

Computer Literacy Course with Distance Education: Students' Views on the Procedure, Content and Benefits

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ABSTRACT

The aim of this study is to examine the views of students about the procedure, content and benefits of the computer literacy course conducted by distance education in terms of active and passive participants and non-participating students. Sixty-one faculty of education students, who had taken the Computer Literacy course at a private university, participated in this qualitative study. The data obtained from the opinion form consisting of open-ended questions were analyzed by content analysis. According to the results, the students found live course recording videos most useful and generally had a positive views about the course being given by distance education. When asked about their preferences, it was seen that half of the active participant students preferred distance education and the other half preferred face-to-face education, the majority of the passive students preferred distance education and non-participant students preferred more face-to-face education. It was seen that watching the recorded course videos for active students and preparing homework for passive or non-participating students help them learn the course more easily. In order for the course to be learned more effectively, it is necessary to have attendance requirement according to the passive students and face-to-face education according to the non-participant students.

Uzaktan Eğitim ile Bilgisayar Okuryazarlığı Dersi: Öğrencilerin İşleyiş, İçerik ve Faydaları Üzerine Görüşler

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ÖZET

Bu çalışmanın amacı öğrencilerin uzaktan eğitim ile gerçekleştirilen bilgisayar okuryazarlığı dersinin işleyişine, içeriğine ve faydalarına yönelik görüşlerini derse aktif ve pasif katılanlar ile katılmayan öğrenciler açısından incelemektir. Nitel araştırma yöntemi kullanılan bu çalışmaya özel bir üniversitede Bilgisayar Okuryazarlığı dersini almış olan 61 eğitim fakültesi öğrencisi katılmıştır. Yarı yapılandırılmış görüşme formundan elde edilen veriler içerik analizi ile analiz edilmiştir. Sonuçlara göre öğrenciler canlı ders kayıt videolarını en faydalı bulmaktadırlar ve dersin uzaktan eğitimle veriliyor olmasından çoğunlukla memnundurlar. Tercihleri sorulduğunda derse aktif katılan öğrencilerin yarı yarıya uzaktan veya yüz yüze eğitimi, derse pasif katılan öğrencilerin çoğunluğunun uzaktan eğitimi, derse hiç katılmayan öğrencilerin ise daha çok yüz yüze eğitimi tercih ettikleri görülmüştür. Aktif katılan öğrenciler kayıtlı ders videolarını izleyerek, pasif katılan ya da katılmayan öğrenciler ödev hazırlayarak dersi daha kolay öğrendiklerini belirtmişlerdir. Dersinin daha etkili öğrenilmesi için, pasif katılan öğrencilere göre devam zorunluluğu olması, katılmayan öğrencilere göre ise yüz yüze eğitim olması gerekmektedir.

1. Introduction

Today, there is a need for individuals that are aware of their individual knowledge needs and skills and have the ability to improve themselves constantly and to keep abreast of technological change, watch the developments and have an access to exact and useful information. In other words, there is a need for conscious information consumers (Eryılmaz, 2018). To meet that need, training of students is incumbent upon educational institutions. For this reason, educational institutions had to reform curriculum planning by taking into consideration that requirement. When compared to the past, the students easily access to information through various means by using up-to-date information and communication technologies (ICT) (Dinçer, 2011). Reaching this level of development is possible with active information and computer literacy. Various concept and terms are used to define what may be achieved by the students with the help of digital tools and technologies such as information and computer literacy (Ala-Mutka, 2011; Hatlevik, Throndsen, Loi and Gudmundsdottir, 2018). Some of those are digital competence, computer literacy, ICT literacy, digital literacy, and digital skills. One of the common features of these concepts is combination of a term about digital technology (e.g. ICT, Internet or computer etc.) with using or having ability to use it (e.g. skill, competency or literacy) (Ferrari, 2012). Computer literacy is defined as the ability to understand specifications of computers, related skills and applications as well as competent and active assessment of the information in keeping with individual roles within the society by using computer applications (Gupta, 2006). Computer literacy is one of the most important skills for individuals to possess in today's competitive environment (Ezziane, 2007). According to this, one of the most significant duties to be performed by school system is training students for effective use of technological tools of the future and efficient usage of it for everyday studies.

With the aim of enabling students to gain computer literacy and information skills, the universities widely open courses which are adaptable to distance education. This approach includes main elements that make computer literacy course essential for students all along university education. The fact remains that there is an exceeding number of students and classrooms remain incapable to meet this need. Distance education has a supportive function which offers flexibility in terms of place for computer literacy course along with various kinds of courses and provides education for many students at the same time. Also, it is necessary to have basic computer skills for effective use of distance education systems. In other words, distance education depends on effective use of information and communication technologies (Forson and Vuopala, 2019; Maphosa and Bhebhe, 2019). From this aspect, students have to make an effort to gain computer literacy skills as soon as possible. Students can re-watch

course video recordings at any time, attend the courses if any computer or Internet is available, do assignment and make individual assessment in online environment. By this way, it is observed that students are given the opportunity to discover and increase their area of interest and they visit libraries more frequently with access to digital resources and make progress in terms of accessing exact information, configuring the information, knowledge generation and knowledge sharing as well as developing friendship, sense of responsibility and socialization. In this regard, creating contents for enabling teacher candidates to gain computer literacy and skills as well as supporting the contents with up-to-date distance education technologies are of vital importance. (Akdağ and Karahan, 2004).

Way of participation to distance education becomes significant. In general, active (those who send messages, comments and participate in the courses) and passive (those who view the courses) way of participation are observed. As such in all courses, students are supposed to participate in the courses in distance education, but the number of passive students who are less involved in courses is quite high. Considering the fact that distance learning is widely used for education, encouraging and sustaining active interaction among students have a great importance in terms of students' active participation in the courses, student to student interaction and attainment of learning goals in online environment (Kim and Ketenci, 2019; Xie, Di Tosto, Lu and Cho, 2018). No matter what kind of participation it may be, teachers are supposed to provide support for students that have different needs and to monitor level and feature of individual participation (Jeong, Hmelo-Silver and Yu, 2014; Kim and Ketenci, 2019). Defining needs and demands of these students may shape the structure of courses and way of teaching courses and may help course designing.

1.1. Purpose and Significance

Computer literacy skills, one of the fastest and easiest ways to access accurate information, have not yet reached the desired levels. Education and training processes are organized to develop these skills and lifelong learning activities are continuing rapidly to support this development. With these skills, students can work more easily and successfully in their professional lives. For the education of computer literate students, the good computer literacy of the teachers who provide this information is directly proportional to the opportunities they will provide for their students. For this reason, it is important to determine the process of computer literacy course taken by teacher candidates, their limitations, if any, and the expectations of teacher candidate students from these courses. Another important issue is to provide these literacy skills through distance education. Giving

answers to questions such as “At what level can students learn Computer Literacy through distance education?” and “What are the benefits and disruptions of distance education in Computer Literacy course?” will shed light on issues such as how to do or improve Computer Literacy course in the future. With this research, if any, the disruptive aspects of the computer literacy course given by distance education will be determined and future education strategies will be shaped accordingly. On the other hand, the contributions of distance education to this course may emerge and teaching of the course will be improved further. For this reason, the aim of this study is the examination of teacher candidate students’ views about the procedure, content and benefits of Computer Literacy Course being performed through distance education. These views of the students are classified according to the way they participate in the course (active participant, passive participant, non-participant) and thus, it is aimed to present their views according to each form of participation.

Research Problems are as follows:

1. What are the views of university students on teaching/content of Computer Literacy?
2. What are the opinions of university students about the effect of Computer Literacy course on learning processes?

2. Methodology

In this study, case study which is one of the qualitative research methods was used. Case study must be defined within a context to enable detailed examination on it and must be understandable and existing at present period of time and an activity that is incorporated into the real life. Case study is a research method that investigates a contemporary phenomenon within its real world context (Yin, 1984).

2.1. Participants

In the research, study group involves students of faculty of education that have taken Computer Literacy course at a private university during 2018-2019 Academic Years’ Spring Semester. Age range of study group is 18-24 and the group consists of 61 students. The average age of study group is 20. The study involves 53 female and 8 male students. Of these students, 31 students study Primary School Teaching, 26 students study Turkish Teaching, 2 students study Elementary Mathematics Teaching, 1 student studies Psychological Counseling and Guidance and 1 student studies Preschool Teaching. 8 students are at first grade, 47 students are on the second grade, 5 students are at third grade while 1 student is at fourth grade. 47, 5% of the students stated that they have

been using the Internet about 7-9 years. 60, 6% of the students stated that they have been using the Internet for 3-5 hours every day. 61% of the students (37 students) define participation status to online courses as passive (those who participate in the courses but keep away from asking questions or making comments) while 16% of them define it as non-participant and 13% of them define it as active (those who participate in the courses, yet keep away from posing a question and make comments) (Figure 1).

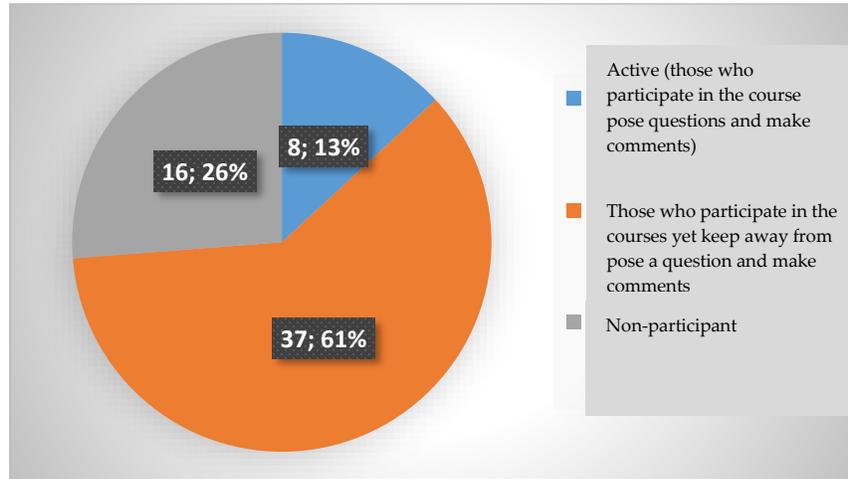


Figure 1. Graphic for students' attendance to courses

2.2. Procedure Process

Computer literacy course is compulsory for first year students and carried out with distance education. The course has been given by the instructors through Moodle Learning Management System (LMS) in the classrooms with the capacity of maximum 100 students. The course involves detailed lecture notes of the subjects (pdf), presentation of subject's summary (ppt), course videos, assessment and evaluation activities in offline learning environment. Within the scope of online learning environment that covers a 14-week course term in total, online courses are conducted within a course hour through videoconference during each week and the record of this course is broadcasted through the system. When preparing syllabus, standard module and main module of ECDL-European Computer Driving License, as being renovated in line with the requirements of developing technology of the recent years, and living conditions were taken into consideration. Course content includes basic computer literacy subjects such as information security, virus scan, and protection against infection which are defined as main concepts of information technologies. Also, it was aimed to meet information and computer based communication needs specific to the university and its departments. Within this context, subject headings were defined as Information Subjects Specific to University, Web and Internet Based Communication,

Information and Communication Technologies, Use of Computer and File Management, Word Processors (Use of Digital Library), Spreadsheets, Database Applications and Presentations.

2.3. Data Collection Tools

In the research, data were collected on digital environment by using Google Forms through feedback form consisting of demographical and open-ended questions. This form involved the questions prepared to take students' views on computer literacy course, teaching of it with distance education and the effects of the course on learning processes of the students. Open-ended questions are as follows:

1. What are the opinions of university students about teaching method/content of Computer Literacy Course?
 - 1.1. Which one(s) of Computer Literacy course materials in Moodle is useful in your opinion? (Readily-prepared video contents, online course video recordings, reading documents, assignments and quizzes) Explain with reasons.
 - 1.2. What do you think about distance teaching of Computer Literacy Course? Explain.
 - 1.3. Which one is more useful for you, taking Computer Literacy Course with distance education or face-to-face learning? Explain the reason.
2. What are the opinions of university students about the effect of Computer Literacy Course on learning processes?
 - 2.1. What contributed to your Computer Literacy Course learning process? Explain.
 - 2.2. What are the problems that you encountered within your Computer Learning process? Explain.
 - 2.3. What kind of innovations you may recommend for effective learning of Computer Literacy course? Explain.

2.4. Data Analysis

Data obtained from this research were analyzed through content analysis. Data acquired as a result of content analysis are summarized by classification within the framework of a certain problem or a purpose, codified in groups and the codes are categorized. Determination of the theme that defines data is ensured in this way. During the process when data being interpreted, researcher should be objective by avoiding disclosing his view and comments (Yıldırım and Şimşek, 2008). Data collected in the first place within the scope of this study were codified by two separate researchers and themes were created as a result of meaningful classification of data. Afterwards, these themes were presented and interpreted in research problems context.

2.5. Validity and Reliability

With the aim of ensuring validity and reliability of this research, data obtained from passive, active and non-participating students were cross-examined comparatively (Cross-reference) (Strauss and Corbin, 1990). Also, data were codified by a different encoder and consistency among the encoders was reviewed. Intercoder reliability was found as 89% (Cohen’s Kappa: 0,891). In case of intercoder inconsistency, the situation was discussed and compromised. It was aimed to ensure validity and reliability through direct citation of participants’ views and confirmation (Cho and Trent, 2006).

3. Findings

Findings obtained from view form were presented by classification under themes and subthemes. The views of active, passive and non-participating students were examined separately. However, distribution of participants were not equal, no comparison was made when interpreting the findings.

Answers given by the students to question “Which one(s) of Computer Literacy course materials in Moodle is useful in your opinion?” are shown in Table 1.

Table 1. The views of the students on which course material(s) is useful for them and why.

Active participants	f	Passive Participants	f	Non-participants	f
Online Course Video Records	4	Online Course Video Records	16	Online Course Video Records	5
Reading Documents	4	Assignments	16	Assignments	2
		Reading Documents	5	Reading Documents	2
		Quiz	4	Quiz	1
		Creating test	2		
Reasons		Reasons		Reasons	
Interactive Learning	2	Re-watching previous course recordings	4	Re-watching previous course recordings	2
Written source support	1	Online access	2	Sense of responsibility	1
Providing support when the subject is not understood	1	Better comprehension	1	Access at any time	1
Access at any time	1				

According to the results obtained, the students stated that they found online course video recordings and reading documents as the most useful course materials. Active students pointed out that they learned the subjects interactively with these materials and found written source support, got support for uncomprehending subjects and had an access to these materials at any time. A student presented his opinion about this matter as follows: “I find readily-prepared reading documents and online course videos useful. Descriptive documents are significant materials in

terms of being a written source for us. Also, online course videos help us learn the subject interactively” (K1). Passive students expressed that they found online course videos and assignments as the most useful course material. The students pointed out that they found respectively reading documents, quiz, and creating test materials useful. Passive students stated that they re-watched previous course records by means of these materials. Passive students told that these materials provided online education and a better comprehension of the subjects. A student presented his opinion on this issue: *“I find readily-prepared videos and contents useful because I can review the videos loaded on the system and replay whenever I want, though I can’t repeat the sections that I missed during online course.”* (K6). Non-participating students that never attended Computer Literacy Course found online course videos as the most useful material. Following this, they stated that they found respectively assignments, reading documents and quizzes as useful materials. Non-participating students pointed out the benefits of these materials as re-watching previous course records, sense of responsibility and access at any time. A student presented his opinion on this issue by saying: *“As for me, the most useful materials are assignments and quizzes because there is not an intensive participation to the courses due to distance education. However, when an assignment is given and if the assignment is graded, the student feel further responsibility and take the advantage of doing homework as a result of the obligation”* (K24).

Answers given by the students to question “What do you think about distance teaching of Computer Literacy Course?” are shown in Table 2.

Table 2. The views of the students on distance teaching of Computer Literacy Course

Active participants	f	Passive Participants	f	Non-participants	f
Positive	3	Positive	12	Positive	6
Providing convenience	3	Ensuring saving of time	4	Ensuring saving of time	1
More informative	1	Re-watching previous course records	3	Non-obligatory participation	1
		Access at any place	2		
		Providing convenience	1		
Negative	0	Negative	5	Negative	4
Non-participation	1	Difficult to follow up	2	Unfavorable course hours	2
		Incomprehensible	1		

When Table 2 was examined, it was seen that the students had positive views on distance teaching of Computer Literacy Course. According to the results obtained, active participating students stated that the most significant benefit provided was distance teaching. After that, they pointed out that it was more informative when compared

to formal education. These students give answers on negative side of distance education as non-participation to the courses.

Passive students expressed primary benefit of distance learning as saving of time. Following this respectively, the other benefits were specified as re-watching previous course records, participation to the course at any place, and providing convenience. These students gave answers on negative side of distance education in terms of its being difficult to follow up and incomprehensible. A student presented his opinion on this issue: *“I think that teaching this course by distance education is useful in terms of time and efficiency. If the course is followed with the sense of responsibility, distance education does not pose any problems”* (K53).

The views of non-participating students on the course being given by distance education: A student gave answer by underlining positive sides as saving of time and noncompulsory participation. Two students expressed their opinion by pointing out unfavorable course hours.

Answers given by the students to question *“Which one is useful for you, taking Computer Literacy Course with distance education or face-to-face learning?”* are shown in Table 3.

Table 3. Preference of the students on learning Computer Literacy Course by face-to-face or distance education and its reasons

Active Participants	f	Passive Participants	f	Non-Participants	f
Distance	3	Distance	18	Distance	5
<i>Reasons</i>		<i>Reasons</i>		<i>Reasons</i>	
Grade percentage of assignments being high	1	Participation to course at any place	3	Content of the course is compatible with distance education	2
Posing questions freely	1	Re-watching previous course records	3	Course documents are useful	1
High level of interaction	1	Content of the course is compatible with distance education	2	Saving of time	1
		Saving of time	1		
		Posing questions freely	1		
Face-to-face	4	Face-to-face	14	Face-to-face	10
<i>Reasons</i>		<i>Reasons</i>		<i>Reasons</i>	
Opportunity to get feedback	1	Easy follow up of the course	3	High level of participation	3
		Higher level of interaction	2	No technical problems	1
		Higher level of participation	2	Higher level of interaction	1
		No technical problems	1		

Half of active students stated that face-to-face learning is more useful while the other half of active students suggested that distance education is more useful. Active students suggesting face-to-face learning told that it is

less probable to get feedback with distance education when compared to face-to-face learning. A student presented his opinion about this matter: *“For me, face-to-face learning because there is a chance to get feedback (K16)”*. The students suggesting distance education pointed out that grade percentage of assignments are higher and it allowed for posing questions freely and there is a higher level of interaction. A student presented his opinion about this: *“Distance education is more useful because I can ask any question that I want. (K28)”*

Most of passive students noted that distance education is more useful. The most frequent answer given by the student is to access the courses at any place and to re-watch past records. Following these, the students stated that they preferred distance education as the content of the course is compatible with distance education, it offers saving of time and posing questions freely. A student presented his opinion about this matter: *“Distance education as it addresses to large masses and it is possible to watch the courses later. (K49)”* and an opinion given by another student is as follows: *“Teaching the course with distance education is more useful because we can participate in the course as it is in formal education and we have a chance to ask questions freely (K22)”*. The students having the opinion that face-to-face education is more useful specified the reasons as easy follow-up of the courses, higher level of interaction and participation and nonoccurrence of technical problems. A student presented his opinion about this matter: *“Face-to-face education is more useful because I think that it easy to follow up (K21)”* and an opinion given by another student is as follows: *“I think that it is more useful to learn the course by face-to-face education. It is difficult to ensure the entire participation when it comes to distance education (K29)”*.

Non-participating students stated that they mostly preferred face-to-face education. They reported that primary reason for this preference is high level of participation. A student presented his opinion about this matter: *“Being face-to-face is more useful because teacher can direct attention to students and it will ensure a further participation (K33)”*. Following these, the students stated that they preferred face-to-face education because technical problem does not occur and there is a high level of interaction. A student expressed his opinion on this matter: *“Face-to-face. It will ensure more effective communication with the instructor (K30)”*. Non-participating students that preferred distance education specified the reasons as the content of the course is compatible with distance education, it offers saving of time and course documents are useful.

Answers given by the students to question “What contributed to your Computer Literacy Course learning process?” are shown in Table 4.

Table 4. The views of the students on what contributed to their computer literacy course learning process

Active Participants	f	Passive Participants	f	Non-Participants	f
Watching the recorded videos	2	Preparing assignment	2	Preparing assignment	2
Teacher's attitude	2	Reading course documents	1	Watching the recorded videos	1
Preparing assignment	1	Solving retired questions	1	Reading course documents	1
		Watching the recorded videos	1	Chance to get in contact with teacher	1

Two students among active participating students stated that watching recorded course videos and online course videos helped them learn computer literacy course quite simply. Also, some students told that teacher's attitude and assignment preparation process ensured learning of the course. A student expressed his opinion saying that: *"Flowing style of teacher during online courses, teacher's sincere response and assignment preparation process helped me to learn the course quite simply (K1)"*.

Passive students stated that they found assignment preparation most useful for learning the course. Also, they expressed that reading course documents, solving retired questions and watching recorded videos contributed to Computer Literacy course learning process. A student expressed his opinion on this matter saying that: *"Documents and retired questions contributed to me for learning the course (K22)"*.

Non-participating students stated that they found assignment preparation most useful for learning the course. Also, they expressed that watching course videos, reading course documents and having the chance to ask questions to teacher at any time contributed to course learning. A student expressed his opinion on this matter saying that: *"Although I didn't participate in the course actively, distance education contributed to me a lot as I overlearned by doing homework step by step after watching the videos and I committed the course to my memory (K33)"*.

The answers given by the students to the question "What are the problems that you encountered within your Computer Literacy course learning process?" are shown in Table 5.

Table 5. The problems encountered by the students within Computer Literacy course learning process

Active Participants	f	Passive Participants	f	Non-Participants	f
Failing to allocate time for courses	2	Internet access problems	10	Internet access problems	2
Having difficulty while doing homework	1	Having difficulty to understand subjects	3	Reluctance to participate in the courses	2
		Non-compulsory participation	3	Problem arising from inadequate competence in computer use	2
		Missing the class problems	2	Missing the class problems	1
		Problem arising from inadequate competence in computer use	2		
		Having difficulty in delivery of assignment on time	1		
		Having difficulty while doing assignment	1		
		Unable to reach the teacher	1		
		Problems related to uploading assignments	1		

Active students stated that the most common problems they experienced are failing to allocate time for courses and having difficulty in doing homework. Passive students stated that the most common problems are internet access problems. A student expressed his opinion on this matter saying: *“The course was interrupted as I had Internet problems (K38)”*. Students also expressed that they had difficulty in understanding the subjects and as participation was not compulsory they preferred not to participate due to non-existence of compulsory state. Following these, they specified the problems faced by them as having difficulty due to inadequate competency in computer use, missing the classes as course hours didn’t fall with their convenience, having difficulty in delivery and upload of assignment on time and failing to get into contact with teacher. A student expressed his opinion on this matter saying that: *“I was not good with computer use before and I had difficulty in learning the course (K18)”* and another student stated that: *“I had difficulty in delivering assignment on time. I wish I was informed about due date beforehand (K29)”*.

Non-participating students stated that they had Internet access problems and felt themselves reluctant to participate in the courses, had difficulty due to insufficient competency of computer use and had problems with catching up on the courses.

The answers given by the students to the question *“What kind of innovations you may recommend for effective learning of Computer Literacy course?”* are shown in Table 6.

Table 6. Innovations recommended by the students for effective learning of Computer Literacy course

Active Participants	f	Passive Participants	f	Non-Participating Students	f
Interaction with teacher should be strengthened during online course and later on	3	There must be compulsory attendance	5	Face-to-face education should be conducted	6
Face-to-face education should be conducted	1	Face-to-face education should be conducted	2	No need for innovation	4
Assignment grades should be increased	1	Practice exams should be performed	2	Activity time within a course should be extended	1
More focus should be given to course materials	1	Course instructions should be given	2	Compulsory attendance is required	1
Course hours should be shorter	1	Course contents should be changed and developed	2	It is necessary to make the course enjoyable	1
		Active participation should be ensured	2	Applied course is necessary	1
		Entertaining assignment should be given	1		
		More interaction should be sustained with teacher	1		
		Implementation online examinations	1		
		Changing course hours	1		
		Different studies should be conducted for examinations	1		

Active students principally suggested that interaction with teacher should be strengthened during online course and later on, the students should learn the course by asking teacher questions about subjects or assignment that are not clear. A student suggested that: *“For ensuring a better level of interaction, it is necessary to talk to teacher face-to-face for online correction of assignment that student did wrong or failed to do”* (K34). Also, the students recommended that course time may be shorter, face to face education should be conducted, homework grades should be increased and more focus should be given to course materials. A student suggested that: *“I think that increase of homework grades rather than the number of homework will improve students’ motivation and they will participate in the courses more often for understanding and doing homework”* (K1).

Passive students principally suggested that compulsory attendance is needed. Also, they recommended that face-to-face education should be conducted, practice exams should be performed, course instructions should be given, course contents should be changed and developed, active participation should be ensured, entertaining assignment should be given, more interaction should be sustained with teacher, online examinations should be implemented, course hours should be changed and different studies should be conducted for examinations. A

student expressed his opinion on this matter saying that: *“Taking this course by distance education affects my success. I do not fully participate in the courses. In addition to that, taking this course at the evening hours affects my success adversely. For this reason, I wish that I had taken this course at the school like the other courses”* (K29) and another student answered by saying: *“The problem is compulsory participation to the courses (K61)”*. Two students expressed his opinion on this matter saying that: *“I think that the subjects given in the course disaccord with exam questions, so practice based studies intended for the exams or different studies may be conducted (K53)”*.

Non-participating students primarily suggested that face-to-face education should be conducted, activity time within a course should be extended, compulsory attendance should be required, activity time within a course should be extended, courses should be made more engaging and applied courses should be held. A student expressed his opinion saying that: *“Face-to-face education should be implemented instead of distance education. It may be useful in terms of participation (K33)”*. Apart from these, four non-participating students stated that no innovation is needed. A student expressed his opinion saying that: *“I find teaching method of Computer Literacy course correct. I have nothing to suggest (K5)”* and another student remarked that *“I am content with application, I have nothing to suggest (K46)”*.

4. Conclusion, Discussion & Recommendations

When the findings of the research are examined, it is observed that all of the students found online course records most useful in distance education. Active students participating in distance education of Computer Literacy course stated that they found online course records and assignments most useful as they offer interactive learning opportunity for students. Passive and non-participating students defined assignment and online course videos as the most useful materials as it allows for re-watching course records. Also, non-participating students remarked that they assumed responsibility within this process and they had a chance to have an access to course materials. Online student has more critical responsibility for effective scheduling and meeting due date of assignments (Rovai, 2003). Ateş and Altun (2008) pointed out that students can access and use course materials easily, learn more independently during the course that is conducted by distance education and students' ability to self-monitor affects their learning process. Sherry (1995) stated that the students are required to take greater responsibilities as they have more control in distance education.

Active students expressed that the course being given by distance education is more informative and it facilitates learning and access process. These students also stated that non-participation to online videos is the only negative

side of distance education. It is observed that passive students prefer distance education thanks to the advantages such as saving of time, chance to re-watch previous records, access at any place. However, they state that following up the course is difficult. Non-participating students pointed out that they regard learning the course by distance education as useful as it ensures saving of time and participation to the course is not compulsory. These considerations can be seen as the reason of non-participation. Also, taking the course in the evening hours are regarded as negative aspects.

The results showed that the students found live course recording videos the most useful and generally had a positive opinion about the course being given by distance education. However, when the preferences of the students were asked, it was seen that half of the active participant students preferred to take the course with distance education and the other half preferred face-to-face education. It was seen that the majority of the passive participant students preferred distance education and the non-participant students preferred more face-to-face education. It was seen that active students preferred distance education because grade percentage of assignment is high, it is allowed to ask questions freely and there is a high level of interaction among students and with the teacher. In the research of Leontyeva (2018), the students enjoyed the chance of not only getting into contact with teacher (student-to-teacher interaction) but also communicating among themselves (student-to-student interaction) during online courses. Active students that preferred face-to-face education stated that it was more probable to get feedback. Passive students mostly preferred distance education as it ensured access at any place and watching previous course records. Those who preferred face-to-face education pointed out that following the course was easier with face-to-face education. Most of the non-participating students said that they preferred face-to-face education due to high participation. According to Siri and Rui (2015) distance education is essentially a part of educational context ruled by a mandatory participation carried out in the classroom. For this reason, it is necessary to place importance on participation to distance education systems. The researchers remarked that course participation allowed students to share and discuss the educational material and to get into interaction and communication with each other and to learn effectively. Students who preferred distance education stated that course content was suitable for distance education.

Active students pointed out that recorded videos and attitude of teacher made the greatest contribution to learning process. It can be inferred that potential of re-watching the course through recorded videos had an effect on student's view and they supported their process of learning by this way. Passive and non-participating students expressed that assignments provided the greatest contribution to their learning process. Based on the

failure to participate in the courses actively, it can be inferred that the students found assignments the most useful material due to the requirement to getting prepared for final examinations and their intention to fulfill this in the fastest way. It can be said that the students also regard assignment preparation as an activity that provides the greatest contribution to learning process.

Active students remarked that they were not able to allocate time at choice for computer literacy course and had difficulty in doing homework. It was seen that those who had internet access problems were mostly passive or non-participant students. Also it was observed that these students stated as they had some problems due to lack of efficiency in computer use and thus had difficulty in understanding the course and meeting due date for assignment, ending in reluctance to participate in the courses. Probably, this problem reveals the importance of requirement for basic computer skills when determining target group that is competent at taking distance education courses. Findings obtained from the literature shows that previous computer course and computer skills are useful for students enrolling in online course (Dupin-Bryant, 2004). Also, given that lifelong learning of the students will be conducted by distance education in their future life, it is clear that they are required to gain computer literacy skills to continue their education.

In order to learn computer literacy course more effectively, it is necessary to have attendance requirement according to the passive students and face-to-face education according to the non-participant students. It is seen that these two suggestions are actually interdependent, since face-to-face education requires participation. Based on these suggestions, it can be stated that students have difficulty in taking their responsibilities within distance education process. In other words, students need a compelling rule. Dependent learners who do not have responsibility and self-control may be less likely to succeed in online education, especially if they approach a facilitator, counselor or representative teaching style rather than being a teacher authority (Grow, 1991). Further research should therefore consider important variables such as self-direction, self-discipline, responsibility and productivity (Beth, Jordan, Schallert, Reed and Kim, 2015). Besides, passive and non-participating students suggested a proposal for applied course and applied exam. On the other hand, active students primarily suggested that interaction with teacher should be strengthened during online course and later on, the students should learn the course by asking teacher questions about subjects or assignment that are not clear. Similarly, passive participants stated that interaction and communication with teacher should be strengthened. The students suggested more entertaining courses.

On the whole, it is observed that active students expect of participation to distance education. Similarly, passive students prefer distance education as well as compulsory participation. On the other hand, it is seen that non-participating students prefer face-to-face education as they expect of compulsory participation in the courses. It is observed that all students attached importance to an understanding that ensures participation in the courses. For this reason, it can be concluded that a configuration, content and course design are required to ensure participation of all students in distance education systems.

Data obtained from this study are limited to views of 61 students from faculty of education having taken Computer Literacy course at a private university in Turkey in 2018-2019 Spring Semester.

Ethical Statement and Conflict of Interest

We declare that this study is an original study; we act in accordance with scientific ethical principles and rules from all stages of the study, including preparation, data collection, analysis and presentation of information; that we cite and include these sources in the bibliography for all data and information not obtained within the scope of this study; we have not made any changes to the data used and that we have complied with all ethical duties and responsibilities by accepting all the terms and conditions of the Committee on Publication Ethics (COPE). There is no conflict of interest in our article.

Author Contribution Rate

First author Ümmühan Avcı managed the entire flow of the article, study design, organized the data collection tool and data analyzing process. Second author Orçun Oruç managed the literature searches and the data collection process. Authors Ümmühan Avcı and Orçun Oruç managed in the interpretation of the results and analysis, and in writing of the manuscript.

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