences of each other.

The forum members discuss with postings under the topics like "Community and social relations", "love affairs", "career education" the effects of the distance education to their relationships and life. In response to a girlfriend/boyfriend studying at the organized education, to study at the distance education is an negative adjective and is shown as a result of financial problems to study at this school are examples of these postings.

A Wife who is married or had children says that her husband does not allowed to study at another school, the distance education is the starting point and on the issue for this women in this situation are encourage each other with terms like "...Yes, when there is a baby organized education cannot be studied, but distance education can be studied poor and simple, it is needed to stay a bit more tired and sleepless than other mothers", "do

not be loner pessimistic, the damage is done, focus yourself on the future.... After graduating the high school, study distance education" "study distance education at home".

On Forum pages postings regarding what are the amount fees, whether school fee is to be paid or not are located with a rate of 0.8%.

In the "Other" group, are located postings of distance education students regarding for just receiving scholarships and giving private lessons to distance education students.

The Table 3 assesses discourses related to users based on their discussion in the forums distance education. For the classification of positive, negative and neutral in the discussion topics were assesses "confusion, I'm in trouble, stress, urgent, I feel bored, I feel useless, there is no why" as negative, "success, I won, I want" as positive, or "how apply, what are the conditions " as neutral expressions.

Table 3.
Related expressions to distance education

Expressions	Frequency	%
Positive	35	14
Negative	68	27.2
Neutral	147	58.8
Total	250	100

The located transmission rate of 58.8% in the forum page appears to consist of a neutral expression. Given the experience of the forum pages and pages where information is shared, it is normal to get a lot of information that we can describe and give the postings as neutral.

However, many of those attending the forum positive thoughts, negative thoughts about the system have expressed a rate of 27.2%.

There it is seen, that the members about the distance education system clearly stated the criticism. The negative expressions are a kind of boredom and are aimed at finding a solution to the problem with the help of the members.

The positive expressions are about the graduation, the opportunities offered by the distance education and the offered services in context to the 2nd university were shared.

DISCUSSION AND RESULTS

On forum pages at websites for women, search results under the topic "Distance Education", the most talked institution is the Anadolu University Distance Education System.

It was followed respectively of the open High School, Erzurum Atatürk University Distance Education Faculty (OEF ATA) and the Istanbul University Faculty of Open and

Distance Education (AUZEF). Forum site users equated the abbreviation of AÖF with the Anadolu University Distance Education System.

Forum pages admit people, who are interested in distance education, for sharing postings. The process of communication in the internet forum members are likened to the phone conversation, which begins with a question or opinion of claims is still contribute to this process.

The most curious subjects are themes like exams, the functioning of the open education system, registration, learning methods, group sharing, distance education in the context of social relations, 2nd university, distance education factor in finding a job, learning environments, military service, are diplomas and fees.

It is possible for members, who attended the forum, to get healthier information from the official channels of the distance education institutions. However, sharing held in the official channel is not favorable enough to establish an emotional connection, because of the need for formal identification and structure.

Forum sites are created at the same time for discussing personal issues in virtual communities, so not only education. Therefore, online forums are a vehicle of ensuring the student-student interaction problems in the distance education system.

As a result of decreasing the physical distance in distance education "does not belong to a particular group in the community or in other words" a sense of community felt by the student himself cannot be together and bring a sense of exclusion. McMillan and Chavis (1986) have identified four components under the sense of community.

These are, membership, influence, reinforcement, and the emotional connection. The sense of community; belongingness, can be defined as affiliation, and belief that members meeting the needs of its members through the association and the feeling they create against each other and the difference availability group (aka. Ilgaz & Askar 2009: 28).

In this context, the forum page returned to a platform of people, who are interested in distance education for questions, answers, comments, good wishes of, belonging to a group and friendship feelings, fears, concerns, sharing the criticism and even the marketing of products and services regarding to the distance education.

The forum pages of websites for women have a sense of community and establishing an emotional bond is seen as an open path.

This situation makes the need of distance education institution managers to review the student-student interaction or the operation of the system issues to include in the agenda of the different communication channels.

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