

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/366752348>

Ortak dersleri yürüten öğretim elemanlarının küresel salgın öncesi ve sonrası uzaktan eğitime ilişkin görüşleri: ADÜ örneği

Conference Paper · January 2022


CITATIONS


0


READS


508

7 authors, including:



 **Aysenur Tatli**
Aydın Adnan Menderes University
6 PUBLICATIONS 1 CITATION
[SEE PROFILE](#)

 **Ibrahim Gokdas**
Aydın Adnan Menderes University
26 PUBLICATIONS 149 CITATIONS
[SEE PROFILE](#)

 **Şerife Ak**
Aydın Adnan Menderes University
31 PUBLICATIONS 598 CITATIONS
[SEE PROFILE](#)

 **Fulya Torun**
Aydın Adnan Menderes University
28 PUBLICATIONS 94 CITATIONS
[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:

-  Developing Teacher Video-cases for Learning Technology Integration: Technology Integration into Mathematics Education Project, The Scientific and Technological Research Council of Turkey (TUBITAK), 2008-2011 [View project](#)
-  Çocukların İnternet Kullanımına Yönelik Anababa Tutumları ve Anababa Katılımı ile Ergenlikte Saplantılı İnternet Kullanımı Arasındaki İlişkilerin Ana, Baba ve Ergenlerin Bildirimlerine Dayalı Olarak İncelenmesi [View project](#)



5th INTERNATIONAL OPEN AND DISTANCE LEARNING CONFERENCE PROCEEDINGS BOOK

5. Uluslararası
Açık ve Uzaktan
Öğrenme Konferansı
Bildiri Kitabı

28-30 September 2022

28-30 Eylül 2022

40 YEARS

WITH ANADOLU UNIVERSITY
OPEN EDUCATION SYSTEM

T.C. ANADOLU ÜNİVERSİTESİ YAYINI NO: 4311
AÇIKÖĞRETİM FAKÜLTESİ YAYINI NO: 3073

**5th International Open and Distance
Learning Conference
Proceedings Book**

**5. Uluslararası Açık ve Uzaktan
Öğrenme Konferansı
Bildiri Kitabı**

ESKİŞEHİR, September 2022 / Eylül 2022

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

The papers contained in this conference book have been provided by authors. Authors are responsible for the contents of their own papers and are also responsible for copyrighted materials in their studies in terms of legal issues.

5th International Open & Distance Learning (IODL) Conference

5. Uluslararası Açık ve Uzaktan Öğrenme Konferansı

CIP-Anadolu Üniversitesi Kütüphane ve Dokümantasyon Merkezi

International Open and Distance Learning Conference (5. : 2022: Eskişehir)

5th International Open and Distance Learning Conference proceedings book =

5. Uluslararası Açık ve Uzaktan Öğrenme Konferansı bildiri kitabı

1. Uzaktan öğretim - Kongreler I. Anadolu Üniversitesi II. : E. a. III. E. a.: 5. Uluslararası Açık ve Uzaktan Öğrenme Konferansı bildiri kitabı IV. Dizi: Anadolu Üniversitesi. Açıköğretim Fakültesi yayınları; no. 3073

LC5800 .I5743 2022

ISBN: 978-975-06-4368-2

2022-10

DOI: <https://doi.org/10.5281/zenodo.7488343>



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International Licence. This licence allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the licence, and changes made were indicated.

President

Prof. Dr. Fuat ERDAL
Rector, Anadolu University, Türkiye

Honorary Board

Prof. Dr. Fuat ERDAL
Rector, Anadolu University

Prof. Dr. Necdet ÜNÜVAR
Rector, Ankara University

Prof. Dr. Mahmut AK
Rector, Istanbul University

Prof. Dr. Ömer ÇOMAKLI
Rector, Atatürk University

Prof. Dr. İbrahim KAYA
Dean, Faculty of Open Education, Anadolu University

Prof. Dr. Bayram Zafer ERDOĞAN
Dean, Faculty of Business Administration, Anadolu University

Prof. Dr. Selami SEZGİN
Dean, Faculty of Economics, Anadolu University

Prof. Dr. Erdem KOCADAĞISTAN
Dean, Faculty of Open and Distance Education, Atatürk University

Prof. Dr. Levent ŞAHİN
Dean, Faculty of Open and Distance Education, İstanbul University

Prof. Dr. Abdulkadir GÜRER
Dean, Faculty of Open and Distance Education, Ankara University

Organization Committee

Prof. Dr. İbrahim KAYA (Chair)
Assoc. Prof. Dr. Serpil KOÇDAR (Co-chair)
Assoc. Prof. Dr. Berrin ÖZKANAL (Co-chair)
Prof. Dr. Cengiz Hakan AYDIN
Prof. Dr. Elif TOPRAK
Prof. Dr. Kamil ÇEKEROL
Prof. Dr. Nilgün ÇAĞLARIRMAK USLU
Assoc. Prof. Dr. Aras BOZKURT
Assoc. Prof. Dr. Didem PAŞAOĞLU BAŞ
Assoc. Prof. Dr. Erinç KARATAŞ
Assoc. Prof. Dr. Gökhan ÖMEROĞLU
Assoc. Prof. Dr. Hale ILGAZ
Assoc. Prof. Dr. Hasan UÇAR
Assoc. Prof. Nazire Burçin HAMUTOĞLU
Assist. Prof. Dr. Mehmet Ali ERTÜRK
Lecturer Dr. Deniz YILDIRIM
Lecturer Salih GÜMÜŞ

Program Committee

Assoc. Prof. Dr. Gökhan KUŞ
Assoc. Prof. Dr. İlker USTA
Assoc. Prof. Dr. M. Recep OKUR
Assoc. Prof. Dr. Seçil KAYA GÜLEN
Assist. Prof. Dr. Erdem ERDOĞDU
Lecturer Dr. Abdullah SAYKILI
Lecturer Dr. Nil GÖKSEL
Research Assist. Dr. Hakan KILINÇ

Publications

Prof. Dr. Volkan YÜZER
Assoc. Prof. Dr. Hakan ALTINPULLUK
Assist. Prof. Dr. Nur ÖZER CANARSLAN
Lecturer Dr. Emel GÜLER

Website

Research Assist. Dr. Aylin ÖZTÜRK
Research Assist. Dr. Mine KARAKUŞ YETKİN
Research Assist. Gamze TUNA BÜYÜKKÖSE

Visual Design

Research Assist. Fırat SÖSUNCU

Betül ALAT

Özlem ÇAYIRLI

Sinem YÜKSEL

Media/Social Media

Lecturer Dr. Serap UĞUR

Lecturer Deniz DİNÇER

Lecturer Engin KILIÇATAN

Lecturer Kazım DEMİRER

Lecturer Sare DURGUN

Technical Support

Assoc. Prof. Dr. Abdulkadir KARADENİZ

Assoc. Prof. Dr. Sinan AYDIN

Lecturer Dr. Can GÜLER

Research Assist. Selin ÇÖPGEVEN

Anıl İŞCAN

Conference Secretariat

Derya KAVAK

Numan KOCA

Yeşim YAVAŞ

Yıldız AFŞAR

Typesetting and Composition

Ayşegül DİBEK

Beyhan DEMİRCİOĞLU

Burak ARSLAN

Dilek ÖZBEK

Gözde SOYSEVER

Gülşah SOKUM

Halil KAYA

Handan ATMAN

Kader ABPAK ARUL

Murat UZUN

Selin ÇAKIR



Prof. Dr. Fuat ERDAL
Rector of Anadolu University
Conference President

I would like to start my speech by saying “welcome to the 5th International Open and Distance Learning Conference” organized by Anadolu University Open Education Faculty under the theme of “Disruptive Change in Education”.

We are proud to continue our educational journey, which started in 1982, when Anadolu University was given the task of providing open and distance education in order to expand higher education services in our country, today in its 40th year, as a global university operating in 39 countries on 4 continents.

Distance education, as a technology-based education model, is a process open to continuous development and innovation. Today, technological developments and the changing expectations of students reveal the need for radical change and transformation in distance education institutions. In particular global events, such as the Covid-19 pandemic, which are experienced on a mass scale and affect every aspect of daily life, cause disruptive changes in education and learning. The acceleration of the digitalization movement in education after the pandemic has caused a change and transformation process, in which,

Sözlerime, Anadolu Üniversitesi Açıköğretim Fakültesi tarafından “Eğitimde Yıkıcı Değişim” teması ile düzenlenen 5. Uluslararası Açık ve Uzaktan Öğrenme Konferansı’na hoş geldiniz diyerek başlamak istiyorum.

1982 yılında ülkemizdeki yükseköğretim hizmetlerini yaygınlaştırmak için açık ve uzaktan eğitim yapma görevinin Anadolu Üniversitesi’ne verilmesi ile başladığımız eğitim yolculuğumuz bugün 40. yılında, 4 kıta, 39 ülkede var olan bir dünya üniversitesi olarak sürdürmenin haklı gururunu yaşıyoruz.

Uzaktan eğitim, teknoloji tabanlı bir eğitim modeli olarak sürekli gelişim ve yeniliğe açık bir süreçtir. Günümüzde teknolojik gelişmeler ve öğrencilerin değişen beklentileri uzaktan eğitim kurumlarında köklü değişim ve dönüşüm ihtiyacını ortaya çıkarmaktadır. Özellikle Covid-19 pandemisi gibi küresel ölçekte yaşanan ve gündelik hayatın her alanına etki eden olaylar, eğitim-öğretim süreçlerinde yıkıcı değişikliklere neden olmaktadır. Pandemi sonrasında eğitimde dijitalleşme hareketlerinin hızlanması, önümüzdeki birkaç yıl içerisinde dünyada yükseköğretim kurumlarının açık ve uzaktan öğrenme uygulamalarının daha fazla yer

in the next few years, higher education institutions in the world will have more open and distance learning applications. In this context, the IODL 2022 event is held to provide a fruitful ground for discussing the current developments in open and distance learning at international and national level and to offer solutions to possible problems. With these thoughts, I hope that IODL 2022 will bring new horizons to the studies in the field of open and distance education and reveal enlightening solutions for the transformation processes in higher education institutions.

Our university, which bases its vision on being a global university focused on lifelong learning, is implementing a new practice today with its understanding of high-quality education for everyone. As you know, in the information age we live in, education must have functions beyond just being a process that prepares individuals for their profession. Education should be able to provide individuals with constantly updated and qualified information, prepare them for new forms of production and give them self-learning skills. At this point, our university implements the Digital Course Platform application in order to provide open access to the knowledge created by our academic units over the years, especially our Open Education System, to ensure equality of opportunity in education and to enable individuals of all ages to access high-quality education services. With the Digital Course Platform, individuals will have free access to more than 30,000 educational materials, including more than 1000 books, presentations, summaries, and course videos. Considering disabled users, we also offer audio summaries of educational materials on the Digital Course Platform.

I would like to take this opportunity to thank all the participants and those who contributed both to the organization of IODL 2022 and to the launch of our Digital Course Platform application.

alacağı yıkıcı bir değişim ve dönüşüm sürecini başlatmıştır. Bu kapsamda, gerçekleştirilecek olan IODL 2022 etkinliği ile uluslararası ve ulusal düzeyde açık ve uzaktan öğrenme ortamlarında yaşanan güncel gelişmelerin ele alınmasına, yaşanan sorunların tartışılmasına ve bu sorunlara dair çözüm önerileri sunulmasına verimli bir zemin kazandıracaktır. Bu düşüncelerle IODL 2022'nin açık ve uzaktan eğitim alanındaki çalışmalara yeni ufuklar kazandırmasını ve yükseköğretim kurumlarında yaşanan dönüşüm süreçleri için aydınlatıcı çözüm önerileri ortaya koymasını temenni ediyorum.

Vizyonunu "Yaşamboyu öğrenme odaklı bir dünya üniversitesi" olmak üzerine temellendiren Üniversitemiz, herkes için nitelikli eğitim anlayışıyla bugün yeni bir uygulamayı daha hayata geçiriyor. Bildiğiniz gibi içinde yaşadığımız bilgi çağında eğitim, bireyleri sadece mesleğe hazırlayan bir süreç olmanın ötesinde işlevlere sahip olmak zorundadır. Eğitim bireylere sürekli güncellenen nitelikli bilgiyi sunabilmeli, onları yeni üretim biçimlerine hazırlamalı ve onlara kendi kendine öğrenme becerisi kazandırmalıdır. Bu noktada Üniversitemiz, başta Açıköğretim Sistemimiz olmak üzere akademik birimlerimizin yıllar içerisinde oluşturduğu bilgi birikimi açık erişime sunarak eğitimde fırsat eşitliğinin sağlanması ve her yaştan bireyin nitelikli eğitim hizmetlerine ulaşabilmesi için Dijital Ders Platformu uygulamasını hayata geçiriyor. Dijital Ders Platformu ile bireyler, 1000'den fazla kitap, sunu, özet ve ders videosunun yer aldığı 30.000'den fazla eğitim materyaline ücretsiz olarak erişim sağlayabilecek. Dijital Ders Platformu'nda engelli kullanıcıları da düşünerek eğitim materyallerinin sesli özetlerini de kullanıma sunuyoruz.

Bu vesileyle hem IODL 2022 hem de Dijital Ders Platformu uygulamamızın hayata geçmesinde emeği geçenlere ve tüm katılımcılara teşekkür ediyorum.



Prof. Dr. İbrahim KAYA
Dean of Open Education Faculty, Anadolu University
Conference Chair

Welcome to the IODL 2022 International Open and Distance Learning Conference and the launch event of the Digital Course Platform! We are hosting this conference in the 40th anniversary of our Open Education System, which has become an important education brand all over the world and in our country.

We have determined the title of our conference as “disruptive change” this year. It has become clear during the pandemic that the traditional understanding of university needs to change. While change takes place in all fields, we cannot think that universities are spared from this change. Let’s remember, towards the end of the Covid19 pandemic, we started to use the phrase “new normal”. This phrase shows us that nothing will be the same as it was before the pandemic. As in every field, it is inevitable to adopt new approaches, methods, procedures and principles in the field of higher education.

Tüm dünyada ve ülkemizde önemli bir eğitim markası haline gelmiş olan Açıköğretim Sistemimizin 40. kuruluş yılında düzenlediğimiz IODL 2022 Uluslararası Açık ve Uzaktan Öğrenme Konferansımıza ve Dijital Ders Platformu lansmanımıza hoş geldiniz!

Konferansımızın başlığını bozucu yada yıkıcı değişim olarak çevirebileceğimiz “disruptive change” olarak belirledik. Geleneksel üniversite anlayışının değişmesi gerektiği pandemi döneminde iyice ortaya çıktı. Tüm alanlarda değişim gerçekleşirken, her alan dijitalleşirken üniversitelerin değişmemesi asla düşünülemez. Hatırlayalım, Kovid’in sonuna doğru “yeni normal” tabirini kullanmaya başladık. Bu tabir artık hiçbir şeyin pandemi öncesi gibi olmayacağını bize gösteriyor. Her alanda olduğu gibi yükseköğrenim alanında da yeni yaklaşımların, metodların, usul ve esasların benimsenmesi kaçınılmaz.

We are pleased to welcome some of the world-renowned scholars in the field of open and distance learning: Prof. Ojat Daroijat, Prof. Mark Brown, Prof. Asha Singh Kanwar, Prof. Olaf Zawacki-Richter, Prof. Som Naidu and Prof. Chih-Hsiung Tu, as invited speakers at our event. At the event, a total of 236 papers, 86 of which are online and 150 of which are face-to-face, will be presented. In addition, various panels and workshops will take place throughout the event.

As Anadolu University, which is among the mega universities of the world with more than 1 million students and approximately 4 million graduates, we celebrate the 40th anniversary of our Open Education System with activities that will continue throughout the year.

The Open Education System is proud of putting many firsts and innovations into practice in Turkish Higher Education System and being among the mega universities of the world, with its open and distance learning system that constantly develops itself.

The Anadolu University Open Education System, whose roots are based on television and distance education broadcasts under the name of Educational Television (ETV) during the Eskişehir Academy of Economics and Commercial Sciences in 1972, was established on the 20th of July 1982 with the opening of the Open Education Faculty within our University. In the Open Education System, where 29,500 students enrolled in Economics and Business Administration undergraduate programs in its first year, more than one million students are actively studying in more than 60 associate and undergraduate programs today. To date, the number of graduates has approached 4 million.

Etkinliğimizde davetli konuşmacı olarak açık ve uzaktan öğrenme alanının dünya çapında tanınmış isimleri olan Prof. Ojat Daroijat, Prof. Mark Brown, Prof. Asha Singh Kanwar, Prof. Olaf Zawacki-Richter, Prof. Som Naidu ve Prof. Chih-Hsiung Tu'yu ağırlamaktan büyük mutluluk duyuyoruz. Yine etkinliğimizde 86'sı çevrimiçi ve 150'si yüz yüze olmak üzere toplam 236 bildiri sunulacak; ayrıca, etkinlik boyunca çeşitli paneller ve workshoplar da yer alacak.

1 milyondan fazla öğrencisi ile dünyanın mega üniversiteleri arasında yer alan Anadolu Üniversitesi olarak Açıköğretim Sistemimizin 40. kuruluş yıl dönümünü yıl boyunca sürecek etkinliklerle kutluyoruz.

Açıköğretim Sistemi, kendini sürekli yenileyerek uyguladığı açık ve uzaktan öğrenme yöntemi ile Türk Yükseköğretim Sisteminde ülkemizde birçok ilkleri ve yenilikleri uygulamaya koymanın ve dünyanın mega üniversiteleri arasında yer almanın haklı gururunu yaşamaktadır.

Kökleri 1972 yılında Eskişehir İktisadi ve Ticari İlimler Akademisi döneminde Eğitim Televizyonu (ETV) adı altında yapılan televizyonla uzaktan eğitim yayınlarına dayanan Anadolu Üniversitesi Açıköğretim Sistemi, 20 Temmuz 1982 tarihinde Üniversitemiz bünyesinde Açıköğretim Fakültesinin açılmasıyla kurulmuştur. İlk yılında İktisat ve İş İdaresi lisans programlarına 29 bin 500 öğrencinin kaydolduğu Açıköğretim Sisteminde bugün 60'tan fazla ön lisans ve lisans programında bir milyondan fazla öğrenci aktif olarak öğrenim görmektedir. Bugüne kadar verilen mezun sayısı da 4 milyona yaklaşmıştır.

The Anadolu University Open Education System includes the Faculty of Economics and the Faculty of Business Administration, which were established in 1993, as well as the Open Education Faculty. In addition to the classes in Turkish, courses are also offered in English in the undergraduate programs of Economics, Business Administration, International Relations and in Political Science and Public Administration, and in Arabic in the associate degree program of Theology.

The Open Education System is an education system that provides education not only in Türkiye but also in different parts of the world. The Open Education System, which has been continuously expanding the geography it serves in line with the demands since 1987, when it started to implement undergraduate and associate degree programs for Turkish citizens living in various countries of Europe under the name of the Western Europe Programs, continues its activities in 4 continents, 39 countries and 56 exam centers as of this year.

With these feelings and thoughts, I believe that the International Open and Distance Learning Conference IODL 2022, the 5th of which we are organizing this year, will be productive and successful for the field of open and distance learning.

At the end of my speech, I would like to express my gratitude to all my colleagues, especially our esteemed rector, vice-rectors, the dean and the vice deans of the Anadolu University Open Education System academics unit managers and staff. I feel privileged and lucky to be a member of their team. Finally, I would like to thank all of you who participated in this conference both online and face-to-face. Without you this event would not have been possible.

Welcome to Eskişehir and Anadolu University once again!

Anadolu Üniversitesi Açıköğretim Sisteminde, Açıköğretim Fakültesinin yanı sıra 1993 yılında kurulan İktisat ve İşletme Fakülteleri yer almaktadır. Sistemde Türkçenin yanı sıra İktisat, İşletme, Uluslararası İlişkiler ile Siyaset Bilimi ve Kamu Yönetimi lisans programlarında İngilizce, İlahiyat ön lisans programında da Arapça dillerinde öğretim yapılmaktadır.

Açıköğretim Sistemi sadece Türkiye’de değil Yurt Dışı Programları ile dünyanın farklı coğrafyalarında da eğitim-öğretim faaliyetinde bulunan bir eğitim sistemidir. Batı Avrupa Programları adı altında 1987 yılından itibaren Avrupa’nın çeşitli ülkelerinde yaşayan Türk vatandaşlarına yönelik lisans ve ön lisans programları uygulamaya başlamasından itibaren, gelen talepler doğrultusunda hizmet verdiği coğrafyayı sürekli genişleten Açıköğretim Sistemi, bu yıl itibariyle 4 kıta 39 ülke ve 56 sınav merkezinde faaliyetlerini sürdürmektedir.

Bu duygu ve düşüncelerle bu yıl 5’sini düzenlediğimiz Uluslararası Açık ve Uzaktan Öğrenme Konferansı IODL 2022’nin açık ve uzaktan öğrenme alanı için verimli ve başarılı geçeceğine inanıyorum.

Konuşmamın sonunda müsadenezle, sayın rektörümüz, rektör yardımcılarımız, açıköğretim sistemi dekan ve dekan yardımcıları, akademisyenler, birim yönetici ve personelleri başta olmak üzere tüm çalışma arkadaşlarıma şükranlarımı sunuyorum. Kendimi onların ekibinin bir ferdi olduğumdan dolayı imtiyazlı ve şanslı hissediyorum. Son olarak gerek yüzyüze gerek online olarak bu konferansa iştirak eden sizlere de teşekkür ediyorum. Sizler olmasaydınız bu etkinlik gerçekleşmezdi.

Eskişehir’e ve Anadolu Üniversitesine bir kez daha hoş geldiniz!

Keynote Speakers



Ojat Darajat is a professor at the Faculty of Education and Teacher Training of Universitas Terbuka (UT) Indonesia who has more than thirty years of experience working for a distance teaching university. He pursued his Bachelor of Commerce Education from the Indonesia University of Education Bandung, Indonesia in 1990. He received both Graduate Diploma in Management (1998) and a Master of Business Management (2000) from La Trobe University, Australia. In 2013, he pursued his Ph.D. in Curriculum Theory and Implementation from Simon Fraser University, Canada. His main area of research interest is curriculum and quality assurance systems for distance higher education. Professor Darajat started his career journey in 2001 as the Head of Social

Studies Department, Vice-Dean for Student Affairs at the Faculty of Education and Teacher Training of UT, the Head of UT Regional Center of Bogor, West Java, the Head of the Center for Quality Assurance of UT, and the Head of the Institute for the Development of Learning Materials, Examination, and Information System of UT. Since 2017 he has been elected as Rector of Universitas Terbuka Indonesia. Currently, he also serves as the President of the Asian Association of Open Universities (AAOU) and ICDE Focal Point on Quality for Asia Region.

Professor Asha Singh Kanwar, one of the world's leading advocates of learning for sustainable development, is the President and Chief Executive Officer of the Commonwealth of Learning. Throughout a career spanning over 35 years, she has made outstanding contributions in the areas of teaching, research and international development. Professor Kanwar received her undergraduate, Master's and MPhil degrees from the Panjab University in India and a DPhil from the University of Sussex, UK. Her areas of expertise include open distance and technology-enabled learning, open educational resources, quality assurance, gender and organizational development. Professor Kanwar has written and edited a dozen books, published over 100 papers and articles, and delivered numerous keynotes at prestigious international conferences.



For more information: <https://www.col.org/members/professor-asha-s-kanwar/>



Professor Mark Brown is Ireland's first Chair of Digital Learning and Director of the National Institute for Digital Learning (NIDL) at Dublin City University. Mark is an EDEN Fellow and serves on the Management Board of EDEN Digital Learning Europe. He also serves on the Supervisory Board of the European Association of Distance Teaching Universities (EADTU). Originally from New Zealand, Mark continues to maintain strong links "down under" and is Vice-President of the Open and Distance Learning Association of Australia (ODLAA). In 2017, the Commonwealth of Learning recognised Mark as a world leader in the field of Open and Distance Education and



he Chaired the 2019 ICDE World Conference on Online Learning in Dublin. In 2020, Mark contributed to the European Commission's Higher Education Consultation Group on developing a EU-wide policy response to micro-credentials. In 2021, Mark led a state-of-the-art literature review on the growth of micro-credentials on contract to the European Commission and he is currently a member of the research team studying the impact and transformative potential of the European Universities Initiative.

For more information: <https://www.dcu.ie/nidl/director-nidl>

Dr. Olaf Zawacki-Richter is Professor of Educational Technology at the University of Oldenburg (Germany) and the Dean of the Faculty of Education and Social Sciences. He is Associate Editor of the journal "Distance Education" (Australia) and the "Online Learning Journal" (USA). Dr. Zawacki-Richter has authored over 160 publications and served as invited keynote speaker, chair and reviewer at many international conferences. Together with Terry Anderson, he edited the book "Online Distance Education - towards a research agenda" published by Athabasca University Press (open access). Professor Zawacki-Richter is the founding Director of the Center for Open Education Research (COER) at Oldenburg University. His publications are available on ResearchGate and GoogleScholar.





Professor Som Naidu is former Pro Vice-Chancellor (Flexible Learning), and Director of the Centre for Flexible Learning at the University of the South Pacific, and currently Principal Associate of *Technology, Education and Design Associates*—a Melbourne based educational technology consultancy service. Dr. Naidu has spent most of his professional life in the higher education sector in a variety of roles to do with enhancing learning and teaching in open, flexible, distance, online learning and distributed learning, and education more generally in a variety of jurisdictions. He possesses undergraduate qualifications in Education from the University of Waikato in New Zealand and graduate qualifications in Educational Technology from Concordia University



in Montreal, Canada. A former president of the *Open and Distance Learning Association of Australia*, Som has served as Executive Editor of the journal *Distance Education* (<https://www.tandfonline.com/toc/cdie20/current>) (since 1997). In May 2014 the Open University of Sri Lanka awarded Dr. Naidu a *D.Litt. (Honoris Causa)*, in recognition of his extensive contribution to the field of *open, flexible, distance and e-learning* both regionally and internationally. And in July 2020, Advance Higher Education, UK, admitted Dr. Naidu as Principal Fellow of the Higher Education Academy for his commitment, contribution and strategic leadership in the scholarship of learning and teaching globally.

Chih-Hsiung Tu is a Professor at Northern Arizona University, USA. His research interests include social presence, networked community, social learning analytics, data-driven and data-informed instruction, Learning Analytics, and Educational Data Mining. He has authored many articles, books, book chapters, and presented as keynote speaker, professional development, conference presentations, and others.



Contents

Technology in the Time of Disruption-A Study on KKHSOU	1
Smritishikha CHOUDHURY	
Revisiting Theories of Student Retention in Open, Distance, and Digital Education	11
Berrin CEFA SARI	
Promoting Disruptive Change in Open and Distance Learning Centres in Nigeria	29
Ayotunde Atanda FALADE, Oyeronke O. OGUNLADE	
Developing Strategic Scenarios for Artificial Intelligence Applications in Higher Education	47
John Y. H. BAI, Olaf ZAWACKI-RICHTER, Wolfgang MUSKENS	
An Online Open Educational Resource for Surface Water Monitoring in Remote Sensing Using Google Earth Engine	71
S. MATHENJWA, M. LUGOMA, L. MADUNA , M. ILUNGA	
The Effect of Online Education During Covid-19 Pandemic on Decreasing the Challenges of Teaching English in Rural Areas	85
İsmail ÇAKIR, Serap BAYHAN	
Instructional Design in the Digital Era: The Case of Turkish Higher Education	109
Elif Tuğçe GÜLER	
An Overview of the Distance Education and Research Centers at the Universities in Turkey	131
Uğur DOĞAN , Funda ERGÜLEÇ , Hülya ÇORAK , Zeynep YURTSEVEN AVCI	
Information Technology Teachers, Evaluation of the Trend and Frequency of Coding Activities in Course, According to Different Parameters	137
Seda ADIGÜZEL, Selami ERYILMAZ, Tuğba GENCER, Hüseyin GÖKSU	
Cybersecurity in e-Learning During the COVID-19 Pandemic	165
Monica BARBU, Alin ZAMFIROIU, Ion Alexandru MARINESCU, Dragos IORDACHE	
The Importance of Item Analysis in the Assessment of Open and Distance Learning	175
Belgin BOZ YÜKSEKDAĞ	
How Covid-19 Taught Teachers How to Teach Online – The Story of Teacher Resilience Amidst Coronavirus Pandemic – A Case Study at the Open University of Mauritius	185
Meera GUNGEA	
Learning Analytics in Instructional Design Processes: A Systematic Literature Review	197
Ayşegül PAMUKÇU, Pınar ŞENER AKBAY, Çağla MITRANI	

Evaluation of Metaverse in Terms of Capabilities for Distance Education	227
Erkan YETİK, Zeynep YURTSEVEN AVCI, Funda ERGÜLEÇ	
The Effect of the Process of Designing Online Learning Activities With the Design Thinking Approach on Creative Self-Efficacy	233
Şule YILMAZ ÖZDEN, Nahide İrem AZİZOĞLU	
Assessing Spurious Correlations Among Research Output Categories of South African Higher Education	249
M. LUGOMA, N.J. RAMANAMANE, M. ILUNGA	
Students’ Online Learning Experiences Regarding Course Quality, Content, and Dialogic Interactions Amidst the COVID-19 Pandemic.....	257
Nazmi DİNÇER, Ayşegül PAMUKÇU, Olgun SADIK	
Filipino Senior High Schools’ Acceptance of Webinar as Teaching and Learning Platform During Remote Learning	277
Luisa GELISANA, Lexter MANGUBAT, Ann Kristine MEDINA	
Instructor Presence and Tool Interactivity in Online Learning: How Do They Influence Students’ Learning Experiences?.....	299
Nazmi DİNÇER, Ayşegül PAMUKÇU	
Application of Moore’s Online Engagement Framework as Design for Effective ODL	315
Huey Zher, NG	
Analysis of the Value Realization of the Students of Open University for Senior Citizens	329
LIU Caimei, GAO Lin, XIA Jie, LI Chengcheng, LYU Yihan	
A Potential Online Open Educational Resource for Detecting Water Pixels of Tailings Pond Around an Open Pit Mining Area Using Remote Sensing	343
M. Lugoma, I. Dikgwatlhe , A. Mkonde , M. Ilunga	
Research Tendencies in the Discipline of Distance Education (2015-2022): Examination of Doctoral Theses in Higher Education in Turkey	355
Aras Bozkurt, Şeyda Kır, Dilek Şenocak, Sevgi Elibol, Nilay Özer, Gülsüm Orhan, Muhammet Furkan Alpat, Emre Ev Çimen, Ekrem Çankırlı, Ali İhsan İbileme	
A Pre-pandemic Evaluation of Learning Environments in Three Open Universities in Asia	367
Kamran Mir, Roberto B. Figueroa Jr., Aminudin Zuhairi	
Relevance of Digital Technologies in Scaling Education Innovations: The Case of Tanzania	381
Katherine FULGENCE	
Evaluation of Online Informal Education Through Design Learning	399
Zehra Tugba GUZEL	

Under the Digital Umbrella: Informal Digital Learning of English (IDLE) Practices in Turkish Context	413
S. İpek Kuru GÖNEN, Yeliz KIZILAY	
Effect of Social Presence on Students' Support Within Open Distance Learning: A Conceptual Framework	425
I Dikgwatlhe, M. Ilunga, RW Maladzhi	
Disruptive Change and Learning Innovations: Challenges and Opportunities for Universitas Terbuka	435
Ojat DAROJAT, Olivia IDRUS, Lidwina Sri ARDIASIH	
A Qualitative Approach to Student Engagement in Online Education	449
Ayşenur KÖR, Öznur SEMİZ	
Reviewing of Video Conferencing Technology in Mobile Learning	471
Ekrem ÇANKIRLI	
Student Digital Literacy in Online Learning Before and After the Covid Pandemic	487
Mukti AMINI	
Effectiveness and Challenges of Massive Open Online Courses (Moocs) Integration in Learning as Experienced by Students in the College of Education in China	499
Ding Pu, Caroline Sumande, Minna Comuyog	
Development of Independent Instructional Material Models in the Open Distance Learning (ODL)	521
Asnah SAID, Marisa, Devi AYUNI	
A Bibliometric Analysis of Studies in TOJDE.....	537
Nurullah TAŞ, Eda TÖR	
Integration of Learning Management System in Graduate Exam Meetings: The Example of Eskişehir Osmangazi University	557
Zeynep Feyza ESEN, Aysun TOK ONARCAN, Mehmet ERSOY, Zeynep Y. AVCI	
Examod: Digital Exam & Assessment Software With AI Supported Proctoring	563
Ozan KARACA, Kadir DEMİR	
Exploring Learners' Self-Regulation Skills and Readiness for Online Learning in Open and Distance Education	571
Hasan UCAR, Yusuf Zafer Can UGURHAN	
Determining of the Attitudes of the Sport Science Faculty Students Towards Distance Education at the Pandemic Period	589
Şeyhmus USLU, Sevil ÖZCAN	
The Systems' View of Quality Management: A Higher Education Perspective	597
K Ramdass, K Mokgohloa, M Ilunga, I Dikgwatlhe	

Bringing Moocs Into Efl College Classrooms: Lessons Learned	607
Nazife ŞEN ERSOY, Yunus DOĞAN	
Website Design in Distance Education Institutions	625
Hakan KILINC	
The Effect of Gamification in Teaching the Basic Concepts of E-Commerce and an Application	633
Musa Kaan ŞAHİN, Prof. Dr. Tunç Durmuş MEDENİ	
An Online Open Educational Tool for Surface Water Resource Dynamics in Remote Sensing Using Global Surface Water Tool	651
Lusiwe MADUNA, Masengo ILUNGA, Didibhuku THWALA, Thembekile DODA, Cleverness Tsundzukani MAKAMU, Mixo RHIKOTSO, Samuke MATHENJWA	
Evaluating Knowledge Areas of Bachelor of Engineering Technology Qualification Using Analytic Hierarchy Process	663
Lusiwe MADUNA, Hussien WALIED, Masengo ILUNGA, Didibhuku THWALA, Thembekile DODA, Cleverness Tsundzukani MAKAMU, Mixo. RHIKOTSO	
The Effect of Distance Learning on Conventional Education The Case of Hellenic Open University	673
Kiriaki (Korina) SFAKIOTAKI, Antonis LIONARAKIS	
Foreign Language Anxiety in Two Different Settings: Classroom vs Online	687
Gizem ŞİMŞEK, Meral CEYLAN ÇAPAR	
Blended Learning Models: A Glimpse Into the Rotation Model	701
İstek AKSAK KÖMÜR, Hakan KILINÇ, Muhammet Recep OKUR	
Multimodal Mobile Assisted Language Learning for Pre-Service EFL Teacher Education	713
S. İpek KURU GÖNEN, Gülin ZEYBEK	
Intrinsic Merits of Open Distance Education System for Engineering Higher Degrees – A Case Study.....	725
Rajeshwar SRIPADA, Vasudeva Rao VEEREDHI, Rajeshwari SREENIVASA, Rendani MALADZHI	
Factors Influencing The Success of The Transformation from Face-To-Face Tutorial Mode to Web Tutorial During The Covid-19 Pandemic: A Managerial Approach.....	733
Agus Joko PURWANTO, Rini YAYUK PRIYATI, Fawzi ZUHAIRI, Isma DWI FIANI	
A Literature Review on Using Motivational Design Process in Distance Education in Turkey.....	741
Hasan UÇAR, Gönül ÖZSARI, Ayşegül ÖKTEM	
Mining Academic Articles on Mobile Learning: An Nlp and Topic Based Exploration	742
Erdal AYAN, Ece YÜREKLİ	

Understanding the Impact of Text Normalization Techniques on the Performance of Long-Short Term Memory Neural Network: Stemming and Lemmatization	743
Dursun AKASLAN, Handan GÜMÜŞ	
The Depiction of Online Learning Versus Emergency Remote Teaching Amidst the Covid-19 Outbreak.....	744
Maximus Gorky SEMBIRING	
An Insight Into the Implementation Studies on Digital/Micro-Credentials	745
Nuray GEDİK, Esra Pınar UÇA GÜNEŞ, Mehmet Ali İŞİKOĞLU, Barış YİĞİT, Ayfer BEYLİK, İhsan GÜNEŞ	
Quality Assurance in Higher Education: Disruptions in Preparations for Institutional Reviews in a Comprehensive Open Distance E-Learning Institution	747
İtumuleng SETLHODI	
Reflective Multimedia Content Promoting Linguistic Complexity and Abstraction: An Analysis on Learners' Edmodo Reflections	749
Hatice KARAASLAN, Tarık UZUN	
The Relationship Between Distance Education Attitude and Self-Regulated Online Learning Skills Among Undergraduate Physiotherapy and Rehabilitation Students	754
Akın BAŞKENT, Abdullah SAYKILI	
Perceived Self-efficacy and Opinions of English Language Learners in an Online Platform.....	755
Gizem GÜNAYDIN, Pınar ERSİN BAŞKAN	
Critical Discourse Analysis of Distance Higher Education in Turkish Higher Education Policy Documents	757
Asu ALTUNOĞLU	
Examining Research on Online Learning in Mathematics Education in Turkey	758
Emine Nur ÜNVEREN BİLGİÇ, Şule YILMAZ ÖZDEN	
Reflective Practice of a Novice Academic on the Implementation of Proctored Examination: Auto-Ethnography	759
Lina METHI	
Designing an Online Flipped Classroom in the Era of a Disruptive Change	760
Alireza MOGHADDAM	
An Investigation of Factors Affecting Odl Learners While Conducting Research Projects	761
Perienen APPAVOO, Preetamsingh DOOKHUN	

The Pillars of Remote Assessment Climate in Higher Education	763
Yaşar KONDAKÇI, Yeşim ÇAPA AYDIN, Merve ZAYİM KURTAY, Sevgi KAYA KAŞIKÇI	
Qualifications Required to Become an Assessment Specialist in ODL Systems: Exam Services Specialists' Opinions	765
Damla MUŞTU YALDIZ, Nejdet KARADAĞ	
Accreditation in Open And Distance Teaching Institutions in the European Higher Education Area.....	766
Eylem KORAL GÜMÜŞOĞLU, Elif TOPRAK, Asuman Nurhan ŞAKAR	
Covid 19 Emergency Remote Teaching From the Perspective of Distance Education Theories: an Evaluation by Prospective Teachers.....	767
Ela AKGÜN-ÖZBEK	
The Instructor Parameters of Transition to Fully Online Learning: Ankara University Case.....	768
Hale ILGAZ, Denizler YILDIRIM, Nevzat ÖZEL, Salih DEMİR, Mesut SEVİNDİK	
A Comparative Study on Bangladeshi Undergraduate Learners' Attitude Towards Online and on-Campus English Language Classes: a Case Study From a Private University.....	770
MD Asif KAMAL	
Cultural Pools With Web2 Tools	771
Gamze ARGIT, Fernando PÍNHO, Blanka Vondrášová KORTÁNOVÁ, Ivančica SKLEPIĆ	
International Legal Aspects of on-Line And Distance Education: A Scoping Exploration in the Context of Africa.....	772
Tajudeen SANNÍ & Amana Amade ROBERTS	
Implementation of Delone and Mclean Information System Success Model to Measure the Success of MOODLE LMS at Allama Iqbal Open University	773
Kamran MİR	
Use of Digital Books as Learning Materials: The Case of Anadolu University Open Education System	775
Erdem ERDOĞDU, Emel GÜLER, Merve UÇAR	
Can Massive Open Online Courses (MOOCs) Develop the Pragmatic Competence of Language Learners?.....	776
İlknur CIVAN, Sibel SÖĞÜT, Serap ATASEVER BELLİ	
Teaching Clinical Decision Making Skills to Undergraduate Nursing Students via Web-based Virtual Patients during the COVID-19 Pandemic: A New Approach to CyberPatient™ Simulator.....	778
Toktam Masoumian HOSEİNİ, Soleiman AHMADY, Karim QAYUMİ	
Redesigning a Formal Massive Open and Distance Course Using Community of Inquiry Framework	780
Abdullah SAYKILI, Evrim GENÇ KUMTEPE	

Artificial Intelligence Applications in Distance Education During Covid 19: A Systematic Review of Recent Research Areas	781
Lutfiye GÖÇMEZ, Muhammet Recep OKUR	
Perceptions of High School Students About Using Google Forms as an Online Assessment Tool	783
Aylin ACAR	
A Case of an Assessment Module in Distance Education at the University of Pretoria	784
Maryke MIHAI	
A Comparison of EFL Teachers' Current Self in Online Teaching and In-Person Teaching Environments: Two Sides of the Same Coin	785
Aynur Kesen MUTLU	
Developing an ICT-Based Solution for the Purpose of Teaching Practicum Supervision: An ODeL Case Study	786
M Noor Davids	
Web-Based Distance Learning in Undergraduate Healthcare Education: A Systematic Review	788
Leyla YUMRUKAYA, Bilge SÖZEN-ŞAHNE, Selen YEĞENOĞLU	
Academic Motivation of Gifted Middle School Students in Online Education During 2020 Pandemic Period	790
Bircan ERGÜN-BAŞAK	
Designing a Mobile App for Teaching Practice Supervision in an Open Distance e-Learning Context	791
Matshidiso TAOLE	
A Remedy for Lifelong Learners: Micro-Credentials	792
Aslıhan BAGCI SEZER, Evrim GENC KUMTEPE	
Identifying Students' Behavioral Online Learning Patterns Through Learning Analytics: A Case of Universitas Terbuka	794
Dewi Juliah RATNANINGSIH, Tian BELAWATI, Kristanti Ambar PUSPITASARI, Mery NOVIYANTI	
The Development of Instructional Design using Animation in Elementary Teacher Education Program of Universitas Terbuka	796
Astri Dwi Jayanti S., Della Raymena JOVANKA, Monika HANDAYANI,	
Experiences and Concerns of Student Teachers About Teaching Practice During COVID-19	797
Dr. Mubeshera TUFAIL	
The Instructors' Competencies and Experiences in Online Teaching	799
İrfan ŞİMŞEK, Sevda KÜÇÜK, Sezer KÖSE BİBER, Tuncer CAN	
Open Educational Resources for Equitable Quality Education: Some Reflections During COVID-19	800
Pushpa CHAKRAPANI	

Teacher Experiences in Creating and Integrating MOOCs into Formal Courses	801
Evrin GENC-KUMTEPE, Tim BRUEGGEMANN, Rita BUTKIENÉ, Diana ANDONE, Carlos VAZ DE CARVALHO, Elif TOPRAK, Sonja INTVEEN, Daina GUDONIENÉ, Vlad MIHAESCU, Olga ZUBIKOVA, Cengiz Hakan AYDIN	
ODL Experiences of International Students During Crisis Times.....	803
Elif Tuğçe GÜLER, Avni ÜNAL	
E-Argumentation Software: A New Perspective for Technology Assisted Argumentation in Blended Learning Context	805
Erhan GÜNEŞ, Mutlu Tahsin ÜSTÜNDAĞ, Sevgi KINGIR, Mehmet DEMİRBAĞ	
Fostering Learning Through a Community of Inquiry in Online Discussions: A Case of a Postgraduate Open Distance Learning Course ...	806
Patience Kelebogile MUDAU	
The Inter-Relationship Between the Covid-19 Pandemic Related Situational Changes in Educational Settings: Job Satisfaction and Motivation of EFL Teachers.....	807
Merve Nur BOLDAN, Serhat AŞIK	
Lessons Learned from Instructional Design Experiences of pdMOOCs	808
Sezin EŞFER, Kürşat ÇAĞILTAY	
Exploring the Impact of Digital Activity and Material Design in Open and Distance Learning Course: An Inquiry into Pre-Service English Language Teachers' Behavioral Intention and Actual Use.....	809
Cemil Gökhan KARACAN	
Language Teaching/Learning in the Post-COVID19 Pandemic.....	810
Abbas Ali REZAEE	
Teaching Language Skills: Is it Really Fun When Online?	811
Bahadır Cahit TOSUN	
Student Engagement Strategies and Academic Performance During Emergency Remote Learning.....	812
Ralph A. Sabio, Alvin Sevilla, Cecilia J. Sabio	
A Turkish ASAG System: i-rater.....	813
Gonul OZSARI, Cengiz Hakan AYDIN	
Emergency Remote Teaching in an Efl Context: High School Students' Self-Efficacy Perceptions and Opinions	814
Orkun Bozkurt GÖNÜLTAŞ, Rana YILDIRIM	
Evaluation of Foreign Language Courses Delivered Via Emergency Distance Teaching.....	815
Gönül ÖZSARI, Abdullah SAYKILI	
Reflections From the Preservice Language Teachers' Online Tutoring Experience	816
İlknur EGINLI	

Acil Uzaktan Eğitimde Öğrencilerin Çevrimiçi Öğrenme Hazırbulunuşlukları ve Doyumları Arasındaki İlişkinin İncelenmesi	817
Beyza ASLAN, Mustafa Murat İNCEOĞLU	
Öğrencilerin Uzaktan Eğitim Hizmet Kalitesi Hakkındaki Görüşleri.....	833
Betül ÖZAYDIN ÖZKARA	
Yükseköğretimde Harmanlanmış Öğrenme Deneyimine Yönelik Bir Durum Çalışması.....	841
İlknur KAYNARCA, Nuh YAVUZALP	
Muhasebe Eğitiminin Sürdürülebilirliği İçin Açık ve Uzaktan Eğitimden Yararlanma Olanakları ve Kovid19 Pandemi Deneyimi	849
Ergün KAYA	
Acil Uzaktan Öğrenmede Destek Hizmetleri: Erasmus+ Değişim Programlarıyla Gelen Öğrenciler Üzerine Bir Araştırma	867
Onur TÜRKAN, Elif TOPRAK	
Açıköğretim Sistemi'nde Öğrenenlerin Canlı Derslere İlişkin Görüşleri....	875
Öznur ÖZTÜRK, Özlem ERORTA, Emel GÜLER, Yusuf Zafer Can UĞURHAN	
Açık ve Uzaktan Öğrenme Uygulamalarında Bilişüstü Öğrenme Stratejilerinin Kullanımı.....	889
Selen Duygu KARAGİL, Abdulkadir KARADENİZ	
Covid-19 Pandemi Döneminde Öğretmen Adaylarının Dijital Okuryazarlık Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi	897
Damla AYDUĞ, Hakan ALTINPULLUK	
Yükseköğretimde Podcast Yayıncılığı: Uzaktan Eğitim Merkezi Örneği	907
Nilay ÖZER, Emre BAHTLI	
Teknoloji Entegrasyonu Sürecinde Bilişim Teknolojileri Öğretmenlerinin Rolü	919
Yudum ÖZKAN, Mustafa Murat İNCEOĞLU	
Çevrimiçi (Online) Ölçme ve Değerlendirmede Bireysel Farklılıklar	937
Gülğün BULUT, Murat AKYILDIZ	
Açık ve Uzaktan Öğrenmede Çevrimiçi Öğrenci Toplulukları	947
Yusuf Zafer Can UĞURHAN, Hasan UÇAR	
Öz-Düzenlemeli Öğrenmeyi İçeren Sistematik Analiz Çalışmalarına Yönelik Bir Derleme	963
Fatih TOY, Gülden KILIÇASLAN, Hatice CAN, Özler CANDARLI	
Yapay Zekânın Eğitimde Kullanımı: Yapay Zekâ 21. Yüzyıl Becerilerini Geliştirmek Yerine Öldürüyor Mu?.....	993
Ali İhsan İBİLEME	
Öğretmen Adaylarının Pandemi Olgusuyla İlgili Görüşleri	1005
Ayşegül DERMAN, Serdar DERMAN	

YouTube'un Öğrenme Ortamı Olarak Kullanılmasına İlişkin Öğrenci Görüşleri	1013
Emine ARUĞASLAN, Hanife ÇİVRİL	
Güzel Sanatlar Lisesinde Covid-19 Sürecinde Uzaktan Sanat Eğitimi	1027
Bahar BİLİCİ ÖZTÜRK	
Açık ve Uzaktan Öğrenmede Yapay Zeka Destekli Oyunlaştırma	1037
N. Selin ÇÖPGEVEN, Hüseyin ÖZKAYA, Sinan AYDIN	
COVID-19 Ortamında Üniversite Uzaktan Eğitim Personellerinin Deneyimlerine Yönelik Bir Durum Çalışması.....	1053
İlknur KAYNARCA, İbrahim ÇETİN	
Pandemi Sonrası Uzaktan Eğitim Süreci: Uzaktan Öğretici Görüşleri.....	1063
Gürkan YILDIRIM	
Öğretmen Adaylarının Uzaktan Eğitim Olgusuyla İlgili Zihinsel Yapıları ve Görüşleri	1083
Ayşegül DERMAN, Serdar DERMAN	
Açık ve Uzaktan Öğrenmede Yapay Zeka Destekli Öğrenen Destek Hizmetleri	1089
Elif HELVACI AYDIN, Abdulkadir KARADENİZ	
Üniversite Öğrencilerinin Canlı Derslere Yönelik Memnuniyetleri ile Bilişsel Yüklenmelerinin Cinsiyet, Yaş ve Dikkat Dağınıklığı Değişkenleri Açısından İncelenmesi	1101
Burak GÖL, Ali AKSOY, Yasin ÜNGÖREN, Hakkı BAĞCI, Mehmet Barış HORZUM	
Avrupa'da Açık ve Uzaktan Öğrenmeye Yön Veren Öncü Uzaktan Eğitim Kuruluşlarının Mikro-Krediler Üzerine Stratejileri.....	1115
Selin ÇELİKBAŞ	
Topluluk Makine Öğrenme Yöntemleri ile Önlisans Uzaktan Eğitim Öğrencilerinin Başarı Tahmin Modeli.....	1123
Deniz DEMİRCİOĞLU DİREN, Mehmet Barış HORZUM, Burak GÖL, Uğur ÖZBEK, Dilek NAM	
Sanal Dünyalarda İngilizce ve Türkçe Telaffuz için Konuşma Anatomisinin Uygulanması	1135
Dursun AKASLAN, Songül AKDAĞ	
Artırılmış Gerçeklik Teknolojisinin Eğitim Ortamlarında Kullanılabilirliğinin Değerlendirilmesi	1143
Neslihan Verda ÖZMEN, Tayfun YÖRÜK, Güray TONGUÇ	
Öğrenme Analitiklerinin Öz Düzenleyici Öğrenmeye Etkileri	1155
Tuğba Cansu TOPALLI, Mehmet FIRAT	
Uzaktan Eğitimde Oyunlaştırma: Teoriden Pratiğe Güncel Eğilimler	1171
Cem IŞIKCI, İlker KAYABAŞ	

Uzaktan Eğitim Sistemi Üzerinde Global Ölçekli Salgının Yarattığı Dönüştürücü Etkiler ve Anadolu Üniversitesi Açıköğretim Fakültesi Modeli.....	1179
Esra FIRATLI TÜRKER	
Metaverse Platformlarının Web İçerik Analiziyle Özelliklerinin Karşılaştırılması	1207
Ceren GÜVEN, Hakan ALTINPULLUK	
Çevrimiçi Öğrenme Ortamlarında Ruh Sağlığının Desteklenmesi: Kitleleşmiş Açık Çevrimiçi Dersler	1223
Nilay ÖZER, Muhammet Recep OKUR	
Uzaktan Eğitim Ortamlarında Çalışma Grubu Önerilerinin Oluşturulmasında Kullanılabilecek Kriterlerin Belirlenmesi	1224
Sezer SEVEN, Güler KARAMAN	
Açıköğretim Sistemine Yönelik Eğitimde Yapay Zeka Uygulaması Tasarlanması Geliştirilmesi ve Değerlendirilmesi	1225
Emine TUTSUN, Cengiz Hakan AYDIN	
İlkokulda Ters Yüz Sınıf Modeli Üzerine Yapılan Araştırmaların Sistematik Bir Derlemesi.....	1227
Nesibe AĞIRMAN, Muhammet Hanifi ERÇOŞKUN	
Açık ve Uzaktan Öğretim Fakültesi'ndeki Video Ders Çekim Türlerinin Uzman Görüşleri Açısından İncelenmesi.....	1228
Asiye ATA, Melike AYDEMİR ARSLAN, Gökhan ÖMEROĞLU, Hakan AKÇAY, Lale AKÇAY	
Öğrenenlerin Çevrimiçi Öğrenme Ortamlarına İlişkin Memnuniyeti: Açıköğretim Sistemi Anadolium Ekampus Platformu Örneği	1230
Öznur ÖZTÜRK, Özlem ERORTA, Emel GÜLER, Yusuf Zafer Can UĞURHAN	
E-Öğrenme Nesnelerinde Kültürlerarası Kullanılabilirlik: "Ana-Dil Türkçe" Örneği	1232
Burak SÖZER, Nilgün ÖZDAMAR, Hülya PİLANCI	
E-Öğrenmede Kullanım Niyeti ve Kullanım Davranışı Devamlılığını Etkileyen Faktörler: Anadolium E-Kampus Örneği	1234
Abdulvahap SÖNMEZ, Nilgün ÖZDAMAR	
KAÇD'lerin Zirve Noktasının Üzerinden Geçen On Yıl: Değişimin İtici Güçlerinin Belirlenmesi	1236
Sezan SEZGİN, Vesile Gül BAŞER GÜLSOY, Osman EROL, Onur SEVLİ, Neşe SEVİM ÇIRAK	
Atatürk Üniversitesi Öğretim Elemanlarının Dijital Yeterliliklerinin DigCompEdu Çerçevesine Dayalı Olarak Değerlendirilmesi	1238
Meva BAYRAK KARSLI, Sevdâ KÜÇÜK	
Anlatı Deneyim Tabanlı Yaklaşımıyla Video Anlatı Ağı Çizgesi Oluşturma	1240
Mehmet Emin MUTLU, Ayşe PERİ MUTLU	

Medya Zenginliđi Kuramı Çerçevesinde Kitlesele Açık Çevrimiçi Derslerin Öğreten Görüşlerine Göre Deđerlendirilmesi: AKADEMA Örneđi..... 1242

Tevfik Fikret KOLOĐLU, Berrin ÖZKANAL

İlköğretimde Uzaktan Öğretimle Oyunlaştırma Uygulamalarına İlişkin Öğrenci Görüşleri - Eş Anlamlı Kelimeler Örneđi 1244

Tülay GÜNEŞ, Serap UĐUR

Pandemi Sürecinde Eğitim Bilişim Ađı (EBA) Aracılıđıyla Gerçekleştirilen İngilizce Öğretiminin Niteliđi (Erzurum İli Örneđi)* 1246

Şeyma KARABACAK, Bilge ÇAM AKTAŞ

Tıp Eğitiminde Dijitalleşme Uygulamaları: Yenidođan Sađlıđı Alanında Öğretim Teknolojileri Uygulamalarının İncelenmesi... 1248

Halilcan ÜLKER, Gökhan İÇTEN, Özge ALTUN KÖROĐLU, Alev ATEŞ ÇOBANOĐLU, Yasin ÖZARSLAN

Pandemi Sonrası Dönemde Öğretmen Adaylarının Uzaktan Eğitim Deneyimleri* 1249

Naci Serhat BAŞKAN, Yaprak Türkân YÜCELSİN TAŞ

Çevrim İçi Ters-Yüz Sınıf Yöntemine Yönelik Çalışmaların Bibliyometrik Analiz Yöntemi ile İncelenmesi..... 1251

Hamza POLAT

Covid-19 Dönemi Boyunca İngilizce Öğretiminde Çevrimiçi Öğretim ile İlgili Yapılan Çalışmaların Türkiye Perspektifinden Deđerlendirilmesi... 1252

Tuđba BABACAN

Matematik Öğretmen Adaylarının Kitlesele Açık Çevrimiçi Ders Alma Motivasyonlarının İncelenmesi 1254

Katibe Gizem YIĐ

Otomatik Makale Deđerlendirme Sistemlerinin Eğilimlerinin Belirlenmesi 1256

Eda SAKA ŞİMŞEK, Serkan YILDIRIM, Gürkan YILDIRIM, Abdulkadir KARA

İngilizce Öğretmenlerinin Uzaktan Eğitim Sürecinde Teknolojik Öz Yeterlik Algıları..... 1258

Meral GÜVEN, Soykan UYSAL

Hibrit ve Harmanlanmış Öğrenme Modellerine Yönelik Uygulama Önerileri 1259

Esra Pınar UÇA GÜNEŞ, Nuray GEDİK, Mehmet Ali İŞIKOĐLU, İhsan GÜNEŞ, Ayfer BEYLİK

Anadolu Üniversitesi Açıköğretim Sistemi Yurt Dışı Programı Mezunlarının Deneyimleri ve Düşünceleri 1261

Erdem ERDOĐDU, Merve UÇAR

Geçmişten Günümüze Uzaktan Eğitimde Öğreten Rollerini 1262

Mine KAYA

Sınıf Öğretmenlerinin Uzaktan Uzman Öğretmenlik Eğitimleri Hakkındaki Görüşlerinin Belirlenmesi	1263
Eyüp YILMAZ	
Sağlık Eğitimine Yönelik Geliştirilen Sanal Laboratuvarın Kullanılabilirliğinin Değerlendirilmesi.....	1264
Fatih ÖZER, İrfan ŞİMŞEK, Sevda KÜÇÜK, Nilay ARMAN, Hüseyin YILDIZ, Ela TARAKÇI	
Açıköğretimde Podcast Yayıncılığı.....	1266
Güzin Kıyık Kıcı	
E-değerlendirme Araştırmalarının Eğitim Alanındaki Eğilimlerinin İncelenmesi: 1993-2021	1267
Betül TONBULOĞLU	
Anadolu Üniversitesi Açıköğretim Fakültesi Çağrı Merkezi Hizmetleri Ön Lisans Programının Bağlam, Girdi, Süreç ve Ürün Modeline Göre Değerlendirilmesi.....	1269
Yağmur Tuç, Nejdet Karadağ	
Kitlesel Açık Çevrimiçi Derslerde Öğretmenlerin Öz Yönetimli Öğrenme Becerilerinin İncelenmesi – Öğretmen Bilişim Ağı Örneği	1270
Alper ATLAY , Buket KİP KAYABAŞ	
Okul Yöneticilerinin Covid 19 Pandemi Deneyimi ve Geleceğe Yönelik Çıkarımlar	1272
Sadegül Altun	
Çevrimiçi ve Kitlesel Açık Çevrimiçi Derslerde Transkültürel Unsurlar ...	1273
Nazife Şen Ersoy, Evrim Genç Kumtepe, Elif Toprak	
Açık Kaynak Kodlu Bir Öğrenme Yönetim Sistemi Olan Moodle'ın Uzaktan Eğitime Entegrasyonu.....	1274
Devkan KALECİ, Esra Barut TUĞTEKİN, Battal GÖLDAĞ, Halil KAYADUMAN	
Etkili Canlı Ders Yürütme Becerilerinin Kazandırılmasına Yönelik Sunulacak Eğitim Programının Yapı ve İşleyişinin Belirlenmesi*	1276
Sinem ÇİLLİGÖL KARABEY, Selçuk KARAMAN	
Test Merkezli Standart Belirleme Yöntemlerinin Açıköğretim Sınavlarında Kullanılabilirliğinin İncelenmesi	1278
Hakan BARAN, Murat AKYILDIZ	
Öğreticinin Görüntüsünü İçeren Eğitsel Videoların Çeşitli Demografik Değişkenler Açısından İncelenmesi.....	1280
Hamza POLAT	
Ölçme Değerlendirme Sürecinde Otomatik Kısa Cevap Derecelendirme Sistemleri: Sistematik Alanyazın Taraması.....	1282
Abdulkadir Kara, Serkan Yıldırım, Embiya Çekik, Eda Saka Şimşek	
Bir Açık ve Uzaktan Eğitim Aracı Olarak Digicomp Kısa Filmleri	1284
Hakan AYDIN, Vahit İLHAN	

Türkiye Üniversitelerinin Uzaktan Eğitim için Kullandıkları Öğrenme Yönetim Sistemlerinin, Canlı Ders Uygulamalarının ve Verdikleri Destek Hizmetlerinin Belirlenmesi.....	1285
Özgür ÖRÜN, Ozan FİLİZ, Fevzi İnan DÖNMEZ, Mesut TÜRK, Fatih YAMAN	
Ortak Dersleri Yürüten Öğretim Elemanlarının Küresel Salgın Öncesi ve Sonrası Uzaktan Eğitime İlişkin Görüşleri: Adü Örneği.....	1286
Ayşenur Tatlı, İbrahim Gökdaş, Cumali Öksüz, Şerife Ak, Fulya Torun, Çetin Ayvaz, Yunus Sarıca	
Bilgisayar Ağları Konusu Öğretiminde Okul Ortaklığı Projesi Örneği	1288
Işıl GÜLMEZ	
Ters-Yüz Sınıf Sistemi ve Sosyal-Duygusal Öğrenme İlkeleri ile Zenginleştirilmiş Eğitim Ortamlarına Dair Bir Vaka İncelemesi	1290
Hatice Karaaslan, Pınar ÜSTÜNDAĞ-ALGIN, Müge AKGEDİK, Mümin Şen, Damla BÜLBÜLOĞLU	
Çevrimiçi Eğitimde Öğrenen Destek Hizmetlerinin Kalite Bileşenleri: Akademik Destek Boyutu	1292
Emin ÖZEN	
Açık ve Uzaktan Eğitim Kurumları İçin Kriz Dönemi Kurumsal İmaj Yönetimi: Covid 19 Pandemisinde Anadolu Üniversitesi Örneği	1294
Serhat KOCA, Serap UĞUR	
Öğrenenlerin Kendi Videolarını Çekmelerinin Başarılarına Etkisi	1296
Ömer ARPACIK, Mete YAĞANOĞLU, Turgay DEMİREL	
Öğrenme Analitiklerinin Açık ve Uzaktan Öğrenmede Motivasyon Artırma Amaçlı Kullanımı.....	1298
Ahmet İŞCAN	
Pandemi Sürecinde Uzaktan Yürütülen Özel Eğitim Hizmetlerine İlişkin Yapılan Akademik Çalışmalar	1300
Burcu YAPAR, Fatih KOÇAK	
Yapay Zekanın Öğrenme Analitiklerinde Kullanımı Üzerine Sistematik Alanyazın Taraması.....	1301
Zehra DAŞKIN, Tuğba Cansu TOPALLI, Mehmet FIRAT	
Uzaktan Eğitim Öğrencileri İçerikle Bütünleşik Sosyal Etkileşim Sistemlerinde Neler Konuşuyor? *	1302
Meva BAYRAK KARSLI, Selçuk KARAMAN	
Mega Üniversitelerdeki Destek Hizmetlerinin Bireysel Farklılıklar Bağlamında İncelenmesi	1304
Kamil ÇEKEROL, Şerife ANATÜRK	
Çevrim İçi Öğrenme Ortamlarında Oyunlaştırma Uygulamalarının Öğrenme Kazanımları Üzerindeki Etkileri *	1306
Esra ŞİMŞEK, Türkan KARAKUŞ YILMAZ	

e-Öğrenme Ortamında Kullanılan Farklı Etkileşim Türlerinin Öğrenen Başarısı ve Memnuniyetine Etkisi	1308
Ayfer BEYLİK, Hasan ÇALIŞKAN	
COVID-19 Pandemisi ve Yetişkin Öğrenmesi: Genç Yetişkinlerin Uzaktan Öğrenme Deneyimleri Üzerine Nitel Bir Araştırma.....	1310
Fatma TEZCAN	
Uzaktan Eğitim Tutum Ölçeği: Geçerlik ve Güvenirlilik Çalışması	1312
Fatih YAMAN, Nihal DULKADİR YAMAN	
Uzaktan Eğitim Sürecinin İlkokul 3.Sınıf Öğrencileri Üzerindeki Yansımaları	1314
Ahmet GÜVEN	
Kitlesel Açık Çevrimiçi Derslerin (KAÇD) Sosyal Bilgiler Öğretmenliği Lisans Ders Sürecine Dahil Edilmesi	1316
Seda ÖNGER, Şeyda KIR	
Araştırma Felsefesi ve Yaklaşımlarını Anlamak: Uzaktan Eğitim Araştırmaları İçin Bir Deneme.....	1317
Kamil ÇEKEROL	
Açık ve Uzaktan Öğrenme Bağlamında Kesintisiz Öğrenme Süreçlerinde Mobil Uygulamalar.....	1319
Muhammet ALPASLAN, Nilgün ÖZDAMAR	
Yükseköğretim Kurumlarında Küresel Salgın Sonrası Uzaktan Eğitim Destek Hizmetlerinin Yürütülmesi: Adüzem Örneği.....	1321
Fulya TORUN, Cumali ÖKSÜZ, İbrahim GÖKDAŞ, Şerife AK, Ayşenur TATLI, Yunus SARICA, Çetin AYVAZ	
Yükseköğretim Kurumları İçin Dijital Dönüşümde Yedi Boyutlu Stratejik Model	1322
Sevda KÜÇÜK, Bülent ÇAVUŞOĞLU, İbrahim Yücel ÖZBEK, Burak ERKAYMAN, Raziye KILIÇ, Özge ALBAYRAK, Esra ÇELİK, Mustafa Furkan KESKENLER	
Acil Durum Uzaktan Öğretime Yönelik Öğretim Elemanı Memnuniyet Ölçeğinin Geliştirilmesi	1324
Mutlı Tahsin ÜSTÜNDAĞ, Seher ÖZCAN, Ebru SOLMAZ	
Ortaöğretim Seçmeli Proje Hazırlama Dersi'nde Kullanılan ÖYS'in Proje Üretimine Etkileri.....	1326
Erol KÖMÜR	
Türkiye'deki Açık ve Uzaktan Öğrenme Kurumlarında Mezun İzleme Sistemleri: Mevcut Durum Analizi ve Bir Model Önerisi	1328
Kazım DEMİRER	
Türkçe Öğretim Sitelerinin Oyunlaştırma Unsurları Açısından Değerlendirilmesi.....	1330
Kerim SARIGÜL	

Kullanıcı Deneyimi Tasarımı ve Web Arayüzü Tasarımına Yönelik Güncel Yaklaşımların Açık ve Uzaktan Öğrenme Bağlamında Değerlendirilmesi	1331
Fırat SÖSUNCU	
Açık ve Uzaktan Öğrenmede Öğrenene Geri Bildirim Vermede Yapay Zeka	1332
N. Selin ÇÖPGEVEN, Saniye KULELİ, Emre EV ÇİMEN, Gülsün KURUBACAK	
Covid 19 Sonrası Eğitimde Yıkıcı Teknolojiler	1334
Şükriye Hazal ERGİN	
Video Derslerde Öğretim Analitiklerinin Kullanımı: Sistematik Bir İnceleme.....	1336
Arif DAŞ, Engin Kurşun	
Öğrenme Yönetim Sistemlerinin Yeniliğin Yayılımı Kuramı Çerçevesinde Öğrenci Görüşlerine Göre İncelenmesi	1338
Rezan ÖZGÖKÇE KOÇ, Berrin ÖZKANAL	
Pandemi Kapanmalarında İlkokul 4. Sınıf Öğrencilerinin Karşılaştıkları Dijital Uçurum	1340
Derya UYGUN, Mehmet FİRAT	
Yükseköğretim ve UZEM'ler: Bir Bakışta UZEM Sistemi	1341
Soner SÖZLER	
Açık ve Uzaktan Öğretim Fakültesi Öğrencilerinin Üç Boyutlu Sanal Ortam Uygulamasına (AtaMeta) Yönelik Teknoloji Kabul Düzeylerinin İncelenmesi.....	1342
Sinem ÇİLLİGÖL KARABEY, Melike AYDEMİR ARSLAN, Gökhan ÖMEROĞLU	
Pandemi Döneminde Öğretmenlerin Eğitim Amaçlı Sosyal Medya Kullanım Durumları: Yüz Yüze Eğitim-Uzaktan Eğitim Karşılaştırması ...	1344
Haluk ÜNAL, Bilge ÇAM AKTAŞ	
Açık ve Uzaktan Öğrenmede GPT-3 Modelinin Kullanım Alanları.....	1346
Saniye KULELİ, Mehmet FIRAT	
Gözetimsiz Çevrimiçi Sınavlar Güvenilir mi?.....	1348
Necati TAŞKIN, Tefik Fikret KOLOĞLU	
Çevrim İçi Lisans Dersi Forum Aktivitesi Arayüzünün Öğrenenler Arasındaki Eş Zamansız Etkileşime Etkisinin Keşfedilmesi.....	1350
Ahmet ÇELİK	
Okul Öncesi Dönem Çocukları İçin Çevrimiçi Mahremiyet Eğitiminin Geliştirilmesi	1353
Elif ATABAY, Özcan Özgür DURSUN	
2012-2022 Yılları Arasında Scopus Veri Tabanında Çevrimiçi Öğrenme Videoları Üzerine Yayınlanmış Makalelerin Bibliyografik Analizi	1355
Efgan KAÇAR, Yusuf YILDIRIM, Hakan ALTINPULLUK	

Açık ve Uzaktan Öğrenmede Öğrenenlerin Akademik Performanslarının Tahmin Edilmesi.....	1357
Aylin ÖZTÜRK, Alper Tolga KUMTEPE, Sinan AYDIN	
Uzaktan Eğitimde Program Okuryazarlığı: Bir Program Değerlendirme Araştırması	1359
Muhammed AKINCI, Harun ŞAHİN	
Öğrenenlerinin Çevrimiçi Uzaktan Eğitim Ortamlarında Topluluk Hissi Geliştirme Düzeylerinin Farklı Değişkenler Açısından İncelenmesi.....	1360
Hülya DÜZENLİ, Emin ÖZEN	
Açık ve Uzaktan Öğrenmede Bireysel Farklılıklar Bağlamında Epistemolojik İnançlar	1362
Zehra Daşkın	
Eğitim Teknolojileri ve Uzaktan Eğitim Alanlarında Sistematik Derleme Araştırması: Türkiye Örneği.....	1363
Gürhan DURAK, Serkan ÇANKAYA, Mahmut Ali ŞAHİN, Özge ÖZTUZCU, Özge Banur GÖKTAŞ	
Çevrimiçi Öğrenmede Akademik Dayanıklılık: Kavramsal Bir İnceleme ...	1364
Esra BARUT TUĞTEKİN , Ufuk TUĞTEKİN	
Okul Müdürlerine Yönelik Dijital Liderlik Ölçeği Geliştirme Çalışması...	1366
Kamuran AYDİN, Müyesser CEYLAN	
Online Proctoring Management for Just, Valid, and Reliable Online Assessment	1368
Cengiz Hakan AYDİN, Tim BRUEGGEMANN, Dario ASSANTE, Thomas FESTCH, Patriks MOREVS, Mesut AYDEMİR, Olga ZUBİKOVA, Davide VIETRI, Serpil KOÇDAR, Marija ŠNAİDERE, Martin SPOHN	
Integrating Moocs for Formal Curricula: Strategies, Implementation and Lessons Learned	1370
Cengiz Hakan Aydın, Elif Toprak, Evrim Genç Kumtepe, İrfan Süral, Ela Akgün Özbek, Abdullah Saykılı, Çağlar Karaduman, Aslıhan Bağcı Sezer	
90-Minute Workshop: Pedagogic Video Design Principles	1372
Jack Koumi	

Full Papers (English)



Factors Influencing The Success of The Transformation from Face-To-Face Tutorial Mode to Web Tutorial During The Covid-19 Pandemic: A Managerial Approach

Agus Joko PURWANTO¹, Rini YAYUK PRIYATI², Fawzi ZUHAIRI³,
Isma DWI FIANI⁴

Abstract

The Covid-19 pandemic that started in March 2020 was the biggest disruption of this century. All organizations make adjustments to their systems to suit the pandemic situation, including the Open University (UT). This transformation is not easy because it must be done quickly and on a large scale. Web tutorials are web-based online tutorials. The Open University is a university with a long-distance mode in Indonesia that has a reach throughout Indonesia and 52 cities in the world. The current number of UT students is 347,000 students. Internet penetration in Indonesia is still not good. There are still many areas that have not been reached by the internet. Another factor is the competence to use the internet and the learning management system is not sufficient. The process of transformation through innovation is not a simple thing. Successful educational innovation and transformation must be based on sustainability, scope, and scale (Carolan et al., 2020). During the COVID-19 pandemic, the transformation to online learning is not easy. The finding of Morales, et.al (2021) states that the various actors in the learning processes (students, professors, universities) encountered several barriers in adapting to this new setting. This study investigates the factors that influence the transformation of face-to-face tutorials into web-based tutorials. This research is qualitative research with a phenomenological approach. This study investigated 18 informants who worked at UT headquarters and some regional offices. The speakers are unit leaders and employees related to the implementation of web tutorials. Interviews were conducted face-to-face and using the media. The results of the interviews were processed using the NVivo application. The results of data processing show that there are 5 (five) factors that cause the transformation from face-to-face tutorials to web tutorials to take place effectively. The five factors are academic, IT risk, transformation design, supporting factors, and policy risk. These findings indicate that the transformation of face-to-face tutorials into web tutorials in times of disruption requires change in design, consideration of changing risks including informational technology (IT), risks, meeting supporting factors, and taking policy risks into account. The five components of the model can be composed of strategic factors, namely policy, then the main component, namely academic, and supporting components which include supporting factors, IT, and risk management. To obtain an effective model, these five components need to be integrated into a balanced and sequential design. This model is compiled from the information submitted by the informants. This model still requires field testing and refinement. Further research is needed to test the model of the transformation of face-to-face tutorials into web tutorials.

Keywords: *Disruption, Web Tutorial, Transformation, Risk*

1 Universitas Terbuka, Indonesia, ajoko@ecampus.ut.ac.id

2 Universitas Terbuka, Indonesia, rpriyati@ecampus.ut.ac.id

3 Universitas Terbuka, Indonesia, fawzi.zuhairi@ecampus.ut.ac.id

4 Universitas Terbuka, Indonesia, isma.fiani@ecampus.ut.ac.id

INTRODUCTION

The global COVID-19 pandemic that started in March 2020 was the biggest disruption of this century. Most organizations must make relevant adjustments in their systems to survive during the pandemic, including the *Universitas Terbuka* (UT) or Indonesia Open University. This transformation is not easy because it must be performed quickly and on a large scale. *Universitas Terbuka* is an open and distance learning higher education institution in Indonesia that has extensive reachability throughout 52 cities in Indonesia and globally. However, internet access in Indonesia is not yet thoroughly available in all locations in Indonesia. Particularly, such facilities are still limited in remote areas. Moreover, the digital literacy of many students and instructors are not sufficient yet to be implemented according to ODL standards, such as when utilizing a learning management system for learning or academic matters, and video communications applications for webinar tutorial such as via Zoom, Google Meet, and Microsoft Teams. The process of transformation through innovation is always a challenge for every educational institution. Successful innovation and transformation must be based on sustainability, scope, and scale (Carolan et al., 2020). During the COVID-19 pandemic, the transformation from face-to-face to online learning is not easy. The finding of Morales, et.al (2021) shows that various stakeholders in the learning processes, from students, professors, and institutions, encountered several barriers in adapting to this new setting.

Reports from the World Economic Forum and Donleavy are quite clear that the Covid-19 pandemic has disrupted education at an extraordinary rate and amount. Many universities are experiencing financial difficulties and difficulty adjusting to the pandemic. The transformation from face-to-face learning to online learning has caused panic because everything happened suddenly and in large numbers. Zoom usage increased from 10 million to 200 million. However, Remenyi (Donleavy, 2020) said that online learning remains an option to replace the face-to-face learning process. In the same book, Makhaya states that universities that wish to survive and thrive have no other option than to reinvent themselves through a future-centric mindset that includes a multistakeholder, broadly participative leadership and management, collaborative business models, and a fundamental commitment to sustainability through ethical stewardship.

According to Bartuseviciene et al. (2021), during the COVID-19 pandemic, universities must develop anticipatory, coping, and adaptable capabilities and act on lessons learned. The factors that influence the successful transformation from face-to-face to online learning during the COVID-19 pandemic must be identified to ensure academic continuity and develop into a resilient open and distance university.

This study investigates the factors that influence the transformation from face-to-face tutorials into web-based tutorials.

METHOD

This research is classified as qualitative research with a phenomenological approach. The data is collected through interviews with 18 informants who worked at UT headquarters and several regional offices. The informants consisted of 7 Heads of Units or divisions, 8 managers and expert staff, and 3 students. Informants involved in our study are unit leaders and employees related to the implementation of web tutorials. Interviews were conducted face-to-face or using video conference applications when necessary. Data collection was carried out in 2021. The results of the interviews were processed using the NVivo application.

FINDINGS AND DISCUSSIONS

The results of the interviews were transcribed, and then the transcripts were reviewed to clarify and verify the data. Inaudible or irrelevant data were excluded from the analysis. The process of categorization, simplification, coding, and data processing is carried out with the Nvivo application. The results of all data processing are in the form of memos or notes.

Universitas Terbuka (Open University) Profile

The UT was established with a mandate to provide higher education for people who cannot attend conventional or face-to-face universities. The current number of UT students is 341,000 students. The number of UT study programs is 43 study programs, with approximately 63% of students under the age of 29 years, which shows the trend of younger students enrolling in ODL institutions. UT students are spread throughout Indonesia and around 2,200 are in 49 cities abroad. To serve students, UT has 39 regional offices (RO) across Indonesia and one regional office for students abroad.

Before the Covid-19 pandemic, UT tutorials were held face-to-face and online tutorials. Face-to-face tutorials are carried out at locations determined by RO or study groups, and the tutors are usually lecturers or professionals who have been recruited and have passed the qualification assessment or selection by UT's regional office. Tutors are given training on how to become a tutor and how to operate UT's learning management systems. Meanwhile, online tutorials are coordinated directly by the faculty with the assistance of the Center of Learning Support (*Pusat Bantuan Belajar* or PBB), and the tutors for online tutorial tutors are applied, assessed, and selected accordingly by each of the faculty. The tutors are also trained thoroughly by PBB before conducting the online tutorials.

The global COVID-19 starting from March 2020 pandemic has caused face-to-face learning or tutorials to halt. Students were not allowed to come to campus or classes, and lecturers were forbidden to give face-to-face teaching. Therefore, Universities are under pressure to quickly find new ways of conducting learning processes and services, as well as tutorials. During the pandemic, 90% of students were unable to participate in face-to-face learning. As Kandri (2020) said as quoted by Grant and Gedeon (2020) "as painful and stressful a time as this is, it may fashion a long overdue and welcome rebirth of our education system".

Like other universities in the world during Covid-19, face-to-face learning cannot be carried out. UT had to find a replacement for face-to-face tutorials. After going through a “trial and error”, UT found a solution by combining asynchronous online tutorials with synchronous tutorials via video. The tutorial via video, called web tutorial, is utilizing the Microsoft Teams application. To support the implementation of web tutorials, the learning management system application (LMS; www.lms.ut.ac.id) which was originally commonly used at UT only for asynchronous online tutorials was revised by adding synchronous web tutorials. The number of learning sessions that were originally only conducted 4 times on each course was increased to 16 times by adding the number of discussion sessions to 12 times and 4 times of synchronous web tutorials, whereas the obligatory assignment is given 3 times.

Chart 1 shows that the number of UT students always increases from year to year, even during a pandemic. However, not all students participate in the online learning process due to various reasons such as the absence of an internet network, ownership of learning devices (smartphone, tablet, laptop, etc.), and internet accessibility. In 2020 the number of web tutorial participants decreased due to the pandemic, but after that, it increased again. We suggest that this increase is due to the success of the tutorial service, particularly in terms of the transformation process from face-to-face tutorials to tutorials via the web



Figure 1. Comparison of the Number of Students with the Number of Web Tutorial Participants 2018-2021 (Source: <https://www.ut.ac.id/ut-dalam-angka>, 2021)

The transformation process from face-to-face and online tutorials to web tutorial poses several challenges. Many factors can influence the transformation process. From the data and information collected through interviews with 18 informants at UT Head Office and at ROs, 5 components influence the process of transformation to web tutorial. The five components are academic factors, transformation design, student readiness, informational technology, and policies.

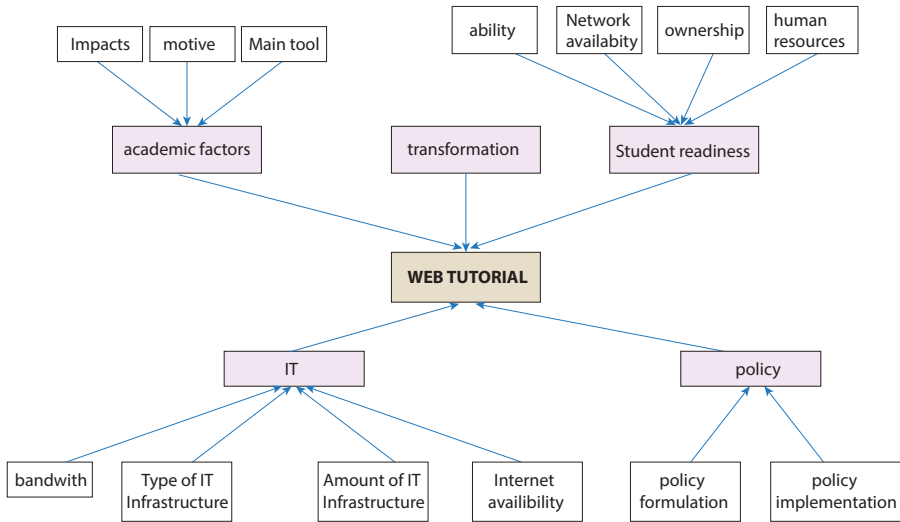


Figure 2. Web Tutorial and the components that affect it

Factors affecting the implementation of web tutorials

Based on field findings, the factors that influence the implementation of web tutorials during the Covid-19 pandemic are:

Academic factors

The academic factor component relates to the reasons for choosing a web tutorial and the impact of choosing a web tutorial. Many choices of learning modes are available. From the interview, it was revealed that academic factors in choosing web tutorials as a mode of learning during the Covid-19 pandemic were related to the impact of face-to-face tutorials being a web tutorial, the motive for choosing web tutorials, and tutorials being the main tools in distance education.

- a. The impact of face-to-face tutorials on the web tutorial
The transformation from face-to-face tutorials to web tutorials has an impact on students, tutors, and management. Students must change the habit of face-to-face tutorials into tutorials through the media. Students must also provide tools and find locations that have strong networks. Students who do not have access to the network cannot follow the web tutorials. For tutors, because they were previously face-to-face tutorials the tutors find it difficult to adjust. Management needs to prepare resources and improve the ability to manage web tutorials.
- b. The motive for choosing a web tutorial
Before the Pandemic, UT decided to combine synchronous tutorials and asynchronous tutorials via the web. The Covid-19 pandemic has prompted UT to accelerate the adoption of the web for tutorials.

- c. Web tutorials are the main tools in distance education
The main mode of learning in distance education is tutorials. To reach UT students who are spread online is a logical choice. So UT chose to combine synchronous and asynchronous online tutorials.

Transformation

The process of transforming tutorials into web tutorials is based on the desire to combine asynchronous online tutorials with synchronous face-to-face tutorials. The Covid pandemic has made it impossible to combine online tutorials with face-to-face tutorials. UT then did trial and error by trying it through the WhatsApp group. The number of students per class was also reduced from 50 -75 people per class to 20 people per class. The number of meetings was increased from 8 online meetings to 16 meetings consisting of 12 asynchronous and 4 synchronous meetings.

Student Readiness

The student readiness component explains the factors related to student readiness to participate in Tuweb. The spread of student domicile, student economic factors, student and tutor competencies in using electronic devices, and the availability of internet networks greatly affect the readiness of web tutorial implementation. The student readiness factor consists of components of ability, network availability, ownership, and human resources.

- a. Ability
The ability component relates to the competence of students and tutors in accessing the internet, using LMS, and the ability to operate electronic equipment.
- b. Network abilities
Indonesia has a large area and the internet network is not yet evenly distributed. Not all students can access the internet. Those who do not have internet access, go to a location that is accessible to the internet network.
- c. Ownership
Web tutorials require equipment such as laptops, cell phones, and modems. Some students do not have the necessary gadgets. Those who do not generally borrow or access the website together with other students.
- d. Human resources
In accessing the tutorial web, some students need the help of others. Usually, students are assisted by study group officers or other students who can operate gadgets or RO employees. If there is no one to help they usually then don't follow the web tutorial.

Informational Technology

- a. Bandwidth
Bandwidth strength becomes an important issue in web tutorials. Synchronous tutorials require large bandwidth, while bandwidth strength in some parts of Indonesia is not good.

- b. Type of IT Infrastructure
In the early stages of implementing the UT web tutorial using a combination of Whatsapp, skype, and email. However, it was not effective, so the UT used a more integrated LMS based on Moodle.
- c. Amount of IT Infrastructure
Web tutorials using MS Teams require a strong network. The internet network in Indonesia is still not strong enough to reach a wide area. Additional servers are needed so that the UT web tutorial service can be accessed by students. But this investment is very expensive, so I have not done it. UT still depends on existing providers.
- d. Internet availability
The availability of the internet in Indonesia is still not evenly distributed in its strength. The policy of implementing web tutorials with LMS requires the availability of an evenly distributed internet network. If the internet is difficult to access, then the choice is to reopen face-to-face tutorial services if the situation is conducive.

Policy

- a. Policy Formulation
The web tutorial policy was developed due to covid and the need to replace face-to-face tutorials with web tutorials. The reason for this replacement is so that the synchronous tutorial has a wider range. There are various policy options available. Policy formulation is carried out through evaluation meetings of unit heads and IT experts and learning related to web tutorials.
- b. Policy Implementation
In implementing the policy, UT also shares servers with other universities which also organize online tutorials. UT also provides students with free access to free digital books. The Chancellor and Vice-Chancellor were very supportive. Problems in implementation are scheduling problems that lack coordination. There are still students who register when the lecture is already in progress.

CONCLUSION

The results of data processing show that there are 5 (five) factors that cause the transformation from face-to-face tutorials to web tutorials to take place effectively. The five factors are academic, IT risk, transformation design, supporting factors, and policy risk. These findings indicate that the transformation of face-to-face tutorials into web tutorials in times of disruption requires change in design, consideration of changing risks including informational technology (IT), risks, meeting supporting factors, and taking policy risks into account. The five components of the model can be composed of strategic factors, namely policy, then the main component, namely academic, and supporting components which include supporting factors, IT, and risk management. To obtain an effective model, these five components need to be integrated into a balanced and sequential design.

This model is compiled from the information submitted by the informants. This model still requires field testing and refinement. Further research is needed to test the model of the transformation of face-to-face tutorials into web tutorials.

References

- Bartusevičienė, Pazaver & Kitada, Building a resilient university: ensuring academic continuity—transition from face-to-face to online in the COVID-19 pandemic, *WMU Journal of Maritime Affairs* volume 20, pages151–172 (2021), <https://link.springer.com/article/10.1007/s13437-021-00239-x>
- Donleavy, G. (2020). The Decimation: Not yet the Implosion. In *The University of the Future Responding to Covid 19*. ACIL: Academic Conferences International Ltd.
- Víctor J. García-Morales 1 *, Aurora Garrido-Moreno2 and Rodrigo Martín-Rojas, *Frontiers | The Transformation of Higher Education After the COVID Disruption: Emerging Challenges in an Online Learning Scenario* (frontiersin.org).