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# Distance Education Applications and E- Learning The Viewpoint of Students for E- Learning in Turkey

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### Abstract

Internet has changed all the World. Music industry has been transformed to mp3s from records. Video has gone to streaming on line instead of VHS. The specifications of web 2, 0 did not change only media but also the structure of all industries. One of these industries that had a big effect from internet technologies is education. Internet brought a new outlook to education. The 'new distance' of 'distance education' have killed all the 'distance' between the education institutions and learner. Distance education which had started with letters is now done with networks. These new networks created the steps of E- learning which brought speed, interaction and borderless specifications to education. E- Learning brings new opportunities to education. The learner is now out of the building. Everywhere and every time is possible for education with e – learning. The aim of this paper is to make a determination for the views of Turkish young learners for e-learning. In the first part of the paper there is a conceptual and historical explanation of distance education and the role of e-learning as a new subhead tool of distance education. The paper makes a research with a questioner applied to university and high school students about e-learning. The questioner aims to find out the view of learners for e-learning. In the conclusion of the paper there is a brief underline that internet is changing the demand of education as well as other industries. The learners believes that e-learning brings them freedom and better opportunities for learning in their education life.

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Keyword: New Media, Distance Education, E- Learning

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### 1. Introduction

The increased importance of knowledge in today's world caused a dramatic increase in the need for education. The inability of traditional educational institutions to meet this increased demand created the education deficit. This need led societies to seek alternatives to traditional education. Distance education has started to fulfill this need. While distance education was delivered through different means of communication such as mail, telegram, telex, radio and television in the past, today, it is usually offered via Internet. Developments in the Internet technologies contributed to the emergence of e-learning concept as a form of distance education. The developments in the Web 2.0 technologies, which made it easier to share audio and videos, gave rise to the multimedia-based e-learning. The developments in the Internet technologies have added a new dimension to education. With e-learning, the need for specific locations disap-

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peared and the limited education format between the student and the educational institution gave its place to an interactive education that continues 24/7.

## 2. The Concept of Distance Education

Distance education is defined as an economical and interactive form of education in which information technologies are used and which is independent from time and space (Gökçe, 2008: 2). İşman (1998: 18) explained the concept of distant education as a system of education in which students and teachers conduct the activities of learning and teaching through communication technologies and postal services. The U.S. Department of Education's Office of Educational Research and Improvement defines distance education as "the application of telecommunications and electronic devices which enable students and learners to receive instruction that originates from some distant location." (Çakmak, 2013: 264). According to another definition, distance education is a planned educational process in which the teaching is conducted by someone removed in space and/or time from the learner and which is achieved by bridging the physical distance between student and teacher by means of technology in a virtual classroom (Ertuğrul, 1999: 7).

As it can be seen from the definitions above, the fundamental characteristic of distance education is the separation of the teacher and learner. Most often, separation is in geographic terms—teachers are in one location and students are in another. Also the separation of teachers and students is in time. Other components of distance education are that; different communication technologies are used, equivalent learning experiences are provided to each student and it is an education system or model in which learning-teaching activities are conducted.

Distance education is a hypernym referring to different concepts used for any formal approach to learning in which the instruction occurs while the educator and learner are at a distance from each other. Correspondence courses, home study, independent study, external studies, distance teaching and distance learning are classified within the scope of this concept (Kaya, 2002: 9–13).

E-learning is a type of education that is positioned in the system of distance education. In this type of education, Internet networks are used to connect teachers and students who are separated in terms of location and/or time. This education system is supported with video, visuals, audio recordings and graphic design. As the students can access to the educational materials and data anytime from anywhere by using Internet, this education system is independent from physical space (Gökdağ, 1986: 11–13).

Distance education practices started with correspondence courses. In time, along with the developments in the technology, other tools, such as radio, television, telephone and computers were used in the delivery of education. Today, in addition to the media mentioned above, electronic mails, computer conferences and Internet are used to offer distance education (Kaya, 2002: 11). According to Holmberg, distance education methods are grouped as follows (Can, 2004: 2–3):

- Course planning
- Development of course material
- Establishment of education communication
- Student counseling

- Course development, distribution of course materials, education communication and consultancy management
- Creating an organizational structure for distance education
- Functional evaluation of the system

### 3. Characteristics and Goals of Distance Education

Although there are some similarities between formal (traditional) education and distance education, there are also several differences among them. The major characteristics of distance education can be summarized as below (Kaya 2002: 13):

- During the course of the education, the learner is physically separate from the teacher.
- Planning and preparing the teaching materials, providing student support services
- Communication tools, computers, audio and visual recordings are used in order to connect students and teachers and to deliver the content of the course.
- Heavy use of technology
- Teaching is individualized since the learner and the instructor are separated during the course of the education.

As it can be seen in the definitions the main goal of distance education is to allow the individual to receive education in any field that the learner wants, anywhere and anytime. Distance education systems use technology and have efficient systems in accessing and delivering information, therefore the student and the instructor can act free from time and space (Çiçekdağı and Tekin, 2014: 81).

In 2006, the U.S. Department of Education's Office of Postsecondary Education released a report in which the characteristics of a qualified distance education program were stated (Gökçe, 2008: 6):

- The mission statement of the distance education program should identify the purpose of the training;
- Distance education program should be under the supervision of the faculty delivering formal education;
- Faculty delivering formal education should actively take part in the content of the distance education course;
- Technological support should be provided 24/7;
- There should be academic advisers for distance education students and the course and programs of distance education should be assessed continuously

### 4. Methods of Distance Education

Distance education can be delivered through several different methods. In general, communication environments for distance education are print materials, audio devices, television and television technologies and information technologies. It is necessary to decide which technology to use when designing the distance education program. The compatibility of the technology and the education program and differences between different technologies should be considered carefully. Distance education programs can be efficient if only they are delivered via appropriate technology. Several factors such as; the communication

technology appropriate for the education program, target audience's ability to access to this technology, the teacher's ability to use this technology in the presentation of the course, corporate technical infrastructure and its usability for the program, cost of the technology and budget of the program should be analyzed. If the technology were selected by considering these factors, it would contribute more to the education program. The advantages and disadvantages of using different technologies can be summarized as in Table 1.

Table 1. Distance Education Methods

Technology	Advantages	Disadvantages
<b>Printed Materials</b>	Mobile, cheap, easy to access, well-organized	There may be delays in the delivery of the materials. Low attention to the courses
<b>Videotapes (can be transferred to CD-ROM and DVD)</b>	Mobile, it contains motion video and audio. It allows the learners to easily review the content by using VCR devices.	The tendency for monotonous lecturing and presentation. It can be boring unless the content is interesting or supported with video
<b>Video Conference</b>	Synchronous and two-way communication is established between the instructor and the learners.  Sufficient audio and visual quality can be achieved by using advanced technological systems	Expensive. It requires the preparation of a special environment.  It allows interaction but this interaction should be supported. The image quality can be low if low-quality systems are used.
<b>Steaming Videos or Presentations</b>	It allows for image transfer or graphic and audio transfer. It can be watched with interest. The material can be viewed again. It can be updated without the duplication of the band. It doesn't take as much time as the video recordings to produce.	The tendency for monotonous lecturing and presentation.  It can be boring unless the content is interesting or supported with video.  It requires the teacher to plan the presentation.  The students have to have a computer and internet connection that meet the requirements
<b>Web</b>	It is possible to access to the computer anytime and anywhere by becoming online. It encourages communication through different course management software (such as chat, bulletin boards)	It requires access to computer and some basic technical skills.
<b>Online discussion tools, bulletin boards, chat sessions</b>	Online connection with the teacher and other students. It could be synchronous (chat) or asynchronous (bulletin board). Discussions can be included.	Talks are limited. It requires fast and accurate use of keyboard.
<b>Electronic Mail</b>	It is easy to use and cheap.	It requires access to a computer and basic knowledge of computer technology.

Source: (Özkul, 2003: 19)

Distance Education Programs, which allow learners to choose when and where to learn and when and where to access instructional materials, help to, partially or completely, eliminate the restrictions in the delivery of education services with their flexibility and adaptability (Çiçekdağı, Tekin and Tekin, 2014: 83).

Distance Education offers different education options to people and minimizes the inequality of opportunity. With distance education, mass education becomes easier, education programs are standardized and cost of education is reduced. It helps to increase the quality of education and gives freedom to the student. It offers an enhanced learning environment to the students and does not force them to study in a classroom setting. Distance education allows individual learning as well as independent learning, receiving information from the first source. In addition, more people can benefit from experts through distance education. Distance education, while massifying education, also individualizes it and eliminates the necessity of being in a specific, confined space at a specific time to receive education (Kaya, 2002: 21).

## 5. Development of Distance Education in the World

The history shows that advances in technology have promoted changes in distance education. It is accepted that the pioneer of distance education was Isaac Pitman who offered shorthand instruction via correspondence in 1840. In the 1850s language education books were published under the title of “Teaching letters for learning the French language” and in 1873 Anna Eliot Ticknor developed a system to encourage the education of women. In 1874, American university level distance education began at Illinois Wesleyan University (Negiz, 2014: 71).

In the 19th century, distance education emerged in Germany and Sweden as well. In Germany, the attempts of distance education that began in 1856 led to today’s distance educational institutions of Telekolleg, Schulfernsehen, FernUniversität and Deutsche Institut für Fernstudien. In 1886, H. S. Hermod, of Sweden, began teaching English by correspondence. Later he founded Hermod’s, which would become one of the world’s largest and most influential distance education organizations. The “distance education” term, mentioned in the 1892 catalogue of the University of Wisconsin, was used by William Lighty, a professor at University of Wisconsin, for the first time in an essay. Since the use of multimedia tools and presentation systems makes it difficult to define distance education in one, precise statement, different distance education definitions have been made (Uşun, 2006: 6).

It is accepted that there has been three stages in the development of distance education. The first stage was the correspondence study period, which took place between the end of the 19th century and the beginning of the 20th century. During this period, the education was based on a textbook and feedback was received through letters. Starting from the 1970s, in the second stage, radio, television, cassettes and tapes were employed in distance education. The use of the satellite technologies began with the 1980s. And, finally, with the development of computer-based distance education programs, the third stage started (İnan, 2014: 97).

With the use of computer networks and Internet technologies in teaching-learning activities, especially beginning from the late 1990s, the world witnessed an expansion in distance education. With the help of computer networks, major limitations and problems in distance education, such as limited interaction, slow updating, inability to access different resources, not being able to receive service at the requested time and place and inability to focus on personal differences, were largely resolved.

Today, many educational institutions in the world offer internet-based distance education programs. Higher education institutions offer internet-based distance education associate degree, master's degree and certificate programs. Besides, in some universities some courses are delivered via Internet.

The Open University of the United Kingdom can be shown as the most important distance education institution of our century. It was founded in 1969 by Royal Charter. More than 2 million students have graduated from the Open University since the day it was established. As one of the most important and successful institutions of distance education, the Open University, in collaboration with BBC, broadcasts to the entire country. Today is it one of the top ten universities of the world.

## 6. Distance Education in Turkey

It was a short time after the declaration of the Republic that distance education was considered as an option as a result of the "Teacher Education Report" presented by John Dewey in 1924. In this report, Dewey suggested the use of distance education in the training of teachers (İşman, 1998: 34).

There have been several other proposals to establish a distance education system. In 1927, "education through correspondence" was considered to teach literacy. In 1933-1934, a proposal was made to start correspondence courses in 1933-1934. In 1950, it was suggested The University of Ankara, Faculty of Law, Bank and Commercial Law Research Institute to use distance education. In 1960, the reason for considering correspondence study as an alternative education method was to train the graduates of secondary vocational schools. Finally, in 1962, The National Education Council recommended the use of correspondence study in order to educate people who cannot attend schools but want to receive education (Alkan, 1996: 20).

The Ministry of National Education used "correspondence courses" in 1958-59 school year for the bankers, particularly living outside of Ankara. In 1960, Ministry of National Education founded Correspondence Education Center Council within the body of Department of Statistics and Publishing. The aim of the Center was to offer distance education (Özdil, 1986: 18).

After the 1960s, some other institutions attempted to establish distance education systems in Turkey; however, they couldn't be very successful due to political reasons and uncertainties. In 1960, in order to deliver vocational and technical training via correspondence courses, Correspondence Education Center was established. In 1974, this center offered courses to train teachers but these efforts didn't last long (Birkök and Vuranok, 2010: 430–431).

Center for Higher Education through Correspondence and Higher Teacher Education Schools were founded in 1974, however, since they fell short of the expectations, these institutions were closed in 1975. Non-formal Higher Education Institution, YAYKUR, was established in the same year as an alternative and began to deliver higher education services through correspondence in the fields of secondary education teaching and primary school teaching. However, since YAYKUR was not successful enough, it was closed in 1979. With Article No 2547 in the 1982 Constitution, the task of distance higher education was given to the universities (İşman, 1998: 43–45).

Another attempt to establish distance education in higher education was made by Ministry of National Education in 1978. The goal was to establish an Open University, however, it wasn't successful (Gökçe, 2008: 3).

In 1982, Anadolu University Open Education System was established. In 1999, distance education was further developed with the "Distance Education Based on Information and Communication Technologies". After the establishment of Open Education system in Turkey, "distance education system infrastructure" was developed. First it was an activity of documentation, and then it became a "system activity" with the accreditation and system communication and TV broadcasts and was positioned as a non-formal educational activity that aims mass education. Non-formal education is a field of education that targets large masses. It is more planned and programmed compared to formal education and supported by formal education (Çiftçi, 1995: 109).

The use of mass communication tools for distance education purposes began with a radio program in 1941. The name of the program that targeted people living in the countryside was "Agricultural Calendar" and it was produced by TRT Ankara Radio. In 1952, another talk show for the same target audience, this time produced by TRT Istanbul Radio, was broadcasted. In 1954, the radio program "Hour of the Village", which was a collaboration of Radio Department and Ministry of Agriculture, was on air. Based on the legal regulations in the 1961 Constitution, TRT was reorganized in 1964 and as a result of this reorganization; there has been an increase in the educational broadcasts (İşman, 1998: 48). During this period, the medium of radio was used for the distance education. TRT's radio and televisions took an active part in the Literacy campaign held in the 1980s.

In the XV National Education Council gathered in 1996, the ways to meet the educational demands of the society were discussed. In Turkey, web-based distance education began with certificate programs and in-campus courses in 1997. Today, universities offer web-based master's degree, graduate's degree, associate degree and certificate programs (Türkiye Bilişim Derneği, 2004: 368).

## 7. E-Learning in Distance Education

The technological advances have changed and shaped our ways of communication in the 21st century. They also challenge the traditional approaches to the practice of distance education. The impact of technology on the forms of learning can be classified as follows (Digital Age, 2014:30):

- Extended audience: Today, it can be said that the entire world is the audience as a result of the emergence social media such as blogs, Twitter, Facebook and other online platforms.
- Changing Learning Materials: Historical boards and blackboards have already become history. Smart and interactive, multimedia boards are used in education. Learners don't have to carry their files and notes with them. A laptop computer or tablet can store thousands of pages of information. Furthermore, environments such as LiveBinders, which is a Web 2.0 tool, allow to create files in an online environment.
- Interactive Textbooks: With the development of the technology, Internet-based websites that contain materials like animations, videos and alike which help learning were created. Students don't have to carry those heavy textbooks with the advances in e-book technology. Thanks to the new communication technologies, student don't have to take notes on notebooks, instead they record their notes on their tablets or cellular phones digitally and share them with their friends.

- Increase in the use of tablets: Tablet has become a powerful tool in education. The most important feature of tablets is that they make the learning experience of children with special needs (such as autism) easier.
- Extended class environments: Internet-based platforms like Edmodo help to extend the in-class activities of technology. Students and instructors can talk about homeworks and share them with each other using this platform. This helps them to communicate with each other on the projects they are working on.
- Development of Internet-based Libraries: Libraries are still in use today. But, the research is conducted via Internet.

The developments in the computer and communication technologies, the emergence and spread of Internet made it easier and faster to access information. Therefore, today, distance education and Internet are inseparable as they are the main elements in creating equality of opportunity in education, which is the fundamental purpose of distance education.

E-learning can be defined in different ways. E-learning is the education and learning activities that allow instructor and students to be located in different locations so that instruction and learning occurs independently of place and time via information – communication technologies

Technology-supported distance education, in other words e-education, is a broad process that involves the collaboration of computer-based learning, web-based learning, virtual classes and digital technologies. E-learning can be defined as a web-based education system presented through a platform on a network (Uşun, 2006: 118). Technology-supported distance education can be defined as a structure with high media technology in which the features and resources of Internet are used in order to create an educational environment that enhances and supports learning (Khan, 1997: 5). In short, e-learning, which is education in electronic environment, accelerates the speed of learning and information transfer by combining the best features of traditional class setting with technology. E-learning allows the delivery of synchronous and asynchronous education via satellite, video (live or recorded) and computer technologies (Internet, intranet, CD-ROM) (Uşun, 2006: 160).

Internet-based Distance Education is an overall approach, which involves all education models that use Internet infrastructure. Teleconference meetings that use Internet, electronic mails that replaced traditional mail, electronic books and periodicals, which present the alternatives for printed sources, are models, which have been used as a part of Internet-based Distance Education. Among all these models, Web-Based Distance Education (WBDE) is the one that is most widely used today (Al and Mardan, 2004: 263).

The systems used to offer distance education services through Internet are called Learning Management Systems. By assigning roles such as student, instructor, course opener, system administrator to users defined on these systems, the student-material-instructor interaction is created via tools like course content, homeworks, assessments, live video, chat rooms and message boards (Akdemir, 2011: 70).

E-learning can be synchronous or asynchronous. Asynchronous learning is self-paced meaning that it allows the student complete freedom in determining his or her own pace for the lecture while in synchronous learning a group of students and the instructor meet in a classroom setting in the computer environment at the same time (İnan, 2014: 98).

Internet-based education, known as e-education, takes place in an electronic environment. Its pedagogical outcomes are still examined. It can be used on its own or it can be a part of formal education or dis-

tance education (Oral and Kenanoğlu, 2012: 70). Advantages and limitations of Internet-Based Education are as shown on Table 2.

Table 2. Advantages and limitations of Internet-Based Education

	<b>Logistic</b>	<b>Educational</b>	<b>Economic</b>
Advantages	Free of distance and time Convenience Ease of developing and storing the courses	Enhanced learning environments Student control Efficient Communication Supports formal and informal learning environments	Cost effective usability
Limitations	Solid technical infrastructure Planned preliminary preparation	Free of distance and time Convenience Ease of developing and storing the courses	Financial burden

Source: (Oral and Kenanoğlu, 2012: 70).

Web 2.0 technologies, which were developed especially in the 2000s, took e-learning systems one step further. Theoreticians and programmers continue to create new tools and systems in accordance with the developments in web technologies. These developments focus on e-learning. In traditional education, it is quite important for many educators to have a face-to-face interaction with the student. However, according to the results of the research conducted by Jahng, Krug and Zhang in which online distance education and face-to-face education was compared, there is not any significant difference in terms of the success of the students between these two systems (Soydal, Alır and Ünal, 134).

Today, e-education practices all around the world have a significant share in the market. This market covers many different areas of life from the university education to language learning and to obtaining vocational competence. The value of global e-learning market is about 56.2 billion dollars and 70% of this market is in the countries in the North America and Europe continents. Figure 1 shows the number companies offering e-learning services.

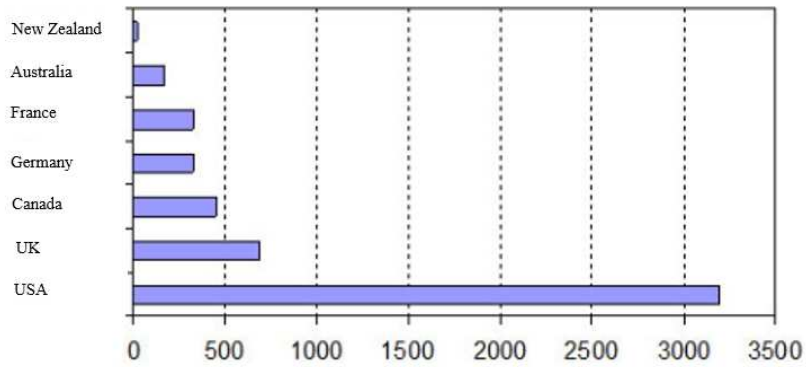


Figure 1. Number of Companies Providing E-Learning Services

Source: E-Öğrenme Pazarı, <http://www.enocta.com/enocta/web/kurumportal/Content/e-ogrenme-pazari/1294/>, (01.08.2014)

In “E-Learning Market Trends & Forecast 2014 - 2016 Report” published by DOCEBO, it was foreseen that the market will continue to grow all around the world. As it can be seen on the infographic below, the market will grow by 16, 9% in Eastern Europe, 17, 3% in Asia, 14,6% in Latin America and 15,2% in Africa in the next 2 years.

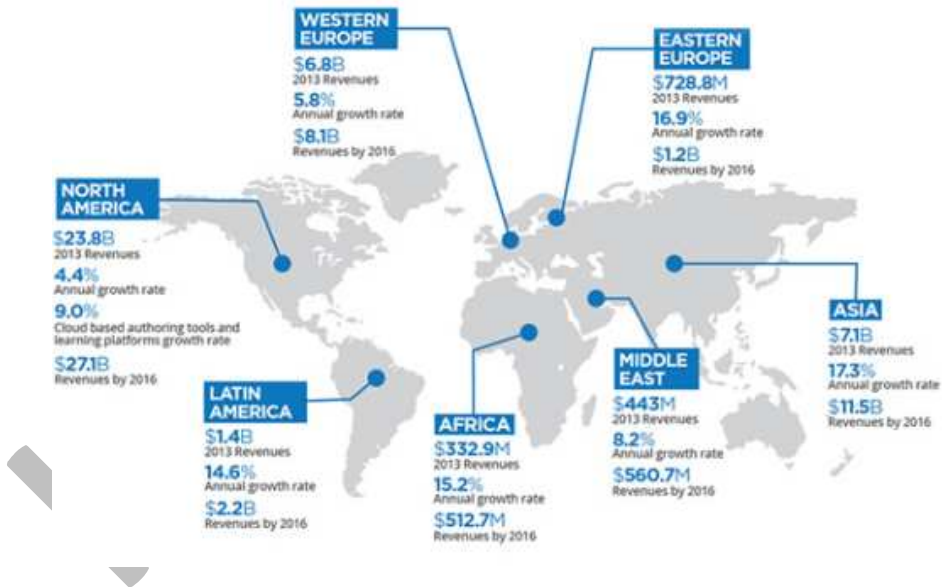


Figure 2. Geographic Distribution of E-Education

## 8. E-Learning Perception of Students Who Receive Education in Turkey

### 8.1 Method of the Study

The aim of this paper is to make a determination for the views of Turkish young learners for e-learning. The study made a research with a questioner applied to university and high school students about e-learning. The questioner aims to find out the view of learners for e-learning. In the first part of the questioner there are questions about exploring how the students gather information in their education. In the second part there is a scale of 14 questions exploring the views of e-learning in Turkey. The study conducted to 224 students living in Turkey in İstanbul. The sample was selected randomly from İstanbul high school and university students.

### Chapter 8 8.2 Demographic Analysis

Chapter 9 Table 3. The Demographic Specifications of the Participants

Age	(n)	(%)	Education Level	(n)	(%)
18 Year and Younger	120	53,57	High School Students	110	49,1
19-24 Years Old	74	33,03	University Students	114	50,9
25 Years and Older	30	13,4	Total	224	100
Total	224	100			

Sex	( n )	( % )
Male	126	56,3
Female	98	43,8
Total	224	100

### 8.3 Analysis Regarding the Information Source of Students

In the first part of the questioner there are questions exploring the information source of students on their daily life and educational researches. According the answers that were collected students use internet and social media more than other media tools as an information source. The least used media is magazine and newspapers.

Table 4. The Information Source of Students

	( n )	( % )
Internet	108	48,2
Newspaper	19	8,5
Magazine	5	2,2
Television	20	8,9
Social Media	72	32,1
Total	224	100,0

The 48,2 % of the participants expressed that they have not gone to a library in the last six months. One interesting point is that there are also students who mentioned that they have never gone to a library for research.

**Table 5. Last Time Visited Library**

	( n )	( % )
1 Week Before	42	18,8
1-4 Weeks Before	34	15,2
1-3 Months Before	24	10,7
3-6 Months Before	16	7,1
6 Months Before	90	40,1
Never Go	18	8,1
Total	224	100

The students expressed that they use more search engines when they use internet as a research tool. The students expressed that they use Google more than other sources as research tool. They also expressed that Twitter is the most informative social media network in their researches. In that part of the questioner the students allowed to give more than one answer in two questions that's why the total responses are more than the sample size.

**Table 6. Internet Use Method as a Research Tool**

	( n )	( % )
I look in search engines	174	77,7
Directly I go to the web sites related to topic I search	38	17,0
I look at the social media networks	12	5,3
Total	224	100,0

**Table 7. The Most Used Search Engines for Research**

	( n )	( % )
Google	218	61,6
Yahoo	18	5,1
Yandex	112	31,6
Mynet	6	1,7
Total	354	100,0

**Table 8. The Best Information Social Media Network Source**

	( n )	( % )

Facebook	48	17,8
Twitter	152	56,3
YouTube	58	21,5
Instagram	6	2,2
Other	6	2,2
Total	270	100

The 56,3 % of the students declared that they have never read an e-book and the 43,8 % read at least one time an e- book in their life. The 32, 2 of the participants have an experience of e-learning in their life but the 67, 8 % didn't have such an experience.

**Table 9. Reading E-Book**

	( n )	( % )
Yes I read at least one time in my life	98	43,8
No I Have never Read	126	56,3
Total	224	100,0

**Table 10. Have You Ever Had Any E-learning Experience?**

	( n )	( % )
Yes	72	32,2
No	152	67,8
Total	224	100,0

In the research it was asked the students the express the advantages of e- learning. They allowed to give free answers and also to say if they think there is no advantage. The answers were coded and compiled in table 11.

**Table 11. Advantages of E- Learning**

	( % )
Independence from Place	22,6
Cost Save in Finance	15,4
Transportation Advantage	5,3
Continuously Reach	6,6
Easy and Comfortable	11,7
Possibility of Repetition	18,7
Flexibility in Time	16,9
It has no advantage	2,8
Total	100

Chapter 10 8.4 Reliability Analysis

The reliability analysis of the 14 statements shows that this scale is reliable. Since the alpha Cronbach value is more than 0,70 this scale is enough reliable. The alpha value of this scale is 0,880

**Table 12. Reliability Analysis**

Cronbach's Alpha	N of Items
,880	14

Chapter 11 8.5 Frequency Analysis

The frequency analysis of the scale is showing that the students confirm the advantages of e-learning and accepts it as future education method. Students accepts the reality that internet is the best source for them to make research with a very big frequency. Student feel free in e- learning and they think that this is also a cost method in education. They accept that transportation, education materials and such cost are lower in e – learning. One other point to be regarded is that students believe that they use time flexible in e – learning and this type of learning is more comfortable.

**Table 11. Frequency Analysis**

		I absolutely Agree	I Agree	I nor Agree Neither Disagree	I don't Agree	I Absolutely Disagree	Total
A1	I Use internet as an information tool make my researches more easy	73,1	25,1	0	1,2	0	100
A2	The information that I gather from internet helps me to use my time of research better.	57	37,4	2,7	0,9	2	100
A3	I don't have any trust problem on the information I collect from the internet.	3,6	12,5	51,8	28,6	3,6	100
A4	The companies which supply e – learning takes my interests.	19,6	25,9	32,1	10,7	11,6	100
A5	I would like to have e- learning education in the future.	25	20,5	33	13,4	8	100
A6	E-Learning makes me feel more free.	39,1	23,2	16,8	9,4	11,5	100
A7	E- Learning helps me to use my scheduled time better.	28,8	25,2	20,6	17,6	7,8	100
A8	I believe that e – learning is more useful to learn new things and improve myself.	33,3	23,2	21,2	13,4	8,9	100
A9	E- Learning brings me advantage on the cost of my education transportation and educational materials.	46,4	22,3	13,5	10,7	7,1	100
A10	E- Learning can never take the place of traditional class education.	8	8,9	13,4	31,3	38,4	100
A11	I believe that e-learning will take the place of traditional education in the future	32,1	27,5	12,3	21	6,5	100
A12	I would like to have my university education in a university which use e-learning 100%.	35,7	25,9	27,7	3,6	7,1	100
A13	I believe that a Multimedia based e- learning is more effective than the classroom learning.	25,8	41,1	14,5	10,5	8,1	100

A14	E- Learning give me the information more comfortable.	25,8	29,1	21,5	13,8	9,8	100
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## 9. Conclusion

The changes and advances occurring almost in every part of life challenge the education systems and schools to change. Rapid developments in information and communication technologies led to an increase in the use of technology in the field of education. This requires redefining the concepts of school, teacher and student. Besides, education delivered via Internet has become the most common way of distance education.

Distance Education is, in its broadest definition, a planned and systematic educational activity;

- d) that offers individuality, flexibility and freedom in terms of educational age, purposes, time, place, management and etc to the receivers of education,
- e) in which the source and the receivers are in separate locations during the most of the teaching-learning process,
- f) the interaction and communication between the source and the receivers takes place via interactive/integrated technologies that are based on television and computer.

As its seen in this research conducted to 224 students who live in İstanbul today learners prefer to use internet more for learning new things. Students believe that they can gather information more quickly and more flexible via internet and social media. Their first choice for gathering information is internet and search engines. They mostly use Google in search engines and Twitter in social media for collecting information. The students give more positive feedback to the statements that were prepared in the scale. According to them e-learning give more advantages and this is a future type of education which they would like to use more. According to the students e – learning has four important benefits in their education. These are:

- e) gives them freedom and more independency in their education,
- f) helps them cost saving in education cost materials, transportation,
- g) gives comfortable education,
- h) flexibility in time

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