

## DISTANCE EDUCATION AND LIFELONG LEARNING

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### ABSTRACT

When it comes to distance education, it is a form of learning independent of time and space based on individual learning. Education is a constantly developing and growing set of systems. In our developing world, the technology we use in every profession and every field is also used very actively in the field of education. Technology supports education in many ways. In addition, one of the critical elements that support lifelong education is information technology. There have been significant changes in education with the effect of information technologies.

This study is a literature review of distance education activities. In line with the aim of this study, to identify the problems for distance education and lifelong learning and to present suggestions. In addition, the problems experienced by distance education were mentioned, and solutions were offered. The historical dimension of distance education and lifelong learning has been mentioned, and the differences between them have been tried to be revealed. In addition, the qualities of lifelong learning were mentioned, and comprehensive research was conducted on people's lifelong learning in today's conditions. The results were interpreted and discussed within the framework of the purpose of the research, and some suggestions were made for future studies.

**Keywords:** distance education, education, digitalization, learning

### Introduction

Distance education; It is a planned and systematic education method that brings together the elements of learning and teaching and provides two-way communication between the student and the teacher in different environments. As in face-to-face education, materials, auditory tools, technologies, and written and printed materials are used (Akyürek, 2020).

Many developed, and developing countries benefit from this technology. It is a contemporary application that enables the student to learn by taking advantage of communication technologies. It facilitates access to experts and educators located in different regions. It effectively reaches and disseminates information to more people (Şahin, 2021; Demir, 2014).

Various methods can be used in the development of distance education. The aim is to deliver information from one point to many points. These methods are; distance education, electronic teaching, online teaching, and computer-based teaching. These methods are interconnected and mutually inclusive training methods.

Computer-based education is carried out through media such as CDs and DVDs, while online education is done through social media, internet and virtual media. Electronic teaching encompasses all these methods and has a broader field; among other things, electronic communication technology can be used, e.g. CD, DVD, Internet, television broadcasting, video broadcasting, satellite broadcasting, and intranet communication technologies. It has been stated that media and communication technologies have an essential place today and significantly impact our lives (Arikli, 2018). Distance education is an innovative education service that covers all the abovementioned methods and uses these tools together (Kırık, 2014).

Today, it is seen that learning activities in classroom activities and out-of-school activities have become mandatory to read with the help of electronic tools such as digital platforms, tablets, computers and smartphones instead of books (Akyüz, 2021). Although the appreciation of the target audience of books is essential in traditional education, it is determined according to the interests and needs of the child (Akyüz, 2019). In distance education, learning uses tools such as digital books to keep the student active in the course.

### Historical Development

Distance education started by letter. In Sweden, on March 20, 1728, it was announced in the Boston Gazette that "Shorthand Lessons" would be given and that these lessons would be held by letter, the first part of distance education.

A language school was founded in Germany in 1856 by Charles Toussaint and Gustav Langenscheidt, which published teaching materials and provided distance education. As the first corporate initiative, distance education applications were stepped.

In 1884 the "Rustinches Distance Education School" opened in the same country.  
 In 1870 Illinois Wesleyan University started a distance education program in the United States.  
 The University of America was founded teaching by letter in 1883.  
 In 1922, a letter school was founded in New Zealand. (Özbay, 2015).

Distance education has been divided into three phases in history; Distance education was provided with printed materials, radio broadcasts and videotapes between 1860-1960, bidirectional audio and video broadcasts in 1960-1990, computer disks for educational purposes, hybrid technologies, virtual classrooms and internet technologies in 1990 and after (Demir, 2014).

The first steps of distance education in Turkey were taken in 1927; the authorities came together and decided that education by letter would be appropriate. The deficiency in educational institutions has led to the development of distance education. The contribution of education by letter to education attracted the attention of the Ministry of National Education. They took initiatives on education by letter, and then the Center for Teaching by Letter was established.

In 1968, the name of the Teaching by Letter Center was changed to the Center for Education with Radio and Television with the spread of radio and television. In 1982, with the emergence of educational technologies, this name continued as "Information Center". In the 1980s, distance education developed rapidly in Turkey and reached high points. With the development of technological infrastructure, it has reached a level that will meet the educational needs of the people. Distance education in higher education first started at Eskişehir Anadolu University Open Education Faculty.

Turkey started distance education much later than developed European countries, but today this situation is the opposite. Anadolu University has undergone a rapid development process with the establishment of the Open Education Faculty (Kırık, 2014).

**Lifelong Learning**

Lifelong learning starts from preschool and includes formal and non-formal education systems with individuals of all ages, including adult education. (Tunca, Şahin & Aydın, 2015).

Lifelong learning is a supportive process that strengthens and increases the knowledge, values and understandings people have gained throughout their lives and enables them to be applied in real life. (Polat & Odabaş, 2008).

Lifelong learning can occur at school, work, home, and community, regardless of age, status, or education level. It can be in different environments outside and outside the formal education system. It has increased the investment in people and knowledge and has supported the individual to acquire basic skills in order to sustain his life. It has also revealed opportunities for innovation for individuals and the need for learning to be more flexible.

Among the reasons for its occurrence; There are economic reasons, improving employment opportunities, change and development in the world, democratization, and personal needs (Güleç & Çelik & Demirhan, 2012). We are committed to providing traditional, critical, alternative and thought-provoking reading, primarily taught at the undergraduate level.

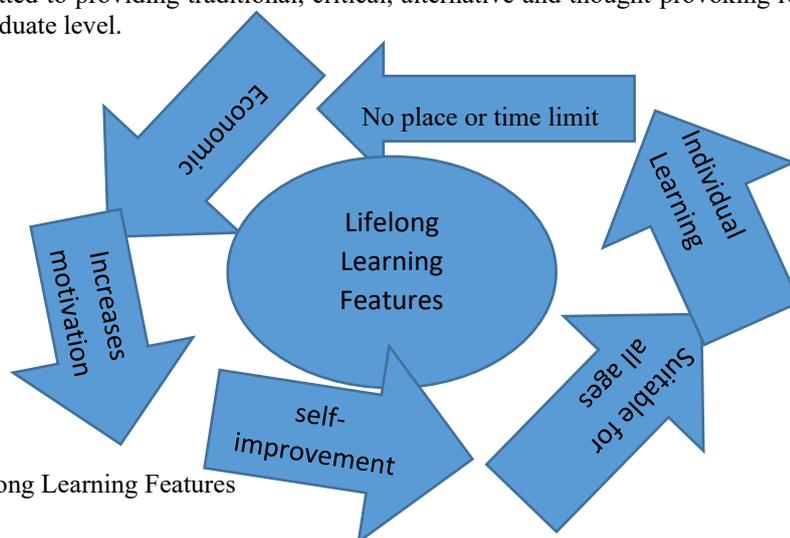


Figure 1: Lifelong Learning Features

### **Lifelong Learning Historical Development**

The emergence of lifelong learning has been realized with the development of technology and science when there is a need for people who can learn, question, and be open to innovations, research and entrepreneur who can learn anywhere at any time. Lifelong learning is a concept first introduced by John Dewey, Eduard Lindeman, and Basil Yeaxle in the 1920s and has been developed over time. UNESCO made efforts to implement lifelong learning for the first time in the 1970s. In its report presented in 1972, it put forward the idea that education is a lifelong process, should not be limited to school and should be combined with out-of-school education, and should be carried out more flexibly. However, it is a process that has reached the present day when countries have set new targets. (Ünal & Kalçık, 2017).

**Table 1: Distance Education and Lifelong Learning Features**

<u>Lifelong Learning with Distance Education</u>
Distance learning supports lifelong learning
It offers alternative learning environments to adult learners.
It eliminates the limitation of time and space in education.
It offers equal opportunities in education.
It can offer international training opportunities.
It provides individuals with the opportunity to learn at their own pace.
People are responsible for their learning
It offers students an independent working environment.
Suitable for personal development.

It is possible to come across many definitions of distance education in the literature. According to Moore, distance education "Distance education can be defined as a family of teaching methods in teaching behaviours that are carried out separately from learning behaviours, which includes learning behaviours that must be performed continuously with the presence of the student; that is, the communication between the teacher and the student, printed; electronics; mechanical or other devices should facilitate it" (Moore & Anderson, 2003). In another study, student counselling is the systematic regulation of self-study conducted by a team of teachers, each of whom takes responsibility for protecting student achievement and displaying the learned material (Kaya, 2002; Moore & Kearsley, 2011).

Distance education studies show that the process brings conveniences and difficulties. Distance education has no time-space restriction, and it is economical because many students can be reached from their homes. However, on the other hand, it has limitations such as a lack of face-to-face communication, inability to give instant feedback during learning, and communication problems in crowded student groups (Dinçer, 2015; Kölemen, 2023). To define distance education briefly, it is systematic teaching in which individual learning is effective, and learning takes place independently of time and place.

There are four essential elements in the definition of distance education (Simonson et al., 2012). The first of these is that distance education is a formal education carried out by an institution. Distance education institutions have institutional activities such as accreditation, diploma, certificate, increasing the quality of education, organizing learning, etc. The second element is that the teaching staff and the learners are separate from each other in space or time. The third factor is the interaction provided by communication technologies. While interaction is critical, it is not a primary requirement and can be synchronous (synchronous) or asynchronous (asynchronous). Television, radio, internet, telephone, radio, letter, What are the critical elements that support lifelong education, and how does information technology play a role in this? Are there any challenges with distance education, and what are some solutions? What is the historical development of distance education, and how has it evolved? The writing is clear and informative, but it could benefit from including more concrete examples of successful distance education programs and their outcomes to improve their effectiveness.

Additionally, breaking up the text into shorter paragraphs with clear headings could make it easier for readers to navigate and absorb the information. Finally, including quotes or personal anecdotes from individuals who have benefited from distance education could add a human touch, make the topic more relatable, Provide information on distance education, etc., and can be used as communication technology. The fourth element is to provide a connection between the learning instructor, and the resources where instructional design principles and educational theories are put to work and learning is organized (Ozan, 2013; Canbek, 2015).

**Table 2: Advantages and Disadvantages of Distance Education**

Advantages	Disadvantages
Individual learning in education	Having limitations in communication with learners
To be independent of time and space	Difficulties in following the student
Awareness of learning in the individual	Difficulties in ensuring student motivation
Being independent in learning	The student's access to the teacher is limited
Different training options	The inefficiency of the application courses
The cost is cheap	Dependence on communication technologies
Providing learning with different educational options	Low learning achievement
Suitable for students with disabilities	Watching the subjects that the student sees on the screen as if watching TV reveals the mistakes in learning
It provides people with a wide variety of new learning options.	
The ability to be easily accessible	

### **The ability to be easily**

For example, keeping a student with hyperactivity in a distance learning course is challenging. Because he will always be on the move and unable to pay attention to education, it can be ensured that the student with these qualities adapts to the course synchronously (online) and asynchronously (video). In addition, activities can be done in a way that does not distract the child's attention from learning.

Students should pay attention to their sleep patterns and nutrition in order to adapt to the lesson. They should continue their lives in that order as if there were face-to-face education. For example, if students have morning classes, they must have breakfast before class.

In order to adapt to the lesson before the start of the lesson, the mother or father should sit the student in front of the computer a few minutes before the lesson time and ensure that the student participates in the lesson. Alternatively, the student's parents must actively listen to the lesson with the child during the online lesson. For the online course, the student must have a study room. It is necessary to comply with the class rules, away from ostentation, and there should be no distractions. In other words, a quiet environment and the distraction of the student should not be in the room. Teachers should also come to distance learning classes prepared and motivated. Otherwise, the lesson will not be productive.

### **Conclusion and Recommendations**

Distance education features that overcome the educational barrier and lifelong learning that emerged with the awareness that the old period education and knowledge are no longer sufficient and that their continuity has not come were mentioned. In order to raise a more up-to-date, innovative, and valuable society, thinking individuals, the concept of lifelong education, which brings innovation to knowledge and education, covers the developing world with the introduction of our lives.

It is known that with the support of Unesco, the concept of lifelong learning has settled into our lives. It is possible for the individual to renew himself constantly and to continue his life in harmony with society with lifelong education. This innovation in education prevents individuals from breaking away from society by increasing the continuity of education. In addition, with distance education, it is known that education and information are spread to more people and more areas. With distance education, many individuals with disabilities or insufficient financial status for education have completed their education and have been integrated into society.

Distance education does not require face-to-face and side-by-side for the educator and the student. This can be achieved through technological means. In this way, practical and valuable educationalWhat are the specific problems experienced in distance education and lifelong learning?

Appropriate environments should be prepared to support lifelong learning opportunities in universities. At the same time, this applies to distance learning. It should be remembered that the only way for students to stay up-to-date after graduation is to continue lifelong learning. Distance education and lifelong learning proceed in parallel. These two intertwined methods have significant contributions to the educator and education. Educational institutions should incorporate this educational method and concept and continue their education with this view.

Different course contents should be prepared for students at each level, and the presentation of the course should be presented differently for each level. Animated or game-based course content for preschool and primary education, live lessons for high school students, i.e. interactive, video lessons in a supportive way with the subject, homework and quiz methods should be made efficient. For students studying in preschool and primary school (1.2.3.4), distance education course hours should be limited to 20 minutes. Then, class breaks should be given and limited to a few lesson hours. The teacher must prepare the lesson carefully and come to the class technologically equipped. Interact with the students in the course and ensure that the students are active in the lesson. It should make the lesson more efficient by asking questions to the students about the subject in the form of questions and answer in between. If he has been given homework, the teacher should come to class in the next lesson having checked the assignments.

Moreover, it should make students who do not do the homework do their homework by stating that the assignment is mandatory. Your teacher can interactively prepare course content with technology, and if the technology knowledge needs to be improved, he should improve himself by training. The teacher should give the students homework activities as a repetition of the lesson. Assessments and evaluations should be appropriate to the student's knowledge levels and qualifications (age).

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