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Research Article

Research for the Readiness of the Faculty Members towards the Authentic Learning Approach through Distance Learning

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Abstract

The concept of authentic learning is functioned for reality simulation in education. Under this approach, the objective is to ensure the learner to find solutions for the real-life problems instead of direct classical learning on a subject. Thus, the learning processes should include authentic activities and assessments. In authentic learning, the students are active participants whereas the teacher assumes the guide model responsibilities. The authentic learning activities may be carried out also in distance learning as well as through formal education. Accordingly, the object of this research is to establish the readiness levels of the faculty members towards authentic learning approach through the distance education process. The sample group of the research consists of the faculty members/associates who give lectures through distance education. The general survey model, as a quantitative research method, has been used in this study. The data collection tool is preferred as the Authentic Learning Readiness Scale for Teachers which has been developed by Horzum, Bektaş, Can, Üngören and Sellüm (2019). The independent samples t-test and one-way analysis of variance (ANOVA) have been conducted. The respective findings have established the authentic learning readiness levels of the faculty members; and also shown that such levels had not demonstrated a statistically significant difference according to the gender, age and faculty.

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Introduction

The concept of authenticity means "close to reality, not artificial" (Aynas, 2018). Turkish Language Agency (Türk Dil Kurumu) describes the meaning of the word as "original, which preserves its features present in the very beginning" (TDK, 2022). The authentic learning concept is also explained as learning in a manner very close to reality or reality simulation learning. In other words, the authentic learning is a learning approach which integrates the real life into the course content. It is a learning strategy that enables the

students to interact with the real life during the course and makes them ready for the same (İneç, 2020a). The aim of the authentic learning approach is to canalize the student for generating solutions to the possible real-life problems rather than confining him/her to solely learn the content of a subject. The focus through the process of authentic learning is concentrated on finding solutions towards the real-life problems by making use of simulative activities such as case studies, role-making acts and inclusion to an already existing community etc. The learners then become aware of their own related competencies and weaknesses under this approach (Borthwick, et.al. 2007). Accordingly, the learning process commences with authentic missions (tasks) whereas continues through authentic activities and assessments. The students actively perform throughout the process whereas the teachers have undertaken the roles of a guide (Koçyiğit & Zembat, 2013). The learner herein recognizes for what he/she can use the received information. In addition to this, the learner upgrades to an individual who can now interpret and transfer the information. Thus, the permanent learning has been accomplished conclusively (Pearce, 2016). In relation, the authentic learning is claimed to be the approach which gifts the critical thinking and enhances the creativity; whereas also the most suitable process for integrating the learner to the cooperation/interaction paths and conducting the exploration objectives (Bektaş, 2019).

The Components of Authentic Learning

The authentic learning approach enables the learners to build up relations with the real life. To succeed in establishing such relations, Herrington has defined nine basic requirements/principles. These requirements are (Bektaş & Horzum, 2014):

1. Authentic Context: The education and learning should prepare the learner to the daily life. Owing to this reason, with regard to any curriculum title/course, the authentic learning approach then takes the learning on real life tasks to the foreplan instead of classroom-based learning processes Being able to cope with the real-life problems requires respecting the different point of views and conducting a multi-disciplinary working method. Thus, the authentic context should include all the benefits to be favored by the learners in relation with the related real life practical information.

2. Authentic Activity: The authentic activities contain problems or concerns drawn from the real life whereas aim to equip the learner with material 21st century skills. The authentic activities are *sine qua non* if the objective is to achieve such skills. The authentic

activity then gifts the student with the necessary information and skills thanks to the real-life problems dealt through the process.

3. Expert Performance: The expert performance under the authentic learning approach points out the cognitive apprenticeship works. That is to say, the learner can favor the specific ideas of the experts towards the subject problem whereas can make use of their personal experiences about the same.

4. Multiple Perspectives and Roles: The multi-dimensional point of view (multiple perspectives) means the learners to assess a subject with regard to several (different) opinions. Thus, the learner may decide the most suitable solution for the subject problem. The collaborative learning environments, on the other hand, can be claimed as one of the most suitable methods to enhance the multiple perspectives of the learners since such environments enable them to express their differentiating ideas.

5. Collaborative Learning: The learning process may be efficient only if the learners interact with their surrounding environments. This interaction is accomplished through collaborative learning activities.

6. Reflection: The reflection is the most important component of the authentic learning approach. That is because, the learner should be able to use the received information and skills in his/her daily life activities.

7. Explicit Expression: This principle requires the learners to be capable of explicitly expressing their solution proposals towards the real-life problems they may possible face.

8. One on One Coaching and Constructed Assistance (Scaffolding): Personal coaching and scaffolding mean that the learners obtaining assistance from their teachers and peers throughout the learning process. The teacher here not performs teaching routines but conducts supportive acts.

9. Authentic Assessment: Since the multiple-choice test questions have only one correct answer each; it is claimed that such an assessment method is not the right option for authentic learning process. Indeed, the authentic assessment process requires more than one solution for the subject problem. Thus, the performance-based assessment patterns (templates) are preferred for the authentic learning approach.

The aforementioned principles but may be used in distance education as well as in formal education. In other words, the authentic learning approach is not only applicable through face-to-face learning.

Authentic Learning Approach in Distance Learning

The utilization of technology to generate the information in authentic learning approach has a great significance. The very popular practice of distance education in the present time is a system which offers independence from time and space thanks to the telecommunication tools and computer advance technologies (Simonson et al., 2002). In the distance education process, the teacher has to react with the student and access to several teaching materials (Schlosser and Simonson, 2012). The distance education assists the authentic learning approach under the common goal of providing authentic and meaningful benefits to the students (Tam, 2000). While preferring the authentic learning approach through distance education process, the following points should be taken into account (Cholewinski, 2009):

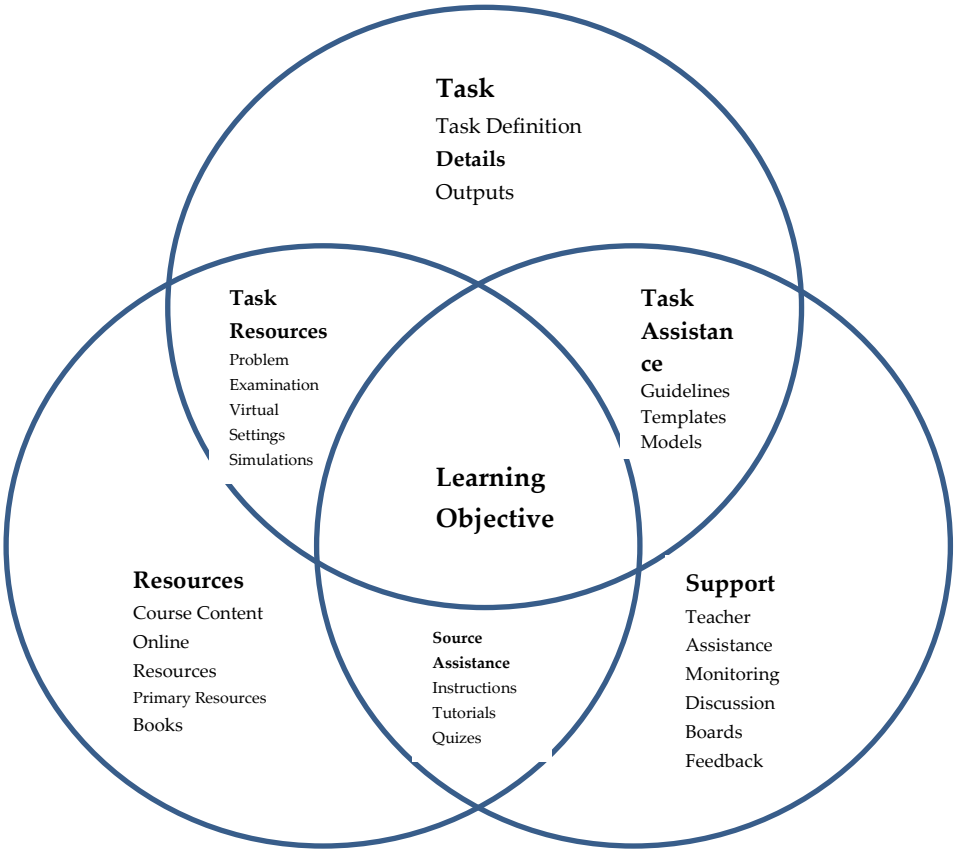

Figure 1. Authentic learning design frame (Parker et al., 2013)

1. Task Presentation: In the distance education process, the learners are assigned an authentic task or problem on which he/she may perform research. At this stage, the assigned activities should have been related with the real life. The task or problem assigned to the learner but should have been clearly explained together with the accompanying details and

outputs (deliverables). Moreover, the tasks or the problems should not have a single solution. In other words, the tasks or the problems should have more than one solution. Under this scope, the learners may reflect their opinions and develop their decision-making abilities while accomplishing the tasks.

2. *Support:* In the course of generating solutions for the authentic tasks, the teacher should assist the learners and offer guidance when necessary. Besides, the teacher should monitor all the process and have a good control of the same. The learning management systems should be used for teacher-student interaction. Reevess et.al. (2002) has claimed that the learning management system tools, i.e., discussion boards and messaging platforms, may be used for interaction purposes.

3. *Resources:* The authentic learning approach requires the course content and sources to be shared with the learner. Accordingly, the learner may access to the several resources, perform research and develop a distinguished point of view towards the task. The open education resources may be also evaluated as an advantage arriving from the distance education. Thus, the learner may freely access the required information (Parker et. al, 2013).

4. *Task/Problem Support:* The related guidelines should be provided as to ensure the learners find solutions for the assigned tasks. The teachers should also assist the learners with regard to the use of the technology through the solution finding processes (Reevess et.al., 2002).

5. *Resource Support:* The teacher should not only present the resources but the guidelines related to the use of such resources should also be functional (Parker et.al., 2013). In addition to this, the suitable assessments of the tasks should be conducted. The assessment not needs to be performed only by the end of the process. Besides, the assessments should not only be performed by the teachers but the peer evaluations should be also taken into account (Hattie & Yates 2014). The education technologies shall be used for the peer feedback in the distance education.

6. *Task Resources:* The case studies, simulations or virtual settings may be preferred. The abstract problems should be turned to concrete forms in this stage.

7. *Learning Objective:* Aiming to ensure the learners achieve their learning targets; the task, support and resource components should be synthesized in a suitable manner in this stage. The problems assigned for acquiring the desired learning objectives should be

original. Moreover, the problems should also reinforce the multi-disciplinary working approach.

In short, the authentic activities which match with the real-life situations shall be designed under the distance education practices. The courses conducted through the distance education allow the teachers to freely interchange among the resources. The existing problems are served to the learners via pictures, videos and text wordings. Accordingly, the required motivation to perform the assigned tasks is provided to the learners. Besides, the learners perform the process with solidarity and collaboration throughout the distance education (Reeves, Herrington & Oliver, 2002). Tan (2012) has designed a web-based learning environment which includes interactive contents arising out of authentic learning principles. The perceptions and attitudes of the students towards this learning environment have been researched and it has been spotted that their attitudes had been positive against the same. In addition, the web-based learning environment which supports the authentic learning approach has been understood to bring significant contributions to the student. The most critical role belongs to the teachers in this process as to conduct the authentic learning approach effectively.

The non-authentic behaviors and artificial communication attempts of the teachers have made negative impacts on the authentic learning process through distance education. Such undesired behaviors are as follows (Johnson & LaBelle, 2017):

- The learners not being able to access their teachers out of the course hours; teacher not transferring his/her personal experiences and not building up relations with the learners,
- Teacher not demonstrating an interest towards the learning activities or course contents; acting careless through the course and avoiding to give answers for the questions; not assisting the learners and not providing feedback,
- Teacher joining the course unprepared whereas teaching solely by reading the materials
- Showing rude behaviors towards the learners

Thus, the authentic learning, which is a constructive learning method, can be seen to have issues that require consideration when performed in conjunction with the distance education practices (Lombardi, 2007). However, following the literature search, it is seen that the authentic learning approach under distance education practice has been implemented for limited number of courses. Moreover, several studies have examined the variables such as

the attitudes of the students towards the courses, permanent learning, academic success of the student etc. The related studies on the faculty members have been understood to be less in numbers. The faculty members accepting the authentic learning approach may play significant roles for preparing the students against the challenges of the real life (Bektaş & Horzum, 2012). Having that said, the main objective of this study has been to establish the readiness levels of the faculty members towards the authentic learning approach under distance education process. The sub-problems of this study, as in line with the aforementioned objective, are as follows:

1. What are the readiness levels of the faculty members towards the authentic learning approach under distance education process?
2. If the readiness levels of the faculty members towards the authentic learning approach under distance education process vary significantly according to the
   a. Gender
   b. Age, and
   c. Faculty of Profession?

Method

Research Model

The study has preferred the quantitative method as to establish the readiness levels of the faculty members towards the authentic learning approach under distance education process over three variables. The general survey model has been used as a quantitative research method. The general survey model describes the characteristics of the selected group (Fraenkel et.al., 2012). The study has demonstrated if the readiness levels of the faculty members towards the authentic learning approach under distance education process vary according to the gender, age and faculty of profession variables.

Study Group

The study has preferred the purposive sampling method. The purposive sampling means the deliberate selection of the sample to perform diverse and detailed research in line with the objective of the study. Under the purposive sampling method, the criterion sampling procedure has been used. The criterion sampling is to form the sample group of the study with the individuals who hold the characteristics determined for the subject problem.

The criterion in this study is the faculty member providing distance education lectures (Büyüköztürk, Çakmak, Akgün & Karadeniz, 2008). It is expected that the instructors will have given distance education courses between the 2022-2023 academic years. Thus, the sample of the study is the 168 faculty members who lecture through distance education. The demographic data of the study participants are given under the following tables. The Table 1 demonstrates the gender distributions of the participants whereas the age distributions and the faculty of profession distributions are given under Table 2 and Table 3 respectively.

Table 1. The gender variable distribution of the faculty members lecturing through distance education

Gender	Frequency(f)	Percentage (%)
Male	96	57,1
Female	72	42,9
Total	168	100

Table 1 shows that 57,1% of the sample consists of male faculty members whereas remaining 42,9% of female faculty members. In other words, female participants are seen to be lesser in percentage.

Table 2. The age variable distribution of the faculty members lecturing through distance education

Age Interval	Frequency(f)	Percentage (%)
22-32 (1)	39	23,2
33-43 (2)	34	20,2
44-54 (3)	35	20,8
55-65 (4)	31	18,4
65 and older (5)	29	17,2
Total	168	100

Table 2 shows that 23,2% of the participating faculty members are in 22-32 age interval, 20,2% are 33-43 years old, 20,8% are 44-54 years old, 18,4% are 55-65 years old. The 17,2% of the participants are 65 years old and older. It can be seen that mode of the sample is 22-32 years age interval whereas the least number of participants join as the 65 years and older age interval.

Table 3. The faculty of profession variable distribution of the faculty members lecturing through distance education

Faculty	Frequency(f)	Percentage (%)
Faculty of Economics and Administrative Sciences (1)	28	16,6
Faculty of Education (2)	31	18,4
Faculty of Architecture (3)	26	15,4
Faculty of Communication (4)	33	19,6
Faculty of Human and Social Sciences (5)	27	16,0
Engineering Faculty (6)	23	13,6
Total	168	100

Table 3 shows that 16,6% of the participating faculty members work under Faculty of Economics and Social Sciences, 18,4% under Faculty of Education, 15,4% under Faculty of Architecture, 19,6% under Faculty of Communication, 16,0% under Faculty of Human and Social Sciences and finally 13,6% of the participants work under Engineering Faculty. The highest number of study participants is seen to join from the Faculty of Economics and Administrative Sciences whereas the least number of participants join from the Engineering Faculty.

Data Collection Tools

The study has used the Personal Information Form to collect the demographic data of the participants and the "Authentic Learning Readiness Scale for Teachers" developed by Horzum, Bektaş, Can, Üngören and Sellüm (2019). This scale has been developed to measure the readiness levels of the teachers towards the authentic learning approach. The scale is five-point Likert type and includes 16 articles. The Likert points are (1) "Totally Disagree", (2) "Disagree", (3) "Neutral", (4) "Agree" and (5) "Totally Agree". All the articles in the scale are positive expressions. The scale consists of a single dimension. The Cronbach Alpha internal reliability coefficient has been calculated as .92. This value proves that the "Authentic Learning Readiness Scale for Teachers" is a valid and reliable measurement tool. The Table 4 demonstrates the criteria used for the average points of the data to be received through this scale.

Table 4. The criteria used for the average points of the data to be received through the authentic learning readiness scale

Total Scale Point Interval	Average Scale Point Interval	Assessment Criteria
x ≤48	1.0 - 2.49	Low
48 ≤x ≤66	2.5 - 3.5	Neutral
x >66	3.51 -5.0	High

Data Collection Process and Analysis

The consent of the Ethics Board has been obtained for the data collection process. A personal information form, which holds the gender, age, department and faculty data of the faculty members lecturing through distance education, has been issued and the respective information is accordingly collected. The participating faculty members are informed about the purpose of the study. The participation has depended on the volunteering basis. The "Authentic Learning Readiness Scale" used in the study has been issued via Google Form and delivered to the participants.

The data obtained as a result of the study are saved by the author in the computer environment. The gathered data are then prepared for data analysis. All the data are controlled at length whereas 18 responses which were incomplete and faulty are not included in the analysis. The kurtosis-skewness coefficients have been calculated to establish the distribution of the obtained data. For a normal distribution, the kurtosis-skewness coefficients should be between the +1 and -1 value interval (George and Mallery, 2010). When considered the data obtained through this study, a normal distribution has been understood to exist. Accordingly, the parametric analyses have been conducted on such distribution. In line with the research problems of the study, necessary statistics were made according to the variables. In other words, the data analysis has been made with SPSS 21.0 computer program. Finally, the outputs obtained from the data analysis have been subjected to independent sample t-test and one-way variance analysis.

Findings

This title includes the findings obtained from the analysis of the aforementioned data.

Findings related to the First Problem

The first problem of the study includes the descriptive statistics related to the authentic learning approach readiness levels of the faculty members lecturing through distance education. The findings may be seen under the Table 5.

Table 5. The descriptive statistics related to the authentic learning approach readiness levels of the faculty members lecturing through distance education

Scale Dimension	n	$\overline{X}$	Sd	Skewness	Kurtosis
Authentic Learning Readiness Scale for Teachers	168	4,42	,18	-,415	,239

With regard to the authentic learning readiness levels of the faculty members lecturing through distance education, the obtained scale data have produced a general average of 4,42 accompanied by a standard deviation of ,18. When we examine the average point produced by the obtained data, a high level of authentic learning readiness level of the faculty members can be claimed with reference to the scale criterion.

Findings Related to the First Sub-Problem of the Second Problem

The authentic learning approach readiness levels of the faculty members lecturing through distance education have demonstrated a normal distribution of averages. In relation, an independent sample t-test has been conducted as to understand if a significant difference exists between the faculty members of different genders with regard to the authentic learning readiness levels through distance education. Table 6 demonstrated the obtained findings.

Table 6. Independent sample t-test results related to the authentic learning readiness levels of the male and female faculty members lecturing through distance education

Gender	n	$\overline{X}$	sd	T	df	p	F
Male	96	4,41	,199	-,675	166	,156	2,03
Female	72	4,43	,165				

The results of the analysis performed to understand if a difference exists between the authentic learning readiness levels of the male and female faculty members lecturing through distance education have shown that a significant difference had not existed (t(166)=-,675, p>.05). In other words, the points obtained from the general average (mean) of the authentic learning readiness scale have not demonstrated a significant difference for male and female faculty members. In addition to that, the point averages of the male and female faculty members are understood to be very close to each other. Basing on such average points, still it may be claimed that female faculty members are very slightly more ready to the authentic learning approach compared to their male counterparts.

Findings Related to the Second Sub-Problem of the Second Problem

A one-way analysis of variance (ANOVA) has been conducted as to understand if a significant difference exists between the faculty members of different ages with regard to the authentic learning readiness levels through distance education. The produced descriptive analysis results are given under Table 7 whereas the ANOVA results under Table 8.

Table 7. The descriptive statistics results for the points of the faculty members of different ages with regard to the authentic learning readiness levels through distance education

Scale Dimension	Age interval	N	$\bar{x}$	df	Min	Max
Authentic Learning Readiness Scale for Teachers	22-32	39	4,43	,202	3,94	4,88
	33-43	34	4,39	,176	3,94	4,69
	44-54	35	4,49	,151	4,06	4,75
	55-65	31	4,41	,192	3,88	4,81
	65 years and older	29	4,37	,186	4,00	4,69

To understand the cause of the readiness level differences among the faculty members of varying ages, a Scheffe test has been performed. The results are given under Table 8.

Table 8. One-Way Analysis of Variance (ANOVA) results for the faculty members of different ages with regard to the authentic learning readiness levels through distance education

Scale Dimension		Sum of Squares	Mean of Squaers.	F	P	Difference	Impact Value
Authentic Learning Readiness Scale for Teachers	Inter Groups	,281	,070	2,09	,083	Fark Yok	-
	Intra Groups	5,44	,033				
	Total	5,72					

The results of the analysis performed to understand if a difference exists between the authentic learning readiness levels of the faculty members of varying (different) ages lecturing through distance education have shown that a significant difference had not existed between the total readiness average points (F=2,09, p>.05). When we look to the authentic learning readiness average points over age, the participants from 44-54 years interval have been understood to demonstrate a high readiness level whereas the participants from 65 years and older interval but a low readiness level. It is assumed that the low authentic learning readiness average points of the 65 years and older age participants had arisen due to the distance education process.

Findings Related to the Third Sub-Problem of the Second Problem

A one-way analysis of variance (ANOVA) has been conducted as to understand if a significant difference exists between the faculty members from different faculties with regard to the authentic learning readiness levels through distance education. The produced descriptive analysis results are given under Table 9 whereas the ANOVA results under Table 10.

Table 9. The descriptive analysis of the points scored by the faculty members from different faculties with regard to the authentic learning readiness levels through distance education

Scale Dimension	Faculty	N	$\bar{x}$	df	Min	Max
Authentic Learning Readiness Scale for Teachers	Faculty of Eco. and Adm. Sciences (1)	28	4,37	,269	3,88	4,88
	Faculty of Education (2)	31	4,40	,193	4,00	4,75
	Faculty of Architecture (3)	26	4,45	,132	4,19	4,69
	Faculty of Communication (4)	33	4,49	,105	4,25	4,69
	Faculty of Human & Social Sciences (5)	27	4,37	,168	4,06	4,81
	Engineering Faculty (6)	23	4,44	,190	3,94	4,75

A one-way analysis of variance (ANOVA) has been conducted as to understand if a significant difference exists between the faculty members from different faculties with regard to the authentic learning readiness levels through distance education. To understand the cause of the readiness level differences among the faculty members from different faculties, a Scheffe test has been performed. The results are given under Table 10.

Table 10. One-Way Analysis of Variance (ANOVA) results for the faculty members from different faculties with regard to the authentic learning readiness levels through distance education

Scale Dimension		Sum of Squares	Mean of Squares	F	P	Difference	Impact Value
Authentic Learning Readiness Scale for Teachers	Inter Groups	,314	,063	1,882	,100	Fark Yok	-
	Intra Groups	5,41	,033				
	Total	5,72					

The results of the analysis performed to understand if a difference exists between the authentic learning readiness levels of the faculty members from different faculties lecturing through distance education have shown that a significant difference had not existed between the total readiness average points (F=1,88, p>.05). When we look to the authentic learning readiness average points over faculties of profession, the participants from Faculty of Communication have been understood to demonstrate a high readiness level whereas the participants from Faculty of Economics and Adm. Sciences and from the Faculty of Human and Social Sciences but a low readiness level. While empirically expecting a high readiness level from the Faculty of Education participants but finding a higher score of the Faculty of Communication participants presumably points out that the student-teacher interactions through the distance education process might have caused positive contributions to the former group.

Discussion and Conclusion

This study has aimed to establish the authentic learning readiness levels of the faculty members lecturing through distance education. The results related to the respective sub-problems have been given as follows.

The first problem of the study has been "What are the readiness levels of the faculty members towards the authentic learning approach under distance education process?" The study has declared that the faculty members lecturing through distance education had had a high authentic learning readiness level. However, the research performed by Akça, Berk and Ata (2009) was claiming that the teachers hadn't had sufficient information with regard to the authentic learning whereas used to face respective problems during the course of the same. In the study of İlter (2014), one of the teaching methods and techniques that instructors generally use in their lessons is the constructivist approach. The study of Gürdoğan and Aslan (2016) attempted to obtain the attitudes of the candidate teachers towards the authentic learning approach whereas the generality of the participants had responded as choosing the expression "I have no idea". The reasons for these contradicting outputs of aforementioned two former studies have been interpreted as the teachers not being able to carry out their own learned curriculum contents in a constructive manner. The literature also strengthens our such proposal. Yalaza and Atay (2003) claim that the beliefs of the teachers towards the authentic learning approach originate from their personal experiences and particularly the ones gained through their own studentship periods. However, since in the present time a constructive approach is accepted for the course contents and the teachers act more passively as guides, we may have found accordingly a high level of readiness with regard to this subject learning approach of our study. Estes (2016) has performed research on authentic learning and analyzed the responses of the teacher through the same. He has spotted that the teachers had owned former experiences with regard to the authentic learning practices. In addition to this, in parallel with the increasing dominance of the distance education, the learning environments have gone under a change accompanied by greater material diversity and, accordingly, the acceptance of the authentic learning approach has become a more simple concern. Together with the multi-environmental designs, the constructive assessment methods are easier to utilize. That is because the learning process now requires a variety of measurement tools also to be functional (Gelbal & Kelecioğlu, 2007).

The first sub-problem of the second research question has been "if the readiness levels of the faculty members towards the authentic learning approach under distance education process vary significantly according to the gender?" A significant difference between the readiness levels of the male and female faculty members towards the authentic learning approach under distance education process could have not been spotted. Kozikoğlu, Cavak and Arkalı (2022) have also spotted that the gender had not been a determining variable for the authentic learning readiness of the teachers. The competency of the teacher is one of the most important factors with regard to the learning process. A teacher being confident about his/her competency on a subject matter proportionally assists him/her to ensure a permanent learning for the learner (Karacaoğlu, 2008). Moreover, it is thought that the visuals, interactive technologies, simulations etc. technological tools functional under the distance education process have also contributed positively to the respective readiness of the teachers. In addition to that, the distance education environments and simulations transfer the real cases to the virtual settings and the resulting realistic feedbacks allow the teachers to check the tasks of the students and to perform the accomplishment assessments as required (Midura & Dede, 2010). Thus, such technologic feedback opportunities can be claimed to provide contributions towards the authentic learning readiness of the teachers.

The second sub-problem of the second research question "if the readiness levels of the faculty members towards the authentic learning approach under distance education process vary significantly according to the age?" A significant difference between the readiness levels of the faculty members of different ages towards the authentic learning approach under distance education process could have not been spotted. Generally, as the age becomes older but a decreasing positive attitude towards the distance education can be monitored through the literature (Alea et.al., 2020; Güler, Şahinkayası & Şahinkayası, 2017; Dursun & Yıldız, 2022). However, it is assumed that the non-existence of such a difference in this study has been originated from the authentic learning variable. Indeed, the experiences acquired through the learning-teaching process can be claimed to affect the readiness levels positively.

The third sub-problem of the second research question has been "if the readiness levels of the faculty members from different faculties towards the authentic learning approach under distance education process vary significantly?" A significant difference between the readiness levels of the faculty members from different faculties towards the

authentic learning approach under distance education process could have not been spotted. Aina, Aboyeji and Omolewa (2015) have researched the authentic learning experiences of (i) 50 candidate teachers from technical education area, (ii) 50 candidate teachers from basic sciences education area and (iii) 100 candidate teachers from the vocational education area. It has been monitored that candidate teachers practicing in both the science and technical areas had accumulated sufficient levels of the authentic learning experiences. Maina (2004) also expresses that the teachers have successfully completed their authentic learning process without regard to any branch (area) difference. The study of Demirtaş and Dönmez (2008) could have not spotted a significant difference in authentic readiness of the teachers with regard to the branch (department, area) variable. Accordingly, the faculty members being considered as education professionals without making a distinction of branch, faculty etc. and all holding respective teaching experiences then may explain the non-existence of any significant difference in authentic learning readiness level under distance education process.

Consequently, this study has observed that the authentic learning readiness levels of the faculty members lecturing through distance education process had been high with reference to the selected variables.

Suggestions

As a result of this study, the following recommendations can be made for researchers:

- When the literature is examined, it is seen that studies are mostly conducted with teachers and teacher candidates on this subject. Therefore, qualitative studies on this subject can be done with instructors.
- Various evaluations of authentic learning can be made by considering different variables.

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Ethical Committee Permission Information

Name of the board that carries out ethical assessment: Beykoz University Social and Humanities Scientific Research Ethics Board

The date and number of the ethical assessment decision: 27.02.2023-2023/09

Author Contribution Statement

Cansu ŞAHİN KÖLEMEN: *Conceptualization, literature review, methodology, implementation, data analysis and writing.*

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