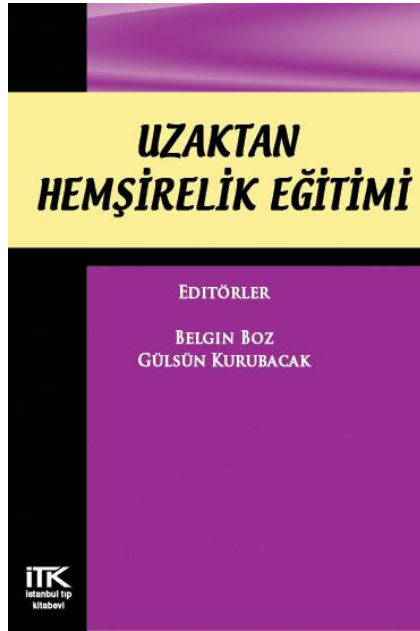


DISTANCE NURSE EDUCATION (UZAKTAN HEMŞİRELİK EĞİTİMİ)

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Distance Nurse Education is the first book in the Turkish literature. The main purpose of this book is to introduce and discuss the dimensions, components and characteristics of Distance Nurse Education. The unique approach of this publication brings together 1) Distance Education, 2) Nurse Education, and 3) ALINE (Active Learning in Nursing Education) Model (Fay, Selz, and Johnson, 2005) together at the same time. This book focuses on the learning activities, learner-centered approach, interactions, nursing competency oriented skills and feedback of distance nurse education and its applications. Besides, this book considers on how planning, designing, delivering and managing distance resources to bring about the successful completion of the goals and objectives of distance nurse education; and also discusses the design and its models from a progressive and transformative viewpoint in the area. Thus, the publication attempts to build a better understanding on how distance educators, designers, tutors and

learners in nurse education can talk about the methodical approaches to planning and guiding processes to design distance nurse education from start to finish. This is also important to scrutinize the distance nurse education model how to bring a global and multicultural partnership of faculty, administrators, professionals, teachers, community activists and researchers in distance education as well as nurse education.

Distance education has a potential to utilize cutting-edge technologies to bring together. Therefore, overall objectives and mission of this publication focuses on distance nurse education by emphasizing on diverse distance cultural backgrounds, poor sharing e-resources, and inadequate e-facilities as well as underpaid e-labors. In this context, the model refers to ideas of social justice applied to a complete distance society based on not only giving digital individuals and groups' fair action, but also sharing the benefits of free distance society.

On the other hand, this book focuses on what distance nurse education design means, and how diverse approaches can be implemented the distance nurse education programs through the ALINE Model. Based on this understanding, the book reflects a radical approach in which human rights and equity are manifested in the everyday digital lives of nurse from every level of distance education society. These distinguished and careful analyses are the most important critics of distance nurse education design, and also provide unprejudiced point of views of the progress for distance nurse education designs against several opponents. Moreover, this publishing presents sufficient explanations, interpretations, comparisons, developments, illustrations, constructions, realizations, debating and questionings on distance nurse education. Therefore, the capacity of this book serves in two main dimensions: First, the content of the book provides a general knowledge on both the design of distance nurse education as a whole. Secondly, this book highlights how to design distance nurse education from the diverse ideas to the real world considering transformative distance nurse education issues.

As global distance education continues to flourish, distance learning becomes more critical for lifelong learners to realize not only the surface but also breadth and deeper meanings in presenting these virtual milieus. Formal and informal distance learning not only is very diverse and complex but also enables intense communication across social, cultural and political restrictions while educating and entertaining. Besides, due to representing the personality of providers and designers, this book discusses the social, cultural and political forces determining information quality and the rich array of distance nurse education. Especially, this book focuses on the ALINE Model approach to better promote the most important of diverse backgrounds, ethnocentrism and antiracist equity in distance nurse education by increasing emphasis on liberation, transformative understandings and cultural multiculturalism.

In short, this book is the first book to discuss multicultural viewpoints, beliefs and values of distance nurse education, and also discover new communication technologies and their relationships how to conduct distance nurse education through the ALINE Model to societal and educational change in the digital world. In this context, the table of contents of this book is presented in four sections:

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1. [Contemporary Nurse Education](#)
2. [Aline Model and Distance Nurse Education](#)
3. [Distance Nurse Education Design](#)
4. [A Virtual Harp for Therapy in an Augmented Reality Environment](#)
5. [Conclusions and Recommendations](#)

This book is of significance to those interested in distance nurse education, teaching and training, communication and education for multiple sectors such as universities, colleges, schools, profit/non-profit e-organizations, and e-commerce. This book is also interest professionals, scholars and learners from diverse fields -such as distance education, education, information and communication technologies, nurse education, law, psychology, sociology, etc.- who would like to concentrate on distance nurse education. In addition, the book is highly valuable to those researchers in the field interested in keeping abreast of activist developments in the digital information age. Therefore, it would be an important resource for e-decision makers, elearning environment designers and librarians. Finally, this publication can be used for mentors, facilitators and tutors as well as learners in distance education, nurse education and distance nurse education.

The chapters answer their questions in this context. Therefore, this publication is a course supplement book in distance education, distance nurse education and also online education. In addition, it is a unique resource for the researchers, scholars and distance education professionals and lifelong learners. This book is a reference book, and also a welcome addition to academic libraries' collections in distance education, nurse education, transformative distance education and online learning.

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Dr. Gulsun KURUBACAK has worked with faculty and Anadolu University staff to design, created and implemented new technology-based resources for teaching and learning, faculty web sites, streaming video, and multimedia presentations, both for traditional courses and for online education; consulted with and assist faculty on the selection and implementation of technology teaching tools and resources appropriate to their needs and interests; collaborated with faculty on design and development of online learning environments and on integration of technology into face-to-face and remote milieus; and provided support to faculty in integrating applications of technology into instruction through identifying educational problems, developing delivery strategies using technology as an instructional tool, and evaluating the effectiveness of this type of instructional delivery. Besides, Dr. Kurubacak has developed, delivered and supported training for faculty development on the use of educational technologies as well as effectively applied best practices for learning design, uses of educational technology and educational research in distance education; investigated solutions and ideas; helped implement projects in learning design and course material development; and shared information on emerging learning technologies and practices.

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