

USING OF DISTANCE EDUCATION APPROACH IN TEACHER TRAINING: ANADOLU UNIVERSTY OPEN EDUCATION MODEL

Assist. Prof. Dr. Mehmet GULTEKİN
Anadolu University Education Faculty
mgulteki@anadolu.edu.tr

Distance education which provides important contribution to education systems is applied many fields successfully. Teacher training is another field in which distance education is used widely. Distance education is used for teacher's graduate education as much as teacher's preservice and inservice training at elementary and secondary education level. The main aim of this study is to introduce teacher training programs which have been made through distance education in Turkey between the years of 1986-2005 by Anadolu University Open Education Faculty. For this aim, five teacher education programs at undergraduate compensatory education and undergraduate level used for teacher training for elementary and secondary education were examined in terms of aim, content, teaching-learning process and evaluation. The study indicates that programmes are achieved for different purposes and education is given to big masses in quantity in the beginning. It is also concluded in the research that programmes begin at pre-undergraduate level then rise to undergraduate level and then are transformed into modern applications from classic distance education.

Key Words: Distance education, Teacher training

INTRODUCTION

Today, rapid changes and advances occurring in social, cultural, economic, and political areas affect the aspects of social life; hence, education systems need to be renewed. Scientific and technological advances lead to fundamental changes in social and economic life in the one hand, and also in the concepts and approaches acquired in the process of education on the other hand (Alkan, 1987, p.1). One of those concepts and approaches is distance education.

The increasing cost of education as a consequence of the enlarging number of students limits the opportunity to benefit from formal education; hence, distance education system has been put forward as a solution to this problem. While considering the inability to meet the education demand as the basic reason to the emergence of distance education, dimensions of lifelong education should also be taken into account.

Distance education which realizes teaching-learning activities between students and teachers in different locations through communication technologies and postal services is an education system model (İşman, 1998, p.18) implying the existence of loose communication between the organization and the students. Communication is realized in two different ways, one-way and two-way. One-way includes the interaction of the students with ready to use materials prepared by the organization in advance; and two-way means the real communication between the students and the organization (Holmberg, 1995, p.2).

Distance education is a model that brings education into reality by rescuing students from time and location limitations, by not using the facilities of schools or by using those facilities the least, and without costly investments. While this model removes the deficiencies of conventional educational institutions such as buildings, facilities and classrooms, it also lessens the cost of materials and equipment per student that is otherwise expensive and inadequate.

Distance education helps lots of adults without discriminating between countries or cities, the young or the old, and the rich or the poor, which other educational systems fail to fulfill. Through increasing access to distance education, students can meet their needs appropriately regardless of the present limitations and border lines (Verduin and Clark, 1994, p.7).

Recent advances in information and communication technologies contribute considerably to the quality of teaching and learning activities in distance education. These technologies include hardware (e.g. computers and modems), software (programs that provide communication), and communication links (telephone line). Through these learning technologies, students, teachers, and education specialists can communicate vocally or through texts and pictures with each other, or they can download all of these into their own computers. They can hold teleconferences among themselves (İşman, 1998, p.29). Therefore, many education scholars set forth that the education system of the 21st century will highly be based on interactive distance education.

DISTANCE EDUCATION IN TURKEY

Distance education in Turkey has a three-phase history. The first phase, from 1927 to 1960, includes the conceptual discussions and proposals about distance education. In the second phase, from 1960 to 1974, distance education was applied for secondary education, and finally in the third phase, from 1974 up to present, attempts have been made to use distance education in higher education system (Alkan, 1987, p.91).

Following the foundation of Republic in Turkey, the first aim was to extend literacy, and 1927 was the first year when Education via Mail—one of the ways of distance education—was proposed. Nonetheless, these proposals were not put into practice since the majority of the public was illiterate. As a way to solve the literacy problem during those years, distance education was again on the agenda in 1960s, and finally “Center for Education via Mail” was established in 1961 to carry out distance education programs with materials published by the Ministry of Education (Üstünoğlu, 1987, p.54). Center for Education via Mail provided preparatory courses about eleven occupational and technical subjects for 8 to 24 months, and at the end of the course program students took an exam and those who passed were given “certificate”. This important step in terms of distance education continued its services until 1974; however, there had been no significant improvement due to the changes in the structure of the organization (Özer, 1994, p.26).

Distance education attempts in Turkey were put into practice for higher education by the Ministry of Education in 1974 with “Education Via Mail”. Started as a pilot practice with limited opportunities, this application was at first restricted to just teacher training. However; this application was discontinued because of excessive number of students in the program, absence of expert staff to prepare teaching materials, and insufficiency of the program in maintaining various materials to facilitate learning.

Formal higher education institutions were inadequate to meet the great demand to study at university in early 1970’s. Thus, the Ministry of Education charged the ‘Center for Education via Mail’ to conduct higher education through mailing. Nevertheless; there was a lack of confidence and anxiety about benefit of ‘Education via Mail’ among some higher education institutions and some high ranking members of the Ministry of Education; moreover, facilities and systems were not enough to make the project work. Therefore, all these reasons impeded the development of distance education system in Turkey (Özer, 1994, p.27).

After higher education programs provided by the “Center for Education via Mail” putt off, the first thing that was done was to establish “Strategy and Method Commission for Educational Technology” to run multiple-setting instruction methods, create new sources and technologies, and make necessary scientific and experimental studies. Then, “Experiential Higher School for Teacher Training” was founded as a pilot institution (Alkan, 1996, p.21). This attempt aimed to train teachers through a modern distance education system. Although all the feasibility research and preparations were ready to start the program, the Ministry of Education discarded it before putting into practice in September 1975 (Özer, 1994, p.27).

Distance education practice was conducted at higher education level by YAYKUR (Common Higher Education Institution), founded in 1975. Established just after education via mail, this institution was designed to solve the overload of students waiting to continue college or university. Its objective was to provide multi-goal instruction through television. YAYKUR was an umbrella covering residential teaching programs such as education via mail, open higher education and external graduation, and it included several programs like teacher training for secondary education, teacher training for primary education, technical and humanity departments and foreign languages at higher education level (İşman, 1998, p.44). Established to fulfill the aims such as to provide instructional opportunities of students with a high school degree in the fields to meet the needs of economy and the society by using all the means of modern educational technology, to solve the overload of students willing for further studies at colleges and universities, and to raise interface work power through two-year under programs (Özdil, 1986, p.32), YAYKUR was forced to discontinue most of its programs opened during 1978-1979 educational year, and it was not allowed to register new students afterwards (Özer, 1994, p.28). This practice was also terminated since it hadn’t achieved the expected goals.

Distance education was first legally included in the university structure of Turkish education system through the “2547 Act of Higher Education (1981)” (Özer, 1994, p.28). “Central Open Education” duty was assigned to Anadolu University through decision of agreement # 41 on July 20, 1982. Open Education Faculty started its activities with 29.749 students in 1982-1983 educational year, and the instructional fields were “Economics” and “Business Management” (Baraz, 1985, p.6).

Open education system was reformed after the introduction of decision of agreement with the force of law # 496 published in the official gazette on August 18, 1993. As a result, Faculties of Economics and Management at

Anadolu University were charged to conduct central open education. Four-year undergraduate programs were designated to Faculties of Economics and Management, and two-year undergraduate programs, undergraduate compensatory education, and all of the certificate programs and common education services were assigned to Open Education Faculty.

Open Education Faculty model does not serve only the students in Turkey, but also the Turks in Turkish Republic of Northern Cyprus and in Western Europe. Aiming to spread education, to improve the quality of education and instruction in the country, and to meet the demands of students willing to study at university level, Open Education Faculty is equipped with the most recent technologies. Along with providing educational services, Open Education Faculty also serves students with its offices throughout the country. Turks living in Turkish Republic of Northern Cyprus and in Western Europe can also benefit from these opportunities (www.anadolu.edu.tr, 2002).

Faculties providing distance education on behalf of Anadolu University conduct also face-to-face education through academic counseling and practice facilities. These faculties contribute significantly to growing of higher education by creating opportunities to thousands of students who cannot enroll for a formal education program. The system including faculties creates opportunities not only to the young at the age of studying at a university, but also to the ones who could not get the chance of studying at universities before, who can not follow the residential courses because of occupational conditions, and who already have a two-year undergraduate degree and want to complete it to a BA degree. Together with extra supports to the published course materials and television broadcast, faculties try to provide the Internet, computer assisted education and teleconference services in order to adapt students to these technologies, and to create technological interaction. Moreover, academic counseling and face to face education are supplied in appropriate places (www.anadolu.edu.tr, 2002).

Open Education High School was established on October 5, 1992 to meet the demand of secondary education in 1990s which was result of changes in structure of society (İşman, 1998, p.54). This application was needed because schooling proportion in secondary level was very low in respect of developed countries and physical substructure could not meet the demand. Besides, some people were not able to go on residential education for some excuses; some were above the age of formal education or some had to work to earn their living at early ages, some were ill or imprisoned. Open Education High School which was established in 1992-1993, is a secondary education institution using the methods of distance education. It aims providing secondary education by using advanced mass materials to people graduated from secondary schools, or to people who discontinued their education or to adults who could not use their right of high school education for any reason. Open Education High School which was presented as an alternative in the process of solving the problems has shown a rapid development.

Obtaining such an alternative in secondary education level led to lots of advantages such as continuation of students' contribution to national income, formation of an egalitarian educational system, completion of students' deficiencies due to being educated insufficiently because of the absence of location or teacher, and improvement the educational level of society (Kaya, 1995, p.12).

Distance education in Turkey has served with the names and applications of Education Via Mail, YAYKUR, Anadolu University Open Education Faculty, and Open High School since the beginning of 1950s (Demiray and Yılmaz, 1996, p.159) and it has very significant contributions to the education system.

TEACHER TRAINING PROGRAMS CARRIED OUT THROUGH DISTANCE EDUCATION IN TURKEY

In distance education, programs can be presented in different forms and other different models can be created (Verduin and Clark, 1991, p.13). Distance education approach is recently used throughout many countries with different kinds and at different levels for various purposes in teacher training area, too (Özer, 1991, p. 73). Nowadays, distance education programs are used in lots of countries for teacher's pre-service and in-service training. In Kenya, Mauritius, Indonesia, and Sri-Lanka, it is used for in-service training while in Zimbabwe and Kenya it is used in preparatory teacher training programs (Sherestha, 1997). Teachers generally benefit from these pre-service and in service programs to complete the classes about their specialities and teaching methods, to be propped by inspectors and other teachers, and to communicate with them (Murphy, 1993, p.1). Distance education is a cheap and accessible way for the teachers who do not want to fall behind time (Martinez, 2002).

Distance education programs are used for training the teachers who have different histories and who are at different levels. Although they are mostly used in training of primary school teachers, they are also used for secondary levels and graduate education of teachers. While some programs are seen appropriate for the teachers' pre-service training, some are regarded as suitable for novice teachers, and some for on-going education of the

experienced and qualified ones (Perraton, 1993, p.p.3-4). Distance education is frequently used in teacher training for some reasons. First, countries can prepare great number of teachers for teaching profession, raise their professional quality and their level of education. Secondly, teachers do not have to leave their work while studying by means of distance education; thus, education in schools goes on without interruption. Thirdly, formal education benefit from teaching materials, approaches, methods and techniques used in teacher training programs through distance education are also utilized in residential education (Özer, 1991, p. 73).

According to the analysis conducted by Perreaton, Creed and Robinson (2001, p.p. 2-3), countries use distance education for teacher training in four different types given below:

- Some countries use distance education to make crowded groups of teachers acquire some basic qualities. This application may be for the ones who have not enough experience or quality.
- When teacher training is seen insufficient in terms of duration, distance education is used in order to enhance teachers' skills, provide them a more complicated understanding, and broaden their information. Some programs are continued in the form of focusing on a special group.
- Distance education has a significant role in the reforms of the programs aimed at changing the content and activities of education such as the programs that directed to support the usage of education technologies at schools.
- Distance education is used to support teachers' career development. When teachers search the ways of professional promotion, aim to improve their qualities or want to be expert teachers or inspectors; shortly, when teachers need new skills, they benefit from distance education.

In Turkey, distance education is used for teacher training as well. Undergraduate and two-year undergraduate programs are applied by the Open Education Faculty at Anadolu University. In this sense; two-year undergraduate and undergraduate compensatory program for primary education teachers, undergraduate compensatory program for secondary education teachers, undergraduate programs for preschool and English teachers have been applied since 1986. These programs have contributed to teacher training significantly. Open Education Faculty has provided five programs since then; three of these programs are no longer in practice while two of them still operate. Basic features of these programs are given below.

Two-Year Undergraduate Education Program

This program is directed for two-year undergraduate education of primary education teachers who graduated from secondary schools.

The Rationale of the Program: Legislated in 1973, Basic Law of National Education brought the necessity of providing higher education to 130.000 primary education teachers with a secondary school degree onto the agenda by making higher education compulsory for teachers at any level of educational system (Sözer, 1991, p.24). Serving face to face education such as conventional courses or seminars to all, this teacher mass would have taken a very long time. Similarly, forcing all these teachers leave their work and family to go to different places for face-to-face education might have brought disorders in education and caused social and economic problems (Hakan, 1991, p.4). Since face-to-face education setting such as in-service training would last many years, and this wouldn't be helpful for an immediate solution to teachers who had hard times in terms of personnel rights, distance education alternative emerged as a reasonable solution. Thus, as a result of the co-operation between the Ministry of Education and the Higher Education Council, "Two-Year Undergraduate Education Program" was put into practice by Open Education Faculty of Anadolu University in 1986 (Sözer, 1991, p.24).

Basic Features of the Program and Conditions of Acceptance: Duration of the undergraduate program is two years. Started in accordance with the protocol between the Ministry of Education and Anadolu University in 1986, the program was prepared based on primary education teacher training programs teachers had graduated and on the programs at Higher School of Education training teachers at undergraduate level at that time.

As a result of analyzing the courses and contents in the programs of Primary Education Teacher Training and Higher School of Education, it was concluded that there were deficiencies about field knowledge, there was no specialisation in professional courses in the Primary Education Teacher Training Program, and also the program could not meet the social and technological developments and the competence and features that a modern teacher ought to have (Hakan, 1991, p.4). Two-year Undergraduate Education Program was prepared by Open Education Faculty to remove those deficiencies, and was put into practice after the permission of the Higher Education Council.

Teachers in west Europe such as Germany, Belgium, England, and France participated this program as well as teachers in Turkey. Television programs in video cassettes and books were delivered to them (Demiray, Mc Isaac and Yangın, 1993, p.77).

46.770 teachers in the first year and 83.852 teachers in the second year enrolled to Two-Year Undergraduate program. 10367 other teachers who could not apply the program due to various reasons were also enrolled to the program. Totally, 141.574 teachers registered to the program from the 1986 to 1990-91 academic year. 80.348 teachers in 1986-87 completed the program, and the total number of graduates in 2001-2001 when the program came to an end was 137.950.

The Aim of the Program: As a result of the obligation “all teachers at any educational level have to be graduates of higher education” brought by # 1739 Basic Law of National Education, the main purpose of the Two-Year Undergraduate Program is to offer higher education for two years to primary education teachers with a secondary school degree, to equip them with modern knowledge and skills and hence to improve their quality (Özer, 1991, p.81). In this sense, “Two-year Undergraduate Education degree” was given to all teachers who finished the program successfully.

The Content of the Program: The content of the two-year undergraduate education program was formed according to the teachers’ former education program, the education programs of two-year higher schools of education institutions training primary education teachers and the needs of teachers includes courses on *professional knowledge on teaching, field knowledge, and general culture courses*. The first year of the program includes courses on general culture and professional knowledge on teaching while the second year covers courses on general culture and field knowledge. Table 1 depicts the courses in this program.

Teaching–Learning Processes of the Program: The program includes coursebooks, radio and television programs and academic counseling activities. Books of the program are the basic instructional sets, and they were prepared according to distance education and self-learning principles. Coursebooks were written by not only scholars at Anadolu University, but also by scholars at other universities. Television and radio broadcasts were prepared to support and reinforce course books. 179 television and 147 radio broadcasts were prepared for this program (Özer, 1993, p.83). Academic counseling activities included explanatory fascicles and television programs to clarify any blur subjects of courses. Academic counseling activities were carried out for Mathematics, Science and English language courses (Hakan, 1991, p.33; Özer, 1991, p.p. 83-84). Teachers’ questions regarding the subjects of courses were replied by scholars, and were delivered to them by way of published materials or television programs (Özer, 1991, p.84). Supplementary services such as individual guidance and face-to-face education were not supplied due to the fact that there were too many teachers to be trained in a short time (Demiray, Mc Isaac and Yangın, 1993, p.78).

Table 1. The Courses in the Undergraduate Education Program

1st Grade
1. Principles of Atatürk and the History of Revolution
2. English
3. Turkish Language / Writing and Speaking
4. Behavioral Sciences (Psychology, Sociology, Anthropology, Economics)
5. Social Sciences (History, Geography)
6. Science (Physics, Chemistry, Biology)
7. Mathematics
2nd Grade
1. Principles of Atatürk and the History of Revolution
2. English
3. Turkish Language / Writing and Speaking
4. History of Philosophy and Civilizations
5. Technological Features of the Century
6. Educational Sciences
• Introduction to Science of Education
• Educational Philosophy
• Educational Economics
• Educational Psychology
• Educational Sociology
• Educational Technology
• Primary Education Programs and Instructional Methods

- Turkish Educational System and its Management
- Guidance
- Assessment and Evaluation

7. **Special Teaching Methods**

- Mathematics Teaching
- Social Studies Teaching
- Science Teaching
- Turkish Teaching
- Fine Arts Teaching
- Occupational Education
- Instruction in Inclusion Classrooms
- Physical Education and Games Teaching
- Religion and Ethics Teaching

Evaluation in the Program: Academic success was determined following one midterm, one final, and one make-up exam for each course. All the exams were conducted in 30 cities where there was at least one higher education institution (Özer, 1991, p.84).

Undergraduate Compensatory Program for Primary Education Teachers

The aim of this program is to provide the opportunity for primary education teachers who have a two-year undergraduate training to complete their training up to four years of undergraduate education.

The Rationale of the Program: By the introduction of the decision # 89.22.876 by the Higher Education Council on May 23, 1989, Higher Schools Education began four-year long programs during 1989-1990 educational year, no matter for which grade the teachers were trained. All four-year Higher Schools Education were converted into Primary Education Teacher Training Department of Education Faculties during a meeting of Higher Education Council on July 7, 1992, by the law # 3837 (HEC, 1998, p.5).

There were three different types of primary education teachers graduated from two-year undergraduate programs when this law was put into practice. Those teachers had graduated from either Two Year Institutes of Education or from the Two-Year Undergraduate Education Program of Open Education Faculty, or from Higher Schools of Education. Since Higher Schools of Education expanded their two-year program up to four years, and these schools were changed into Primary Education Teacher Training Department of Education Faculties, those teachers were forced to compensate their undergraduate training (Hakan, Sözer, and Gültekin, 1996, p.16). The Ministry of Education cooperated with universities to start compensatory undergraduate programs for those teachers; however, these formal programs were insufficient to solve the problem and of course, it was not possible to train 180.000 teachers via conventional teaching methods like courses, seminars, face-to-face instructions in a short period of time. Therefore, the Ministry of Education assigned Anadolu University to launch distance education program named Undergraduate Compensatory Program for Primary Education Teachers.

Basic Features of the Program and Conditions of Acceptance: Undergraduate Compensatory Program for Primary Education Teachers was prepared under the light of the programs at Two-Year Institute of Education, Undergraduate Education Program of Open Education Faculty, two-year Higher Schools of Education, and to the four-year undergraduate primary education teacher training departments that were available at that time. The program that the teachers had been trained and the one that was being applied at that time were compared to serve this goal.

In order to analyze the program and form a basis for the program, two separate meetings were held with representative of National Education Directorate, an inspector of primary education, a head master of a primary school, and teachers who were graduates of Institute of Education, Two-year Undergraduate Education Program of Open Education Faculty, and Two-Year Higher Schools of Education. Furthermore, other meetings with the professors at Open Education Faculty and Education Faculty were also conducted, and these scholars were asked to state their opinions regarding the academic and organizational structure of the program (Hakan, Sözer, Gültekin, 1996, p.22).

Upon completion of Undergraduate Compensatory Program for Primary Education Teachers in 2003, 19748 teachers, namely; 714 teachers of mathematics, 9886 teachers of Turkish, 174 teachers of science, 8974 teachers of social sciences graduated from the program.

The Aim of the Program: The fundamental aim of the Undergraduate Compensatory Program for Primary Education Teachers is to provide the chance of graduating from a four-year faculty to teachers who are graduates of two-year Institute of Education, two-year Undergraduate Education Program of Open Education Faculty, and two-year Higher Schools of Education. Teachers completing the program successfully were given BA degrees.

The Content of the Program: The content of Undergraduate Compensatory Program for Primary Education Teachers which was developed in accordance with the programs that teachers had been trained through, the programs of four-year higher schools that train teachers, and the needs of teachers includes *common and minor field courses* that every teacher trainee has to follow. Common courses in the program are “Innovations in Educational Sciences”, “Special Education”, “New Technologies in Contemporary Education”, “Modern Life Modern Human”, “Recent History of Turkey and the World”, and “Environment and Human”. Other courses in the program are related with the minor fields such as Turkish, Mathematics, Social Sciences, and Science. Table 2 shows the courses in the program.

Table 2. The Courses in Undergraduate Compensatory Program for Primary Education Teachers

1st Grade Common Courses	
<ol style="list-style-type: none"> 1. New technologies in Contemporary Education 2. Innovations in Educational Sciences 3. Special Education 4. Modern Life Modern Human 5. Recent History of Turkey and the World 6. Environment and Human 	
2nd Grade Minor Field Courses	
Science Teaching <ol style="list-style-type: none"> 1. Physics 2. Chemistry 3. Biology 4. Laboratory Practice and Safety in Science Teaching 5. Science Teaching 6. Basic Information Technologies 	Turkish Language Teaching <ol style="list-style-type: none"> 1. Turkish / Speaking and Writing 2. Theories in Literature 3. Turkish Folk Literature 4. Contemporary Turkish Literature 5. Turkish Teaching 6. Basic Information Technologies
Social Sciences Teaching <ol style="list-style-type: none"> 1. Turkish Geography 2. Contemporary History of the World 3. Requirements of Citizenship 4. Research Methods in Social Sciences 5. Social Sciences Teaching 6. Basic Information Technologies 	Mathematics Teaching <ol style="list-style-type: none"> 1. Analysis 2. Linear Algebra 3. Abstract Mathematics 4. Analytical Geometry 5. Mathematics Teaching 6. Basic Information Technologies

3. Undergraduate Compensatory Program for Branch Teachers: This

Program is designed to give BA degree to branch teachers who are graduates of two-year undergraduate programs.

Teaching-Learning Processes of the Program: *Coursebooks, television programs, and academic counseling* form the teaching-learning processes in Undergraduate Compensatory Program for Primary Education Teachers. As the main instructional setting, coursebooks are designed for distance education and self-learning. Television programs supporting the coursebooks are also an important part of the program. 70 TV episodes, including the introduction, were prepared for the program. Academic counseling activities include informing teachers about the courses and the organization of the program.

Evaluation in the Program: Results of one midterm, one final, and one make-up exam determine the academic success of students just like in Undergraduate Education Program. Teachers take the exams in the cities where they were work. All the exams are in the form of multiple-choice. Students are required to be successful for each

course. Evaluation is out of 100; the midterm has a 30% weight while the final or the make-up form 70% of the passing grade.

Undergraduate Compensatory Program for Branch Teachers

This program is designed to give BA degree to branch teachers who are graduates of two-year undergraduate programs.

Basic Features of the Program and Conditions of Acceptance: Launched in 1990 after a protocol signed by the Ministry of Education and Anadolu University, this program was prepared in accordance with the program of Teacher Training Colleges where branch teachers has graduated and other higher education programs providing undergraduate training.

An analysis of the contents of the courses taught at Teacher Training Colleges and other faculties training teachers revealed that present teacher training faculty programs had more special courses in terms of field and occupational knowledge than Teacher Training Colleges. Moreover, meetings were held with teachers working at that time and with scholars working in the same field at universities in order to identify the needs of teachers (Hakan, 1990, p.556). The content analysis of the program was done along with educational needs of teachers and the needs mentioned by the scholars; and finally, the program was launched after the permission of Higher Education Council.

In the first year of education—1990-1991—, totally 53679 teachers enrolled in the Undergraduate Compensatory Program for Branch Teachers. Following is the distribution of teachers according to their fields of work; 11688 from Mathematics, 16195 from Turkish Language and Literature, 6424 from Physics, 3556 from Chemistry, 4390 from Biology, 6488 from History, and 4938 from Geography fields. For the educational year of 1993-1994, the entire number of teachers registered to the program was 7482; the distribution of teachers in terms of their fields is as follows; 3032 from English Language , 792 from German Language, 928 from French Language, 1636 from drawing and arts, and 1093 from Physical Education. Therefore, the total number of teachers benefited from the program equals to 61161. The number of teachers who graduated from the program when the program was terminated was 30351.

The Aim of the Program: Providing one-year long education to branch teachers graduated from either two or three-year programs of Teacher Training Colleges, the Undergraduate Compensatory Program for Branch Teachers basically aims to offer the chance of refreshing occupational knowledge and of promoting academic carrier with a BA degree (Demiray, Mc Isaac and Yangın, 1993, p.80). Teachers completing the program successfully were given undergraduate diplomas (BA).

The Content of the Program: Developed and designed along with educational programs that teachers graduated, with higher education programs of faculties training branch teachers, and with the needs of teachers, Undergraduate Compensatory Program for Branch Teachers covers *occupational and field courses of teaching*. Table 3 depicts the courses in the program.

The program includes only two common occupational courses such as “Recent Advances in Educational Sciences” and “Special Teaching Methods (History Teaching, Chemistry Teaching, Arts Teaching etc.)”; and other courses are related with the field knowledge.

Teaching-Learning Processes of the Program: *Coursebooks, television programs, and academic counseling activities* constitute the instructional settings of the program. As the main instructional setting, coursebooks are designed for distance education and self-learning by scholars working at Anadolu University and other universities. Radio and television programs were prepared to support the coursebooks; 296 TV programs were prepared and 144 radio programs were recorded.

Evaluation in the Program: Results of one midterm, one final, and one make-up exam determine the academic success of students just like in Undergraduate Education Program. All the exams are conducted in 30 cities where there was at least one higher education institution.

Table 3. The Courses in Undergraduate Compensatory Program for Branch Teachers

<p>Turkish Language and Literature</p> <ol style="list-style-type: none"> 1. Speaking and Writing 2. Reading and Textual Analysis 3. Morphology and Syntax 4. Basic Theories of Language and Literature 5. Text Types 6. Contemporary Turkish Literature 7. <i>Instruction of Turkish Language and Literature</i> 8. <i>Recent Advances in Educational Sciences</i> 9. History of Turkish Culture 10. Principles of Atatürk and the History of Revolution 11. Geography of Countries 12. State Organization of Turkey 	<p>History</p> <ol style="list-style-type: none"> 1. History of the Ancient Age 2. Islamic Turkish Governments of the Medieval Age 3. History of the Ottoman Empire 4. History of Turkish Culture 5. History of Europe 6. Principles of Atatürk and the History of Revolution 7. <i>Instruction of History</i> 8. <i>Recent Advances in Educational Sciences</i> 9. Physical Geography of Turkey 10. Economic Geography of Turkey 11. Cartography 12. State Organization of Turkey
<p>Geography</p> <ol style="list-style-type: none"> 1. Physical Geography 2. Geography 3. Economic Geography of Turkey 4. Physical Geography of Turkey 5. Geography of Countries 6. Cartography 7. <i>Geography Teaching</i> 8. <i>Recent Advances in Educational Sciences</i> 9. History of Turkish Culture 10. Principles of Atatürk and the History of Revolution 11. History of the Ottoman Empire 12. State Organization of Turkey 	<p>Mathematics</p> <ol style="list-style-type: none"> 1. Analysis 2. Complex Analysis 3. Geometry 4. Abstract Algebra 5. Probability and Statistics 6. Computer Programming 7. <i>Mathematics Teaching</i> 8. <i>Recent Advances in Educational Sciences</i> 9. Mathematical Methods in Physics 10. General Biology 11. Mathematical Methods in Chemistry 12. State Organization of Turkey
<p>Physics</p> <ol style="list-style-type: none"> 1. Mathematical Methods in Physics 2. Mechanics 3. Electric and Magnetism 4. Waves and Optics 5. Modern Physics 6. Atom and the Physics of Nucleus 7. <i>Physics Teaching</i> 8. <i>Recent Advances in Educational Sciences</i> 9. Computer Programming 10. Analysis 11. Analytical Chemistry 12. General Biology 	<p>Chemistry</p> <ol style="list-style-type: none"> 1. Mathematical Methods in Chemistry 2. Organic Chemistry 3. Inorganic Chemistry 4. Analytical Chemistry 5. Physical Chemistry 6. Bio-chemistry 7. <i>Chemistry Teaching</i> 8. <i>Recent Advances in Educational Sciences</i> 9. General Biology 10. Waves and Optics 11. Computer Programming
<p>Biology</p> <ol style="list-style-type: none"> 1. General Biology 2. Plant Physiology 3. Biology and System of Animals 4. Biology and System of Plants 5. Genetics 6. Human Biology 7. <i>Instruction of Biology</i> 8. <i>Recent Advances in Educational Sciences</i> 9. Computer Programming 10. Analytical Chemistry 11. Organic Chemistry 12. Waves and Optics 	<p>English Language</p> <ol style="list-style-type: none"> 1. Writing and Teaching of Writing 2. Teaching and Learning of Grammar 3. Linguistics and Language Teaching 4. Language Learning and Teaching 5. Language and Communication 6. Reading and Teaching of Reading 7. Listening and Speaking and Teaching of Listening and Speaking <p><i>Recent Advances in Educational</i></p>
<p>Physical Education</p> <ol style="list-style-type: none"> 1. Physiology of Sports 2. Team and Individual Sports 3. Training 	<p>French Language</p> <ol style="list-style-type: none"> 1. Language, Culture, and Communication 2. Writing and Speaking in French 3. Grammar and Language Teaching

<ol style="list-style-type: none"> 4. Sports Injuries: Prevention Ways and Treatment Principles. 5. Bio-mechanics and Kinetics 6. Sports Psychology 7. Physical Education and Methodology 8. Recent Advances in Educational Sciences 	<ol style="list-style-type: none"> 4. Introduction to Linguistics 5. Methods of teaching French 6. French Literature and Teaching of French Literature 7. Reading Methods 8. Recent Advances in Educational Sciences.
<p>German Language</p> <ol style="list-style-type: none"> 1. Teaching of German and Teaching Methods 2. Linguistics and Language Teaching 3. German Literature and Teaching of German Literature 4. Reading Methods 5. German Grammar and Teaching of German Grammar 6. Teaching Methods for Writing and Speaking 7. German Speaking Countries 8. <i>Recent Advances in Educational Sciences</i> 	<p>Drawing and Arts</p> <ol style="list-style-type: none"> 1. History of Turkish Plastic Arts 2. Introduction to Arts and Aesthetic 3. Training on Basic Plastic Arts 4. Examining Art Works 5. History of Arts 6. Arts and Occupational Technology 7. Art Education 8. <i>Recent Advances in Educational Sciences</i>

Undergraduate Program for Preschool Teacher Training

This is a four-year undergraduate program functioning under the control of Open Education Faculty at Anadolu University.

The Rationale of the Program: In Turkey, schooling ratio was 9.8% during 1999-2000 educational year, and only a 10% of 2.6 million preschool children were able to benefit from institutional education. In other words, schooling ratio in Turkey is far behind the level of developed countries. In addition, the number of preschool teachers who will enlarge the ratio of schooling is fairly limited. Our country needs 35.000 teachers to achieve its goals. However, it's not possible to train such a huge number of teachers through conventional education in a short time. Considering the realities of our country, it won't be naive to say that the most reasonable way to train preschool teachers and to keep the quality of education high is distance education (www.anadolu.edu.tr. 2002).

Undergraduate Program for Preschool Teacher Training was designed and launched following a protocol signed by the Ministry of Education and Anadolu University to meet the demand as soon as possible.

Basic Features of the Program and Conditions of Acceptance: This is a four-year graduate program operating under the control of Open Education Faculty at Anadolu University. Started after the protocol signed by the Ministry of Education and Anadolu University on January 25, 2000, this program is equivalent of all Undergraduate Preschool Teacher Training Programs run under education faculties providing conventional education in Turkey, and is completely carried out via distance education (www.anadolu.edu.tr. 2002).

Scholars working at Primary Education Department, Education Faculty of Anadolu University prepared this program on the basis of conventional Preschool Teacher Training Program designed by Higher Education Council. The principles of distance education were taken into account during planning, and the program started in 2000-2001 educational year following the approval of Higher Education Council.

Only the graduates of departments such as Child Development, Child Development and Education, and Child Development and Nurture of Girls Vocational High Schools can be candidates for Undergraduate Preschool Teacher Training Program. In addition, these candidates have to take the required score from the central college exam (OSYS). Other students graduated from different departments of different high schools are not accepted to the program (www.anadolu.edu.tr. 2002).

The numbers of students registered to the program according to educational years are as follows: 4734 students in 2000-2001, 8285 students in 2001-2002, 2976 students in 2002-2003, 2000 students in 2003-2004, and 2000 students in 2004-2005; totally reaching 20.015 students. The number of students that can study at this program was limited to 2000 in 2003-2004 educational year. First graduates finished the program in 2003-2004, and so far 940 students have completed the program. At the moment, there are 18542 official students of the program.

The Aim of the Program: The aim of this program is to train adequate number of qualified preschool teachers with least amount of cost.

Students completing their four-year undergraduate training successfully are qualified to receive “BA Degree as Preschool Teachers”. These graduates are appointed by the Ministry of Education appropriately (www.anadolu.edu.tr, 2002). Students completing the first two-year of the program may drop out of the program with a “Two-Year Undergraduate Degree” at their will.

Undergraduate Preschool Teacher Training Program of Open Education Faculty at Anadolu University is based on the “Undergraduate Preschool Teacher Training Programs” applied at education faculties by the Higher Education Council. The program is suitable for a two-year undergraduate or four-year undergraduate degree, and the courses are allocated accordingly. Since the program is designed according to year-of-study, some of the courses are integrated without violating the norms set by the Higher Education Council for conventional education. Faculty-School Cooperation Protocol signed by the Ministry of Education and the Higher Education Council is regarded as the guide in the execution of “Preschool Education Practice” and “Teaching Practice” courses.

The Content of the Program: Aiming to equip students with required information, skills and attitudes for preschool teachers, the program includes courses on *professional knowledge on teaching, field knowledge, and general culture*. The courses in the first year focus on world knowledge whereas the ones in the last year are generally directed towards field knowledge. Courses about professional knowledge on teaching cover entire training period (four years) of the program. This program includes “Preschool Education Practice” and “Teaching Practice” applied courses along with other theoretical courses.

Teaching-Learning Processes of the Program: This program consists of *coursebooks, television programs, and academic counseling activities*. Printed materials (books and guidebooks) are written by experts working under the supervision of an editor. All the printed materials are prepared in a way that provides opportunities of self-learning and complies with the principles of distance education. Each unit in the books include goals, content, instructions, text, summary, comprehension questions, and bibliography. Furthermore, three or five TV programs are filmed to support the printed material. TV programs are expected to foster students’ learning. Academic counseling activities are also carried out to reinforce learning through printed materials and television programs. Academic counseling service covers questions and problems posted by students on the Internet.

Table 4. Courses in Undergraduate Preschool Teacher Training Program

1st Grade	2nd Grade
<ol style="list-style-type: none"> 1. Introduction to Teaching Profession 2. Basic Information Technologies 3. Principles and Methods of Preschool Teaching 4. Human Anatomy and Physiology 5. Child Development and Psychology 6. Nutrition and Health of Mother-Child 7. Foreign Language (English, German, French) 	<ol style="list-style-type: none"> 1. Music Teaching 2. Language and Concept Development in Childhood 3. Movement in Children, Development and Teaching of Games 4. Training on Speaking and Writing 5. Principles of Atatürk and The History of Revolution 6. Speaking and Writing in Turkish 7. Planning and Evaluation in Teaching 8. Development and Learning
3rd Grade	4th Grade
<ol style="list-style-type: none"> 1. Art Teaching 2. Child Literature 3. Computer Teaching for Preschoolers 4. Science and Maths Teaching for Preschoolers 5. Parental Education 6. Classroom Management 7. Guidance 8. <i>Preschool Education Practice</i> 9. Techniques of Getting to Know an Individual 	<ol style="list-style-type: none"> 1. Special Teaching Methods 2. Creativity and Drama in Children 3. Special Education 4. Child Psychology, Adaptation Disorders and Guidance 5. Developing Instruments and Tools for Preschoolers 6. Instructional Technologies and Developing Instruments 7. <i>Teaching Practice</i> 8. Elective Courses <ul style="list-style-type: none"> • Education of Children with Behavioral and Learning Disorders • Education of Children with Hearing, Speech, and Visual Disorders <p style="text-align: center;">Development Individualized Education Programs in Preschool</p>

Evaluation in the Program: Academic success of students is determined via central exams conducted according to regulations of Anadolu University on distance education. Students take exams three times a year (midterm, final, make-up) in the cities where their responsible offices are located. Exams are administered in 81 cities including Lefkosa (North Cyprus).

All the exams are in the form of multiple-choice and evaluated by computers. Students are required to be successful for each course. Evaluation system is out of 100. Passing grade for each course is calculated by 30% of the midterm and 70% of the final or the make-up.

Undergraduate English Language Teaching Program

This is a four-year undergraduate program run under the control of Open Education Faculty at Anadolu University.

The Rationale of the Program: In our country, although education faculties that have been training teachers since 1982 have contributed significantly to raising of teachers, they have both quantitative and qualitative difficulties in meeting the need for teachers. As a result, some fields have got teachers more than enough whereas some other fields like English language teaching have a severe vacancy problem that cannot be solved in a short time. Especially, since the introduction of eight-year compulsory education required teaching of English at the 4th and 5th levels of primary schools, the need for English teachers has become even more serious. It was not possible to meet this huge need although people did whatever they could. Considering the realities of our country, distance education was regarded as the most reasonable solution to meet the urgent need of English teachers without ignoring quality (www.anadolu.edu.tr, 2004).

So, “Project to Train English Language Teachers” was prepared through co-operation between the Ministry of Education and Anadolu University. After signing the related protocol, Undergraduate English Language Teaching Program started.

Basic Features of the Program and Conditions of Acceptance: This is a four-year graduate program operating under the control of Open Education Faculty at Anadolu University. Launched in accordance with the protocol signed by the Ministry of Education and Anadolu University on February 2, 2000, is the equivalent of conventional English Language Teaching programs provided by education faculties.

This program is a “mixed education model” that is run both with a conventional and distance education design. Thus, the first two-year period of the program is completed conventionally while the last two-year period is completely conducted via distance education. Reading, Writing, Speaking and Grammar courses are carried out face-to-face for an interactive instruction during the first two-years. When students are equipped with an adequate command of English at the end of the first two-years, courses on professional knowledge and skills are conducted interactively on the Internet, and other courses are taught through printed materials (AUAOF, 2004, p.13).

Started in 16 cities, face-to-face education was limited to 10 cities in 2004-2005 educational year. Students can go on their training wherever they like for the last two-years of the program. Nevertheless, students have to pick up one of the cities where face-to-face education is held for their exams (www.anadolu.edu.tr, 2004). By 2005-2006 educational year, all other interactive education centers in other cities were closed, and Anadolu University Campus in Eskisehir became the only center for face-to-face education.

This program is planned and prepared according to conventional Undergraduate English Language Teaching Programs designed by the Higher Education Council. The principles of distance education were taken into account during planning and preparation. There are 30 courses some of which are integrated on an annual basis. 2000-2001 was the year when the program was launched after the approval of the Higher Education Council.

Students graduated from high schools and scored 185 or over in central Foreign Language Test (English) are accepted to the program (AU.AOF, 2004, p.13). There are 8896 students in the program and the following is the distribution of students according to educational years: 1733 students in 2000-2001, 3873 students in 2001-2002, 3091 students in 2002-2003, and 199 students in 2003-2004.

The Aim of the Program: This program aims to contribute to training of English Language Teachers needed in our country without ignoring the quality of education and with the least amount of cost. Students completing Undergraduate English Language Teaching Program successfully are given “BA Degree in English Language Teaching”. These students are also appointed as English teachers by the Ministry of Education. Students can

discontinue their education at the end of the first two-year, and graduate with a “Two-Year Undergraduate Degree”. Students with a two-year undergraduate degree and 3rd grade students who do not have any FF course from the previous years can work as substitute English teachers at schools or institutions where there is a need (www.anadolu.edu.tr, 2004).

The Content of the Program: Aiming to train qualified English Language Teachers, this program includes courses such as *professional knowledge on teaching, field knowledge, and general culture*. The first two years of the program cover face-to-face courses on field knowledge and world knowledge courses conducted via distance education. Courses in the last two years focus on field knowledge. Besides, courses about teaching profession are also administered during the last two years of the program. Courses of this program are depicted on Table 5.

Table 5. Courses in Undergraduate English Language Teaching Program

1 st Grade		2 nd Grade	
1. Grammar I	(face-to-face)	1. Grammar II	(face-to-face)
2. Reading Skills	(face-to-face)	2. Advanced Reading Skills	(face-to-face)
3. Speaking Skills	(face-to-face)	3. Advanced Writing Skills	(face-to-face)
4. Writing Skills	(face-to-face)	4. Translation	(Tur-Eng/Eng-Tur)
5. Introduction to Teaching Profession	(distance)	5. <i>School Experience I (observation)</i>	(face-to-face)
6. Basic Information Technologies	(distance)	6. Speaking and Writing in Turkish	(distance)
		7. Principles of Atatürk and The History of Revolution	(distance)
		8. Planning and Evaluation in Teaching	(distance)
		9. Development and Learning	(distance)
3 rd Grade		4 th Grade	
1. Introduction to Linguistics	(distance)	1. Instructional Technologies and Developing and Assessing Materials	(distance)
2. Introduction to English Literature	(distance)	2. Language Acquisition	(distance)
3. Methods of Teaching English	(distance)	3. Foreign Language Teaching Skills	(distance)
4. Approaches in English Language Teaching	(distance)	4. Testing English	(distance)
5. Teaching Foreign Language to Children	(distance)	5. English / American Literature and Teaching	(distance)
6. Classroom Management	(distance)	6. Turkish Phonology, Morphology, Syntax and Semantics	(distance)
7. Guidance	(distance)	7. Pedagogical Grammar	(distance)
		8. <i>School Experience II and Teaching Practice</i>	(distance)

In addition to theoretical courses, the program also offers two practical courses such as “School Experience I” and “School Experience II and Teaching Practice”. School Experience I is administered in the second year, and requires students to observe the schools that they are assigned. School Experience II and Teaching Practice course is offered in the 4th year, and requires teaching internship from students.

Teaching-Learning Processes of the Program: The first two years of the four-year long Undergraduate English Language Teaching Program is conducted face-to-face. Face-to-face instruction is carried out in high schools that are approved to have appropriate conditions by the Ministry of Education in seven cities and in universities in three other cities. The courses are administered by formative English Language teachers of the Ministry of Education, and by instructors working at foreign languages departments of universities. Face-to-face instruction takes place after 04:00 pm during week days, and between 09:00 am and 04:20 pm at weekends (AU AOF, 2004, p.13).

The coursebooks of the residential part of the program are chosen among Longman’s, Oxford’s, Heinle’s and Cambridge University Press’ published books. Supplementary materials to be used during face-to-face education are prepared to reinforce and facilitate learning in the classroom. Coursebooks regarding the distance education part of the program are prepared by the scholars in a way that enables autonomous learning and according to the principles of distance education (AU.AOF, 2004, p.15). The books about professional knowledge of teaching and world knowledge are the same as the ones used in Undergraduate Preschool Education Teacher Training Program. Each unit in these coursebooks include goals, content, instruction, text, summary, comprehension questions and bibliography.

In addition to these, instruction of 3rd and 4th year courses covering professional knowledge and skills are carried out online. The following is a short list of 3rd and 4th year courses administered on the net. 3rd year: Introduction to Linguistics, Introduction to English Literature, Methods of Teaching English, Approaches in ELT, and Teaching English to Children. 4th year: Language Acquisition, Foreign Language Teaching Skills, Testing English, English/American Literature and Teaching, Pedagogical Grammar. These courses are conducted unsynchronized, and each unit is covered in one week. Students can raise questions or share ideas with their friends online.

In terms of academic counseling services, Open Education Faculty offices in cities where face-to-face education is held offer solutions to students, or formative teachers can contact with the university through telephone or the Internet to help their students (AUAOF, 2004, p.27). Under academic counseling, students can find answers to their questions, their problems are solved, or they are referred to other sources of solution.

Evaluation in the Program: Academic success of students at Undergraduate English Language Teaching Program is determined according to the regulations of the university. 8th item of the related regulation sets that “one midterm, one final and one make-up exam are compulsory for each course. Besides, homework assignments and quizzes are also allowed. Exams may be both written and oral. It is the Faculty Committee that defines the number and the type of the exams that will be conducted (www.anadolu.edu.tr, 2004). Therefore, the committee has decided to administer five exams (three midterms, one final and one make-up) for the residential courses in the first two years (AU.AOF, 2004, p.17). Evaluation of students for the speaking course in the 1st grade is held orally by a jury consisting a scholar from Anadolu University and a teacher who works where the exam takes place.

Exams are graded out of 100. Passing grade is calculated by midterm grades, quiz or homework assignment grades, and final or make-up grade. It is the Faculty Committee that decides how to calculate the passing grade for the courses in English. The weight of the final or make-up exam is 50%. Students have to score at least 70 out of 100 to be successful for the courses in English. Passing grade for the courses in Turkish is calculated by 30% of the midterm grade and 70% of the final or make-up exam grade. Students have to get at least 50 out of 100 to pass the courses in Turkish (www.anadolu.edu.tr, 2004).

RESULTS AND SUGGESTIONS

Being a modern and student centered approach distance education is carried out successfully in Turkey and in other countries, and contributes significantly to educational systems. Teacher training is one of the fields that distance education affects positively. Teacher training programs conducted via distance education serve various goals. These programs are used not only for pre-service and in-service training of preschool, primary and secondary education teachers, but also for their graduate studies.

In Turkey, Anadolu University Open Education Faculty has contributed tremendously to teacher training through two-year undergraduate and undergraduate compensatory programs for primary education teachers, undergraduate compensatory program for secondary education teachers, and undergraduate programs for preschool education teachers and English language teachers since 1986. Open Education Faculty has offered five programs during the last two decades, and these programs have both unique and common basic features shared by other applications in the world.

- Distance education programs were first used to train a great number of teachers. Almost 190.000 teachers were trained in a very short time through Two-Year Undergraduate Education Program, Undergraduate Compensatory Program for Primary Education Teachers, and Undergraduate Compensatory Program for Branch Teachers.
- These programs were administered to increase the quality of teachers. Two-Year Undergraduate Education Program, Undergraduate Compensatory Program for Primary Education Teachers, and Undergraduate Compensatory Program for Branch Teachers were open to remove the differences among educational levels of teachers, to increase the quality of teaching-learning, and to improve the qualities of teachers. These programs were open because training periods of teachers were thought to be insufficient.
- Programs started as two-year undergraduate degrees were converted into either undergraduate compensatory programs or undergraduate programs in time. Distance education is used to support teachers' carrier studies. Teachers thinking to promote in their profession or intending to improve their qualities can easily benefit from distance education.
- Coursebooks, television programs, and academic counseling activities constitute the teaching-learning setting of these programs. Radio broadcasts were only used for Two-Year Undergraduate

Education Program. Coursebooks are the basic learning environment for each program. Television programs function as supplementary source for the coursebooks. Computer assisted learning and the use of the Internet has become prevalent by Undergraduate English Language Teaching Program and Undergraduate Program for Preschool Teacher Training. Interactive learning environments have been introduced by Undergraduate English Language Teaching Program.

- Academic counseling services were held through guidebooks and brochures at first, but today these activities are provided via the Internet. Students can find immediate solutions to their questions and problems by this way.
- Conducted through distance education, these programs have shouldered a major role in finding solutions to problems in teacher training, and provided opportunities to train thousands of teachers quickly with the least cost possible. Unfortunately, the number of studies regarding these programs is fairly limited. There is a desperate need for studies that will be conducted on the characteristics of these programs.

Under the light of above evaluation, the following list of suggestions can be set forth for future teacher training programs.

- Distance education should be regarded as a vital option in continuous in-service training of teachers. Distance education should be effectively used to inform teachers about contemporary knowledge and skills, make them follow innovations in their fields, and give them the chance for their further carrier studies. Especially after current carrier requirements for teachers, people should make the most out of distance education to meet the educational needs of teachers.
- Teacher training programs should also include graduate education. Since the use of computer and the Internet have grown significantly, it is now easier both to open and to maintain graduate programs.
- Multi-faceted research studies about teacher training programs conducted through distance education should be carried out. These studies should assess and evaluate the programs. By this way, the characteristics of those programs and new ways to improve them may be figured out, and the results may be shared and compared with other studies in other countries, which might introduce those programs abroad.

REFERENCES

- Alkan, Cevat (1996). Historical Development of Distance Education. *1st International Symposium on Distance Education, Turkey*. Ankara: November 12-15, 1996, pp.15-24.
- _____. (1987) *Open education: a comparative analysis of distance education systems*. Ankara: Institute of Educational Sciences, Ankara University Press No:157.
- AUAOF (2004) *Undergraduate English Language Teaching Program: Register guide, regulations on teaching and examination, first register renewal of register guidebook*. Open Education Faculty, Anadolu University Press.
- Baraz, Turhan (1985). *The application of distance education principles to literature instruction*. Eskisehir: Open Education Faculty, Anadolu University Press.
- Demiray, Uğur and Yılmaz, Uğur (1996). Opinions on the inclusion of scientific activities regarding open education applications into international literature. *1st International Symposium on Distance Education, Turkey*. Ankara: November 12-15, 1996, pp.159-165.
- Demiray, Uğur; Mc Isaac, Marina S. and Yangın, Gürbüz (1993). Distance education for primary and secondary teacher training in Turkey. *An International Survey of Distance Education Teacher Training from Smoke Signal to Satellite*, Orlando: University of Central Florida, ERIC database.
- Hakan, Ayhan (1991). *Evaluation of two-year undergraduate education program*. Eskisehir: Open Education Faculty, Anadolu University Press.
- _____. (1990). Undergraduate compensatory program for branch teachers. *Kurgu Periodical*, (8), pp. 543-568.
- Hakan, Ayhan, Ersan Sözer and Mehmet Gültekin (1996). Undergraduate compensatory program for primary education teachers. *Open Education Periodical*, 2 (1), pp.14-40.
- Holmberg, Börje (1995). *Theory and Practice of Distance Education*. London: Routledge.
- İşman, Aytekin (1998). *Distance education*. Sakarya: Değişim Publications.
- Kaya, Zeki (1995). Open education high school: structure, function, and programs, *Educational Management Periodical*, 1 (4).
- Martinez, Alejandro (2002). Distance learning and teacher education. *Karen's Linguistic Issues*. <http://www3.telus.net/linguisticsissues/longdistance.html>

- Murphy, Karen (1993). Pedagogy through distance education. *An International Survey of Distance Education Teacher Training. From Smoke Signal to Satellite*, Orlando: University of Central Florida, ERIC database.
- Özdil, İlhan (1986). *International framework of distance education and the place of distance education in Turkish educational system*. Eskisehir: Open Education Faculty, Anadolu University Press.
- Özer, Bekir (1994). *Distance education with its universal structure and its various applications*. (Reproduction).
_____. (1993). *Acquisition of teacher behavior through distance education*. Eskisehir: Education Faculty, Anadolu University Press.
- _____. (1991). Use of distance education in teacher training. *Education Faculty Periodical of Anadolu University*, 4, (1-2).
- Perraton, Hilary (1993) The context. *Distance Education for Teacher Training*. London and New York, Routledge.
- Perreaton, Hilary; Creed, Charlotte and Robinson, Bernadatte (2001). *Teacher education through distance learning: Technology-curriculum-cost-evaluation*. Paris: UNESCO. Higher Education Division, Teacher Education Section.
- Sherestha, Govinda (1997). *A review of case studies related to distance education in developing countries*.
<http://www.undp.org/info21/public/review/pb-rev.html>
- Sözer, Ersan (1991). *The effectiveness of teacher training systems in terms of gaining teacher behavior in Turkish universities*. Eskisehir: Education Faculty, Anadolu University Press. No:19.
- Üstünoğlu, Ülkü (1997). *Model program for training preschool education teachers through distance education*. Eskisehir: Anadolu University Press.
- Verduin, John R. and Thomas Clark (1994). *Distance Education: guidelines for effective use*. (translated by İlknur Maviş). Anadolu University Press.
- HEC (1998). *Reformation of teacher training programs at education faculties*. Ankara: March.
www.anadolu.edu.tr