STUDENT OPINIONS ON MANAGEMENT OF DISTANCE EDUCATION APPLICATIONS

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ABSTRACT

Traditional education systems can sometimes become inadequate in the face of technological developments. Individuals, whose educational needs cannot be met by traditional education systems, can tend to search for alternatives and can have different demands in order to meet with these needs. These demands of the individuals can be reciprocated by managements and internet-based education methods, which remove limitations of time and space, provide facilities and equal opportunities, comply with student-centered educational approach and use computer and internet technologies, can be put into practice. Appearing before us sometimes as an alternative to the traditional education and sometimes as a support, these applications began to occupy an important place in the education systems of our era.

This study, which was conducted by general survey method in view of this importance, aims to learn opinions of "masters' students on the efficiency of distance education applications." Survey of "Distant Education and Technologies Assessment," developed by Aktas (2008) and adapted to Istanbul sampling by the researcher, was used in order to determine opinions. University students, who are doing masters without thesis at Social Sciences Institute Educational Administration Supervision Planning and Economics Department of Fatih University in 2013-2014 academic years, constitute the study group of the research. All of the students in the study group were reached. As a result of the study, masters' students believe that "distance education applications" fills a very important void for individuals that experience difficulties especially in time management despite some of its inconveniencies. By looking at the results of the study, it is suggested that measures, which provide further dissemination of distance education application by will improve their technical competencies, should be taken.

Keywords: **Education, distance education, educational management, Student, higher education.**

INTRODUCTION

Traditional education systems can sometimes become inadequate in the face of technological developments. Individuals, whose educational needs cannot be met by traditional education systems, can tend to search for alternatives and can have different demands in order to meet with these needs.

These demands of the individuals can be reciprocated by managements and internet-based education methods, which remove limitations of time and space, provide facilities and equal opportunities, comply with student-centered educational approach and use computer and internet technologies, can be put into practice. Appearing before us sometimes as an alternative to the traditional education and sometimes as a support, these applications began to occupy an important place in the education systems of our era (Ersoy, 2008; Gülsen & Gökyer, 2014).

"Distance education" is defined as educational methods that provide communication and interaction between those who plan and implement educational studies and learners in different venues through specially designed instructional units, various mediums and instructional materials from a particular center in the absence of inability to carry out in-class activities due to limitations in traditional teaching methods (Aktas, 2008; Bahçekapılı, 2011;Gültekin et al., 2012; METU, 2014; Wikipedia, 2014; Yalın, 2012)

Distance education is an education system, which is completely independent of time and space, through which courses are conducted completely in virtual environment, live, with video, sound and interactively without student's and instructor's having to come to the venue of the course, which enables participants to watch/view again and again, which provides a university education by gaining access to source information, which allows teaching and learning to pass quickly in computer environment in modern conditions, which offers rational, modern, innovative self-learning opportunity to individuals, which is flexible in contrast to formal education and which can be more adaptable to individuals' conditions. (Bahcekapılı, 2011; Ersoy, 2008; Geçit, 2011; Gültekin et al., 2012; Halis, 2011; İşman, 2011; Oral, 2011; Yalın, 2012). Being an institutional education activity that brings student, teacher and instructional materials in different venues together through communication technologies, distance education can be carried out by methods providing course-contents through mail, radio, television, content-installed CD-ROMs and computers, network connections that are synchronized or unsynchronized via internet or wireless connection in student's computer or mobile phone (Bahçekapılı, 2011; Geçit, 2011; Gültekin et al., 2012; Halis, 2011; Isman, 2011; METU, 2014; Oral, 2011; DistanceEducation, 2014, Uzem, 2014; Yalın, 2012).

Distance education applications are becoming increasingly common as a method that is one step of the customary formal (traditional) education methods when considering the restrictions in in-class activities and communication. Some useful results are expected to be obtained from "distance education" applications that are being carried out either completely online or mixed education methods (Aktaş, 2008; Bahçekapılı, 2011; Ersoy, 2008; Gök, 2011; İşman, 2011; Sarıtaş, 2009; Seferoğlu, 2013; Yanpar, 2007). These are;

- **It is student-centered. It provides each student the opportunity to learn at his/her own pace.**
- **Full-time access to the tools and equipments of distance education and other materials can be provided.**
- **Equal opportunity in education can be achieved by means of the technological opportunities independent of time and space by removing geographical and regional barriers.**
- **Studies can be carried out, videos can be watched and research can be conducted at any desired place and time in suitable environments without any worries of transportation.**

- **It provides equal opportunity for disadvantaged party (disability, etc) who cannot participate in formal education.**
- **A wide audience of students can be reached by means of features such as, social networks, chat rooms and forums and students, including those who fail to ask questions face to face, can ask questions at any time and receive responses in a short time through these networks.**
- **People, who had to take a break from their education due to marriage, begetting children or other reasons, are given the opportunity to continue their education from where they left it and thus they could devote time for their respective families as well as pursue their education at the same.**
- **Education methods that are based on problem-solving, research and critical thinking can be applied more easily in distance education applications.**
- **Teachers and students can meet face to face while they are in different venues through video conferencing method.**
- **Full-time employees can perpetually continue their education in an unlimited manner through distance education without detaching themselves from business life.**
- **Academic studies, scientific research and technological developments can be closely monitored through distance education by getting in contact with people living in different parts of the world.**
- **It offers a flexible and objective assessment and evaluation.**
- **Since additional expenses, such as transportation, lodging, accommodation and food, are eliminated by means of distance education, costs will be reduced and thus those, who have limited economic means, will be reached over.**
- **It is a major breakthrough to provide equality for those who demand education in their disadvantaged situations in educational services caused by different social, economic and geographical reasons. Student are provided 7/24 access to learning environment and content.**
- **It eliminates geographical and regional barriers since it is independent of time and space.**
- **An approach of leading student to research and productivity is adopted in distance education applications.**
- **Education can be popularized on one hand and be individualized on the other.**

Distance education has also some limitations and conditions in addition to these benefits. In particular, it may not be suitable for all courses and students. *Certain conditions and limitations in distance education are described below* (Aktaş, 2008; 5; Ersoy, 2008; İşman, 2011; Uzem, 2014). These conditions are listed below.

- **Learning process of the distance education should have clear goal-oriented and predetermined results.**
- **Measures should be taken to ensure students to be active in learning process.**
- **Distance education environment, where courses are given, should be in an appropriate manner for using various types of communication tools when necessary.**
- **Learning based on problem-solving should be used in distance education in addition to learning based on providing information.**

- **Learning process should be designed in such a way to ensure the communication of those who have interaction and common interests.**
- **Distance education applications should also have very important contributions to the social mission of education and learning.**

It is an accepted reality that distance education applications many benefits despite their limitations and some difficulties. However, in addition to these benefits, there are also some disadvantages of these applications.

Implementers, who are involved in the management of distance education application process, must also take some of disadvantages of distance learning applications into account alongside their benefits when planning these educational applications. Encountering disadvantageous situations was emphasized to be probable in distance education applications in the studies that are conducted.

It is necessary for those who remain in the management of distance education applications to take note of the following limitations and disadvantageous situation when planning these educational applications (Aktaş, 2008; Gültekin et al., 2012; Sarıtaş, 2009; Uşun, 2006).

- **Difficulties related to arranging environment for face to face interaction, which are seen important in learning environments, and providing facilities for them,**
- **Having no ability to resolve difficulties encountered in learning process and problems that may emerge from this situation,**
- **Progression of behaviors arising from not being able to receive assistance immediately and not resolving the problem,**
- **Planning difficulty for those who are not in the habit of self-study and failed to develop this habit,**
- **Obligations of employed individuals to study and to work simultaneously at scheduled times,**
- **Limitations mainly in the processing of application-related issues such as laboratory and workshop,**
- **Limitations in communication due to excess in the number of students,**
- **Lack of self-discipline in people related to work,**

such limitations and disadvantageous situations can make it difficult to obtain successful results in distance education.

The possibility of experiencing some limitations in all stages of distance education process, experiencing some difficulties in educational applications due to special circumstances and the possibility of encountering disadvantageous situations compared to formal education should certainly be kept in mind starting from the planning of its applications.

Necessary evaluation should be made after every application and preventive measures should be taken. Even though disadvantages of distance education applications, as highlighted above, can be found in contrast to formal education, these disadvantageous problems can be overcome with a good process management.

These applications should be popularized by considering their benefits despite all the difficulties when keeping in mind the gradual increase in the importance of distance education applications in our developing world. This requirement is of greater importance for our country especially in higher education.

The importance of distance of education is highlighted in 10th Development Plan by taking the needs arising from this requirement into account and it was stated that distance education programs and e-learning would be supported for the development of human capital (TBMM, 2013).

Obtaining the opinions of students, who are personally taking this education, is seen to be important in order to reduce the difficulties in the popularization process of distance education applications, which took their place in development plans, in the education system of our country, especially in higher education.

Therefore, the procedure of obtaining opinions of the higher education students, who are taking distance education, in addition to formal education was chosen in this study. Obtaining these

In view of this importance, opinions of masters' students on the subject of "Distance Education Applications Management" are aimed to be learnt in this study conducted by general scanning model.

METHOD

"Distance Education and Technologies Assessment" survey, developed by Aktaş (2008) in five-point Likert-type, whose Crombach Alpha reliability coefficient was determined as 0.976 (p>0.55), which proved to be reliable in terms of material analysis by looking at this result and was adapted by the researcher to Istanbul sampling, was used in order to determine opinions.

University students, who are doing masters without thesis at Social Sciences Institute Educational Administration Supervision Planning and Economics Department of Fatih University in 2013-2014 academic years, constitute the study group of the research.

All of the students in the study group were reached. These students took a total of 2 courses through distance education.

Data obtained from university students doing masters without thesis at Social Sciences Institute Educational Administration Supervision Planning and Economics Department of Fatih university containing their opinions on "Distance Education Applications Management" were dealt in four different dimensions such as "Educators in Distance Education," "Distance Education Models," "Teaching of Distance Education Course," and "Comparison of Distance Education and Formal Education" and were evaluated.

Range limits, sub-dimensions and matters related with these sub-dimensions of the survey, which was prepared in five-point Likert type and whose ranges were thought to be equal, were determined in Table: 1.

Table: 1
Values Related to "Distance Education and Technologies Evaluation" Survey

Sub-dimensions of the Survey	Propositional Number Belonging to Dimension	Weights Given to Participation Degrees of Propositions in Survey and Limits of These Weights		
		Weight	Choice	Limits
Opinions on Educators in Distance Education	9 Articles	1	Strongly Disagree	1.00–1.79
Opinions on Distance Education Models	23 Articles	2	Less Agree	1.80–2.59
Opinions on Teaching of Distance Education Courses	5 Articles	3	Agree at Intermediate Level	2.60–3.39
Comparison of Distance Education and Formal Education	15 Articles	4	Mostly Agree	3.40–4.19
		5	Strongly Agree	4.20–5.00

Table: 2
Student Opinions on Educators in Distance Education

ORDER NO	PROPOSITION	Strongly Disagree	Less Agree	Agree at Intermediate Level	Mostly Agree	Strongly Agree	Total
		%	%	%	%	%	$\overline{X}$
1	Educator in Distance education constitutes a benevolent atmosphere.	15,79	47,37	10,53	21,05	5,26	2,53
2	Educator in distance education makes delivery of courses more clear and comprehensible, and plain to everyone.	21,05	36,34	5,26	21,05	15,79	2,47
3	Student of distance education receives responses to his/her questions very late and they are not satisfactory.	5,26	47,37	5,26	21,05	21,05	3,05
4	Educator in distance education excitedly conducts his/her courses by adding certain things from himself/herself.	10,53	36,34	21,05	26,32	5,26	2,79
5	In distance education, educator introduces the computer program that will be used in communication in education and ensures the acquiring of technological skills at the beginning of semester.	5,26	21,05	21,05	26,32	15,79	3,26
6	Educator delivers services to students outside the classroom when course is not conducted by distance education.	10,53	31,58	15,79	15,79	26,32	3,16
7	Educators create favorable time for students to ask questions.	15,79	21,05	15,79	31,58	15,79	3,11
8	Educators resolve students' problems related to the course during meeting hours either face to face or in electronic environment.	5,26	36,34	15,79	36,34	5,26	3,00
9	I am informed in a short time and accurately by other friends or educators in forums.	21,05	31,58	10,53	31,58	5,26	2,68
TOTAL							2,89

RESULTS AND COMMENTS

In this section, results and comments are given in accordance with the purpose of the research. Opinions of university students, who are doing masters without thesis at Social Sciences Institute Educational Administration Supervision Planning and Economics Department of Fatih University, were evaluated in four different dimensions as stated above and they were interpreted according to their percentages (%) and arithmetic means ($\overline{X}$). When Table: 2 is analyzed, it can be seen that masters' students participated in the dimension of "Student Opinions on Educators in Distance Education" at an "intermediate level" with the overall arithmetic average of "$\overline{x}$=2,89."

The highest level of participation, in terms of arithmetic average a little closer to the complete degree of participation, has been the proposition of "In distance education, educator introduces the computer program that will be used in communication in education and ensures the acquiring of technological skills at the beginning of semester" with a degree of "$\overline{x}$=3,26" and "intermediate level" participation. The lowest level of participation, in terms of arithmetic average, is seen to be on the proposition of "Educator in distance education makes delivery of courses more clear and comprehensible, and plain to everyone," with a degree of "$\overline{x}$=2,47" and "low-level" participation. When looked in terms of percentile, the highest level of participation has been the proposition of "Student of distance education receives responses to his/her questions very late and they are not satisfactory" with a ratio of 47.37%.

When looked at these results, even though masters' students do not completely believe in the efficiency of the dimension of distance education applications related to educators, they do not consider them as inefficient. They drew attention to the areas that could be improved with an intermediate level of participation.

When Table: 3 is analyzed, it can be seen that masters' students participated in propositions related to the dimension of "Student Opinions on Distance Education Models" at an "intermediate level" and with the overall arithmetic average of "$\overline{x}$=2,80." The proposition, which has the highest level of participation in terms of arithmetic average and a little closer to the full degree of participation among propositions of this dimension, has been the proposition of "distance learning increases interaction with other students" with a degree of "$\overline{x}$=3,89" and "high" participation.

This proposition, at the same time, has become the proposition that shows the highest level of participation in terms of percentile and with a ratio of 52.63% at the full level. The lowest level of participation, at intermediate level in terms of arithmetic average, is seen to be on the proposition of "Video images of offered courses can be saved at a place and be repeated at any time in web-based education," with a high degree of "$\overline{x}$=1,58" and "never" level participation.

This proposition, at the same time, has become the proposition that shows the highest level of participation at the level of 'never' in terms of percentile and with a ratio of 57.89%. This ratio has the attribute to be supported at "less" level by "Websites are quite clear and simple for use in distance education" with the highest participation in the ratio of 57.89%.

Table: 3
Student Opinions on Distance Education Models

ORDER NO	PROPOSITIONS	Strongly Disagree	Less Agree	Agree at Intermediate Level	Mostly Agree	Strongly Agree	Total
		%	%	%	%	%	$\overline{X}$
1	An alternative method is developed when a mode of communication fails to function in distance education.	0,00	10,53	36,34	36,34	15,79	3,58
2	Websites are quite clear and simple for use in distance education.	15,79	57,89	5,26	15,79	5,26	2,37
3	Library resources can be accessed at a satisfactory level for assignments and projects in distance education.	15,79	47,37	21,05	5,26	10,53	2,47
4	My questions and comments are responded in a timely manner in distance education.	5,26	21,05	10,53	42,11	21,05	3,53
5	DL increases interaction with other students.	5,26	5,26	10,53	52,63	26,32	3,89
6	Additional knowledge and assistance, which are necessary in participation, are provided with sufficient technical support in distance education.	10,53	26,32	26,32	26,32	10,53	3,00
7	University provides me sufficient equipment and tools in distance education.	5,26	26,32	31,58	36,34	0,00	3,00
8	Distance learning components are effective in terms of learning a course in distance education.	10,53	21,05	52,63	5,26	10,53	2,84
9	There are no limitations of time and space for studying in distance education.	36,34	36,34	0,00	15,79	10,53	2,26
10	Video images of offered courses can be saved at a place and be repeated at any time in web-based education.	57,89	31,58	5,26	5,26	0,00	1,58
11	Operations that I am supposed to carry out are often delayed due to problems in web page.	10,53	42,11	15,79	21,05	10,53	2,79
12	People at university do not show necessary sensitivity in problems related to the troubles originated due to internet connection.	5,26	36,34	10,53	26,32	21,05	3,21
13	Learning at distance education is quite trouble-free and easy because of no pressures experienced in classroom environment such as teacher, exam, transportation, etc.	21,05	15,79	26,32	26,32	10,53	2,89
14	Inability to establish communication with other students in web-based education makes courses boring and demands you to fight with course-related problems alone.	10,53	26,32	26,32	15,79	21,05	3,11
15	Studying and conducting research in Internet take a lot less time than studying from books, but it requires you to remain in front of computer for so long.	15,79	52,63	15,79	10,53	5,26	2,37
16	Radio, one of the distance education technologies, is not convenient to use since there is no video image and no teacher-student interaction.	0,00	52,63	15,79	5,26	26,32	3,05
17	Lack of interaction in audio cassettes, one of the distance education technologies, and the need to have printed materials while using them bring limitations.	15,79	52,63	15,79	5,26	10,53	2,42
18	Printed materials, such as course books and study guides, are necessary indistance education methods conducted via television.	26,32	47,37	0,00	21,05	5,26	2,32
19	Learning cannot be carried out at a sufficient level in distance education method conducted via television since there is no interaction.	26,32	47,37	10,53	5,26	10,53	2,26
20	Since it is easy to use, videotape can be used alone in learning conducted through video technology and it is an effective earning technology.	21,05	21,05	26,32	26,32	5,26	2,74

21	Lack of visual image is not felt in audioteleconferencing since teacher and students are interactively involved.	10,53	5,26	21,05	47,37	15,79	3,53
22	There can be difficulty in learning through audio conferencing since there is no visual image.	10,53	5,26	21,05	10,53	21,05	3,00
23	Printed materials, such as course books and study guides, are necessaryin distance education methods conducted via audio conferencing.	26,32	52,63	0,00	10,53	10,53	2,26
TOPLAM							2,80

When the Table is analyzed as a whole, students moderately approached the propositions related to distance education models. They complain about the insufficiency of infrastructure in distance education applications and hope to watch the lectures that they could not follow later.

Table: 4
Student Opinions on Teaching of Distance Education Courses

ORDER NO	PROPOSITIONS	Strongly Disagree	Less Agree	Agree at Intermediate Level	Mostly Agree	Strongly Agree	Total
		%	%	%	%	%	$\overline{X}$
1	Educational program, determined by the educators, clearly reveals his/her expectations of that particular course in distance education.	0,00	52,63	10,53	31,58	10,53	2,95
2	Course content is well-arranged and has been brought to an active position in DE	15,79	42,10	10,53	31,58	0,00	2,58
3	Materials and assignments, provided in DE, help me to understand the topics.	0,00	26,32	15,79	47,37	10,53	3,47
4	Student evaluation techniques (tests,homework, etc) are sufficientand appropriate in DE	5,26	10,53	26,32	52,63	5,26	3,58
5	Educator provides beneficial information through feedback whenhe/she gives tests and assignments back in DE	10,53	26,32	42,11	10,53	5,26	2,79
TOTAL							3,07

When Table: 4 is analyzed, it can be seen that masters' students participated in the dimension of "Student Opinions on Teaching Courses in Distance Education" at an "intermediate level" and with the overall arithmetic average of "$\overline{x}$=3,07." The proposition, which has the highest level of participation in terms of arithmetic average and a little closer to the full degree of participation among propositions of this dimension, has been the proposition of "Student evaluation techniques (tests, homework, etc) are sufficient and appropriate in distance education" with a degree of "$\overline{x}$=3,58" and "high level" participation.

The lowest level of participation, at intermediate level in terms of arithmetic average, is seen to be on the proposition of "Course content is well-arranged and has been brought to an active position in distance education," with a high degree of "$\overline{x}$=2,58" and "low level" participation. This proposition, at the same time, has become the proposition that shows the highest level of participation at the full level in terms of percentile and with a ratio of 52.63%.

On the other hand, the lowest level of participation, in terms of percentile, is seen to be on the proposition of "Educational program, determined by the educators, clearly reveals his/her expectations of that particular course in distance education," with a ratio of 52.63% and "low level" participation.

When the Table is interpreted as a whole, it is seen that students participated in the propositions related to teaching of courses at intermediate level, indicate that the provided materials and assignments help them to understand the topic and like the evaluation method of the courses.

Table: 5
Student Opinions on Comparison between Distance Education and Formal Education

ORDER NO	PROPOSITIONS	Strongly Disagree	Less Agree	Agree at Intermediate Level	Mostly Agree	Strongly Agree	Total
		%	%	%	%	%	$\overline{X}$
1	I can easily gain access to lectures that I missed at different times in distance education compared to formal education.	52,63	36,34	5,26	5,26	0,00	1,63
2	More resources can be accessed in DE in comparison with formal education.	15,79	5,26	31,58	36,34	10,53	3,20
3	You become independent in distance education compared to formal education.	42,11	21,05	10,53	15,79	10,53	2,32
4	Computer and internet skills are necessary DE in comparison with formal education.	42,11	21,05	5,26	31,58	0,00	2,26
5	Educators are more accessibleDE than in formal education.	5,26	21,05	10,53	42,11	21,05	3,53
6	Other students are accessed morein distance education compared to formal education.	10,53	10,53	5,26	42,11	26,32	3,74
7	Courses should be better-organized in distance education in comparisonwith formal education.	42,11	36,34	5,26	5,26	10,53	2,05
8	Studying in front of a computer takes much more time in distance education than in formal education.	10,53	26,32	0,00	31,58	31,58	3,47
9	There is no need to take notes in distance education compared to formal education.	10,53	15,79	0,00	47,37	26,32	3,63
10	I can study at home in DE instead of staying in campus all day long like in formal education.	42,11	31,58	0,00	21,05	5,26	2,16
11	Conducting research over internetis a lot quicker and easier in distance education compared to conducting it from books in formal education.	21,05	42,11	15,79	10,53	10,53	2,47
12	Diploma, received through DE, has equal values in job applications in comparison with diploma received through formal education.	5,26	36,34	10,53	21,05	26,32	3,26
13	Diploma, received through DE, is equal to that received through formal education.	10,5	42,11	5,26	31,58	10,53	2,89
14	Individuals will prefer one of DE models to formal education in future.	26,32	10,53	36,34	21,05	5,26	2,63
15	There is no need to take notes in distance education unlike in formal education.	10,53	15,79	5,26	42,11	26,32	3,58
TOTAL							2,85

When Table: 5 is analyzed, it can be seen that masters' students participated in the dimension of "Student Opinions on Comparison between Distance Education and Formal Education" at an "intermediate level" and with the overall arithmetic average of "$\overline{x}$=2,85."

The proposition, which has the highest level of participation in terms of arithmetic average and a little closer to the full degree of participation among propositions of this dimension, has been the proposition of "Other students are accessed more in distance education compared to formal education" with a degree of "$\bar{x}$=3,74" and "high level" participation. The lowest level of participation, at intermediate level in terms of arithmetic average, is seen to be on the proposition of "I can easily gain access to lectures that I missed at different times in distance education compared to formal education," with a high degree of "$\bar{x}$=1,63" and "never" level participation. This proposition, at the same time, has become the proposition that shows the highest level of participation at "never" level in terms of percentile and with a ratio of 52.63%. On the other hand, the lowest level of participation, in terms of percentile, is seen to be on the proposition of "There is no need to take notes in distance education compared to formal education," with a ratio of 47.37% and "highest level" participation. When the Table is interpreted as a whole, students indicated that they failed to gain a comfortable access to the lectures that they missed, established a high level stronger interaction with students, reached them more comfortably and felt no need to take notes in distance education.

CONCLUSION AND SUGGESTIONS

In general, the following conclusions were reached from the results of the research.

- **As a whole, students generally show a moderate level of participation to the propositions related to distance education applications.**
- **Despite some difficulties in distance education applications, they are believed to fill a major gap for people who especially have difficulties in time management.**
- **There are technical deficiencies of distance education applications.**
- **Students have difficulties in reaching the documentation related to lectures that they failed to follow in distance education applications.**
- **Students are able to establish communication more comfortably with other students who are also taking the course by means of distance education applications.**
- **Instructor of the course is expected to make course contents and its teaching more clearly in a comprehensible and plain language that can be understood by everyone, and to present web-based documentation to student use in the manner that they may access to them at any time they want.**
- **Student evaluation techniques (tests, assignments, etc.) are considered to be sufficient and appropriate in distance education.**

The following suggestions can be made by looking at the conclusions drawn from results of the research.

- **Special effort should be shown to popularize distance education applications by absolutely eliminating their technical deficiencies.**
- **It should be possible for students, who continue in distance education applications, to gain access, at any time, to the documentation on the internet environment from the courses that they could not follow.**

- **Instructors of the course should prepare the course contents in such a way that they should be clearly understood by the students.**
- **Instructors of the course should be attentive to make their course delivery more clearly, comprehensible by everyone and in a plain language, and they should absolutely present web-based documents to students' use.**
- **Administrators, who will administer the distance education process, should take notice of student warnings and improvements in later applications should be made in the light of these warnings.**
- **Opinions of the other parties related to research area (faculty, technical staff, program managers, etc.) should also be taken.**

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