

CD-Based Presentation Script of the “Needs for the Distance Education” Unit in the “Foundations of the Distance Education” Course

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ABSTRACT

In this study, “Needs for the Distance Education”, which is the first unit of the “Foundations of the Distance Education” course in Computer and Teaching Technologies Departments, has been prepared in written and this unit has been scripted for a web-based asynchrony presentation.

In the preparation of the script a special attention was paid to the related articles of the regulations concerning Higher Education Based on the Inter-universities Web, to the lessons within the content of Higher Distance Education, to the principles of the lessons, programme design and organization, as well as to the peculiarities and approaches related to interactive distance education courses.

Key words: Distance education, asynchrony education, CD-based education, CD-based asynchrony presentation, educational script writing

UZAKTAN EĞİTİMİN TEMELLERİ DERSİNDE UZAKTAN EĞİTİM GEREKSİNİMİ ÜNİTESİNİN CD TABANLI SUNUM SENARYOSU

ÖZET

Bu çalışmada, Bilgisayar ve öğretim Teknolojileri Öğretmenliği bölümlerinde zorunlu ders olarak okutulan “Uzaktan Eğitim Temelleri” dersinin ilk ünitesi olan “Uzaktan Eğitim Gereksinimi” ünitesi yazılı olarak hazırlanmış ve bu ünite CD tabanlı asenkron sunum için senaryolaştırılmıştır.

Senaryonun hazırlanmasında Yüksek Öğretim Kurulu tarafından hazırlanan Üniversitelerarası Bilgisayar Ağına Dayalı Yüksek Öğretim Yönetmeliğinin ilgili maddelerine, uzaktan yüksek öğretim kapsamında açılacak derslere / programlara ilişkin genel amaçlar kapsamındaki ders / program tasarım ve organizasyonunda uyulması gereken ilkelere ve etkileşimli uzaktan eğitim derslerinde bulunması gereken özelliklere ve yaklaşımlara uyulmuştur.

Anahtar sözcükler : Uzaktan Eğitim, Asenkron Eğitim, CD Tabanlı Eğitim, CD Tabanlı Asenkron Sunumu, Eğitim Senaryosusu yazma

INTRODUCTION

Education is basically a communication activity. It is impossible to achieve the objectives of distance education through the manner of traditional education. Since education is basically based on communication, it is essential that innovations in communication technology be made use of to make communication effective and functional. In the recent years, computers have had a significant role in the distance education implementation. In this, the fact that computers are audio-visual aids that activate both sense of sight and hearing has an important role. It has long been known that computers are used in a multi-dimensional way in distance education implementation. It is also possible to provide CD based distance education courses through computers. Scripts have an important part in designing CD based courses.

Audio-visual activities take an important part in the learning process. Eyes and ears are sense organs that are responsible for important functions. Information that has been received through eyes and ears enables man to

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have certain thoughts, feelings and impressions. Hence, it is safe to assume that sight and sound have important role in learning about the world, as well as perceiving, comprehending and commenting.

Inceoğlu (1993:42) points out that “Perception can be controlled and guided via outer interference. Therefore man’s understanding of the relations between abstract and concrete materials, commenting on them and developing certain behaviours towards them start with perceiving these materials.”

In order to supply a more effective and stimulant visual narration, various techniques are applied. Various audio-visual elements and the effects of these elements are made use of so as to express a particular subject to the audience. The effect of the image, in other words, the effectiveness of the visualisation takes its power from the “mode of visualisation”.

The “mode of visualisation ” of a particular subject that is aimed to visualise in computer setting gains importance in terms of two perspectives:

1. Aesthetic value of the programme,
2. The constructed meaning.

In every step of the visualisation process of a particular subject there is an action of selection and organisation. Both in the production and construction process, the selection and manipulation of the presentations on the screen through visuals and sounds is important for the whole product. In a CD based distance education course, the colours, pictures, animation, movement, etc. that are used in the production/presentation phase can be interfered with after the course was established. For instance, some parts of the visual frame can be deemed, the visual can be placed in a certain part of the frame, a particular part of the visual can be destroyed, visual can be deformed and another visual can be placed on a visual. As can be inferred, infinite numbers of visuals can be created through infinite numbers of variables. The variables on the screen change the event or the material from its original form, which is seen with naked eye.

The type of implementation of the elements that form visual language such as picture composition, perspective, tone and colours and framing give rise to creating various effects on the audience. Knowing well what these variables create in the perception process is closely related to the meaning intended to convey (Künüçen, 1996:397).

As stated above, it can safely be claimed that the success in achieving the objectives in the expression of a subject depends on how that subject has been expressed, in other words, on “the way of expressing/showing”. As Künüçen (1996:394) reports “Script is the final form of a TV education programme on a sheet of paper.” Therefore it can be said that just like in TV education programme, script is also the determiner of almost everything in the CD based distance education lesson owing to the fact that all sorts of interference, selection and organisation affairs in the expression of a subject take place within the script writing process.

In this study CD based presentation script of the “needs for the distance education” unit in the “foundations of the distance education” course has been designed as in the following:

**NEEDS FOR DISTANCE EDUCATION
SCRIPT FOR EPISODE I
FADE-IN**

1- Chapter I UNIT NAME	FADE-IN / MUSIC (Music in the background)
CUT	<u>Music goes on in low tune</u>
2- SLAYT-A Image of a developed country	SPEAKER- Today in developed countries most of the educational problems are dealt with through distance education implementations.
CUT	<u>MUSIC in the background</u>
3- Images of Distance Education Settings	

CUT		
4- Scenes of man's struggle for learning to meet some basic needs.	meet	SPEAKER- The direct relationship between man's need for learning and his learning ability requires a clear definition of educational problems, and so distance education.
CUT		
5- Graph 1		Especially those sign show man's need and ability for learning.
6- Graph 1 / 1		Spiritual change or learning ability cannot be observed directly. However, it is a fact that order of spiritual system opens the path to learning.
	Differences in order of spiritual system	
VIDEO EFFECT (Push from left to right)		Although weakness in human instinct is considered to be existent along with high learning power, this condition does not pretend man from learning.
7- Graph 1 / 2		
	Inconsistency of instinct	Man's inconsistency of instinct
VIDEO EFFECT		Means he has a unique and huge amount of energy
8- Graph 1 / 3		
	Huge amount of energy	
VIDEO EFFECT		The long childhood period of man enables him to gain multi-dimensional experiences. This also provides man with world vision, and opportunities for learning the life and gaining new interests.
9- Graph 1 / 4		
	Having a long childhood period	Concerning man's learning ability, cultural and personal peculiarities explain the intelligence that creates learning.
VIDEO EFFECT		
10- Graph 1 / 5		
	Intelligence	Every child is born in an incomplete, uncertain group that belongs to a particular culture and open to world.
VIDEO EFFECT		
11- Graph 1 / 6		
	Fruitfulness to social relations and culture	Today all countries are involved in a renovation effort in their educational system. In this process Turkey has an important place.
FADE AWAY / IN		Turkish educational system tries to meet the educational needs of the increasing population besides

<p>12- Two pictures of different educational systems in different countries</p> <p>CUT</p>	<p>it provides them with an effective educational system.</p>
<p>13- A Picture or scene that shows education in Turkey</p> <p>CUT</p>	
<p>14- Children playing in rural areas</p> <p>CUT</p>	
<p>15- Adults wasting time in coffeehouses.</p> <p>CUT</p>	<p>When the debates concerning education are considered, it is realized that the points such as politics, equipment, dissemination of service, providing continuity, teacher-student ratio, building, textbooks, teaching materials, salary and cost are focused. Undoubtedly, these problems also affect the objectives, content, structure and other dimensions.</p>
<p>16- School scenes</p> <ul style="list-style-type: none"> * Classroom * Lab * Library * Building – garden * Crowd of students 	<p>In experiencing educational problems, that traditional educational system was for limited number of people and was inadequate for wide range of people were effective factors.</p>
<p>17- CLASSICAL SCHOOL EDUCATION SCENE</p> <p>Electronic effect</p>	<p>The solutions are related to preparing balanced and appropriate programs and besides developing these programs in effective ways and implementation of technologies</p>
<p>18- SCENES OF AOF PROGRAM AND GENERIC</p> <p>CUT</p>	<p>In this century, despite the inequality in the prosperity sources and-the differences between political regimes, all countries have agreed on common views on basic educational problems.</p>
<p>19- Distance Education Scenes (England, The U.S.A.)</p> <p>CUT</p>	<p>The basic ones are as follows;</p> <ul style="list-style-type: none"> - Elementary education for all individuals - Vocational education based on Elementary education. - Life-long education for the ones who want to be re-educated and make progress in their jobs. -Education arranged according to the geographical, economic and social realities of the nations -Education that provides protection in terms of political & cultural identifies of the societies.
<p>20- Graph 2</p> <p>All items appear on screen in sequence</p>	<p>The views mentioned above state that what ever the economic circumstances, social statues, age and sex the individual has, he has the right to make profit of the education in accordance with his interests and abilities.</p>

	<p>However, most developing and under-developed countries are in dire straights related to their educational systems and there are some basic reasons concerning these difficulties.</p>
<p>CUT 21- Different age graphs of adult scenes</p>	<ul style="list-style-type: none"> *That children population within the general population is big *That only a small group of children continue to go to school for a short time. *That the number of teachers is low *That the number of students per teacher is high *That the number of students per an enclosed area is high
<p>CUT 22- Village school scene (a crowded & messy classroom with teacher)</p>	<ul style="list-style-type: none"> *That the ratios of schooling according to educational levels are not in balance * That the distribution of schools according to residential areas and regions are not in balance
<p>CUT 23- Graph 3 Items appear on screen in sequence</p>	<ul style="list-style-type: none"> *That the number of students graduated is low *The unawareness of parents about the importance of education.
	<p>It is also possible to mention many attempts that can solve the educational problems, based on fore-mentioned problems both in underdeveloped and developing countries and developed ones. However, that the educational problems aren't solved by traditional solution suggestions, directs the teachers and directors look for new solutions.</p> <p>The basic realities of these new searches are as follows;</p> <ul style="list-style-type: none"> * Not to be able to provide education for big crowds (groups) within the same period of time. * Not to consider enough the interests and abilities of individuals. * The information needed for individuals are not well determined. * Appropriate information is not given by using suitable method and technique. * Sufficient (needed) information cannot be presented effectively in a short period of time.
<p>CUT 24- CAPTIONS WRITTEN ON DIFFERENT COLOURED - Classical Education - Contemporary Education - Formal Education - Informal Education</p>	
<p>Graph 4 (Each one can be given together or one by one)</p>	<p>These arguments (reasons) bring two concepts in terms of providing better education circumstances for everyone;</p> <ol style="list-style-type: none"> 1- Equal opportunities 2- Believing that education is one of the fundamental elements which helps to realize individual and social objectives
<p>25- Graph V Items appear on screen in sequence.</p>	<p>Owing these two concepts gain sense is related to examining the usual education system in its all respects;</p> <ol style="list-style-type: none"> 1- The system capacity providing necessary basic

<p>CUT 26- Graph VI 1st Level</p> <p>(Overlap) 27- Graph VII 2nd Level</p>	<p>educational experiences</p> <p>2- The capacity to supply the latter alternatives that is essential to realize a more individualized education & enables each person to achieve the highest range of productivity.</p> <p>The researches carried out shows that traditional education in classroom is not the best implementation concerning the problems that are experienced today.</p> <p>To solve these problems, we can say that advanced education technologies must be used.</p> <p>Therefore this discipline, which introduces solution to inequality in opportunities, provides life-long education for everyone who needs. Education which helps to achieve a series of individual and social objectives of education and also which is mostly based on learning by oneself and making use of education technologies, is “Distance Education”</p>
<p>CUT 28- Graph 8 Each item appears on screen in sequence</p> <p>CUT 29- Graph 9-Animation Animations or images that describe distance education symbolically.</p> <p>Animation images Continue</p>	<p>The “Distance Education” term which first appeared on the catalogue of Wisconsin University in The USA in 1892 then started to be used also in European countries.</p> <p>Distance Education term includes other terms which are not completely synonyms. Some of them are correspondence instruction, home study, external study, distance instruction or learning.</p> <p>Correspondence education was a written communication that is achieved through post, the only way of communicating in the early years of distance education.</p>
<p>At the end “Distance Education” appears (also verbal)</p> <p>CUT</p> <p>30- Graph 10- Animation (Arrows in action on the word map)</p>	<p>Studying at home is an implementation of distance education on technical field other than higher education.</p> <p>Independent Education is a general term including education through correspondence instruction, open education, radio and TV.</p>

CUT	
31- Graph 11 Other terms will appear opposite the “Distance Education” term one by one,	External Education includes learning in higher education institutions where face to face education is provided, through students’ personal efforts in their studies
CUT	Distance education and distance instruction are two forms of education used for years. Distance education is a term that gathers teaching and learning elements and describes the two sides of the process.
32- Graph 12-Animation An animation of a bird carrying a letter or a book in its beak. (or a scene of correspondence instruction from archive)	
CUT	
33- A scene of a person studying at home (Photograph (E))	Besides the usage of expository systems such as radio, TV, computer, also the usage of multi-media systems like electronic- mail and internet makes it harder to explain the distance education.
34- A person watching TV on his studies (Open Education Scene)	
CUT	There are whether written, audio-visual equipments or not, there is always distance between teacher and student in all distance education forms.
35- Students studying in on <u>amphitheatre</u> with a lecturer.	To explain the distance education exactly, it is necessary to determine in what ways it is different from the traditional face-to-face education. Distance education differs from face to face Education as mentioned below;(in these ways) 1- That the student and the teacher are apart from each other temporarily/permanently within learning process. 2- Planning and preparing education tools and equipments and providing and organizing supportive services for the student. 3- Making use of communication devices in gathering the teacher and the student and presenting the course content 4- Making use of technology in accordance with distance education. 5- That people are generally trained individually owing to the fact that they are apart from each other temporarily/permanently within the learning process.
36- Graph 13-Animation Distance Education & Distance Instruction terms are introduced on movable graphs Two terms exit the screen by overlap on an empty background	
37- Graph 14	
CUT	
38- Graph – 15 Back Page 12-13 Some of the different descriptions (both new & old) appear on screen	
CUT	With distance education it is aimed to overcome the difficulties such as the individuals having to be at certain ages and educational levels as well as having to be in certain centres Distance education systems aim at being of service to the student bodies who are in various life conditions. Therefore it is possible to determine / we can determine distance education as an important approach in solving education problems
39- Scenes of filming television programs (AOF Archive Scenes)	
40- Graph – 16 The differences between Distance Education and face to face education	

	<p>Many concepts can be stated used with distance education. Some of them are; open Education, open Primary Education, Elementary Education, Open High School, secondary school, also open university is the implementation of distance education in higher learning level</p>
	<p>Since individual learning requires discipline, independence and maturity in a degree, to improve learning by oneself, distance education..</p>
41- Sample scenes from various settings - Cafe houses - Children watching TV - Young people at the internet - Etc.	<p>The feeling of agreement and belonging can be developed without face to face relation with teachers.</p> <p>An effective learning in distance education occurs on the condition that the following hypothesis comes true.</p> <ol style="list-style-type: none">1- Learning can realize (can be achieved) without a teacher or an instructor.2- Real motivation is very important for learning3- Learning realizes when the subject is given to the student within its existing cognitive structure.4- To take the warmth of human relations into (to) study environment is supportive to emotional interest.5- Emotional interest in studying supports learning and seizing the objectives6- Friendly feelings towards teachers, supervisors and supportive organization not only increase study pleasure but also generally strengthen and support study motivation.7- Intellectual (mental) pleasure supports learning, study process and ratios of realizing objectives8- Realizing objectives anxiety and participation according to study plan provide taking individual responsibility (against)(for) learning & reaching study objectives9- The student who studies to learn is encouraged by frequently communicating with his/her friends10- Maturity provides motivated balance and overcoming the difficulties
42- Graph 17 Figures are formed according to the appearance of arrows and schema is completed	
43- Image of a person watching TV on his/her field.	
CUT	
44- Image of person studying alone	
CUT	
45- A person's close-up face image watching a dramatized AOF class.	<p>Speaker / Teacher (Instructor)- Up to this point we tried to describe that distance education is a different kind of education. It is understood from above mentioned explanations that such an education provides various opportunities while it has also restrictions in some ways</p>
46- Graph 18	<p>They are read one by one as they appear on the screen.</p>

(Each item will appear on screen as one.)

IS READ

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-
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-
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47- Graph 19
Each 17 item on book page 21 appears on the
screen for one second.

MIX

48- Graph 20
Book page 22
All of the 7 items appear on the screen as one.

CONCLUSION

As known, whatever structure it may have, the most significant function of an educational programme is to teach. Like all educational programmes, CD based educational scripts aim to teach a particular subject within a particular period to particular group of learners. In order to achieve the objectives of such a programme, the planning of activating learner's level of consciousness should be conducted at the early construction phase of the script. Hence, it can be assumed that educational script writing requires collaboration between producer, director and experts. Like in all programme productions, the basic approach of the scriptwriter ought to be to develop a skill of "visualised thinking".

A scriptwriter should be aware of the realities concerning the objectives and duration of the programme, as well as the target learner group (age, readiness, socio-economic conditions). Especially, in the scriptwriting of an educational CD based programme, the objectives of the programme should be known clearly. It is a "must" to answer these two questions in such a scriptwriting process:

1. What is the basic educational purpose in producing such a programme?
2. What will the target group achieve in this programme?

Undoubtedly, scripts for children and adults differ from each other because their educational levels, focusing period and perception are not similar.

In addition, it is possible to state the other important points in educational scriptwriting as in the following:

- Text should be written according to the interests of the target learner groups,
- Sentences should be short enough to comprehend,
- Length of the sentences should not be the same,
- All sentences should not be in the regular form; there must also be inversions,
- Sentences should be arranged in a way that it may also be possible to insert music, natural sounds or silence, etc.,
- The objectives of the programme should be emphasized through verbal, visual or both stimulants by means of repetitions and exemplifications,
- Content should be suitable for the duration of the programme,

Furthermore, the scriptwriter should have a good command of the subject, as well as the language, techniques and capabilities of the means of presentation. The script is the base of the programme as long as it consists of the form, content, the flow of the programme, essential information of the production.

In conclusion, preparation of educational programmes in audio-visual settings is a serious activity in fulfilling the mission of teaching to target learner groups about a particular subject owing to the fact that the phase of determining the form of showing/expressing is the phase of scriptwriting.

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