Self-Perceptions and Roles:

How Eastern Mediterranean University Students and Teachers View Online Program and Cources

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ABSTRACT

Distance Education -new trend in the world- has developed from the result of competition, developments on marketing, globalization and technology. Online education as a practical side, saves time, eliminates distance among communicators by giving equal opportunities, resources to everyone. Online courses and program are the new application and the first step for the development of distance education system at Eastern Mediterranean University by considering new educational paradigms.

This research study aims to define self-perceptions and roles of both students and teachers about online program and courses who experience online context at EMU by conducting qualitative and quantitative researches. The study is a guide in order to have qualified distance education system by handling the communicators' expectations, roles and perceptions.

Keywords: Self-Perceptions, Eastern Mediterranean University, Online Program Online Courses.

SIGNIFICANCE OF THE RESEARCH

Education, even every pieces of human life is affected from the changes of high technology, globalization, and competition. Human thoughts become more based on experience of life, catching of own learning cycle and understanding of the world. Education itself changes in its context by shifting from classroom environment to virtual environment by exchanging information, collaborating on tasks in order to construct the meaningful learning-teaching process. It's the time to look around and understand the real changes in education and deeply concentrate on the applications of virtual environments for coping with the contemporary standards that universities use distance education as a quality and competitive advantage.

When the effect of constructivism and technology towards education is examined, it is obvious to understand the changes in the role of students and teachers even in the classroom environment. With the impact of student-centered learning, construction of own knowledge, facilitation of teachers require online context as an alternative education environment for easy, fast, home atmosphere learning-teaching standards. Constructivism requires creating own learning, self-learning and evaluation while teachers are facilitators, guide for the students. The effect of globalization, technology requires fast, easy learning under equal opportunities and standards. Distance education becomes a new understanding in education context that contributes particular roles to communicators in order to be effective and creates opportunity for new learning context like equal, fast and easy in terms of instruction.

Therefore; the research scope encompasses the roles and self-perceptions of communicators in distance education program and courses at Eastern Mediterranean University and becomes a guide for the developments of the current system. Therefore, it is significant to be a unique as a research field at the Eastern Mediterranean University by empowering the education side of online context in both teaching and learning process. The suggestions contribute to improve the distance education program and courses in EMU in order to make an international, contemporary education centre among other international universities.

LITERATURE REVIEW

Distance education is the new trend that everyone has started to know and learn more about it day by day. Perceptions towards online courses and programs are changing in relation to current technological and educational standards. Therefore, concerning the factors of perceptions of communicators who are teachers and students for practicing the quality is vital.

Harry, John, Keegan (1993) point out new perspectives about the distance education by reflecting the appropriate applications in online courses and program as distance education. In this study; they indicate the understandings about distance education which is common-sense knowledge by defining teacher and students are separated to each other. Through these, interactions are vital in online context including learner-learner, learner-instructor and learner-content interactions, team of the staff, technical and department on the delivery system. Through these interactions instructors have some roles to make fluency in teacher-learner interactions which are having planned curriculum including students' interest self-motivation and self-direction, providing counsel, support, and encouragement to each learner, responding to the learners' application of knowledge. In addition to this, they handle the open universities which have common characteristics and belief that most students are adults and flexible in social responsibilities. More over, this book indicates the importance of student control and delivery system choices by mentioning the international perspectives of distance education where it is with global dimensions in the form of international cooperation and collaboration. In the aspect of these reflections, they emphasize that teaching and learning roles become interchangeable. Moreover, the cultural effects can be seen in the roles of students as seeming source of knowledge that current roles is not accepted easily. Therefore, the differences of values places special demands and provide special opportunities on cross-cultural relationships.

According to Meyer (2002) quality in distance education can be achieved with the roles of students in online context. Meyer (2002) believes that quality can be reached with positive feelings and consciousness roles of participants. Meyer's book points out to the changes in education especially shifting to the distance education in terms of student-centered education. In addition to this, quality is indicated with social presence and participation of everyone by creating a sense of group experience. Meyer emphasizes in collaborative distance education that is result of interaction in learning process. Therefore community can be created with interaction and collaboration. For establishing community in terms of online culture, there are some elements that are mutually negotiated guidelines, shared goals, active creation of knowledge and meaning, interaction, feedback, teamwork, collaborative learning. These elements also clarify the necessity of roles of the participants to shape community in order to catch quality. Moreover, Meyer (2002) discusses the importance of qualities with students' personal qualities, attitudes, motivation, preparing for getting quality in distance education. Therefore satisfaction of students in online courses as being active creates positive attitudes in students learning that affect their performance. Meyer (2002) in his book, discusses generational differences in online context are discussed where there are seven trends in new generation that having growing up with both parent working, students are independent problem solvers because of growing up with computers by expecting immediate answers

and feedback. Students become lifelong learners to stay marketable with creating their own success in today context. In addition to this, Meyer (2002) indicated the way of good practice by suggesting encouraging contacts between students and faculty, developing cooperation among students, giving prompts feedback, emphasizing time on task, communicating high expectations and respecting diverse talents.

In the study of Nunan, George, McCausland (2000) the ways in which teaching and learning are reconsidered related to the current trends. Teaching learning environments become increasingly socially complex, technologically advanced and internationalized. The study points out the teachers and students environments at universities' structure. In the universities, culture related to consumer needs shape the structure of universities depending on catching market advantage with reworking consumer culture.

In addition to this, Barber, Meier (1990) discuss the complex, pluralistic, multicultural context concepts in the issues of importance to the teaching. Therefore, knowing the way of meeting, the needs of students from a variety of cultural backgrounds is important without focusing on both teachers and students need not share a cultural background because they suggest the degree of cultural congruence between them can be a significant factor in students' success.

Palloff, Pratt (2003) discuss cultural issues in their study by emerging in online class and in the designing of the online class and instruction in online context which elements are content, multi media, writing styles, structure, web design, role of the students-instructors should be handled in the sense of cultural sensitivity. They believe that virtual students have their own culture and they represent more than one cultural viewpoint.

The common interpretations that these books refer; there should be consciousness of what distance education is and how it is to be involved in the process of distance learning as a participant. There is only one book that takes partially cultural reflections on the process but all cases represent technological, global and competitive environment effects are considered for the development of the distance education. In addition to this, they explain the virtual students by their needs, culture, lifestyle and their leaning styles. Students become corporate student that they are satisfied with their online courses and program as being more likely successful. A portrait of successful virtual student can be categorized with the statements of having access to a computer and a modem or high speed connect, skills to use them, being open-minded about sharing personal details about their lives, work and other educational experiences, being not hindered by the absences of auditory or visual cues, being self-motivated and self-disciplined to be in a real commitment and discipline to keep up process. Students should have willingness to commit a significant amount of time to their studies weekly and not see the course as the softer, easier way to earn degree with being critical thinkers in the relation of having ability to reflect critical quality for the success and having high-quality learning happening anywhere and anytime. Virtual students need ability to carry on internal dialogue, ability to deal with emotional issues with creating mental picture. In addition to this, role of learners are defined as having openness, flexibility, humor, honesty, willingness to take responsibility for community formation, to work collaboratively. In the book, cultural sensitivity is discussed in teaching among learner through appropriate feedback to one another by respecting cultural practices. Moreover, online learning community becomes an integral part of the course that requires active interaction, socially constructed meaning, sharing of resources and experiencing support with encouragement. In online context, instructors should not miss that they need to pay closer attention to the changes in the level of participation, difficulty even getting started with the course, flaming other studies, dominating the discussion in appropriate way. Instructors should act as facilitators in learning process by concerning cultural diverse in the reflection of book.

In addition to this, Minoli (1996) discusses the role of distance learning that distance education becomes an option because of the increasing availability of higher speed, two-

way digital telecommunication facilities in education. It provides benefits for a university by resolving the financial problems. In addition to this, Minoli points out the role of internet which facilitates communication and collaboration among participants in universities serving distance education.

Simonson, Smaldino, Albright, Zvacek (2003) emphasize both students and teachers perceptions related to their roles. Learner reactions for the first online program range from mixed to the negative feelings because of getting little help with having anxiety level. Learners' perceptions are focused on identifying factors related to satisfaction, attitudes and perceived learning and interaction. Therefore, students' attributes affect the success in distance education. The authors indicate that students have physiological variables as predictors of persistence in online courses that is the main in students' perceptions. Students' personalities are differed from traditional students where some of the students are more intelligent, emotionally stable, trusting, compulsive, passive and conforming. They define learners in online context that there are several reasons for bringing them in distance learning setting. They emphasize that knowing how many students are at each site, number of the sites involved in a face-to-face influence the level of interactivity. Therefore, analyzing the general abilities of the class, potential for learner interactivity, understanding learner characteristics, helping learner to understand context of the learning experience are the factors to catch ultimate learning outcome. Learner characteristics are the students' ages, cultural backgrounds, interests, educational levels, their level of familiarity with instructional methods and technological delivery system.

In addition to this, Simonson, Smaldino, Albright, Zvacek (2003) put an emphasis the attitudes of student that separate them from traditional learner by indicating motivational factors. Therefore, study indicates that learner responsibilities in their learning experiences knowing the criteria of microphones and other equipments, attendance and class participation, tone of responses, time for class, technical know-how with their assignments. Moreover, they mention about role of the teacher in the areas of lesson organization, instructional methods, and teaching at distance. In lesson organization, the primary role of the instructor is to provide guidance in learning process, considering time allotment, concerning the ways to balance the assignments and the expected time frame. On the other hand, instructional methods that teachers should use in delivering the content must involve the class into the learning environment. Teaching at a distance, teachers have some roles by preparing to teach in a distance-learning environment. Therefore, teachers should use elaborating techniques for introduction to reduce lonely feelings; they should make clear understanding for the responses of students. Teacher should be prepared for remoting resources by working with students at distance in the consideration of classroom equipment, availability of communication resources and availability of library and classroom resources for their homework. They should use visuals for learning by selecting the verbal and visual material, choosing an underlying pattern and arranging information within pattern.

Furthermore, Gilbert (2001) conducts the criteria of being successful online student by concerning the place of teacher in online context process. Being good distance educators depends on the criteria of designing courses for distance learning with planning activities carefully and letting students to know the agenda in advance. Teacher should be comfortable with technology and see it as tool in having practiced with technology and they should build in extra time for communication and for materials delivery by creating student support structure. Moreover, Gilbert (2001) emphasizes good distance education relies on facilitators that they create a bridge between the students and the other instructors. In the teacher tips which are having awareness that students participations have different learning styles in terms of physical skills, using concise presentations and direct questions and relaxed style lead teachers' responsibilities in terms of generating interactivity and feedback. Teacher should know the new theories of pedagogy with new technique of cooperative and collaborative learning and teaching and new concepts such as building on online learning community. In addition to this, Gilbert (2001) points out the criteria of achieving at success with knowing application, advisement, and course

selection. Distance learner must assume greater responsibility for their own learning, become more active in asking questions, being respectful of the flexibility required by other students, being prepared to deal with technical difficulties to reach success in online. In addition to this Gilbert's book mention about the experiences both students and teachers in online context by emphasizing their perceptions where teachers define their classes which include a lot of 20- and 30-year- old female students who work full time, have families. Onsite students' experiences similar to that of the traditional classroom because of the faculty member is physically present in the space, they have less tolerant of technological problems than distant students because of perceiving unlikely a personal benefit resulting from the use of technology. Distant students' experiences show the necessity of motivation, time management skills, having flexibility and they feel isolated by finding themselves in the mediated experiences being different from face-to-face communication.

Moreover, Gibson (1998) discusses the issue of distance learner in higher education for quality outcomes in distance education. According to Gibson, distance learner can be defined as dynamic individual whose characteristics often change in response to both educational and life experiences within an educational context increasingly characterized by focusing on to provide learner-centered education. In the twenty-first century, education must mean, any time, anywhere, for anyone, the institutions should enhance the responsibility of appropriately serving diverse populations on the flexible programming.

Kim, Bonk (2002) study the cross-cultural comparison of online learning collaboration. The article covers students and instructors from two different cultures in order to examine the cross-cultural differences in online collaborative behaviors. All findings agree that there should be consideration of differences on the cultures while trying to make collaboration in online learning for students by emphasizing the benefits of collaborative learning, interaction. The study is conducted from the analysis of hard copies of all the transcripts as descriptive data and qualitative discourse analysis. In the reflections of this study, there is a difference in social interaction behaviors across cultures where communication and culture reciprocally influence each other. Among students and teachers, these are language barriers and intercultural communication by having exchanging cross-cultural differences.

In addition to this, Prammanee (2003) examines the understanding participants in online courses based on qualitative and quantitative methods to analyze interview, documents and online transcripts. According to results of study, learners have high level of satisfaction with course content in learning to use technologies and integrate them into learning and teaching. Study reflects that there is a dependency to the face-to-face meetings of students and there is tendency to shift from classroom to online learning through examination of participants understanding, perspectives. In addition to this, the study points out the factors of influencing instructors to be reluctant to teach online course that the reasons of not getting offer to teach a course exclusively online in terms of facing difficult to teach statistics and research methods as a completely online due to the content. Moreover, students in indicate the factors causing students to drop out from online course that is the cause of learning in the same format (online) and the amount of workload that students have.

According to the Picciano (2002) the issues of interaction presence and performance in an online course affect the perceptions of student. The study is conducted as descriptive analysis that students perceives their interactions and learning in a strong positive relations related to their performance and their perceptions of the quality and quantity. Moreover students' perceptions of social presence demonstrate a strong positive and statistically significant relation to performance on the written assignments where social presence depends upon in the weekly discussions to socialize, identify with, and learn something about the others in the relations to the personal experiences.

Manuel (2001) explains the roles of the students and teachers in the study of teaching an online information literacy course. Manuel indicates that students need to have substantial preparation, modeling, and encouragement to attain high level of discussion in class as being self-directed. On the other hand, teacher needs to apply experiential, active learning environment by making students to be capable of autonomous learners.

Meyer (2003) reflects the importance of experience of time, quality and needs of student while underlining the efficient use of technology and understanding differences on classroom context and online context. The study emphasizes the role of time, the role of thinking and understanding towards online context in order to create more qualified distance education out of limit on time and thinking.

Hiemstra (1994) discusses the role of facilitators in computerized distance education by conducting some limitations impacting on the facilitators which are lack of technical skills, management of all information available, management various learning activities, type of language, tone, conversation, providing continuity and helping learners and participation in conversation by responding to others and encouraging participation in various ways.

Coopola, Hiltz, Rotter (2002) discuss the issue of becoming a virtual professor by concerning pedagogical roles. They conduct semi-structured interviews to the teachers to elaborate the cognitive, affective and managerial roles in ALN settings. The cognitive role, which relates to mental process of learning, affective role which relates to influencing the relationships between students, instructor and the classroom atmosphere and the managerial role deal with class and course management. In cognitive roles, thinking, reasoning and analyzing play a great roles. In affective roles concerning the nonverbal communication, intimacy, energy/humor are the roles of new virtual professors. Moreover, in managerial roles, course planning, organizing, leading, controlling, lead teachers becoming in the evolving ALN persona as being Digital Socrates.

According to the Schrum (2002) online success is discussed from the perceptions of experienced educators by conducting document analysis. In the result of this study, teachers believe that lifestyles factors play an important role in students' completing online courses. They emphasize the importance of motivation, self-discipline in order to get success in online courses. The study points out the recommendations about teachers that are the main factor in their success by making encouragement to students, interacting with them, having work collaboratively on their assignments and creating some places in an online environment in flexible situations.

Johannesen, Eide (2000) point out role of the students through conducting the reports, experience, study visits, analysis of literature and sources. The use of information and communication technology in learning, teaching and tutoring, the role of the students are reflected as changed by the use of new methods. As article indicated that students should wish to learn, there should be safe framework and study profession leading to desired goal, the possibility of entering a dialogue with the teaching material, the possibility to share new insight and understanding with other people, the experience of being responsible for one's own learning, response from other people, fellow students, own experience of mastery, new motivation, learning is fun. These features should be in the consciousness of the students in order to reflect the new roles of the online students.

Johannesen, Eide (2000) also study on the role of the teachers in the age of technology with the change of information and communication technology in education. Teacher becomes a role model or standard for his/her students. In addition to this, teachers should be subject developers and create motivation, competence through positive commitment and learning effect. Teachers should understand to use technology materials, be student-centered, constructers of competence, aware of flexible learning and possessing self-monitoring for students.

Kennedy (2001) reports the role of teachers based on the standards of distance education in terms of getting quality. The study specifies the role of teachers that know learners, designing for active and effective learning, supporting needs of students, evaluating continuous learning. In addition to this, teacher should have consciousness skills, support to students before designing the course through learning process, content of course. Therefore; there should be credible standards for the effective distance education for teachers for supporting distance learners.

Based on literature research studies, it can be seen that there are limited resources about students and teachers' perceptions, perspectives, cultural dimensions, attitudes towards online learning based on both qualitative and quantitative research methods and studies. The above articles and books can provide framework to understand the concept and process of distance education, responsibilities of students and teachers, conditions. Research study becomes a guide and unique in determining the current position of distance education system by clarifying the developing perspectives towards online learning and system from the perceptions of participants based on qualitative research and quantitative research study results in Eastern Mediterranean University.

RESEARCH METHODOLOGY

Qualitative and Quantitative research methods are used under the mixed research approach. Both qualitative and quantitative research methodologies are main methodologies of the research that provide to use interview, reflective task, questionnaire and naturalistic observation instruments in order to collect data from participants depending on sensitive use of triangulation (Cohen, Manion, Morrison, 2000).

In defining roles, perceptions of students and teachers in distance education; interview, questionnaire, reflective task and naturalistic observation are used to get data depending on using multiple techniques. There are hundred participants who are online students, thirteen participants who are distance learner and fourteen participants who are the teachers within the whole system. With the help of the Distance Education centre of the university, the lists of the students are gathered and purposively the sample is selected from over hundred populations of students in order to do interviews.

The list of the teachers is already known that creates condition to use purposive sampling. The interviews with teachers are done based on purposive selections that are already known as distance education instructors at EMU. Interview with students are done based on purposive sampling with using interview consent form in order to establish confidence between researcher and participants. Fifteen interviews with students and eight interviews with teachers are done in academic year of 2003-2004.

During the interviews; naturalistic observation is conducted with each participant for ten minutes in order to examine the willingness to the context, perceptions towards online system. Reflective task is another qualitative research technique that is designed as open-ended questions to make participants more reflective to clarify their perceptions, attitudes with their own words. Reflective tasks are distributed to students who involve in interviews.

There are nineteen questions for students in the interview while teachers answer fourteen questions in the interview. Also, four-questioned reflective tasks are distributed to both students and teachers. In addition to this; questionnaires is the quantitative research technique however the mailed questionnaires result in low responses. Questionnaires are distributed to all selected sample as students and teachers.

Therefore; participants are informed before and cover page of questionnaires are designed to create trust and voluntary bridge between participant and researcher by knowing more about researcher and the research field. Questionnaires are distributed to students randomly that are designed depending on rank scaling methods to evaluate

easily, objectively the perceptions, preferences of students. Questionnaires of teachers are distributed purposively in a same structure through mailing system. The design of the questionnaire takes four months with the analysis of the literature reviews and Ragoonaden, Bordeleau (2000) study.

Through the qualitative and quantitative data collection techniques, the essence of research study relies on triangulation under the mixed approach. Questionnaire for students includes thirty eight likert type statements and six open ended questions, questionnaire for teachers includes forty one likert type statements, and five open ended questions.

RESULTS AND CONCLUSION

Understanding of Research Findings from Quantitative Data

Regarding to the statistical evaluation of questionnaire findings of students; frequency analysis of students respond that majority of students strongly agree on the statements of "Sharing my knowledge with my partners", "Being self-prepared before the course", "Being in individualistic learning process as self-responsible", "Having adaptation to changes", and most of the students agree on the statements "Being in the self discovery learning", "Being self-responsible for my education", "Being independently in working and discovering about tasks", "Working cooperatively with advisors", "Participating actively in learning process", "Discussing and negotiating for solutions with instructors in order to construct knowledge", "Being in the self-motivation and self-development" "Being in positive interaction under safe, home atmosphere and environment", "Being self problem solver on my task", "Being well-informed from technology and task to get rid of communication barriers", "Having ability to use technology and delivery system", "Immediately consulting to the teacher about course related problems without trying to construct own knowledge research", "Waiting for teacher help and direction about understanding of course", Having ability to ask questions", "Sharing ideas with partners and teachers in a willingness way", "Being punctual to all responsibilities",

"Participating actively in online context, "Having ability to communicate extensively in group with having consciousness about technology", "Having ability to balance full-time jobs, families, etc.", "Being attentive to both whom and what of a discussion", "Effect of culture on developing perception about online context is very high" and for the statement of "Eliminating the cultural differences require to create commitment to construct online community". Furthermore, there are statements which are "Having perceived rules to overcome difficulties", "Complimenting self-disclosure warmth, empathy for the sense of community", "Feeling differences on the attitudes at online context according to other partners", majority of students are undecided where there aren't any majority for disagreeing to the statements. However, there is equal responses to the statements of "Doing self assessments" among strongly agree and agree.

With respect to statistical analysis of the questionnaire, t-test is done to evaluate the significant differences between the gender of participants and the statements in the questionnaire. In the results of t-test analysis, students represent the role of working cooperatively with advisors in online context. In addition to this, Anova are done to reveal the significant differences between the statements in the questionnaire regarding nationality, ages of students and also the questions of "Which department that you are studying, Which year that you are studying in the university, How long have you been studied with distance education program and which courses are you getting from the distance education program". The results of these statistical analysis are representing significant differences having a value lower than .05, students perceive the roles "Being independently in working and discovering about tasks", "Having perceived rules to overcome difficulties", "Complimenting self-disclosure warmth, empathy for the sense of community", "Having ability to communicate extensively in group with having consciousness about technology", "Being well informed from technology and tasks to get rid of communication barriers" and "Having ability to balance full-time jobs, families,

etc.", "Participating actively in learning process", "Having adaptation to changes", "Discussing and negotiating for solutions with instructors in order to construct knowledge". As compared with the findings of literature and the research study, it is obvious that these students' roles' differ from other students in online context depending on their experiences within this system and their transfer period education age.

For the real application of questionnaires to teachers; the analysis of frequencies according to preferences of teachers based on the likert statements, most of the teachers strongly agree on the indicated statements except the statements of "being dependently to students' needs for their course, studying cooperatively with students on subjects, having delivery skills in online context, being aware of individual differences and giving importance to students' thoughts, being sensitive to student perceptions, elaborating characteristics of students in their online learning, encouraging students to have feelings that they know each other, interacting with students one by one, being flexible in course topics, discussing and negotiating solutions with students for constructing knowledge, having ability to balance full time jobs, families, etc.", considering personal excuses of students that they indicate their preferences as agree and undecided choices of those statements. On the other hand, some of the teachers respond to the disagree choice on the statements of believing the implementation of course is based on student-centered, elaborating characteristics of students in their online learning, considering personal excuses of students, being flexible in course topics and having wider knowledge on technology, being dependently to students' needs for their courses.

Understanding of Research Findings from Qualitative Data
Research findings from qualitative data indicate that there are some factors like culture and growing and changing environment affect the understanding of the people and affect to define of online learning in different ways. They're partially different from each other depending on different nationalities. Online courses require students to be self-responsible, self-motivated and communicate with teacher and students through the internet connection with the support of the high technology. In determining concrete results of the research, statements from findings from different cultural backgrounds of students have to be considered that effect their perceptions differently and help to make comparisons on these reflections. Foreign student perceptions and Turkish student perceptions toward online learning are compared and suggestions for the development of online learning program are given.

From the reflections on the interview findings; regarding to perceptions of teachers, there is no enough awareness towards online system that resources limit the developments of system. In order to have qualified online context and give effective instruction to students; there is no clear cut from the classroom context and methods of delivering instruction. It is fact that students should be more responsible and should be more self-disciplined to experience online context. Both teachers and students need to be aware of the system before getting involved in the online community. Therefore; both teachers and students need training programs within the online system to live, experience online context smoothly and successfully depending on having deliberate roles.

In conclusion, both students and teachers are not fully informed about their roles for practicing in the online context in relation to the developing process of the system in the university. Encompassing the technological and pedagogical aspects in online process provides to reach the contemporary standards.

FURTHER RECOMMENDATIONS

As further recommendations; EMU online system can improve itself depending on developing technical, technological, staff education progress. Being aware of online program by giving orientations to students and creating the sense of community, own common culture of participants within online system, common understanding among participants rather than being attached to stereotypes is main perception to achieve

quality. In addition to this, extending online teaching-learning to all departments provide an opportunity to stress the importance of adopting changing world.

With respect to the scope of research, making longer naturalistic observations in order to understand depth consciousness, perceptions and effect of culture is crucial. Duration of the naturalistic observation create a limitation within my research. For further research studies, the cultural effects on both roles of students and teachers can be examined. Moreover exploring the effective teaching strategies in teacher education within online context for the quality of the system is the potential research area in order to make this opportunity(online system) as competitive advantage for the university.

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