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## **E-Book REVIEW**

### **A review of the literature on the Open Education Faculty in Turkey (1982-2002): a revised and expanded fourth edition**

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**<http://www.tojet.net>, ISBN 975492 764 2**

There has been a huge expansion of distance education in Turkey over the last two decades and this book provides both an overview of the work of the Open Education Faculty (OEF) and a more detailed listing and abstracts of 312 related studies.

The book begins with an introductory chapter, which discusses the nature and current issues in distance education and offers a short history of the Open Education Faculty in Turkey. The remaining chapters contain bibliographic information and abstracts of research studies, projects, conference papers and other printed materials relating to the distance education issues and the work of Open Education Faculty.

The brief sketch of the Open Education Faculty will be of interest to those unfamiliar with the developments in Turkey. The Open Education Faculty was established in 1982 at Anadolu University in response to pressure to increase opportunities for higher education and to use more open and flexible education and training structures.

In the first year nearly 30,000 students were admitted to the Business Administration and Economics departments and the teaching system made use of printed text, television and academic counseling. This model of distance education was popular and successful. Today the programmes of study include: nursing, languages, mathematics, science, tourism and teacher training. The Open Education Faculty also provides educational opportunities for Turkish citizens in other Western European countries.

The OEF has had a major impact on higher education in Turkey. Student numbers have grown to approximately one million fifty thousands and more than six and fifty thousands students have graduated over the last 20 years. As a result the number of people who have gained access to higher education has more than doubled.

The main aim of the book is to document the main studies relating to the OEF in order to aid researchers. A listing, alphabetical by author, is followed by an abstract of each study. The 312 studies cover a broad range of issues including student characteristics and progress, programmes of study, teaching and learning methods; and the theory and practice of distance education. There would be the same advantages in grouping the studies around a number of topic headings. This review succeeds in offering a comprehensive resource for researchers, and Editor Demiray is willing to act as a contact point for further discussion.