

LEADERSHIP ROLE of TURKEY for ICDEEWA



Ugur Demiray

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**Leadership Role of Turkey Among Distance Education
Institutions From Balkans, South Earstern Europe,
Baltics, Turkics, Cacousian, The Middle East Arab
Peninsula To North Africa Regional Map**

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ABSTRACT

This chapter will mention the distance education practices in Turkey, and will examine and discuss the role of leadership which should be undertaken by Turkey in the region of Eastern Europe, Scandinavia, Baltic, Turkic, Cacousian, Middle East, Arab Peninsula and North Africa regions countries. It is a well-known fact that the international distance education organizations in the world are not well organized and functional in this area in the name of educational institutionalism. To fill this gap, it will be argued that Turkey might have a leadership role in the distance education field in this region and can organize the practices of the regional countries in academy and practice.

The structure of the potential distance education organization and the regulations of the organizations will be discussed based on this argument. And also, the suggested name for this regional group is ICDEEWA (International Council for Distance Education for Eastern Europe and West Asia). A draft of the constitution of the recommended association will be presented and discussed, which will be regulated and redesigned in accordance with other regional distance education associations in the world.

In short, “Eastern Europe” is the conventional use and we encourage you to use “Western Asia” to suggest to the reader that Western Asia is a clearly defined area. Because, with the assistance of organizations like ICDEEWA, Western Asia will grow in regional significance and stature.

Keywords: Educational institutionalism, Anadolu University, AAOU, ABED, ACDE, ADLA, CADE, COL, DEANZ, EADTU, EDEN, EADTU, ICDE, ODLAA, SEAMEO, UNESCO, USDLA, Turkey, International DE Associations.

INTRODUCTION

Any “Interaction” is not a one-way road. Cultural interaction works both ways, too. Thus the use of information communication technologies in distance education (DE), making international collaboration feasible, is among the advantages of globalization.

Through collaboration and projects of international organizations like the World Bank and UNESCO, the right to education can be enjoyed. The fundamental human right to education is specified in Article 26 of the Universal Declaration of Human Rights which says that: “...**Everyone has a right to education...Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace...**” (Visser, 2003) Distance education when well-equipped can serve these aims. It can be used to solve the problems of undeveloped societies. Easily accessible and multicultural approaches shall of course better serve global concerns of under development and help solve the educational problems.

Modern distance education is said to have begun in 1963 (Perraton, 2007). In that year, the National Extension Institute was established in the United Kingdom, as a model for an open university. The methodology of DE, more recently known as distance learning, has given rise to the principle that education should and can be open to all. Open education, or open learning, is a vision of an educational system accessible to every individual with minimal restrictions. This philosophy stresses the flexibility of the system to eliminate problems caused by barriers of, for example, age, geographical location, time constraints and economic situation (Bates, 1995). Open and distance learning (ODL) is therefore a system which combines the methodology of DE with the concepts of open learning and flexible learning. ODL is, of course, a very idealistic concept which in reality is difficult to implement. DE specialists believe strongly, however, that many ODL principles can be fulfilled better by DE methods than by conventional face-to-face educational approaches.

This philosophy represents a paradigm that emphasizes access to education, and the learner’s need for independence. The desire to increase educational

access was the main drive for many countries to adopt DE (Garrison, 1993). Moore (1993) believed that as long as materials have been prepared, learners have full autonomy to undergo their learning process on their own terms. Based on this access paradigm, DE has been considered as an “industrialized” type of education, and as the product of an industrial society (Peters, 1967). According to Peters, the system of DE has many similarities with an industrial factory, with need for a clear division of labour, mechanization of activities, orientation to mass production, standardization of output and centralisation of the system. Owing to these similarities, DE has been accepted by industrial society as a method of mass-producing trained labour. Peters (1967) argued that DE methods should also change in response to the changing demands of post-industrial society. This is even more the case in today’s information society. Whereas the DE process previously relied on the use of pre-produced learning materials and correspondence, the addition of today’s ICT to the process makes it possible to make DE individualized and interactive.

The educational needs of the post-industrial society are different from those of the industrial society. However, this is due to the constant changes in skill demanded by occupational and professional fields. The original correspondence-based mass-education model of DE does not meet today’s demands for a one-on-one, interactive style of education capable of adjusting to educational needs and of developing an effective individualistic style of DE (Peters, 1999). Beside this important demand it is also so necessary for the industrial and working sector too.

The new ICTs, however, can add these features that were lacking in earlier DE models. Today’s production methods, communication technologies, perceptions of problems and problem solving strategies can be overdue and obsolete tomorrow. On this basis, a DE paradigm is developing characterized by a fully effective two-way communication process between teachers and students, students and study materials and between students and the educational institutions. A one-way process (that is, presentation of learning materials in printed, recorded or broadcast form) is complemented by two-way feedback between students and the teacher/institution implementing the programme.

Holmberg (1983) pointed out, that despite the fact that DE is designed for independent study, it should not be suggested that it can be implemented with no study support services. Even though interaction in the form of real

conversation may be difficult to achieve in DE, much can be done to ensure that a conversational atmosphere is made available to the students. Holmberg's concept of guided didactic conversation which is related to an effective two-way conversation, for example, print over the telephone.

The goals and spirit of this atmosphere are implemented in the sensitive design of the learning materials, assignments and study supports. Via good materials, the students can obtain an "atmosphere" as in a conversation with the lecturer who developed them, and this in turn helps the internalization process whereby the materials assist the students to learn. Guided didactic conversation emphasizes the importance of:

- a clear presentation of learning materials, using easy-to-understand language;
- explicit directions on what to do and not to do, and on what to observe, and the reasons;
- a design that encourages students to discuss, ask questions, and judge the materials to consider; flexibilities of tools and platforms
- an effort to motivate students so that they are interested in the materials and subject matter;
- a personalised style of writing, including the use of the first person; and
- a clear boundary between separate themes and topics: for example, by stating the changes explicitly, or in producing recorded materials by using a different dubbed voice.

According to Sewart (1984), however, pre-produced learning materials can not replace the functions and roles of conventional teachers entirely. Students have different needs that the learning materials may not anticipate, and which cannot be satisfied by mass-produced learning materials. Accordingly, Sewart emphasises the importance to students of organised learning support services. One type of support is the tutor-counsellor who acts as a subject matter expert (SME) responsible for guiding students academically and personally. Sewart (1984) believes that a tutor-counsellor who functions as both lecturer and mentor can significantly improve the quality of the DE teaching and learning process.

In Turkey instead extensive use of self study materials and synchronous communication tools as well as large number of classes, degree or certificate

programs on very specific fields, blending with face to face lectures can be seen as major trends. E-learning readinesses scale for the needs and future plans for learning, the technological attitude look positive access to computers and internet positive ability to use computers and internet positive, the skills and attitudes of its learners instructors, staff as well as administrators and openness to innovation positive.

Another issue is about the instructional strategies employed in e learning courses. The majority of the learning environments are still designed to promote traditional on way communication flow as a result of computer based instruction tradition. An important big number of those who were able to quality need of the DE teaching and learning process.

The development of new ICTs such as audio/video-conferencing has further enhanced this guided didactic process, by reducing the gap between the teaching act and the learning act that previously created psychological and transactional distance in the learning process (Moore, 1993). The benefits of modern ICTs have also generated a broader way of thinking about DE. Solutions to the problems of physical separation between teacher and learner in DE enable the broader use of educational facilities. When the teaching acts and learning acts can be effectively achieved in non-real time (asynchronously), two major problems are reduced:

- the traditional lecturer/students ratio which commonly limits the absorption capacity of education and
- the classroom walls that commonly limit the transmission capacity of education.

Overcoming these hurdles transforms the educational process from one that is closed in nature to one that is physically more open, and education is no longer associated with the physical classroom.

The development of social economies over the last four decades has also modified the typical requirements for an education. Whereas during its early industrialised form, DE was essentially a vehicle for supplying a skilled labour force, the post-industrial society is moving towards improving the quality of human lives. In the post-industrial era, education focuses more on self-realisation and fulfillment of personal needs: for example, to improve happiness and satisfaction with life (Peters, 1993). The need for education is

no longer limited to a particular “school age” group, but relates to the needs of all people to pursue lifelong needs.

This is shown by the increasing popularity of non-formal and continuing education programmes that offer leisure rather than accreditations. In addition, the advancement of technology and service industries has changed the type of skills required in the labour market (Peters, 1999). This has resulted in an increasing need for professional continuing education; and the concept of DE itself has been broadened from a simple distance training model to incorporate continuing education. DE can, therefore, be seen as a method appropriate for the pursuit of various educational objectives, including professional skills improvement, enhancement of hobbies and self-actualisation. In developing countries, where people live in a limited economy and in isolated rural areas, DE is seen as a means to provide a second chance to those who cannot study in the f2f system.

DE has become more than a simple alternative learning system, and is uniquely capable of boosting the openness of education, by minimizing restrictions of time, place, and economy, and of demographics such as age and educational background. The concepts of life-long learning and education are for all stress that every person should have the opportunity to study and to receive a lifelong education. An explicit acknowledgement of this open education concept was made by UNESCO (1996): **“Education is a basic human right and a universal human value and should be made available over the entire lifetime of each individual”**.

TECHNOLOGIES

Electronic technologies have increasingly changed the interaction between instructor and student. For most of the 20th century, distance education involved pen and paper, the typewriter, and the postal service, which provided the sole link between the individual instructor and the individual student. With the development of the radio and then television, it became possible to transmit educational courses, programs and content widely using these mass media distribution channels (Moore and Anderson, 2003).

The development of the world-wide-web and satellite enables even broader access to university courses. In distance education teaching and dissemination of instructional material to the learner, appropriate media should be chosen.

Print media (textbooks, study guides, study aids, and newspapers), audio media (Audio-books, audio-cards, records, audio-cassettes and reel-to-reel audiotapes, audio compact-discs (CDs), telephones, cell phones, audio-texts, radios), and video media (televisions, satellites, direct broadcast satellites, cable televisions, closed-circuit televisions, asynchronous and synchronous podcasts and vodcasts, teleconferencing, microwaves, interactive videos, teletx, videotext, computer internets, weblogs (blogs), electronic mails, chatrooms, and multimedia) are used to convey messages to achieve specific educational objectives.

Advanced countries have more opportunities for improvement than developing countries. Turkey is a country between three continents and several cultures. E learning in is still in infancy stage. There are a lot of issues to be solved. Dependence to conception, the business models, qualified staff as instructors' ineffective learning material and content etc.

Underdeveloped countries have some problems in utilizing a distance education system because they are handicapped with the population growth that overwhelms the region's carrying capacity, remote and separated rural areas, lack of enough skilled teachers, excessive school dropouts, high illiteracy rates, and not enough resources (Towhidi, 2010). At a time of rapid technological change, and contested, complex concepts associated with globalisation, knowledge is becoming a primary factor of production in a global economy. As knowledge is becoming a primary factor of production and competitive advantage in a global economy, universities face macro challenges in responding to the exponential growth in demand for higher education, and to the changing concepts of globalisation, commercialisation and competition.

While the advancements in the Internet technology can theoretically support constructivist, learner-centred and interactive learning, challenges of Internet-enabled learning such as e-learning considered within the changing nature of knowledge, changing needs of society, changing teacher roles, and learner expectations need further investigation. These challenges go beyond innovative ICT implementations to the design and development of a holistic university system, that responds national and global needs, and to the community of demand. Answering the challenge entails a paradigm shift from the modern national university to a sustainable global higher learning system that provides rigorous quality in teaching and learning, and processing and application of knowledge to real-life problems in diverse

cultural contexts. How we assess learning effectiveness, and whether we assess according to global and/or local standards will become increasingly important and contestable as universities seek to respond to the global issues of our time (Rajasingham, 2011).

Sherry (1995) states that distance education technologies are expanding at an extremely rapid rate. She continues on to point out that instructional designers and curriculum developers were so captivated with the latest technologies that they were not dealing with the new roles of teacher, site facilitator and student in the distance learning process. In traditional education, teachers interact directly with their students. In contrast, distance learning teachers are not in direct classroom contact with their students. The distance-learning teacher is the common thread throughout the distance learning process.

INSTITUTIONALISM OF THE ORGANIZATIONS

The international activities of universities dramatically expanded in volume, scope, and complexity during the past two decades. These activities range from traditional study-abroad programs, allowing students to learn about other cultures, to providing access to higher education in countries where local institutions cannot meet the demand. Other activities stress upgrading the international perspectives and skills of students, enhancing foreign language programs, and providing crosscultural understanding.

INTERNATIONAL vs. GLOBAL

Internationalization is often confused with globalization (Altbach, 2004). defines that globalization as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement. Global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training. This investment reflects the emergence of the “knowledge society,” the rise of the service sector, and the dependence of many societies on knowledge products and highly educated personnel for economic growth (Altbach and Knight, 2007).

Institutional approaches to organization studies focus attention on the relationships among organizations behavior and the fields in which they operate, highlighting in particular the role of rational formal structures in

enabling and constraining organizational behaviour. A key contribution of institutional studies has been the development of strong accounts of the processes through which institutions govern action. This has been accomplished in part through theoretical statements which have delineated key sets of concepts and relationships that tie institutional structures and logics to organizational forms conducted (Meyer and Rowan 1977; DiMaggio and Powell 1983; Greenwood and Hinings 1996).

Although the traditional emphasis of institutional approaches to organization studies (Thomas and Roy, 2006) has been on the explanation of organizational similarity based on institutional conditions, a new emphasis in institutional studies on understanding the role of actors in effecting, transforming and maintaining institutions and fields has been emerged for more than the last 10-15 years. Also key in the development of institutional understandings of organizational action has been the large set of empirical studies that have documented the connections among institutions, fields and organizations. These studies have catalogued the impact of institutional forces in a wide variety of sectors and geographic contexts, and at varying levels of analysis including intra-organizational (Zilber, 2002), interorganizational (Leblebici et al., 1991) and international (Keohane 1989; Meyer et al. 1997). Finally, there has emerged an influential set of reviews of institutionalism in organization studies that have summarized and synthesized the major work in the area into coherent frameworks (DiMaggio and Powell 1991; Tolbert and Zucker 1996; Scott 2001; Schneiberg and Clemens 2006).

The role of actors in creating new institutions has been examined primarily under the rubric of institutional entrepreneurship. DiMaggio (1988) argues that institutional entrepreneurs are central to institutional processes, since 'new institutions arise when organized actors with sufficient resources (institutional entrepreneurs) see in them an opportunity to realize interests that they value highly'. The concept of institutional entrepreneurship is important because it focuses attention on the manner in which interested actors work to influence their institutional contexts through such strategies as technical and market leadership, lobbying for regulatory change and discursive action (Suchman 1995; Fligstein 1997; Hoffman 1999; Garud et al. 2002; Maguire et al. 2004). The role of actors in the transformation of existing institutions and fields has also risen in prominence within institutional research. Institutional studies have documented the ability of actors, particularly those with some key strategic resources or other forms of

power, to have significant impacts on the evolution of institutions and fields (Clemens 1993; Holm 1995; Oakes et al. 1998; Greenwood et al. 2002), including both institutional transformation and deinstitutionalization (Oliver 1992; Ahmadjian and Robinson 2001).

Institutions, in this view, are the product of specific actions taken to reproduce, alter and destroy them. Jepperson's approach points to an emerging focus within institutional studies. Along with understanding the processes through which institutions affect organizational action, research has become increasingly concerned with the effects of individual and organizational action on institutions. The second category of institutional work pointed to by Oliver's discussion of deinstitutionalization is the work done by individuals and organizations in order to maintain existing institutions.

Oliver (1992) highlights this form of institutional work indirectly when mentioned the failure of organizations to reproduce previously legitimated or taken-for-granted organizational actions'.

Thus, the reproduction and continuation of institutions cannot be taken for granted, even the most highly institutionalized technologies, structures, practices and rules require the active involvement of individuals and organizations in order to maintain them over time (Lawrence et al. 2001). Zucker (1988) argues that even among institutions, entropy is a natural tendency that needs to be overcome by organized action. Despite the potential importance of this category of institutional work, it has gained relatively little attention. As Scott (2001) notes, in the *Handbook of Organization Studies* 'most institutional scholars accord little attention to the issue of institutional persistence, and those who do disagree over what mechanisms underlie stability'. Of course, the articles by DiMaggio (1988) and Oliver (1991; 1992) are by no means the only ones that deal with institutional work. Beckert argues that institutions can provide actors with the ability to act when the 'complexity of the situation and the informational constraints do not allow them to assign probabilities to the possible consequences of choices'; at the same time, however, institutions "come under pressure from agents who recognize their constraining qualities for more efficient outcomes" (Beckert 1999: 779).

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persistence, and those who do disagree over what mechanisms underlie stability”

The concept of institutional strategy describes the manipulation of symbolic resources, particularly membership access and the definition of standards, which are key aspects of the type of work necessary in the early stages of an institutionalization project. Fligstein (2001), in a related fashion, uses the construct of 'social skill' to describe the various tactics that social actors use to gain the co-operation of others. Fligstein further observes that the social skills used to reproduce fields are different from those used in conditions of crisis or change. These latter skills are used by entrepreneurs who 'find ways to get disparate groups to co-operate precisely by putting themselves into the positions of others and creating meanings that appeal to a large number of actors'. The paper entitled as “How Organizations Change: The Role of Institutional Support Mechanisms in the Incorporation of Higher Education Visibility Strategies, 1874-1995” develops the argument that institutional mechanisms support changes in organizational strategies in ways that contrast with the standard interpretation of institutional "iron cages" that pressure organizations to conform. Differences in the pattern of incorporation across the three strategies provide robust evidence for alternatives to a prevailing "iron cage" view of institutional pressures and constraints.

These findings also reinforce the importance of specifying field-level mechanisms to supplement a focus on organization-level mechanisms. (Washington and Ventresca, 2004).

Internationalisation, on the other hand, is viewed as a process that blends intercultural international dimensions into different academic activities, such as teaching, learning, and research, into the purpose and functions of higher education. The common feature in the narratives that define open distance learning and internationalisation is the blending of university services to achieve specific outcomes. (Msweli, 2012).

FOSTERING LEADERSHIP AND EDUCATION

Specifically about leadership development within higher education in the United States, our basic definitions and assumptions can be further refined to reflect this particular focus. The basic purposes of leadership development (http://www.aahea.org/articles/transformational_leadership.htm) within the higher education system are:

- To enable and encourage faculty, students, administrators, and other staff to change and transform institutions so that they can more effectively enhance student learning and development, generate new knowledge, and serve the community, and to empower students to become agents of positive social change in the larger society.
- While some members of the higher education community maintain that higher education should ideally be “value free,” we believe that any form of education, including leadership education, is inherently value-laden. Value considerations thus underlie virtually every educational decision, including criteria for admissions, course requirements, pedagogical techniques, assessment procedures, resource allocation and governance procedures, and hiring and personnel policies.
- The real issue is which values should govern these decisions.
 - Even though there are many opportunities for faculty, staff, and students to serve in formal leadership positions, our conception of leadership argues that *every* member of the academic community is a potential leader (i.e., change agent). The challenge for leadership development in higher education is thus to maximize the number of faculty, students, administrators, and staff who become committed and effective agents of positive social change.
 - Higher education offers many opportunities for the formation of leadership groups involving faculty, students, and staff through its schools, colleges, departments, committees, and various administrative service units. Leadership-development programs and experiences for students can capitalize on the power of the student peer group through the classroom, residential living, and various cocurricular activities.

In the broadest sense, purposes of leadership as encompassing the following values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and

- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported.
- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported.

These leadership functions are outlined and included as:

Informational Roles

- *Technology leader*: select and assisting in determining technology platforms, costs, application, and developing rules for effectively and ethically using technology.
- *Information organizer*: organize information in ways meaningful to the organization and information users.
- *Information disseminator*: distribute information to the correct personnel and departments where needed to perform tasks.
- *Information Processor*: process or utilize information as needed to understand issues and challenges and make the right decisions.

Interpersonal Roles

- *Relationship manager*: manage the relationship among staff, faculty, and students
- *Team and Group leader*: lead staff and faculty – instructional and technology, to achieve program goals and deliver top quality student services, effective teaching, and
- *Partnership developer*: develop partnerships with businesses and agencies to positively affect marketability, quality, and services provision and expansion, as well as competitiveness.
- *Motivator*: provide motivation for staff, faculty, and students and lead in ways that encourage the distance learning team to <http://www.westga.edu/~distance/ojdla/spring141/McFarlane141.html>) strive for excellence.

In addition to these personal traits, new leader will be willing and able to;

- manage change and innovation;
- listen to and assist stakeholders, maintaining and enhancing relationships between the institution and relevant partners;
- embrace the realities of network environments; and
- ensure transformation to a new model of teaching and learning (Cleveland-Innes, 2012, 233).

Decisional Roles

- *Innovator*: identify and develop new projects, programs, and methods for increasing program and service quality for instructors and students.
- *Change leader and manager*: initiate, identify, respond to and lead change in the distance learning and online environment by keeping abreast of emerging technology, policies, and demands.
- *Regulator*: regulate policies and determine protocols for meeting existing program and institutional goals
- *Decider*: make all relevant decisions by using correct information and soliciting participation from employees when relevant. (McFarlane, 2010b)

The real question is how institutions of the academic community can collectively work together to transform themselves and their institutions with the aim of giving leadership development the priority it deserves. To address this challenge suggested set of core leadership principles and values are suggested. Faculty, students, administrators, and staff may wish to utilize them as they consider how to go about the very critical and difficult work of institutional transformation. To address this challenge, this set of core leadership principles and values is suggested that faculty, students, administrators, and staff may wish to utilize as they consider how to go about the very critical and difficult work of institutional transformation.

In short, our conception of leadership comprises the following basic assumptions: leadership is concerned with fostering change; leadership is inherently value-based; all people are potential leaders; leadership is a group process.

These assumptions, in turn, suggest a number of critical questions that must be addressed in any treatise on leadership effectiveness:

- What values should guide the leadership process?
- Toward what end(s) is the leadership effort directed?
- How do individuals initiate change efforts?
- How are leadership groups formed?
- How should leadership groups function?
- What alternatives to the traditional “leader-follower” model are most likely to be effective?
- What are the most effective means of preparing young people for this kind of leadership? (Astin and Astin)

Transforming existing organizations for an uncertain, competitive environment and for such innovative practices as e-learning requires a systemic approach encompassing many organizational dimensions. It requires a vision of what higher education will look like in the future, and a clear plan and methodology for transforming the institution to achieve this vision.

All of the inter-related organizational aspects need to be addressed in the transformation process: management and leadership (e.g., transformational leadership issues, sound business practices), organization structure (e.g. flexible organizational structures, effective teamwork), strategy (e.g. market and needs analysis, strength, weaknesses, opportunity, and threat analysis) technology (e.g. upgrading IT infrastructure, hardware and software management), human resources (e.g. recruitment, staff development), and organization culture (e.g. changing and managing culture as a competitive advantage).

Moreover, the transition depends not only on the efficiency of the transformation process itself but also on the commitment and entrepreneurial capacities of the senior and middle managers and staff. This may be particularly difficult for the traditional single-mode university; more accustomed with face-to-face contexts and client groups within readily identifiable local catchments. (Ulukan, 2005).

Northouse (2004) described transformational theory as part of the new effective leadership paradigm. The idea of effective leadership as a transformational process incorporated the concepts of individual change, values, standards, and an increased level of awareness in terms of organizational outcomes (Northouse, 2004). It is important to distinguish

between transactional and transformational leadership when describing this theory. Transactional leadership depends on an exchange that occurs between the leaders and followers. The transformational leader develops a connection that raises the awareness of the followers in relation to organizational goals and values. Transactional and Transformational leadership theories are popular contemporary theories that evolved from organizational change initiatives and the idea that human factors are an important concern for modern leaders. The limitations of these theories are evidenced in an assumption of rationality attributed to those being led (Kouzes & Posner, 2002; Northouse, 2004).

PRINCIPLES OF TRANSFORMATIVE LEADERSHIP

In short, Astin and Astin believe that academic work can be enriched if faculty can model the individual personal qualities of *self-awareness*, *authenticity*, *empathy*, *commitment*, and *competence* in their daily interactions with both students and colleagues. At the same time, the exercise of transformative leadership on the part of faculty can also be enhanced through the application of group qualities such as *collaboration*, *common purpose*, *division of labor*, and *respectful disagreement*. In particular, these qualities can facilitate the varied forms of collective work that faculty engage in: committees and other administrative responsibilities, team teaching, departmental meetings, and so forth.

Transformative change requires that we find ways to restore trust. Astin and Astin believe that by cultivating the leadership values and principles begin to build trust through *collaboration*. Trust, in turn, enables colleagues to effect a *shared purpose* and a meaningful *division of labor*.

While personal autonomy and disciplinary specialization can serve as barriers to implementing the principles of transformative leadership, the process can also work in reverse: that is, the principles themselves can also be powerful tools for counteracting the negative effects of autonomy and specialization.

In fact, one of the key principles to follow here is *selfknowledge*, which means being aware of one's own prejudices and vulnerabilities and being alert to situations where efforts to practice transformative leadership are being undermined either by blind defense of personal autonomy or by excessive disciplinary loyalty.

In sum, each one of us has the power and the opportunity to begin the conversation and to set the process in motion, and each of us can identify peers and colleagues who can participate in collective work around the practice of transformative leadership. While the model of transformative leadership that we have proposed is in many respects an idealized one, none of its principles is beyond the capabilities of any member of the academic community. Indeed, the major obstacle to embracing and practicing these principles is not a lack of resources but rather our own limiting beliefs about ourselves, our colleagues, and our institutions.

What the model challenges us to do is to muster the courage:

- to be more authentic,
- to more openly acknowledge the limiting beliefs that prevent us from realizing our full creative potential as individuals and as institutions and
- to take advantage of the many opportunities that our institutions provide us to exercise transformative leadership. (Astin and Astin, 2000)

Transformational leaders in education must be capable of helping its stakeholders (e.g., administrators, faculty, students, trustees), recognize that there are obvious benefits in doing business in new ways, and that they can no longer afford the luxury of adopting new ways of teaching and learning in an incremental fashion to which academics are so accustomed and comfortable in doing. To be sure, there are no facile formulae that can be matched with particular settings that will ensure infallible leadership performance; ultimately, a sense of vision, resoluteness, and the ability to operationalize concepts are requisite to succeed. (Astin and Astin, 2000)

Leaders must create conditions conducive to energy, initiative and innovation in their particular milieu, and bring others along, both above and below them in the organizational hierarchy.

This requires, in addition to transformational leadership, what Hershey and Blanchard call “situational “ leadership, with its ability to diagnose the organization at that moment and determine its stakeholders’ readiness for moving in a new direction. In fusing these two approaches, the leader diagnoses the unique situation in the immediate environment, and then transforms it as far along the change continuum as necessary, through a

collaborative style. In this way, a climate less resistant to, and more receptive toward distance education is created, often in an incremental fashion as the situation is gradually transformed. (Beaudoin, 2003)

THE ROLE OF NGO's IN EDUCATION

NGOs are difficult to define and classify due to the term's inconsistent use. To attempt a classification of NGOs requires a framework that includes the orientation and the organization's level of operation. An NGO's orientation refers to the type of activities an organization takes on. These activities might include environmental, development, or advocacy work. An NGO's level of operation indicates the scale at which an organization works on, like the difference in work between an international NGO and community or national NGO. (http://www.enotes.com/topic/Non-governmental_organization) One of the earliest mentions of the term "NGO" was in 1945, when the UN was created. The UN introduced the term "NGO" to distinguish between the participation of international private organizations and intergovernmental specialized agencies. According to the UN, all kinds of private organizations that are independent from government control can be recognized as "NGOs." "NGOs" cannot seek to diminish a nation's government in the shape of an opposing political party; NGOs also need to be non-criminal and non-profit.

Rapid development of the non-governmental sector occurred in western countries as a result of the processes of restructuring of the welfare state. Further globalization of that process occurred after the fall of the communist system and was an important part of the Washington consensus.

Globalization during the 20th century gave rise to the importance of NGOs. Many problems could not be solved within a nation. International treaties and international organizations such as the World Trade Organization were centred mainly on the interests of capitalist enterprises. In an attempt to counterbalance this trend, NGOs have developed to emphasize humanitarian issues, developmental aid and sustainable development Before the restoration of democracy, NGOs were not allowed to be registered and operate.

After reestablishment of democracy NGOs could play an effective role in many people oriented programs such as health, family planning, environment (http://www.enotes.com/topic/Non-governmental_organization) formal and non-formal education.

At present NGOs are playing a very important role to provide helpful services to the population in rural areas. Similarly it has done remarkable work in the field of literacy, family planning, population, environmental conservation and development of formal and non-formal education. Since 1950s, many many educational institutions such as schools and colleges are opening. **But still more than 50 percent of the adult population is still illiterate in the world.** It is a fact that Education For All (EFA) could not be provided through schools alone. (Literacy Watch Bulletin April,2000 No.15) As a matter of fact, the NGOs have shown that they are more effective and efficient role and function to provide education for all especially through traditional, formal, non-formal and distance education applications. Over the past decade the development education sector has undergone a process of change that has strengthened its policy framework and consolidated its shift from the periphery to the centre of mainstream education provision.

In the mid-1990s, practitioners debated development education's position in mainstream delivery and its capacity to address key learning needs within formal and non-formal education. That debate seems far removed from today's more dynamic framework for delivery.

The language of education used by nation-states as well as international intergovernmental organizations, non-governmental organizations NGO (both transnational and national), and agents of civil society (many of which belong to the aforementioned categories) contributes heavily to the self-identification of individuals. By understanding the language of each, we can reach a greater understanding of the multiple, conflicting, and overlapping educational ideologies employed across the globe.

Education has played a major role in the creation of the current world in which we live, mainly because it allows us to conceptualize our surroundings as well as our interactions with those surroundings. However, as education intersects with politics, geography, and economics, educational outcomes become significantly different. Educational ideology is a product of culture and vice versa. In addition to these factors, the understanding of political economy's role in education is vital in understanding the variance of educational outcomes.

The issue of education on an international scale is also embedded in a complex framework of international relations which alters the effectiveness

of those who employ the ideologies in a practical manner. Education NGOs differ in practice and ideology based on the previously mentioned factors. However, in the age of globalization, travel and communication have contributed to new ideas about individual identities in relation to the global- rather than national-community. (http://en.wikipedia.org/wiki/Education_NGOs)

Many scholars argue that globalization, consisting of increased movement of people and goods across international borders, is contributing to the weakening of the nation-state because of the emergence of global regulatory organizations, global mass media, and the aforementioned global flow of populations. Global regulatory organizations include the intergovernmental organizations that regulate the world economy, such as membership organizations like the World Bank and World Trade Organization, as well as other international organizations such as the United Nations. These organizations operate within a context of global norms that are established, and laws that are passed, with the influence of non-state actors, or non-governmental organizations (NGOs). While global regulatory organizations focus on the establishment and enforcement of policies by exerting influence over the conditions of monetary loans, NGOs attempt to establish and enforce norms through exerting a certain sense of moral authority.

The new ICT, especially the Internet means freedom to reach information and freedom to publish information. For spread of ideas like democracy, human rights they play vital role. This gives them prominent place in the new governance models of politics, where non-governmental organizations, individuals play increasing roles. These developments accelerate multiculturalism.

E-mails, discussion groups, but especially “learning communities” provide environments where people learn from each other. In this way, they learn and explore and to be tolerant to other cultures and even better learn their own values while comparing them with others (Ozkul and Ulukan, 2003).

For example, the role of NGOs in distance education literacy model mentioned for the management and administration of literacy centres at the local level came under discussion.

Moreover, it was also agreed that NGOs can also be involved in the training of instructors and the supervisors along with Institute of Mass Education (IME) and Regional Directorates (RDs). Taking these advantages into

consideration; problems of educational globalization have to be overcome, such as bringing regulations, standards like the accreditation and quality issues, showing sensitivity to ethical concerns and better motivating the e-learners (Mason, 2003).

Today's multicultural learning environment (online or on campus) accelerates the number of web-based programs and this shows the magnitude of the growing demand.

DISTANCE EDUCATION IN THE GLOBALIZATION

Despite the numerous and volatile changes we have undergone as a society and civilization, education still remains the most powerful force for individual and collective transformation. Change dominates our world and education is a major vehicle for initiating, managing, and sustaining or stabilizing our environments affected by change. It is through educational value that we develop the understanding and knowledge to effectively craft strategies for leading change (Kotter, 1996).

Globalization and the revolution in technological communications are major forces of change in higher education. This environment, when coupled with the needs of adult learners and the rising costs of tuition at traditional and distance colleges and universities, has stimulated the emergence of for-profit, degree-granting higher education in the United States. Paper which is entitled Globalization and the Emergence of For-Profit Higher Education examines the growth of for-profit higher education, provides a cost/profit analysis, and gives examples of for-profit universities that are increasing international in scope and concludes with a discussion of the implications of these developments for colleges and universities (Morey, 2004:131).

Globalization and effects of ICT specifically the Internet are criticized for cultural monopolization due to hegemony of certain states mainly the US and the UK. The critics have certain arguments that have to be taken seriously in the name of democracy and equal rights of peoples. Because ICT are an important political mean and education can be a powerful political tool that can be used for both assimilations and/or for developing societies that are in need of such opportunities.

Though there are two sides of the coin, it should be stated frankly that ICT narrow gaps and brings understandings closer. People are closer to different

societies' values and realize that they have more to share. Collaboration in distance education is possible as a result of development of this common understanding. But this process works both ways, in this study it is underlined that international applications of distance education can serve to further connect peoples and help promote new common values.

These organizations deal with distance education institutions with/without government support. Of course universities have welcomed distance education ahead many institutions and offer domestic and international online courses. The increasing number of open universities is academically an advantage. This is because distance education is not just a product for the global market some times; and it's pedagogic and quality related issues are very important. The learning communities that the ICT create and international channels sustaining collaboration can lead to high quality distance education programs.

Globalization has affected many areas of society and will continue to shape the future of education and content delivery indefinitely. The impact of globalization has led to exceedingly higher enrollments for many universities and colleges. It has become increasingly apparent that individuals need to consistently learn new skills in order to remain employed and competitive in a knowledge and digital economy.

Those individuals who cannot or will not learn new skills will have more difficulty finding employment and remaining competitive (Portugal, 2006).

Distance education institutions have always managed to teach students beyond the frontiers of the jurisdiction within which they exist as physical entities. The development of Information and Communication Technologies has greatly expanded the number of institutions offering programmes on a regional or global basis. The developments of modern Information and Communication Technologies have greatly helped the emergence of global distance education systems.

New institutions claiming to deliver courses globally are emerging; existing institutions are trying to change their teaching strategies in order to position themselves to deliver their courses more effectively on a global basis; and commentators are predicting the globalisation of education as more and more institutions, in the face of competition both real and perceived, adopt online technologies in order to teach globally. What does the educational planner

and manager has to think about when he or she begins to think about "going global" (Rumble, 2000).

Global web-based learning models are spreading mainly developing countries such as the US, the UK, Canada, Australia and Europe; they influence the trends, causing international relations (IR) to be influential in managerial decisions and institutional structures of cooperation. International education necessitates multidisciplinary approaches to construct better contexts for learning. In this way, technology can be a better tool in the hands of the academicians. Social constructivist theories of IR and education well support and explain the increasing magnitude of international cooperation in distance education. This collaboration in education via the utilization of the ICT is a good model of socially shared and learned common values; leading to further institutionalization of cooperation.

We are living in a school economy, asserts McFarlane (2010a), and as such, everyone is seeking some form of training and education to improve skills and prospects for employment.

Furthermore, education is now more essential for people to realize their dreams and survive, especially in a global society where education is no longer an option, but a must to enter the highly competitive labor market. (Demiray and Sever, 2009, Demiray and Sever, 2011).

Distance learning has become a major force by which individuals all over the world are acquiring the necessary training, skills, and education required to enter the job market. This has led to an unprecedented growth in all aspects of the distance learning industry, from the number and types of schools to the variety of technology and programs being offered. This teaching and learning modality makes time and space the regulating variables between teachers and students located anywhere, yet interacting through powerful and speedy information and communication technology systems and processors.

Recent studies have indicated that, while there is a great deal of interest among both governments and institutions in inter and international institutional cooperation, the terminology of cooperation is confused and imprecise. Mergers are sometimes characterized as being an extension of inter and international institutional cooperation such as associations, sometimes they are regarded as separate, unique, and situated on a plane or continuum different from that of such structures as federations and consortia.

Yet, in generic terms, mergers share a number of characteristics with other forms of cooperation, and are often pursued for the same reasons.

Lang investigates the origins and motivations of inter-international institutional cooperation in order to show that the various forms of cooperation, including mergers, are part of a single evolutionary continuum. Next, it develops a lexicon or taxonomy of inter-institutional cooperation. Finally, it discusses the directions that inter-institutional cooperation might take in the future along that continuum. (Lang, 2002: 153). Humankind's inclination toward both inner mental-conscious and external exploration has pushed both mind and body toward a more universal perspective and broader view of things. This is especially true in a world becoming increasingly globalized in every sense of the word.

This inclination toward a broader worldview, and the need for greater and more knowledge to facilitate survival amidst competition and change, have led to increased demand for education by people and nations in all corners across the globe. In turn, this need and the availability and use of information and communication systems made available through constantly increasing technologies have facilitated the increased use of Computer Mediated Learning CML, to support teaching and learning, especially via distance educational opportunities.

CML refers to learning that occurs when an individual interactively learns (formally or informally, synchronously or asynchronously) about material via computer means where the learning materials and pedagogy are developed to take advantage of the available technologies (The Journal of Educators Online [JEO], (2010). CML includes distance, online, electronic, virtual, distributed, blended and mobile learning. Many online classrooms use a variety of technological tools and strategies. Distance learning is a common and most popular form of CML and around which major educational programs, corporations, and institutions are built today. Most distance learning institutions make use of a virtual learning environment (VLE). A VLE is "a virtual learning environment (VLE) is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process" (TechTarget.com, 2008). Dillenbourg (2000) defines a VLE as "a designed information space". Some examples of VLEs that facilitate teaching and learning in distance education programs and courses include Blackboard, WebCT, Lotus LearningSpace, Moodle, and COSE, with more and better

being developed every day to improve value and quality of the teaching and leaning interactions in distance learning institutions and programs.

Although the economic benefits of collaborative schemes and transfer of courses in distance education are clear, examples of collaboration between distance education institutions are rare. A reason is sought in the "organizational climate" or "ethos" of each institution engaged in distance education, which inhibits joint design and use of courses or the transfer of a course from one institution to another. This theme is examined in relation to distance education in the integrated mode system of Australian and New Zealand universities, six in all. The universities are compared in terms of six features of organizational climate of particular relevance to distance education: physical characteristics, academic organization, involvement in distance teaching, organization of distance teaching, components of distance teaching and staff attitudes to distance education. It is concluded that the considerable variation between institutions, with respect to these features, creates difficulties for collaboration. The best prospect for collaborative schemes in distance education therefore may have to lie in the use of national or international agencies to validate courses as part of a national or international higher education programme along the lines of Britain's CNAAB (Bynner, 1985).

On the other hand one of the major developments in the field of education in Africa 20th Century, apart from the taking over by Africans of the running of their education systems from departing colonialists, has been the relative growth of distance education. Emerging a century earlier in the circuitously pioneered offerings through colonial intervention, it has experienced some level of growth as to warrant an examination of its transformation.

The diffusion of foreign educational practices from the colonies, and the growth of the entrepreneurial spirit in education were also major factors in the transformation of the system. Transformation, as a general concept refers to some degree of change, usually significant, observed in the quality of a situation, or in the nature and trend of a phenomenon. (Lippitt 1973) has observed that nothing could be measured that would not display 'some notable difference at least between two successive points in time where the time interval is long enough.

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a phenomenon. Lippit (1973) has observed that nothing could be measured that would not display “some notable difference at least between two successive points in time where the time interval is long enough.”

A paper titled “Distance Education Leadership: Employing the ETIPs model to assess leadership practices in support of e-Learning” reviews emerging trends in distance education leadership studies and presents the Educational Theory into Practices (ETIPs) paradigm as a viable model for assessing distance education leadership practices in support of online education programs (Siemens, 2006). Siemens indicated in his study that as institutions of higher education increasingly embrace the implementation and growth of distance online education, administrators face a number of unique challenges in developing, implementing, and sustaining quality distance online education programs.

Distance education needs to be interpreted, measured, and compensated in new ways. This delivery method is no longer considered experimental technology. Higher education must meet the growing demands of the consumer/student in a competitive digital and knowledge-based economy. Since online education can service more students, a continued surge in online programs will be the result for many higher educational institutions.

The need for trained and educated professionals and leaders will continue to expand worldwide and academics, managers, facilitators, and technologists will be in demand. As the student population continues to increase with voluminous numbers, online education may replace, to a large extent, traditional brick and mortar delivery methods within the next 15 to 20 years or less.

In distance education, transformation would refer to dimensions or levels of change over a period that has become significant in practices in the field. For example, the use of more sophisticated media, or the noticeable change in the range of programmes represents issues that would fit within a period.

In Adekanmbi’s search (1993) for a paradigm of transformation in distance education mentioned that had been identified the following parameters against which transformation in the field could be examined.

These include such things as:

- the gradual move from less sophisticated media to more sophisticated ones
- the merger of ways between conventional and distance education
- the changes recorded in the number of clientele over a period of time
- the improvements in tutor learner interaction as to guarantee greater levels of quality
- greater levels of collaboration between practitioners and providers in the field
- the involvement of a wider variety of providers in the field.

To these, we may add:

- the use of new technologies both for support and actual teaching
- the emergence of mega, virtual and global universities on the continent
- the use of distance education for liberal motives
- the trend in research thrust in the field
- the degree to which distance education may be addressing development oriented issues
- the possibility of pecuniary motives and commercial tendencies and
- the extent to which distance education focuses on development-oriented issues.

Rapid technological growth and advances in computer technologies have contributed to increasing use of the Internet in higher education. To remain competitive, educational institutions are pressured to embrace DE. Distance learning has changed dramatically since the 1990s to become a dominant part of the landscape of the higher education global industry of the 21st century. Today we have mega-distance learning corporations, colleges, and universities operating on all continents and offering training, continuing education, and academic degree programs in various fields.

As such, many distance learning institutions have emerged to become major players in education, some becoming complements, alternatives, and even

replacements to the traditional or on-campus programs and schools or educational formats. Teaching and learning modes where teachers and students or educators and learners are separated by time, distance, and location have become the most convenient and fastest, “easiest” ways to meet the growing demands for degrees, education, certification, and training.

Distance learning opportunities respond effectively to the demands of individuals in the fast-paced globally competitive world of the 21st century. In this environment, administrators, teachers, and learners must attend to multiple tasks and responsibilities in personal and professional lives while providing and pursuing education. Despite the great convenience and benefits of distance learning opportunities, there are problems and challenges that DLAs must face in leading units, departments, and institutions offering distance education (McFarlane, 2011a).

Consequently, programs are instituted without adequate consideration of stakeholder participation. To effectively accommodate new technologies, leaders must evaluate and address possible challenges. Faculty support has been identified as influencing DE effectiveness. Therefore, for programs to be successful, their buy-in is required.

The existing body of literature, however, is limited in coverage of faculty DE issues and presents no comprehensive theoretical base. Instead it adapts several existing theoretical frameworks.

The existing body of literature, however, is limited in coverage of faculty DE issues and presents no comprehensive theoretical base. In its place, DE adapts several existing theoretical frameworks. In the study titled “Distance Education Leadership in Higher Education Institutions: Explored Within Theoretical Frameworks of Organizational Change and Diffusion of Innovations Theory”, two such perspectives are mentioned: diffusion of innovation theory and organizational change adopted in her study, which discusses distance education leadership in higher education as it relates to faculty development and participation (Christo-Baker, 2004, Bowling Green State University, USA).

The constant evolution of globalization creates the need for entrepreneurial leaders and learners who have a strong ability to look to the future, which requires a holistic approach to innovation and change. Entrepreneurial leaders are needed to help foster a global mindset throughout institutions

characterized by innovation, change and risk taking propensity while valuing social responsibility.

Innovation is more than being creative or coming up with ideas. It is the ability to do things differently, which generates change and pioneers new paradigms (Engle, Mah & Sadri, 1997; Kirton, 1976, 1978). Innovation is about coming up with new ideas, products, collaborations, services and solutions that can be implemented and used. According to a study conducted by IBM's Global Business Services (2006), innovation is vital to growth and sustainability in the current era of rapid change and globalization. Innovation has become essential to the success of individuals as well as new and existing organizations.

Innovation is not a new or mystical concept. An organization should have a unique vision as well as a unique innovation strategy. Innovation strategy should match the culture of an organization (Davila, Epstein & Shelton, 2006). Further, leaders must work to integrate innovation into the very core of an organization (Skarzynski & Gibson, 2008). Educational leaders, including administrators, instructors and staff members, must integrate innovation into their organizations, programs and courses to grow and maintain enrollments and programs. Further, students must be taught the importance of innovation and have the opportunity to innovate in educational settings.

There are many aspects of innovation, which include fun, creativity, diversity, collaboration and the ability to trust intuition. Time must be dedicated to the innovation process. However, one of the most essential elements of innovation is risk taking. The ability of distance learning administrators to effectively address these problems and challenges will significantly shape the future of online or virtual distance education.

THE LEADERSHIP ROLES OF DE/DISTANCE LEARNING ASSOCIATIONS

Similar to traditional educational administrators, distance education/learning associations DLAs or leaders must meet a variety of problems and challenges in ensuring the effective and efficient operation of distance learning schools. Valentine (2002) has identified five major problems and challenges to distance learning that administrators must deal with: quality of instruction, cost effectiveness, misuse of technology, role of technicians, and problems

with equipment. One of the greatest and most complex of the problems and challenges faced by distance learning administrators is that of quality assurance in terms of the value and quality of distance learning programs. This mainly stems from the long-standing debate regarding traditional versus distance education programs and schools. The key problems-challenges among these five factors seem to be the quality of instruction, misuse of technology, and costs effectiveness, and distance learning administrators can follow several recommendations in order to deal effectively with these issues

Dede (1993) also supports the idea of leadership in distance education being different from traditional education leadership, "Creating and conveying technological visions powerful enough to displace traditional educational models is one of the most challenging aspects of leadership." Care and Scanlan (2001) add, "There is a general lack of understanding regarding the experiences of administrators, faculty, and staff from other departments in the development of distance education courses."

The roles and goals of DE associations need to be clear in order to get some sense of their views about the associational umbrella in general. International cooperation in DE is a very popular phenomenon today. International collaboration and integration initiatives have increased in the framework of organizational cooperation at different levels and in different issue areas. The European Union (EU) and cooperation in its different policy areas: projects for both member and non-member states are examples of how ICT can ease and facilitate interactions (Wendt, 1994: 384).

One of these policy areas is quality assurance and accreditation of DE. Daniel (2006) states that with the phenomenal proliferation of national and cross-border open and distance learning (ODL) across the world, quality matters more than ever. Due to international student mobility, emergence of cross-border universities and mobility of services in a globalized economy, accreditation practices have become one of the major issues in bilateral or multilateral relations of nations in the world (YOK, 2007). In this regard, European Association of Distance Teaching Universities (EADTU) developed *E-xcellence* criteria for e-learning programs in 2009 within a project supported by the European Commission. Institutions or programs are *E-xcellence Quality Label* is provided to the institutions or programs applying and completing the process successfully (<http://www.eadtu.nl/e-xcellencelabel>). Similarly, European Foundation for Quality in E-Learning

(EFQUEL) developed criteria within UNIQUE Project and gives accreditation for e-learning.

Quality assurance, accreditation, licensing and recognition of qualifications are crucial issues for both the countries both importing and exporting educational services. Although some countries regulated these educational activities by law, the problem of recognition has not been solved exactly yet. Moreover, the majority of the existing regulations mostly included face-to-face education. Especially developing countries are mainly importers and these countries express their concerns about the liberalization of trade and cross-border movement of educational activities due to not having adequate legal regulations (Hope, 2005; Knight, 2006). In this context, some researchers argue that accreditation practices can be coordinated better within regional networks and international activities which will ease processes regarding recognition of diplomas and qualifications as in the Bologna Process (Hall, 2003; Lopez-Segrera, 2007). In sum, quality assurance, accreditation and mutual recognition of degrees and diplomas are among the crucial issues that the international distance education associations should focus on (Kocdar, 2011). Accreditation and approval that focus on assessment and evaluation by external parties including private and state agencies usually guarantee some significant levels of quality. Thus, an effective distance learning association should be aware of this and make curriculum planning and quality assurance important factors. This is where a responsibility over institutional planning and effectiveness comes into play.

Despite the virtual side of distance learning, administrators still need to carry out the managerial role of controlling and monitoring for standards, whether that standard is in reference to programs, curriculum, or instructors. They need (<http://www.westga.edu/~distance/ojdl/spring141/McFarlane141.html>) to work hard, not only in obtaining, but also maintaining relevant state and agency approval for programs.

This requires DLAs to keep abreast of new developments in the fields. This can be accomplished by being members of distance learning organizations and agencies such as the Distance Education and Training Council (DETC), United States Distance Learning Association (USDLA), European Distance Learning Association (EDLA), EDEN, EADTU, North America ICDE, Latin America ABED, Africa ACDE, Australia ODLAA, New Zeland DEANZ, Far Asia AAOU, Southeast Asian Ministers of Education Organisation Regional Open Learning Centre-SEAMOLEC among others.

Additionally, effective DLAs will view themselves as part of a global trend in education and seek to be actively visible and participating subscribers and members in conferences in the industry, and read and subscribe to academic and professional journals and magazines. Training and education are also important in dealing with these problems and challenges as DLAs further their knowledge of distance learning technologies and their leadership skills.

In proving themselves to be exemplary leaders who are able to meet the challenge of 21st century leadership, DLAs must now model the way for educational value and quality that enables faculty and students to meet their goals (Kouzes & Posner, 2003). This requires effective delivery of skills and training using appropriate technology and pedagogical approaches (Entz, 2006). As effective leaders, DLAs are expected to design, implement, and maintain both value and quality in distance teaching and learning programs. The call for higher standards and quality from various stakeholders and demands for increased accountability from educational leaders and institutions stemming from the need for and attempt at educational reform (McFarlane, 2010b; Hale, 1999) have also added pressure to DLAs to create value and quality at both the beginning and end-stage of instructional programs.

Moreover, the competitive market for educational credentials, students' satisfaction, continuous governmental regulation and monitoring, criticisms from education watchdogs, increased number of institutions offering distance learning programs, accreditation diversity, competition and employment prospects relative to perceived degree value and quality - are demanding more and more from distance learning institutions and programs in terms of value and quality.

Distance learning programs must be managed and led effectively by administrators with broad knowledge and understanding of the education industry and these regulating variables.

Leaders in distance learning must constantly be aware of how to adjust, evaluate, and assess the validity of programs, content, and emerging technologies to remain competitive and viable in this new society. Educational leaders will benefit from collaboration with business and industry leaders and vice versa. Beaudoin (2002) states that education has benefited from insight and inquiry but might adopt practices from business and industry.

In addition, faculty and administrators should work collaboratively in the practice and theory of online delivery methods. With the increasing changes happening throughout the world, higher education leaders need to be aware of these mutable circumstances and influence their colleges and universities to be able to adapt and transform accordingly. Higher education will need to service more individuals and educate them based on the skills necessary for employment and success (Portugal, 2006).

DLAs must embrace their managerial-leadership roles that are informational, interpersonal, and decisional (Mintzberg, 1973). They manage people, systems, and processes and should take a true systems thinking approach in the distance learning. Mintzberg's model is further broken down into ten leadership responsibilities or functions with activities that DLAs can effectively apply to their duties and responsibilities.

DLAs must deal effectively with information by being monitors, disseminators and spokespersons by effectively managing the flow and transfer of information to produce knowledge and ideas that effectively communicate rules, policies, and expectations. They must be able to motivate their staff and faculty members and lead organizational activities and programs as figureheads, leaders, and liaisons. Effective DLAs plan effectively in order to improve teaching and learning by preparing schedule, budget, setting priorities, and acquiring and distributing resources as needed by faculty and staff to respond to students' needs. (<http://www.westga.edu/~distance/ojdla/spring141/McFarlane141.html>)

DLAs can best ensure quality of instruction by having the right people, administrator, instructional and technology experts, right technology, quality and well-designed and organized curriculum, appropriate materials, textbooks and other media sources. Effective DLAs are happy to represent their schools and programs at conferences, through media and community contact, and they identify new opportunities and projects for growth and success that will positively impact all members of the organization in their capacities (<http://www.westga.edu/~distance/ojdla/spring141/McFarlane141.html>) as entrepreneurs, disturbance handlers, resource allocators, and negotiators

Effective DLAs will understand and apply the guidelines of exemplary leadership as they seek to inspire a shared vision within the organization, unit or department. They must model the way by being examples of effective leaders and managers, and challenge others to think and work hard.

They must enable others to act through empowerment and participatory leadership, and encourage faculty and staff to take a servant leadership approach to teaching and caring for students who are the ultimate customers and reason for being (Kouzes & Posner, 2003).

Emerging leaders in distance education will need to be well versed in the business functions of their universities and colleges so that online systems and structures operate smoothly and effectively for students, faculty, and support staff. “The move to distance education requires that institutions effectively utilize business plans to a greater extent than many administrators are used to doing” (Folkers, 2005). The implementation of online distance programs can be daunting when considering the areas necessary for support that will incur additional costs such as on-going faculty support/training, course delivery, course design, student support services such as billing/accounting, library services, advising, IT support systems, online processing, online registrations, and course management software (CMS). “The 2002 National Survey of Information Technology in Higher Education, conducted by the Campus Computing Project, found that only 40.5% of the colleges and universities surveyed were capable of processing credit card payments from campus Web sites” (Folkers, 2005). Course management software (CMS) should be carefully considered since this expense can increase substantially over time. Developing one's own proprietary program or using systems such as ANGEL, WebCT or Blackboard can become more costly than an institution originally presumed, especially when support systems need to be developed campus wide.

Another consideration for distance education leaders is that these support systems are able to interface with existing IT systems throughout the institution whereby adding to the value relating to these expenses.

Emerging leaders in distance education not only must be transformational leaders but must also become situational leaders who are innovative visionaries that can motivate, energize, inspire, and induce others to move forward while fully articulating a shared and competitive distance learning agenda.

Beaudoin (2002) states that emerging leaders in distance education need a variety of skills that are constantly refined and those include resource mobilization, needs assessment, fitting technology to needs, program

evaluation and accreditation, policy formulation, strategic planning, operationalizing ideas, market analysis, implementing online infrastructure, collaborating with partners, training and support for faculty, and mentoring the next generation of leaders. The move towards e-learning along with emerging leaders whom assess the effectiveness of distance education modalities will continue to offer education to a broader market share. (Portugal, 2006).

Leaders create and convey compelling images of how our reach is much less than our potential grasp; they redefine people's paradigms about what is possible. In contrast, competent managers are adept at organizing operations so that an institution's efficiency in accomplishing plans is optimized.

This is a vital task often neglected by leaders who do not understand management, to their later regret, for good administration involves both envisioning and operationalizing.

Leadership requires developing both instruction-oriented technologies and technology-intensive learning-by-doing approaches; applying this combination of pedagogical strategies necessitates numerous assumption-breaking changes in the organizational context of the classroom and the roles of teachers, parents, and students. Creating and conveying technological visions powerful enough to displace traditional educational models is one of the most challenging aspects of leadership. In conclusion, leadership is a role fraught with difficulties, requiring both wisdom and maturity. In articulating the requirements of leadership is to encourage everyone to lead, always. If each of us were to act in the ways described above-every day, however imperfectly-educational technology and distance education application could be the driveshaft for restructuring education and shaping a bright future for our society (Dede, 1993).

The most radical implication of the model concerns the relative role of those whose work has not traditionally been seen as essential to continuing education practice: this includes administrative, marketing, finance, and IT staff, among others. The model reveals opportunities for leaders and managers in these areas to assert themselves in new ways throughout the organization. Significant professional growth and development on their part will be required to understand how their practices merge and blend with other domains and to establish their credibility in those domains (Moroney, 2007).

MAJOR ASSOCIATIONS IN DISTANCE EDUCATION AND OPEN AND DISTANCE LEARNING (ODL) AROUND THE WORLD

Major professional associations and organisations in distance education (DE) and open and distance learning (ODL) are mentioned below. International organisations include the:

1. Commonwealth of Learning (COL);
2. International Council for Open and Distance Education (ICDE);
and
3. United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Regional organisations are include the:

4. African Distance Learning Association (ADLA);
5. African Council of distance education (ACDE)
6. Asian Association of Open Universities (AAOU);
7. Canadian Association for Distance Education (CADE);
8. European Association of Distance Teaching Universities EADTU);
- 9 European Association for Distance Learning (EADL)
10. The European Distance and E-Learning Network (EDEN)
11. Open and Distance Learning Association of Australia (ODLAA);
12. Southeast Asian Ministers of Education Organisation Regional Open Learning Center (SEAMOLEC);
13. United States Distance Learning Association (USDLA).
14. Brazilian Association for Distance Education (ABED)

The increasing number of institutions offering DE programmes has increased the need for institutions to share their experiences and to collaborate. Regional, national and international organisations are continually under development in the field, and are playing significant roles in developing DE concepts and implementation methods.

International Level

Commonwealth of Learning-COL (<http://www.col.org>)

COL is an inter-governmental organisation created in 1989 by Commonwealth Heads of Government to encourage the development and sharing of DE and ODL knowledge, resources and technologies. Dedicated to facilitating technological change in education and training, COL and its

network of international partner organisations have helped the Commonwealth's 53 member nations to realise widespread access to quality, current education and training. COL is financially supported by Commonwealth governments on a voluntary basis. Based in Vancouver, Canada, COL is the world's only inter-governmental organisation dedicated solely to promoting and delivering DE and ODL, and is the only official Commonwealth agency located outside Britain. COL works co-operatively with national and international, public and private development agencies, non-profit organisations and banks. Its partners include other Commonwealth agencies, members of the UN System (UNESCO, UNICEF, UNIFEM, UNDP and the World Bank), national and regional DE associations, and industry. Partners on specific programmes and projects include donor and recipient governments and agencies. COL responds to Commonwealth needs through in-country and regional programmes and initiatives, and by fee-for-service consulting for international agencies and national governments. COL has:

- helped to introduce and enhance hundreds of teaching/training programmes in over 40 countries;
- influenced the conception and development of open schools and universities;
- conducted training seminars and studies on educational needs;
- established an extensive network of education and technology specialists around the world; and
- facilitated systemic changes in the delivery of education, and influenced government policy.

A major COL objective is to empower the development of learning systems by governments, institutions and individuals without relying on donors. It helps governments and institutions to expand the scope, scale and quality of learning by using new approaches; it promotes policies and systems to make innovation sustainable; and it works with international partners to build models, create materials and enhance organisational capacity in support of development goals. COL's initiatives and research aim to be inherently sensitive and responsive to needs of gender equity, sustainable development, environmental protection, civil rights and the appropriate use of low-cost and innovative technologies.

While drawing upon the Commonwealth's developed countries for experience and expertise, COL encourages significant South-South co-

operation in its projects. In all parts of the Commonwealth, COL is currently broadening and deepening the scope of its approach, moving from limited-term, individual project-based activities, to ongoing, integrated programme-based operations. *Learning for Development* is the theme of COL's Plan for 2006–09. It is a development agenda that includes the UN's Millennium Development Goals (MDGs), the goals of Education for All (Dakar) and the Commonwealth's objectives of peace, democracy, equality, good governance and the needs of small states. Increasing and improving human learning is the key to fulfilling most aspects of this development agenda.

Conventional instructional approaches simply cannot expand quickly enough to meet the challenge. COL's role is to help countries use a range of appropriate and available approaches and technologies to foster learning at scale. A significant development in the DE and ODL field is COL's Virtual University for Small States of the Commonwealth (VUSSC), launched in 2007.

International Council for Open and Distance Education-ICDE
(<http://www.icde.org>)

The ICDE was established in 1938 in Norway, which has been its permanent host since 1988. ICDE is recognised by the UN as the global non-governmental organisation responsible for the field of ODL. It is affiliated with UNESCO and with the Southeast Asian Ministers of Education Organisation (SEAMEO), and is a World Bank partner organisation.

In 2003, ICDE signed an agreement with the Organization of American States/Organization de Estados Americanos (OAS/OEA) on capacity development of human resources throughout the Americas, and are using DE and flexible learning (FL) methods in this work. An important aim of ICDE is to promote worldwide intercultural co-operation through the unique knowledge and experience of its members, and by its status in UNESCO as the major non-governmental organisation with formal consultative relations in DE and ODL. Specific ICDE activities focus on the development of FL methods. These include:

- contributions to the development of new methodologies and technologies in order to improve lifelong learning;
- fostering international collaboration;
- supporting and developing networks at national, regional and global levels;

- fostering collaboration between public and private sector organisations;
- providing a forum where individuals, corporations, institutions, governments and associations can engage in professional interaction;
- encouraging the development of good practice and standards.

ICDE has participated in several European Commission (EC) projects, facilitating and fostering the establishment of educational institutions and networks beyond Europe. Since 1938, usually every two years, ICDE has organised world conferences on DE and ODL. Each year, it arranges networking and strategic partnership opportunities for its member institutions through annual meetings of the Standing Conference of Presidents (SCOP), attended by rectors/presidents and senior policy-makers. There are four types of ICDE membership includes educational institutions; educational authorities and agencies; corporations; and individuals. ICDE disseminates information and professional articles and news about DE in publications including the journal *Open Praxis*.

UNESCO (<http://portal.unesco.org/education>)

UNESCO promotes international cooperation among its 192 member states and 6 associate members in areas of education, science, culture and communication. Since its creation in 1945, UNESCO has worked to improve education worldwide through technical advice, standards setting, innovative projects, capacity-building and networking. It functions as a laboratory of ideas forging universal agreements on emerging ethical issues, and as a clearinghouse for the dissemination of information and knowledge relating to the development of human and institutional capacities in diverse fields. UNESCO works to create conditions for international dialogue, based on respect for shared values and the dignity of each civilisation and culture. The principle of Education for All (EFA) by 2015 guides UNESCO's actions in the field of education and intersectorally in all of its activities. Through its strategies and activities, UNESCO is actively pursuing the MDGs, particularly those aiming to:

- halve the proportion of people living in extreme poverty in developing countries by 2015;
- achieve universal primary education in all countries by 2015;
- eliminate gender disparity in primary and secondary education;

- help countries implement a national strategy for sustainable development; and to reverse current trends in the loss of environmental resources.

UNESCO's educational priorities are:

- basic education for all, with special attention to literacy, HIV/AIDS prevention education, and teacher training in subSaharan Africa;
- secondary education, including technical and vocational education and training, and science and technology education;
- promoting quality education, with special reference to values education and teacher training; and
- higher education generally.

UNESCO publishes numerous books, guidelines and research findings arising from its projects, in education fields including DE and ODL.

Regional Level

African Distance Learning Association-ADLA

(<http://www.physics.ncat.edu/%7Emichael/adla>)

ADLA is a newly formed association that is currently calling for educators, professionals and students to become members. The organisation is based on the philosophy that stand-alone, self-sufficient open education institutions cannot succeed without the support of grass-root organisations, professionals, educators, students and the general public. ADLA follows the same approaches as other international DE associations, and aims to become the major professional body supporting open colleges and virtual universities in Africa.

Asian Association of Open Universities-AAOU (<http://www.aaou.net>)

AAOU was founded in 1987 by open universities in the Asian region who realised the significant contribution of DE in democratising education for mankind. It is a non-profit organisation of higher learning institutions primarily concerned with DE using by a variety of media. AAOU's objectives include:

- widening the educational opportunities available to all Asia's people;
- exchanging management information, teaching materials and research;
- promoting education by DE methods and developing its potential;

- promoting professional and ethical standards among distance educators;
- consulting with official bodies and others interested in DE education;
- facilitating cooperation with similar regional and international bodies.

AAOU currently has a total membership of 71, including 38 full institutional members, 31 associate institutional members and 2 individual supporting members. Its full members are ODL institutions in Asia, whose primary mode of instructional delivery is DE. Its associate members are active in delivering or promoting DE through departments, faculties, centres and external/off-campus programmes. AAOU's supporting members include:

- *Donor supporting members*: individuals and organisations wishing to make significant financial contributions in support of ODL.
- *Association corporate supporting members*: business corporations wishing to be linked to the Association in a mutually beneficial way.
- *Individual supporting members*: individuals wishing to contribute to the Association's activities.

The AAOU Annual Conference, hosted in turn by different member institutions, is a forum for all associated with ODL in Asia, including academics, administrators and students. The Conference provides a focal point for updating the issues, ideas and developments in Asian ODL. Participants come from Asia and other parts of the world. The increasing presence of delegates from outside Asia demonstrates the Conference's prestige as a forum for academic exchange among international ODL practitioners. AAOU offers annual awards including the Meritorious Service Award, which recognises distinguished DE/ODL contributions to research; development of instructional methods; development of student support services; and institution building. The Annual Best Paper Award is awarded to the outstanding annual conference presentation originating from an Asian institution.

Canadian Association for Distance Education-CADE

(<http://www.cade-aced.ca>)

CADE is the professional body of Canada's DE community. It is bi-cultural (English and French) in its Board of Directors and membership, and bilingual in its activities. In 2007, CADE merged with the Association for Media and Technology in Education in Canada (AMTEC) to form a new bilingual

organisation, the Canadian Network for Innovation in Education (CNIE). The objectives of CADE/CNIE include:

- responding to the diverse and changing needs of its anglophone and francophone membership;
- embracing diversity and fostering inclusiveness by meeting the needs of people in all cultures and circumstances;
- basing decisions and actions on fundamental principles of integrity and justice;
- fostering a diverse community in which the ideas, expertise and perspectives of each individual are valued and appreciated;
- sharing skills and knowledge for the benefit of members, colleagues and partners;
- acting as a catalyst for the creation of partnerships among stakeholders and others;
- being committed to excellence and efficiency in the management of its resources;
- achieving global recognition in DE and ODL;
- working to increase access to educational opportunities in Canada and beyond;
- pursuing innovation in service delivery in an environment of change;
- embracing change, taking risks, and stepping out of traditional roles and practice.

CADE/CNIE holds an annual conference attended by DE and ODL specialists from Canadian and international institutions.

European Association of Distance Teaching Universities-EADTU
(<http://www.eadtu.nl>)

EADTU is the association representing ODL universities and consortia of higher education institutions in European DE and ODL. It was established in 1987 by principals of Europe's major DE institutions, to foster cooperation dedicated to higher education using DE methodology. EADTU members include 21 national non-profit institutions in 19 countries, which provide DE programmes to a total of over 2 million students. EADTU actively promotes DE, ODL and e-learning through its position in Europe and internationally, the framework of its activities is the European Area of Higher Education (Bologna) Declaration, a statement of European policies regarding lifelong learning, development of skills by European citizens and innovations in e-

learning and teaching. The Association's secretariat in Heerlen, the Netherlands, provides a strategic platform for member institutions in relation to educational cooperation and common projects. EADTU has initiated activities aimed at furthering the goals of the Bologna agreement through the creation of a European Learning Space (ELS) supported by e-learning and ODL. This vision is known as *e-Bologna* and covers issues including mobile education for "virtual students". EADTU plays a useful role in determining the future of higher education in Europe.

It organises annual conferences with relevance to the development of the knowledge-based society and the continuation of the Bologna process. The conferences discuss priority areas of ODL institutions, and are of interest to higher education institutions and the e-learning industry generally.

European Association for Distance Learning (EADL)
(<http://www.eadl.org/aboutus.php>)

The EADL is the European association of schools, institutions and individuals working in correspondence and distance education. With members from over 20 European countries, the Association is a representative forum for the exchange of information and ideas on current practice and developments in the expanding field of distance learning. Nearly all member states of the European Community are represented in the EADL. But the EADL has also members in Norway, Russia, Switzerland and Turkey. With 5,000 different courses the members of the EADL work with more than 2,5 million students all over Europe.

The mission of EADL is to represent all privately-owned and non-governmental European organisations offering high quality and educationally sound distance learning. EADL aims to improve the quality and acceptance of distance learning to ensure the maximum benefit for students. EADL provides its members with a forum for open discussion of all issues related to distance learning and for sharing ideas and good practice.

- EADL is the European Association for Distance Learning.
- EADL works to maximise the contribution market-based distance learning can make to enhancing the skills and achievements of the people of Europe.
- EADL promotes learning, wherever and however it occurs. EADL supports and promotes the use of all media to facilitate and enhance

the learning process, and to increase its geographical and societal spread.

- EADL's understanding of distance learning encompasses any form of supported learning in which the support offered is not primarily face-to-face. This includes correspondence courses, distributed learning, e-learning and blended learning.
- EADL members believe that both learners and providers can profit from learning. They work in the market, and are sensitive to the opportunities and constraints afforded by the market.
- promotes open discussion of strategy in the business, marketing, and educational aspects of distance learning within an environment in which commercial sensitivities are respected. Ideas and good practice are shared, and projects and partnerships explored, with trusted colleagues aware of each other's needs and aspirations.
- EADL puts a premium on quality. All members must meet the EADL Quality Standards and comply with its Code of Conduct. Europe-wide, EADL membership is regarded as a seal of quality. membership is open to all who share its vision and honour the implications of that vision.. Those who take an active part in its work benefit most from it.
- EADL members include organisations and individuals working within private sector provision, public sector providers sympathetic to the advantages and needs of the private sector, national associations of distance learning providers, corporate human resources and training departments, educational publishers, developers of educational software, and educational consultants.
- EADL aims to increase its membership substantially in the near future, and to establish itself in Brussels as the organisation representing and speaking for market-financed distance learning providers.

European Distance and E-Learning Network (EDEN)

(<http://www.eden-online.org>)

EDEN acts as forum and meeting place for the open, distance and e-learning community in Europe. EDEN aims to facilitate Europe-wide projects and assists the European Commission and EU member states with recommendations in their action plans for enhancing the integration of ICT in learning. After the accession and integration of the Central and Eastern European countries with the EU, for example EDEN had a particular mandate to facilitate the East-West cooperation in distance education.

European Association of Distance Teaching Universities (EADTU), European Association for Distance Learning (EADL) are other two European organizations EDEN and EU cooperate with. Therefore, the European Commission especially its Directorate General of Education and Culture works in contact with many organizations and networks at the international level.

Open and Distance Learning Association of Australia-ODLAA
(<http://www.odlaa.une.edu.au>)

ODLAA is a non-profit organisation managed by an elected executive committee of volunteer members. Its aims and objectives are to:

- advance the practice and study of DE in Australia;
- foster communication between distance educators; and
- maintain and extend links with other national and international associations with related objectives.

Members of the Association are individuals involved or interested in open, flexible, distributed, distance-based education and training, and e-learning. ODLAA arranges and supports frequent professional development events, including annual conferences, in locations across Australia, and is currently extending the scope of its electronic and online professional development events.

ODLAA publishes the international journal, *Distance Education*, and recognizes excellence in DE and ODL through a series awards presented at its major biennial conference. These include: Excellent Practice in Open, Flexible and DE, Education and Training; and Excellence in Research in Open, Flexible and DE, Education and Training.

Southeastern Asian Ministers of Education Organisation Regional Open Learning Centre-SEAMOLEC(<http://www.seamolec.org>)

The Southeastern Asian Ministers of Education Organization (SEAMEO), established in 1965, is an international organisation dedicated to promoting cooperation in education, science and culture in Southeastern Asia. SEAMOLEC is the name given to individual SEAMEO regional centres, of which there are currently 12, operating for the benefit of Southeast Asian people in Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam. The SEAMOLECs were established with the rationale that conventional

institutions cannot meet the challenge of education for all. The SEAMOLEC is conceived as a centre of ODL expertise with a mission to help SEAMEOLEC member countries to identify educational problems and solutions for sustainable human resource development. The SEAMOLEC goal is to conduct programmes that are responsive to current national and regional requirements. Its objectives include assisting:

- SEAMEOLEC member countries to promote and foster ODL as an means of meeting education and training demands (for example, by complementing or substituting for conventional classroom instruction); and
- ODL providers in SEAMEOLEC member countries to:
 - accelerate student participation, lower dropout rates and increase the number of qualified graduates;
 - establish cooperative links for mutual help and in the formation of an ODL network.

SEAMOLEC fulfils these objectives by:

- providing training in the development and practice of ODL systems;
- conducting needs assessments, research and evaluation on ODL and educational technology;
- disseminating information on ODL and the use of technology to make learning more effective;
- fostering collaborative links with regional and national agencies, and with external ODL specialists;
- facilitating inter-institutional ODL courseware acquisition, exchange, development and adaptation;
- promoting sharing of expertise and other resources for the improvement of ODL quality; and
- helping ODL providers in member countries to identify, acquire and use appropriate technologies.

The intended ultimate beneficiaries of these activities are:

- trainees, students and participants in all sectors of Southeast Asia who are unable to benefit from traditional education and training systems;

- men and women who are already in the workforce and wish to upgrade their skills in order to increase their career development and employment opportunities;
- adults who wish a “second chance” to improve their educational qualifications; and
- traditional educational and training institutions which utilize DE materials in their instruction.

United States Distance Learning Association-USDLA

(<http://www.usdla.org>)

USDLA membership categories are: student, individual, organisational and sponsorship. The goals of USDLA are to:

- provide national leadership in the field of DE;
- advocate and promote the use of DE;
- provide current information about DE;
- represent the DE community before government policy and regulatory bodies;
- serve and support the state, consortium and individual organisations that belong to USDLA;
- provide annual recognition and awards of outstanding DE achievements;
- act as a catalyst for the formation of partnerships among education, business, health care and government organisations;
- achieve a global leadership role through liaisons with international organisations;
- promote equity and access to lifelong learning through DE; and
- promote diversity in the organisation and its programmes.

Analysis of the data revealed that the participants believed that DE associations contribute to the professional lives in a number of ways. Close examination of this data indicated that while the participants identified a number of institutionally and individually benefits, each of these benefits could be assigned to one of three subcategories: benefits to members, benefits to the field of DE, and benefits to education as a whole.

WHAT ICDEEWA IS?

ICDEEWA is suggested as the association for the region Eastern Europe, Scandinavia, Baltic, Turkic, Caspian, Middle East, Arab Peninsula and

North Africa which are included the countries such as Afganistan, Algeria, Azarbaijan, Belarus, Bulgaria, Egypt, Estonia, Finland, Greece, Gorgia, Jordan, Hungary, Iraq, Iran, Israel, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Mogolia, Morocco, Norway, Oman, Palestine, Poland, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sweden, Syria, Tajikistan, Tunisia, Turkmenistan, Turkey, Ukraine, United Arab Emirates, Uzbekistan and so on.



A Map of the ICDEEWA Region

WHY ICDEEWA IS NEEDED

It is mentioned in the book which is titled as “eLearning Practice.... 2010, that E-Learning offers many opportunities for individuals and institutions all over the world. Individuals can access to education they need almost anytime and anywhere they are ready to. Institutions are able to provide more cost effective training to their employees. E-learning context is very important. It is common to find educators who perceive e-learning as internet-only education that encourages a static and content-focused series of text pages on screen. While e-learning started in the early 1970s with

mainframe computing, it really didn't take off until the advent of CD-ROMs and the World Wide Web. Multimedia CD-ROMs in the early 1990s allowed us to develop programs that had color, action, and interactivity. These were a major advance over text on monochrome screens that characterized educational computing in the 1980s.

The years of 1990s and 2000s a new learning landscape is a multichannel learning environment that can be seen as a “complex adaptive system”. For the most part, this environment is “self organizing” and because of that it is difficult to exactly predict how it is all going to turn out in the next five years. There is also a trend seen in the transition from training to learning that leverages the power of the Internet to go beyond eLearning through knowledge management, competency management, and performance support and to HR processes like performance management, talent management, succession planning, and hiring. From the Web 2.0 to Web4.0 (and e-learning 2.0) Technologies are driven by collaboration.

Today's learning and education technology is developing with overwhelmingly what we guess for tomorrow. In those days eLearning technology application changed its structure by combining via new discussion technologies such as mLearning, tLearning and uLearning. Multimedia on the internet, telecommunications, wireless applications, mobile devices, social network software, Web 2.0, Web 4.0 etc are radically redefining the way people obtain information and the way to learn.

Policymakers, international organizations, higher education institutions and researchers in the field of education agree that Information and Communication Technologies (ICT) have the potential to stimulate international collaboration, to create flexible learning paths and to open the borders of the university.

Western and Eastern Asian nations are increasingly embracing e-learning in education and training, both within their classrooms and in distance education.

E-transformation has been much slower in the education systems of the Eastern Europe, Nordic, Turkic, Middle East, Arab and North African countries. It is, therefore, considered timely to conduct an inquiry into the ways and extent of e-learning in these countries, the factors driving and constraining such developments, and how progress might be further

encouraged. Searching the literature, it is possible to find reports, accounts, research findings and conference presentations on e-learning in these countries but many of these are in languages other than English. English language developed in collaboration with colleagues in these various countries and so will be a first and of international significance. Many of the institutions in the countries to be reviewed also make extensive use of traditional teaching and methods and media, so it will not consider for these countries only e-learning and mobile or m-learning in isolation but in blended or mixed-mode learning, both in classroom environments and in distance education. (Demiray et. al, 2010, p. lix-lxii).

This study is mentioning the distance education practices in Turkey, and will examine and discuss the role of leadership which should be undertaken by Turkey patronage in the region of Eastern Europe, the Middle East, and North Africa regions countries.

It is a well-known fact that the international distance education organizations in the world are not well organized and functional in this area or for the regional distance education institutions.

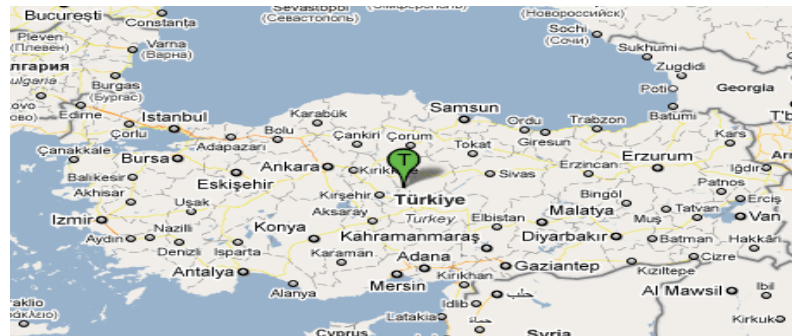
To fill this gap, it will be argued that Turkey might have a leadership role in the distance education field in the region and can organize the practices of the regional countries in academy and practice. Based on this argument, the structure of the potential organization and the regulation of the organization will be discussed.

And also, the draft of the constitution of the recommended association will be presented, which will be regulated and redesigned in accordance with the others. Thanks to this council, nearly 50 countries will have the chance to introduce their distance education practices to the world.

These countries can use ICDEEWA to discuss practical and scientific issues via conferences or journals, and they can even establish sub-distance education associations in their region or in their countries. Some of these countries are Afganistan, Algeria, Azerbaijan, Belarus, Bulgaria, Egypt, Estonia, Finland, Greece, Georgia, Jordan, Hungary, Iraq, Iran, Israel, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Morocco, Norway, Oman, Palestine, Poland, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sweden, Syria, Tajikistan, Tunisia, Turkmenistan, Turkey, Ukraine, United Arab Emirates, Uzbekistan and so on.

LEADERSHIP ROLE of TURKEY for ICDEEWA

Turkey is a developing country located between Europe, Middle East and Asia.



A Map of Turkey

Turkey stands at the northeast end of the Mediterranean Sea in Southeast Europe and Southwest Asia.

Turkey's highly strategic geopolitical position gives the country the role of a mediating bridge of culture and facilitator of regional trade and politics. The modern country of Turkey was founded in 1923 from the Anatolian remnants of the defeated Ottoman Empire by its national hero Mustafa Kemal Atatürk. Turkey adopted wide-ranging social, legal, and political reforms under Atatürk's leadership and became a "secular moslem" and democratic country. Turkey has also a great historical background and diverse population from very ancient times. According to Turkish Statistical Institute, Turkey has a population of 64.241.226 where 6-29 ages are 13.340.413 (20%) 30-55 ages are 18.505.941 (28%) by 2008 (TUIK, 2008). Besides 17.8% of the total population of Turkey resides in Istanbul i.e., totally 12,573,836 people reside in Istanbul. Respectively 6.3% of the total population resides in Ankara, 5.3% in Izmir, 3.5% in Bursa and 2.8% in Adana. Half of the population of Turkey is younger than 28.3 years old. (Yamamoto, T. G.; Demiray, U. ve Kesim, M. 2011). Then, the decline of rough death rates stops, and the population increase also continues to slow down accordingly. Finally, rough birth rates and rough death rates approach each other and consequently the population increase rate reaches zero, and the population remains constant at a certain level (See Table.1.).

Table 1.
Population increase expectation of Turkey

Years	Rough Birth Rate 0%	Rough Death Rate 0%	Population Increase 0%	Total Population (thousands)
2000	22,2	7,1	16,6	67.804
2005	20,1	7,0	14,6	72.843
2010	18,0	7,1	12,3	77.750
2015	17,2	7,4	11,0	82.315
2020	15,8	7,5	9,2	86.478

Source: Can Fuat Gürlelel (2004) *Türkiyenin Kapısındaki Fırsat, Eğitim Reformu Girişimi* (Opportunity on the Gate of Turkey, Education Reform Initiative), Istanbul, Oct. 2004, p.74.

A demographical transition process, similar to that of other communities shifting from a pre-industrialism urban society to an industrialized urban society is being experienced in Turkey.

Table 2.
Development of the population of Turkey as per age groups

Years	Population of Turkey	Ages 0-14 (%)	Ages 15-64 (%)	Ages 65+ (%)
1950	20.947	38,3	58,4	3,3
1960	27.755	41,2	55,2	3,6
1970	35.605	41,8	53,8	4,4
1980	44.737	40,0	55,9	4,1
1990	56.473	35,0	60,7	4,3
2000	67.804	29,8	64,5	5,7
2005	72.843	28,3	65,8	5,9
2010	77.750	26,9	66,9	6,2
2015	82.315	25,3	67,9	6,8
2020	86.478	23,6	68,7	7,7
2025	90.225	22,7	68,5	8,8

Source: Nüfus Sayımları ve VIII Beş Yıllık Kalkınma Planı, Nüfus, Demografi Yapısı, Göç Özel İhtisas Komisyonu, Veri Kaynakları, Analizi ve Nüfus Projeksiyonları Alt Komisyonu Raporu, (Population Census and VIII Five-Year Development Plan, Population, Demographic Structure, Migration Special Commission, Data Sources, Analysis and Population Projections Sub Commission Report) DPT:2556 ÖİK:572 Ankara, DPT, 2000.

In this transition process, the birth rates roughly remained unchanged in earlier years, while the rough death rates rapidly decreased with an improvement in health conditions, resulting in soaring population increases. After a while, rough birth rates also begin to decrease while the decline of rough death rates paces down, causing to the slowdown of population increase.

Also the conducted projections indicate that the rapid population increase by 2005 will slow down in and after 2010, and the ratio of old population will increase (see Table 2). To be able to get a better insight about the past and the current status of e-learning, it might be beneficial to have an idea about distance education tradition in Turkey. The roots of distance education can be traced back to early 1920s in Turkey. Correspondence study was considered one of the main solutions for never-ending demand for formal higher education in Turkey. After several unsuccessful attempts, Anadolu University was established a solid distance education system in 1982 that has been helping governments meet quite a big portion the demand for higher education in Turkey.

Anadolu University was established in 1981 from an older institution, the Academy of Eskisehir, Economics and Commercial Sciences (EAECS). In accordance with the Higher Education Act of 1981, it was also authorized to provide distance education in Turkey on a national scale. As a result in 1982 the former Faculty of Communication Sciences of the EAECS was transformed to become the Faculty of Open Education, or, as it is called commonly, the Open Education Faculty (OEF) (McIsaac, Murphy and Demiray, 1988).

Ministry of National Education (MEB) in Turkiye, has always given importance to technology use in education and distance education. Although MEB did not implement systematic remote education before 1992 it provided distance education material support for formal and non-formal education by preparing film, film strips, cards, radio and television programs; Even Training Materials branches were created at Provincial Directorates of National Education and organs to support their in-service training were developed. Also in 1980s, TV School/TV Courses Projects which were again realized by the cooperation of the Ministry of National Education with TRT, produces and broadcast many course programs including foreign language teaching for high school students to back up their learning and prepare them for the university.

Another purpose of these projects is to train teachers in terms of teaching methods and techniques (Adıyaman, 2002). Türkiye became the number one country of the world due to the programs prepared during the 5th Literacy Campaign which was started in 1981. With the book “İş ve Hayat İçerisinde Yetişkinler Alfabetesi” (Alphabet of Grown Up in Business and Life), which was used in this campaign, the scripts of the TV serials (TV school) which were offered for literacy purposes for the first time, were written and the existing technology was massively used in this pretext (Oz, 2003).

In the 1982-1983 Academic Year, the OEF started to offer two undergraduate distance education degree programs in Business Administration and Economics with 29,478 students. By 2009-2010, the number of enrolled distance students at Anadolu University reached 1.4 million (98% of all distance students and approximately 41% of all students in Turkish higher education system).

Today, the OEF, along with other two distance education faculties, is offering in different fields more than 100 BA degree, associate degree programs and certificate programs for registered students in Turkey, the Northern Cyprus Turkish Republic and some of the European countries such as Germany, Netherlands, UK and France, The Netherlands, Belgium etc

The programs vary from Business Administration to Pre-school Teacher Education. Recent figures show that majority of the distance learners of the University have jobs (78 percent). Among these students 30 percent live in villages and small towns, 62 percent are over 24 years old, and 45 percent are married. Moreover, 40 percent of them are female. According to the Higher Education Council’s (YOK) legislations, applicants should have taken at least the national entrance exam in order to register for a distance education program. However, anyone who holds an undergraduate degree or who is studying in an undergraduate program of any university is able to enroll for a distance education program from Anadolu University.

The distance programs of Anadolu University are primarily textbook-based self-study. In other words, students are expected to study their textbooks at their own pace, alone, and to take scheduled centralized exams administered at remote locations.

The self-study is also supported with several services including broadcast television programs aired by a state channel throughout the country, video

and radio programs distributed on cassettes, CDs or DVDs, remote evening classes, and e-learning tools. The rationale behind this sort of an instructional approach is common to all open and distance learning initiatives in emerging countries. These are based on;

- outreach to as many learners as possible in cost effective ways,
- providing alternatives for learners' limited access to the other technologies including computers, the Internet and even television broadcasts.

However, use of e-learning tools and the number of online programs are increasing. Fully online the Information Management Associate Degree Program, e-MBA (a joint initiative with SUNY of USA and hybrid ESL Teacher Training programs are among those where e-learning is employed heavily.

On the other hand each course in all the distance programs has an online support site, called as *e-learning portal* in which students can access multimedia learning materials, e-books (pdf version of textbooks), videos (broadcast TV programs), audio textbooks (in mp3 format), trial exams, asynchronous and synchronous pedagogical, technical, managerial and technical support tools. Almost all of these materials are also offered not only to the registered students but also to general public as free access learning materials under another portal, entitled as *Yunus Emre: New Generation Learning Portal*.

Although Anadolu University is the dominant distance higher education provider, other higher education institutions have been showing a great interest in offering distance education especially since late 1990s as a result of advancement in computers and computer networks. Sakarya University, Ankara University, Ahmet Yesevi University, and some others are offering e-learning solutions to overcome huge demand for higher education for some years. These efforts will be detailed further sections of this chapter.

Finally, in terms of higher or even primary and secondary education, distance education seems as a convenience in many countries where there is enough number of seats for every individual who would like to get in a formal educational institution. However, for countries like Turkey distance education, or e-learning can be considered as a necessity to meet the

education demand of large amounts. So, we would like to take this chance to express that e-learning in Turkey should be evaluated this nature is in mind.

TRANSITION TO INFORMATION SOCIETY AND THE IMPORTANCE OF E-LEARNING

By the same token, education proves to be an important mean of achieving this type of interaction. Here, distance education via ICT, is the appropriate mean of reaching communities far away and creating relations with them despite long distances and limitations of traditional methods of education. It is then possible to be in contact with masses and share information, values and world view. Countries should be ready to use ICT for the transition to the information society. E-readiness is one of the important aspects of the E-learning. E-readiness is the ability to use Information and Communication Technologies (ICT) to develop one's economy and to foster one's welfare.

According to E-readiness Rankings 2009 broadband and mobile connectivity levels continue to increase for almost all countries, notwithstanding the downturn. Some major findings from 2009's E-readiness analysis are stated below (Economist, 2009).

- Emerging markets continue to rack up the biggest advances in connectivity, or the extent to which people are connected to communication networks.
- Government ICT strategy in emerging markets is bearing fruit.
- ICT development may benefit from the recession
- Policy concerns exist on the near and longer horizons.

Turkey has ranked 43rd among 70 countries. E-readiness is a macro concept however it is an important indicator for e-learning readiness in respect to actualized e-learning infrastructure.

E-learning with mobile learning is the long term future of learning, not a niche part of educational developments. It will become part of a mainstream of what educators will do for teaching and learners will do for learning.

In Turkey, all classes in formal education are offered as face to face, and distance learning is almost inexistent in the practice. Face to face learning, despite many positive aspects, is among the main reasons of the limited

capacity. This may be overcome through conducting certain classes in formal education through e-learning. (Demirci, Yamamoto, and Demiray, 2011).

Depending on the quality of programs and characteristics of the classes, if 10-30% of the program was made through e-learning, a noteworthy capacity increase may be obtained at the universities.

The Higher Education Strategy of Turkey, as the preference was made for distance learning and increasing the capacity of higher education, Turkey must take new steps to develop e-learning applications. (Demiray, 2010)

Although an Informatics National Committee was established in Turkey in 1999 under the body of Board of Higher Education (YOK) and certain applications were attempted in the area of e-learning, a development as quick as expected could not be obtained.

The required initiatives should be taken to revive this learning channel by evaluating this experience and by providing the necessary resources for making the payments that might encourage those who would prepare classes with this program. Special pedagogic approaches and design are required to obtain a successful result in open learning. E-learning is not a cheap substitute of formal programs. These programs should be designed as specifically based on pedagogical knowledge and have the required support systems.

E-LEARNING IN EDUCATIONAL SETTINGS

In terms of e-learning in educational settings Anadolu University's distance programs can still be considered as the largest e-learning system in Turkey because of the extensive use of online support materials for distance learners.

As it was mentioned earlier Anadolu University e-learning portal provides digitized version of their textbooks, streamed version of broadcast TV programs, audio books, and multimedia learning materials created in accordance with the textbook content, online trial exams with automated feedback system, asynchronous and synchronous facilitation services, and help desk for administrative and technical support to learners.

The University also offers almost all of these materials as free access learning materials to any who would like to learn. Furthermore Anadolu

University has completely online programs. For instance, the Information Management Program is the first completely online associate degree program in Turkey. The program has around 1500 graduated and around 2000 current students. English Language Teacher Training Programs is a one of a kind hybrid program in which students take completely online courses in their 3rd and 4th years after joining face-to-face evening courses during the first two years.

Additionally, award winner the Turkish Language Certificate program of the University is a completely online program intended to help those who would like to learn Turkish. This program offers multimedia learning materials as well as various communication and support services for those remote learners. The program currently offers three months long training in A1, A2, B1, and B2 language levels.

The training in C1 and C2 levels are under construction and planned to be offered in 2010. This program is the unique program that offers online written and oral exams. Moreover, eMBA and online certificate programs on various topics are other e-learning solutions Anadolu University provides.

On the other hand is another important e-learning provider in Turkey. Along with its associate degree programs, Sakarya University just started to offer BS programs in engineering in 2008. The instructional strategy is quite different than Anadolu University. The majority of the universities in Turkey offer two years long associate degree programs and master's degree programs. Same as Sakarya University many require their students come to face-to-face sessions. Not only the universities but also some private firms are setting up successful e-learning programmes in Turkey because there is a demand for this type of training programmes, and these types of programmes are inexpensive, fast and effective. Additionally this also brings the flexibility of the personal development for the workers and customers. (Demiray, 2010)

E-LEARNING IN CORPORATE SETTINGS

E-Learning is not only increasingly diffusing in educational settings but also in corporate settings as well. According to the Global Industry Analysts the global market for e-learning will grow to reach \$52.6 billion by 2010. GIA stated that in 2007 only in USA the e-learning market was \$17 billion in 2007. According to the same firm overall usage of e-learning Worldwide will

reach a compound annual growth rate of 25 percent to 30 percent through 2010. According to Aydin and Tasci (2005) there are several reasons behind this increase in e-learning implementations.

One of the most significant reasons is related to the cost of training. The literature is filled with reports about how much money companies saved by implementing e-learning. Increasing employee retention, rapid development, deployment and updating of courses, providing more effective training, availability of courses anytime anywhere are some of the other motives for corporations to invest in e-learning. Although there are quite impressive developments, e-learning in Turkey is still in its infancy stages (Aydin & Tasci, 2005).

We could not reach a solid statistical data but it is expected that the e-learning market in Turkey will reach \$40 million in 2010. Initial costs, infrastructure requirements, shortage of qualified vendors and uncertainty about the functionality as well as past unsuccessful experiences about use of technology for training are among the major barriers for diffusion of e-learning in corporate settings in Turkey. Some of the e-learning vendors in Turkey are listed such as Avez (enoceta), sebit (sbs) + mobilsoft, Kavrakoğlu, Meteksan, Bilge adam, Koç systems, Halıcı (halsoft), Pleksus Information Technologies, Bilsoft (knowledge, education, technology), Febau, Element Educational Technologies, Infinity Technology and 5M (fullearn). These production's multimedia and software are generally for institutional and school age segments. Banking sector is one of the significant users of these e-learning programmes. Most of the banks such as Garanti Bank, Isbank, Fortis, Akbank, Finansbank, Şekerbank, Halkbank and Ziraat Bank are some serious users of these programmes for their staff and the education for their customers (enoceta, 2009). On the other hand some of the leading banks such as TEB (Turkish Economy Bank) and Yapı Kredi Bank are planning to use e-learning platforms to train their employees and also their customers especially that of problem intensive subjects. There will be some other examples of the retailing sector projects such as "akademig" (<http://www.akademig.net>) from one of the large retailers Migros. According to Migros HR and IR Deputy General Manager Alkaya Leadership, Behavioral Development, Quality Management Systems, Corporate Culture, Customer Relations and Performance Management and Active Sales Management courses are given from an e-learning portal (<http://kariyerim.milliyet.com.tr/detay.asp?id=534> retrieved on 29. 10.2011).

ANADOLU UNIVERSITY



First founded as Eskisehir Academy of Economy and Commercial Sciences in 1958, it became Anadolu University in 1982. Since then, Anadolu University has strived to be the best. Ankara is two hours from Eskisehir by highway, 75 minutes by fast train Istanbul is 3.5 hours from Eskisehir by highway, 2 hours by fast train (in 2012) There is direct scheduled

flights from Anadolu University Airport to Istanbul and Brussels.

Today, Anadolu University is considered one of the most modern, dynamic, and innovative universities not only in Turkey but around the world. *Yunusemre Campus*, the main campus, is situated in the center of Eskisehir, a city known as a scientific and cultural center. Some of the faculties and vocational schools, social facilities, and administrative units are located on this campus.



Views of Eskisehir

İki Eylül Campus, where the College of Physical Education and Sports, the College of Civil Aviation and the Faculty of Engineering and Architecture are situated, is only a 5-minute drive from the city center. Anadolu University Airport (National-International flight) is also located on this campus. Anadolu University is one of the pre-eminent innovative universities in Turkey. Anadolu University houses 12 faculties, 3 of which are distance education, 7 schools, 4 vocational schools, 9 institutes (4 graduate schools, 5

institutes) and 28 research centers and units. The University is proud to have implemented one of the most successful distance education programs in the world, which is taken as a model by many institutions.



**Anadolu University Rectorate (Left)
Open Education Faculty (Right)**

Anadolu University, a state university, houses 12 faculties (first cycle), 3 of which are distance education, 1 State Conservatory and 6 schools (first cycle), 3 vocational schools (short cycle), 5 graduate schools (second & third cycle) and 38 research centres and units.

Anadolu University is a university with many campuses and much strength. Students, while enjoying an innovative and creative learning experience can also enjoy cultural activities such as plays, concerts and exhibitions. Students get a chance to meet and converse with many prominent artists, writers, and journalists who are invited to visit the campus. The staff and students also have access to sports facilities, tennis courts, and an indoor swimming pool.

Anadolu University is an institution, founded on November 6, 1958 and broke a new ground in the Turkish Higher Education with its universal values and currently active 12 faculties, three of which are in distance education, 6 schools, 1 state conservatory, 3 vocational schools, 9 institutions and 39 research and application centers. Anadolu University, has been preparing its students ideally with a perception of modern, scientific and educational insights amongst the institutions. Anadolu University with an education and research at universal level and the safe and modern campuses; contributes to the researches aiming to improve the life reform and quality of the person-in-environment, person-in-country and the world by means of generating, sharing and using knowledge. Education is given in Yunussemre

Campus, the main campus of Anadolu University located in the center of Eskişehir, and İki Eylül Campus, 5 km from the city center.

Anadolu University, in its departments equipped with the latest technological means and with the academicians, who are committed to excellence in teaching and research and spend their all times with their students, prepares its students to be the best ones of the future in creative and dynamic academic educational environments.

Anadolu University adopting an education which focuses on Universality, Human-centered, Creativity, Entrepreneurship, Reliability and Excellence basic values and as a modern and universal university produces knowledge and technology, forms a contemporary culture at international science and education standard level, teaches learning and teamwork and gives importance to socialize. Social and enlightened individuals considerate to their basic values, being rationalist, researcher, and thinker, prolific, sensitive to their people and country are being educated at Anadolu University providing interaction between academic endeavors and students. Anadolu University is one of the preeminent innovative universities in Turkey.

Table 4.
Fact Figures of Anadolu

Language of instruction	Turkish, English, French, German
Type of university	State
Number of Academic Staff	1.776
Number of Undergraduate Students	22.622 (Resident)
Number of Graduate (MA, MS) and Post Graduate (Ph.D) Students	1.672
Number of Open Education Students	1.507.047 (Students in faculties offering distance education such as Faculty of Economics, Business Administration and Open Education)

As of Spring Semester-2011, the number of students in the 3 distance education faculties is 1.730.656.

The University is proud to have implemented one of the most successful distance education programs in the world, which is taken as a model by many

national and international educational institutions. One of the major strengths of the University is the academic staffs who are committed to excellence in teaching and research in an academically and technologically enhanced environment.

Beginning the 2007-2008 academic year, 12 Bachelor of Arts, 37 associate degree programs offered by Anadolu University, Open Education Faculty, Faculty of Business Administration and Faculty of Economics have started to implement ECTS credit system for the courses offered and the same system was employed in the diploma supplement. Anadolu University has two semesters per academic year with an optional summer semester.

Open and Distance Education Faculties however, use a single semester (35 weeks) in an academic year. As of 2010-2011 academic years, the distance education programs will gradually adapt the two semester system for all their programs in three years. The gradual adaptation of a two semester academic year included only 6 programs in 2010-2011 academic years whereas in 2011-2012 academic year the number will reach 19 programs. By 2012-2013 academic year all programs in Open and Distance Education Faculties will completely switch over to two semester system. Academic evaluations for the programs that are to switch over and adapt to the new system are underway.

All programs have been evaluated and designed according to field qualifications and all the learning outcomes of all courses are reevaluated according to new qualifications and course materials are revised to meet the new learning outcomes. The programs to-be-adapted-into-the-new-system in 2011-2012 academic years still employs one academic semester/year system as of May 2011. The existing system need to undergo changes and course evaluations and transfers must be adjusted to new system.

However, these changes cannot be completed before the end of the semester and before differentiation is made between students who are going to graduate within the old system and who will continue in the new one. Furthermore, the old system having a non credit system offers students retake exams in September.

For final closure, there is need to wait for the retake exams. What is more new students start their registration in September, the same month retake exams are offered.

Table 5.
Educational institutions of the Anadolu University

Date of Establishment	November 6, 1958
Language of instruction	Turkish, English, French, German.
Rector	Prof. Dr. Davut AYDIN (for 2010-2014 term)
Type of university	State
Number of Faculty	12 (3 of which are Distance Education)
Number of State Conservatory	1
Number of Schools	6
Number of Vocational Sch.	3
Number of Graduate Sch.	5
Number of Research Cntr.	38
Number of Academic Staff	1926
Number of Administrative Staff	1670
Number of Undergraduate Students	25.078 (Resident)
Number of Graduate (MA, MS) and Post Graduate (PhD) Students	2.018
Number of Open Education Students	1.730.656 (Students in faculties offering distance education such as Faculty of Economics, Business Administration and Open Education)

In the transition process the information about programs undergo constant reevaluation and change. With the conditions that the changes are updated on Anadolu Information Package to ensure students' reception of correct and current information Open and Distant Education Programs have been excluded from ECTS Label Application.

The present rules and regulations exclude students enrolled in Open and Distance Education from participating in European Student Mobility Programs.

Given the above mentioned factors, the exclusion of Open and Distance Education Programs from the ECTS Label Application need not present a problem.

SUGGESTION OF DRAFT VERSION OF ICDEEWA CONSTITUTION

Draft Constitution of the International Council Distance Education for Eastern Europe and West Asia (ICDEEWA), June, 2012

Realizing the significant contribution of open and distance education, on-line education and eLearning applications in democratizing learning opportunities to mankind, and recognizing that the development of open and distance education, on-line education and eLearning can be obtained through friendship and close exchanges among institutions of Open and distance education, on-line education and eLearning applications. Open and distance education, on-line education and eLearning institutions and universities of the Eastern Europe and West Asia region hereby agree to found an Association, International Council for Distance Education for Eastern Europe and West Asia. (Abbreviated as ICDEEWA)

ARTICLE I - Name

International Council for Distance Education for Eastern Europe and West Asia. (abbreviated as ICDEEWA) hereafter called the Association. A non-governmental educational association has been established under the name ICDEEWA.

ARTICLE II - Nature

The type of organization is a nonprofit association of autonomous legally established institutions of higher learning primarily concerned with education at a distance, i.e. education in which the systematic teaching and the communication between student and teacher or institution take place mainly by multiple means.

ARTICLE III – Objectives

The aim of the association shall be to foster developments in open, distance, flexible and e-Learning providing a platform for co-operation and collaboration by developing links which mentioned above the region and institutions, networks, companies and other agencies in the field between in these countries. The association may also develop links with non-European associations and institutions. The main objective of ICDEEWA is to foster high standards in the practice of distance education in the mentioned region. During to realize this main objective, ICDEEWA shall be:

- to make available information about current developments in distance and e-Learning;

- to help promote education by distance teaching systems, and develop its potentialities;
- to promote co-operation and collaboration between existing institutions and networks involved in the region and also participate in world-wide international co-operation and collaboration, take part in projects for promoting such activities and encourage, by supporting and assisting all type members of association in the elaboration of collaborative projects;
- to widen the educational opportunities available to all the people of the region and to improve the cost of member institutions by exchanging management information, teaching materials and research providing or using distance and e-Learning
- to help promote professional and ethical standards amongst distance educators;
- to cowith official bodies and others directly or indirectly interested in education at a distance;
- to coordinate and support conferences, workshops and seminars to support professional development in the field of distance and e-Learning for the region
- to coordinate mutual recognition, quality assurance and accreditation practices by either developing guidelines or counseling;
- to facilitate cooperation with other similar regional and international bodies and and foster research and development in distance and e-Learning by establishing liaison with the international distance education community;
- to coordinate mutual recognition, quality assurance and accreditation practices by either developing guidelines or counseling in the region and also participate in world-wide international;
- to print and publish (imprint or electronical or both, if necessary) a newsletter, leaflets, gazette, books, articles or journal at regular intervals and such other publications as the Association shall determine from time to time and that the Association approves to assist in reaching its objects.
- to undertake any activities which from time to time are seen by the association to be in the interests of distance education in the region;
- to do all other things incidental or conducive to the attainment in all the above objectives.

ARTICLE IV – Powers

- to subscribe to, become a member of and co-operate with any other Association, club or organisation, whether incorporated or not, whose objects are altogether or in part similar to those of the Association. Provided that the Association shall not subscribe to or support with its funds any club, association or organisation that does not prohibit the distribution of its income and property among its members to an extent at least as great as that imposed on the Association;
- to buy sell or deal in all kinds of articles, commodities and provisions for members of the Association, or persons on the Association's premises;
- to purchase, take on lease or in exchange, hire and otherwise acquire land, buildings, easements, or property, real or personal, and any rights or privileges that may be necessary for the purposes of or associated with the objects of the Association. Provided that where the Association takes any property subject to any trusts, the Association shall only deal with that property in such a way as is allowed by law regarding such trusts;
- to enter into arrangements with any government or authority that are incidental or conducive to the attaining the objects and exercise of the powers of the Association. In addition, to obtain from any governmental or authorithal any rights, privileges or concessions that the Association believes desirable to obtain and to carry out those rights, privileges and concessions;
- to appoint, employ, remove, suspend any employees or other persons as may be necessary for the purposes of the Association;
- to remunerate any person or body corporate for services rendered or to be rendered.
- to construct, improve, maintain, develop, work, manage, carry out, alter or control any houses, buildings, grounds, works or conveniences that may directly or indirectly advance the Associations interests; and to contribute to subsidise or otherwise assist in the construction, improvement, maintenance, development, working, management, carrying out, alteration or control of the Association's property and buildings.
- to invest and deal with money of the Association not immediately required in such a way as the Association from time to time approves;

- to take, acquire or hold any shares, debentures or securities of any company or body corporate;
- to lend and advance money or give credit to any person or body corporate, to guarantee or give indemnity for the payment of money or the performance of contracts or obligations by any person or body corporate, and otherwise to assist any person and body corporate in the advancement of the association's objects;
- to borrow or raise money, either alone or jointly with any other person or legal entity in such a manner as the Association approves. To secure any money or advances borrowed either jointly or with others by way of charge, mortgage, lien or other security on the whole or part of the Association's property and assets and purchase, pay off or redeem such securities;
- to draw, accept, endorse, execute or issue promissory notes, bills or lading and other negotiable or transferable instruments;
- to sell, improve, manage, develop, exchange, lease, dispose of, turn to account or otherwise deal with all or any of the Association's property or rights to further the Associations objects;
- to take or hold mortgages, liens, charges, to secure the payment of purchase price or any unpaid balance of the purchase price, for any part of the Association's property sold by the Association, from purchasers and others.
- to take any gift or property, whether subject a special trust or not, for any one or more of the objects of the Association;
- to undertake written appeals, public meetings or other activity as the Association deems necessary or expedient, to procure contributions to the Association's funds by way of donations, annual subscriptions or otherwise;
- to purchase or acquire or undertake all or any part of the property, assets, liabilities and engagements of any one or more of the incorporated Associations with which the Association is authorised to amalgamate;
- to transfer all or any part of the property, assets, liabilities and engagements of the Association to any one or more of the Associations with which the Association is authorised to amalgamate;
- to make donations for patriotic, charitable or community purposes.

- to do all other things as are incidental or conducive to the attainment of the objects or the exercise of the powers of the Association;
- to take power over the assets and liabilities of the unincorporated Association known as the ICDEEEWA.

ARTICLE V- Membership

Membership of the Association consist of three categories:

Full and Associate Membership

For autonomous legally established institutions of higher learning primarily involved in distance education. Full membership is limited to dedicated open and distance teaching institutions located within this region and whose primary mode of instructional delivery is the distance mode.

Associate membership which is open to all institutions active in promoting or delivering education by the distance mode through departments, faculties, centers or schools of external or off campus studies and programs. Associate members will have the right to participate in all of the meetings and activities of the Association except the right to sit in the Ex. Comm. meeting and the right to vote in the Annual Meeting of the General Body. All full and associate member institutions shall be represented by their respective heads or their nominees; these nominees will also represent their heads in the Executive Board of the ICDEEEWA, whenever appropriate.

Supporting Membership

For individuals and non-educational organisations who wish to support the aims and objectives of the Association and to participate in its activities in a meaningful way for promoting such activities and encourage, by supporting and assisting financially, technically or organizationally all type members of association in the elaboration of collaborative projects.

Donor Supporting Membership

Donor supporting membership which is open to individuals and organisations wishing to make significant financial contributions in support of the Association. Donor supporting members will have the right to participate in all of the meetings and activities of the Association except the right to sit in the Ex. Comm. and the right to vote in the Annual Meeting of the General Body. Corporate supporting membership which is open to business corporations wishing to be linked to the Association in a mutually beneficial

way. Corporate supporting members will have the right to participate in all of the meetings and activities of the Association except the right to sit in the Executive Committee meeting and the right to vote in the Annual Meeting of the General Body. Individual supporting membership which is open to individuals wishing to contribute to the Association's activities except the right to sit in the Ex. Comm. meeting and the right to vote in the Annual Meeting of the General Body. Admission of new members of the Association is both by application and invitation, subject to approval by the Ex. Comm. of the Association. All members are subject to and bound by the Constitution in force at the time of admission and as amended thereafter by agreement at the Annual Meeting of the General Body.

Membership Fees

- The membership fees shall be as the Association will from time to time determine at any general meeting
- The membership fees for registered membership shall be payable at such a time as the Association sees fit.

ARTICLE VI - Resignation and Expulsion of Members

A member may resign from the Association by notifying such intention to the President in writing. Any member contravening the provisions of this Constitution or acting in a manner harmful to the Association may, on the recommendation of the Executive Committee, be expelled from the Association by decision of the Meeting of the General Body by a two majority. A member who has resigned or has been expelled has no claim upon the Association's funds, nor upon repayment of any contribution made but is liable for any contribution due in the current financial year.

ARTICLE VII - The Meeting of the General Body

The Meeting of the General Body shall consist of the full members of the Association. The Meeting of the General Body shall meet every year to:

- determine the general policy, procedural rules, programs and activities of the association;
- approve the budget, annual report and financial statement; and
- elect officers of the Executive Committee, if need be.

The Secretary-General shall convene the Meeting of the General Body by notice in writing to all members not less than 6 months prior to the date of the Meeting. Such notice shall be accompanied by a provisional agenda.

Each member institution shall have one vote. Only one representative designated by the member institution has the right to vote. The quorum of the Meeting of the General Body shall be at least half of the members. All decisions shall be taken by a simple majority of votes. In the event of an equality of votes, the Chairman shall be entitled to a casting vote. Voting shall be by secret ballot.

ARTICLE VIII - Executive Committee

The Executive Committee and Steering Committee of the Association will be vested in an Executive Board which will consist of:

- A President and seven other members, of which one will be the immediate past President of the Association; and s including two Standby co-members.
- An appointed Secretary-General. The appointment of the Secretary-General will be the prerogative of the President.
- The Executive Committee will be so constituted that each of the following regions will be represented: eastern Europe, West Asia, Caucasian Baltic, Middle East, Arab Peninsula and North Africa. If not being of any region represented on the Executive Committee, and The Steering Committee shall coopt members to effect such representation; in as far as possible the Executive Committee will seek to have representation from all member countries.
- The Executive Committee may also make appointments to fill vacancies created on the Committee.
- Co-opt up to two additional members.
- Only full members of the ICDEEWA are eligible to hold office in the Executive Board and Steering Committee.

Section 1

The term of office of the Executive Board will be three years, provided that the President, The Secretary-General and two of the members will be eligible to hold the office for a consecutive second term of three years, and provided further that no person shall hold the same office of the Executive Board for more than two consecutive terms.

Section 2

The Executive Committee will submit its report at the Annual General Meeting of the Association on its work and finances which will be duly audited and certified by a registered professional public accountant.

Section 3

There shall be an appointed Secretary-General of the Association. The Secretary-General will be appointed by the newly elected President of the Association who will inform the Association at the time of the election the name of the proposed Secretary-General. The functions of the Secretary-General who will work under the guidance of the President will include:

- maintaining a record of members, collecting membership subscriptions and actively promoting the Association its aims and objectives;
- recording the business meetings of the Association and its EC;
- conducting correspondence with members of the Association and outside agencies in accordance with Board policies and in consultation with the Executive Board;
- responsibility for all the financial transactions of the Association, maintaining budgetary control and preparing statements of accounts for the Executive Board as requested for presentation to the Annual General Meeting; providing administrative and logistical support and advice to the organizing institute of the Annual Conference;
- providing administrative support to the Executive Committee and carrying out the decisions made by the executive as required.

ARTICLE IX - Election of the Executive Committee

- The President and the Executive Board members shall be elected for a period of three years.
- All candidates for the presidency of the Association will declare their undertaking to support and bear all costs of the Secretariat, its furniture and communication infrastructure as well as the appointment of the Secretary-General and other required office staff.
- The Secretary-General shall conduct the elections by Executive Committee. Voting for the President and other elected members of the Executive Committee shall be by secret ballot at the Annual General Meeting.
- The Secretary-General shall invite nominations at least six months before the Annual General Meeting at which the elections are to be held. As part of this invitation, he/she will also require from those candidates who are seeking the presidency to give a written undertaking regarding the hosting

of the Secretariat. Nominations together with the date and time of the elections will be sent to all member institutions at least three months in advance of the elections.

- Candidates shall be elected on a firstbasis.
- The counting of the votes shall be conducted by the Secretary-General, with the ballot papers being opened and counted in the presence of two scrutineers approved by the Executive Board.

ARTICLE X - The President and the President-Election

The President shall be the Executive Head of the Association. The duties of the President shall include:

- to be the Chairman of the Executive Committee and the Meeting of the General Body;
- to represent the Association; and
- to be in charge of overall supervision of the activities of the Association.

In the event that an incumbent President is no longer able to continue in office due to resignation, retirement of any other cause, his/her successor (as President of the Association) will be the person who will replace him/her in the member's institution. The successor will assume the role of the Presidency in an acting capacity until the next AGM.

ARTICLE XI - Working Language

The working language of the Association shall be English.

ARTICLE XII - Finances

The financial year of the Association shall be through January 1st to December 31st. Each member of the Association shall pay an annual membership fee to be determined by the Meeting of the General Body. The Association shall seek funds from national and international bodies to support, in particular, objectives. The Executive Committee shall prepare an operational budget for consideration and approval by the Meeting of the General Body. The accounts of the Association shall be scrutinized annually by a duly qualified auditor who shall be elected by the Executive Committee. The President or the Secretary-General with the authority of the Executive Committee shall fulfill routine financial obligations on behalf of the Association and to represent the Association at law. In addition when “Excellent Center for Open and Distance Education of Anadolu University

(ECODEAU)” established, some percentage of income will transfer to the ICDEEWA of ECODEAU budget.

ARTICLE XIII - Dissolution

The Association may be dissolved by decision of the Meeting of the General Body. The Secretary-General shall circulate the exact terms of any proposal sent by a member to dissolve the Association by registered letter to every member of the Association not less than 90 days prior to the meeting. Any such proposal shall be adopted if passed by a two thirds majority. In the event of dissolution of the Association any assets of the Association shall be realized and placed at the disposal of any nonprofit regional or international organization as decided by the Meeting of the General Body.

ARTICLE XIV - Amendments and General Provisions

Any amendment of this Constitution shall not take effect until after its adoption at the Meeting of the General Body by a majority of the members present or rephend after publication in the legal form.

CONCLUSION and RECOMMENDATIONS

DLAs must lead faculty to achieve established program goals and objectives by providing access to training in the use of technology, development of pedagogy, increased interaction with students, coordination with faculty development staff and administrator, and continued education and training to sharpen skills in teaching. DLAs must provide faculty members with definitions concerning standards, value, and quality. Some practical methods that DLAs can use in developing faculty skills and effectiveness include:

- assisting faculties in the use and application of technologies in the teaching process,
- developing a faculty newsletter which provides tips and guidelines as well as up-to-date knowledge and information on distance learning,
- creating a faculty research and writing department or center that oversees faculty publications in professional and peer-reviewed journals,
- attendance and participation in conferences, and
- developing high collaborative efforts between and among faculty, staff, and administrator to create common value and agreement.

Effective DLAs understand that the environment in which they lead is a rapidly changing one demanding continuous learning and adaptation. They see the need for managing and dealing with change, and through flexibility, share their leadership responsibilities and rewards. LAs must ensure that their staff and faculty are qualified both academically and professionally, and that these professionals are keen on delivering only quality instructions and high customer value. According to the authors every organization should have required resources, skills and attitudes to be able to implement e-learning. A similar approach with several changes can be used in educational settings.

One of the important differences is that the educational institutions should focus on learners and instructors. For instance, in terms of technology, administrators of educational institutions should ask themselves whether learners they targeted have access to computers and Internet to be able to attend the online courses. Also they have to be sure that their instructors are able to access the technology to be able to implement and produce instructional materials.

In summary, an educational institution may assess its readiness for e-learning by analyzing the resources it possesses, and the skills and attitudes of its learners, instructors, staff, as well as administrators. In addition available vendors and/or strategic partners might be very beneficial for the success of an e-learning initiative. These resources, skills, and attitudes are related to technology, innovation, and people factors.

In the light of these factors and constructs to assess e-learning initiatives in Turkey we can easily identify several trends and issues. For instance, in terms of resources, a big majority of the educational institutions as well as corporations heavily rely on vendors' management, design and development capabilities. Although they wish to have their own resources, for example learning management systems (LMSs), due to shortage of qualified technical staff they are having difficulty to build new systems or adapt available ones.

The shortage of staff and technology as well as knowhow force them work with limited number of vendors who usually prefers to sell one product to many and to keep close ties with the institutions to be able to make as much profit as they can. Therefore, we see same course materials offered by different universities under different or same courses. Limited number of

educational institutions and corporations are able to establish better relationship with the vendors.

Another issue is about the instructional strategies employed in e-learning courses. The majority of the learning environments are still designed to promote traditional one-way communication flow as a result of computer-based instruction tradition. And a big number of those who were able to shift their design do nothing but imitating face-to-face strategies into online environments. A good evidence of this trend can be observed in the activities done by using synchronous communication tools. In quite a number of institutions these tools are being used to lecture or to conduct question and answer session.

On the other hand, learning in networked era is not same as in industrial and information eras. It requires a different perspective to design learning environments. Authentic tasks, ongoing assessment, respect to preconceptions, differentiated learning are some of the components educators should consider designing e-learning environments that really work. The vendors' limited background in learning theories also does not help institutions and corporations offer effective learning experiences.

Additionally seeing e-learning as an opportunity to make (or cut) more money rather than a way to help learners learning is one of the major issues. This belief leads institutions and corporations kick off e-learning initiatives without starting a cultural change in institution, careful planning and budgeting, quality in the LMSs and ICT, adequate training, support and time-release for teaching staff, and experienced instructional design and ICT support personnel. As a conclusion, dissatisfaction and frustration usually appears among learners and society in general.

Education is a field of social responsibility from the point of the government and very important for the countries. The government should intend to improve citizens with these educational efforts. Besides the business approach to education is individual or institutional. This also enhances value creation policies with its educational system.

E-learning brings a lot of educational opportunities to the people who are living in rural areas, workers who can not able to attend face-to-face courses, people who have some limitations and women who encourage improving themselves.

In the last 20 years, with the introduction of the existing information on electronic environment to the economy and the business world, and as a result of their direction in this way, individuals also perceived the importance of E-learning in a short time (Yamamoto, 2009).

Turkey is a country between three continents and several cultures. Some descriptive information about Turkey in general and the education system has provided and background of today's e-learning approaches of Turkey has also explained in this chapter.

Since e-learning is still in infancy stage in Turkey, there are a lot of issues to be solved. Dependence to the vendors, shortage of qualified staff as well as instructors, exaggerated expectations, unappealing and ineffective learning materials, preconceptions about learning at a distance, and lack of legislations are some of the significant issues that should be taken into account. It has been mentioned here that, e-learning is one the fastest growing innovation in Turkey same as all around the world. Since early 2000, quite a number of Turkish companies and especially higher education institutions have been literally jumping into e-learning wagon without any frontend analyses.

The results are not promising: only limited number of companies have reached or approached their expectations from their e-learning initiatives (mainly providing cost-effective training) and still Anadolu University, a long time distance education provider, is the dominant e-learning provider along with only couple of others such as Sakarya University and Ankara University. Not to mention primary and secondary education: there is almost no successful initiative about integration of e-learning into classrooms. On the other hand, e-learning is increasingly diffusing in corporate settings as well in Turkey. The most significant reasons for e-learning are related to the cost cutting for the companies. However, some banks and retail companies has started to give more importance to e-learning to educate their staff and customers.

On the other hand, social networking, mobile learning, Web 2.0, open courseware, communities of practice, informal and non-formal learning, standard-based learning, user-generated content, ongoing assessment are among the major trends in e-learning implementations all over the world. In Turkey, unfortunately we do not observe these trends.

Instead extensive use of self-study materials and synchronous communication tools as well as large number of classes, degree or certificate programs on very specific fields, blending with face-to-face lectures can be seen as major trends.

Governments have a very crucial role for encourage these kinds of programmes.

E-learning should be used primary, secondary, tertiary and higher education. There should be an e-learning readiness scale for the needs and future plans for e-learning.

On the other hand, there is also a social resistance for this new kind of systems. Since 1980s, Anadolu University's Open Faculty's efforts are significant. Also, with the new technologies, there is a great tendency towards Internet and mobile Internet which is also very important to eliminate the resistance to distance education.

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USED CONSTITUTIONS

Constitution of AAOU.
Constitution of ABED.
Constitution of ADLA.
Constitution of CADE.
Constitution of COL.
Constitution of DEANZ.
Constitution of EADTU.
Constitution of EDEN.
Constitution of EADL.
Constitution of EADTU.
Constitution of ICDE.
Constitution of ODLAA.
Constitution of SEAMEO.
Constitution of UNESCO.
Constitution of USDLA.

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