

**ATTITUDES OF STUDENTS TAKING  
TURKISH LANGUAGE AND LITERATURE  
LESSON THROUGH DISTANCE EDUCATION  
PROGRAM IN HIGHER EDUCATION  
(GUMUSHANE UNIVERSITY SAMPLE)<sup>1</sup>**

**Yükseköğretimde Uzaktan Eğitim Programıyla Türk  
Dili Dersini Alan Öğrencilerin Derse Karşı Tutumları  
(Gümüşhane Üniversitesi Örnekleme)**

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**Abstract**

Rapidly developing science and technology affect individuals in all aspect of their lives. Obtaining information easier than before has established a ground for building an information society. Today, continuously improving and changing technology provide new opportunities for individuals in educational fields as well. One of these opportunities is "distance education" programme in higher education. The purpose of this study is to determine the attitudes of students taking Turkish Language lesson through distance education program. This study was conducted with scanning method, one of the descriptive models. With this method, information required to be learnt is directed to the sample group and their responds and views are received, or their attitudes can be determined. The sample of study consists of 300 students who take Turkish Language lesson through distance education programme in Gümüşhane University from various departments, faculties and vocational schools of higher education in 2016-2017 educational period. In accordance with the purpose of the study, relevant literature was scanned in order to determine the students' attitudes and by receiving opinions of lecturers and academics in Turkish Language department, 20 items 5-point likert scale "Attitudes of Higher Education Students to Turkish Language" was developed and the points were classified as 'I strongly agree, I agree, Neutral, I disagree, I strongly disagree'. As a result of the analysis, acceptability and validity level of the scale was determined as 0,84 in Cronbach's Alpha and 0,651 in KMO (Kaiser-Meyer-Olkin). At the end of the study, it was determined that most students who take Turkish Language lesson through Distance Education programme in survey have negative attitudes to Turkish Language lesson as 'I disagree, I strongly disagree'.

**Key Words:** Distance Education, Turkish Language Lesson, Students' views.

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**Özet**

Hızla gelişen bilim ve teknoloji bireyleri hayatlarının her alanında etkilemektedir. Bilgiye daha kolay ulaşma bilgi toplumunun oluşmasına zemin hazırlamıştır. Günümüzde sürekli gelişen ve değişen teknoloji bireylere eğitim alanında da yeni imkânlar sağlamıştır. Bu imkânlardan biri de yükseköğretimde uygulanmakta olan 'Uzaktan Eğitim' programlarıdır. Bu çalışmanın amacı, yükseköğretimde Türk Dili dersini uzaktan eğitim programıyla gören öğrencilerin derse karşı tutumlarını belirlemektir. Betimsel nitelik taşıyan bu araştırma, tarama yöntemiyle yapılmıştır. Bu yöntemle, öğrenilmek istenilen bilgiler örneklem grubuna yöneltilerek en kısa zamanda cevapları, görüşleri alınır ya da tutumları belirlenebilir. Araştırmanın örneklemini 2016- 2017 öğretim yılında Gümüşhane Üniversitesinde Türk Dili dersini uzaktan eğitim programıyla gören değişik fakülte, yüksekokul ve meslek yüksekokullarında okuyan 300 öğrenci oluşturmaktadır. Araştırmanın amacı doğrultusunda öğrenci tutumlarını belirlemek için ilgili alan yazın taranmış, Türk Dili Bölümü Okutman, Öğretim Görevlisi ve Öğretim Üyelerinin görüşleri alınarak 20 maddelik 5'li likert tipinde 'Tamamen Katılıyorum, Katılıyorum, Karasızım, Katılmıyorum, Hiç Katılmıyorum' şeklinde derecelendirilmiş Yükseköğretim Öğrencilerinin Türk Diline Karşı Görüşleri' ölçeği geliştirilmiştir. Ölçeğin geçerlilik ve güvenilirlik derecesi yapılan analiz sonucunda Cronbach's Alpha değeri 0,84; KMO (Kaiser-Meyer-Olkin) testi sonucunda test istatistiği 0,651 olarak bulunmuştur. Araştırmanın sonucunda araştırmaya katılan öğrenciler genel olarak Uzaktan Eğitim Programıyla aldığı Türk Dili dersine karşı katılmıyorum ve hiç katılmıyorum derecesinde olumsuz görüşe sahip olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Uzaktan eğitim, Türk Dili dersi, öğrenci görüşleri.

**1. INTRODUCTION**

As parallel to the advancement in technology, knowledge acquisition increased too and individuals searched new ways and methods to obtain information. With this new search for knowledge, it was noticed that the most indispensable way to reach knowledge is education. Today's developing and changing technology provides individuals with new opportunities in fields of education. One of these opportunities too is using computer and internet in education. The change and development in information technologies affect educational activities too. This interaction occurs in language teaching more positively compared to other social disciplines. New materials and sources are always required in language teaching. Change and renewal of knowledge each passing day as well as rapidly increasing population differentiated teaching – learning activities too and this situation forced people to seek new solution searches (Kazu and Özdemir, 2002). Using audio and visual materials belonging to the language taught makes education more efficient. Reaching information easier provided a basis for building an information society. Thanks to technology, there have always been innovations and changes in the materials that are in use. One of these innovations and changes is 'Distance Education Programme' in higher education. Today, distance education programmes are supplied with computer and internet and it is a practicable way of education used in common lessons since it has a potential to remove the limits of time and place (Park, Kier and Jugdev, 2011). Distance education was called with various names such as distance learning and e- learning (Schlosser and Simonson, 2006) and it was defined as information technologies applications that bring students and teachers together from distant and different locations with different educational activities and as a learning type in which individuals reach educational information through internet at a specific time and place (Gamble, 2009).

Electronic communication tools have currently replaced letters, telephone and other similar tools in all types of communication and become an indispensable part of our lives. When student population is taken into consideration in developing countries, the rate of usage of electronic devices and benefitting from the technological innovations increase more accordingly. Success in learning process increase together with the use of audio, image and teaching materials thanks to information technologies (Büyükaslan, 2007: 1)

Internet is a worldwide and developing mass media tool which connects many computer systems with one network. By means of internet, it is easier, cheaper, faster and safer to reach information (Dursun, 2004). The use of computer and internet widely has made distance education model a necessity. According to Nachmias, Mioduser and Shemla (2001) rapid development in information and communication technology and common use of internet are regarded as one of the most fascinating characteristics of information age and these developments provide individuals reach information easier and have new communication opportunities.

Technology is the most important tool used to make learning more efficient and permanent (Namlu 1999). Using technology in educational activities is one of the main purposes of 2000s. There are some programmes in which information technology and internet is used in every stage of education in developing countries. According to Wiesenmayer and Meadows (1997), internet enables educators and researchers to have online opportunities such as audio, image, peer to peer communication and lesson plan.

Distance education is a type of communication tool in which educators and students are physically far from each other (Adiyaman, 2002: 92). It has renewed itself with the improvement of technology as well as the improvement of letter, radio and television and it has included in computer and computer technology. Information technologies that are efficient in every part of daily life have provided some facilities in education and caused different methods to occur. Distance education is functional and one of the highly important methods used in education.

Distance education (Hawkins 1999) has emerged from the idea that education should be provided for people who spend the whole day by working and live in different geographical places. Distance education is preferred by adults having certain professions as they have limited time (Lorentsen, 2003).

In distance education, it was aimed to enable people to learn with a method and a certain speed they wish and to cross the limits of traditional education system (Yalın, 2004) and it was developed to eliminate this necessity. Thanks to distance education in which educators and students are not in common environment, individuals have some opportunities to get education in every age, place and time. At the same time, distance education provides educational services to access large masses who cannot get face to face education because of various reasons such as geographical difficulties, age, job. etc.

Rapid development of technology caused the change of personal characteristics of higher education students. The usual student model in higher education replaced with a new student model which has responsibilities for their family and other things aside from education (Akdemir, 2008). The change in student profile in higher education also occurred in technological field. These changes provided new methods and opportunities to turn out which cause different possibilities in information transfer. One of the most important and indispensable ways to transfer information is internet. Reduction in computer prices increased the percentage of having personal computer and rapidly developing global databases and accessibility to these databases made internet the most popular way of learning nowadays. Distance education defined with some names such as e-learning, online learning, learning through internet and web based learning (Ally, 2011) became widespread in higher education. Today, many universities give distance education depending on students' profile through internet in order to meet these students' needs (Akdemir & Koszalka, 2008). That's why, education systems had to update themselves and underwent some changes. Along with these changes, higher education institutions having given education with the same manner revised their systems and improved themselves in accordance with the practises of distance education (Holmberg ve Hansson, 2003).

### **Purpose and Importance of Research**

It is still a controversial question whether distance education programmes are adequate or meet the students' needs. As a result of the distance education programme in use, it is imperative the programs evaluated about what extent students display required behaviours. This study has a great importance in terms of evaluation and completing the deficiencies of distance education programme applied in Turkish Language lesson in Gümüşhane University.

## **2. METHOD**

### **The Method of Study**

This study has been performed with scanning method which is one of the descriptive research methods. The scanning method is an approach which aims to show the available situation as it is. In this method, information required to be learnt is directed to the sample group and their responds and views are received, or their attitudes can be determined. With this method, in a population consisting of many elements, the available situations, conditions and characteristics are determined to have a general opinion about the whole population or a group from the population (Karasar, 2009)

### **The Sample of Study**

The sample of the study consists of 300 students who take Turkish Language lesson through distance education programme in Gümüşhane University from various departments, faculties and vocational schools of higher education in 2016-2017 educational period.

### **The Acquisition and analysis of data**

In line with the study, relevant literature was initially scanned in order to determine students' attitudes towards Turkish language lesson through distance education and by receiving the opinions of lecturers and academics in Turkish Language department 5-point likert scale "Attitudes of Higher Education Students to Turkish Language" was developed and the points were classified as 'I strongly agree, I agree, Neutral, I disagree, I strongly disagree'. The obtained data were assessed by SPSS 20.0 programme by performing a frequency analysis. The acceptability and validity level of the scale was determined as 0,84 in Cronbach's Alpha and 0,651 in KMO (Kaiser-Meyer-Olkin). This result shows that scale performed in the study is valid and reliable.

## **3. FINDINGS AND REMARKS**

In this chapter, findings obtained from the study and interpretations about these findings are included.

**Table. 1:** The scale of higher education's students' attitudes towards Turkish Language

THE SCALE OF ATTITUDES TOWARDS TURKISH LANGUAGE	I strongly agree %	I agree %	Neutral %	I disagree %	I strongly disagree %
Thanks to Distance Education, I have begun to be interested in Turkish Language Lesson	%8,33	%10,66	%26,66	%31	%23,33
Turkish Language is an important lesson for me	%36,66	%31,66	%15	%11	%5,66

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THE SCALE OF ATTITUDES TOWARDS TURKISH LANGUAGE	I strongly agree %	I agree %	Neutral %	I disagree %	I strongly disagree %
Turkish Language Lesson I take through Distance Education programme provides me linguistic consciousness.	%13,33	%12,33	%21	%32	%21,33
Turkish Language Lesson I take through Distance Education is a waste of time.	%37,33	%31	%19,33	%6	%6,33
I take Turkish Language Lesson intentionally	%7,66	%12	%16,33	%36,33	%27,66
If Turkish Language Lesson were a selective course, I wouldn't select it.	%27,66	%22	%14,66	%17,33	%18,33
Since I take lesson through Distance Education, it is boring.	%44,33	%28,66	%5,33	%10,66	%11
I take Turkish Language Lesson through Distance education just because of compulsory attendance	%46	%40	%6	%5,33	%2,66
Thanks to Turkish Language Lesson, I have begun to use Turkish more effective verbally.	%5,33	%7,66	%12,66	%32,66	%43,33
Thanks to Turkish Language Lesson, I have begun to use Turkish more effective in terms of written expression	%10,66	%12	%9,33	%36,66	%31,33
Thanks to Turkish Language Lesson, I acquired reading habit	%8	%11	%9,33	%31	%40,66
Turkish Language Lesson I take through Distance Education has improved my listening skills	%5,66	%7,66	%16	%42,33	%28,33
Turkish Language Lesson I take through Distance Education has helped me comprehend the structure of Turkish language	%3	%7,33	%11	%36	%42,66
Thanks to Turkish Language Lesson I take through Distance Education I have known world languages and their characteristics.	%6,33	%8,66	%12,66	%32,66	%39,66
Thanks to Turkish Language Lesson I take through Distance Education I have completed my deficiencies in Turkish.	%9,33	%11	%16	%29,66	%34

THE SCALE OF ATTITUDES TOWARDS TURKISH LANGUAGE	I strongly agree %	I agree %	Neutral %	I disagree %	I strongly disagree %
Thanks to Turkish Language Lesson I take through Distance Education, my communication skills improved.	%8,66	%12,66	%14,33	%31,33	%33
Thanks to Turkish Language Lesson I take through Distance Education, my skill to speak in public improved.	%4,33	%7	%8	%39,66	%41
Thanks to Turkish Language Lesson I take through Distance Education, my knowledge about Turkish culture increased	%12,66	%14,66	%18,66	%30,33	%26,33
Thanks to Turkish Language Lesson I take through Distance Education I learnt the features of semantics of Turkish language.	%9,66	%12	%16	%35	%27,33
Thanks to Turkish Language Lesson I take through Distance Education I learned the reasons of semantics and structural disorders.	%6,33	%9,33	%12,33	%38,66	%33,33

At the end of the study, 300 higher education students answered to the question 'Turkish Language Lesson is an important lesson for me' in a positive way as such "I **agree and I strongly agree**" with a %68 per cent. This result shows that Turkish Language Lesson is an important lesson for higher education students. The other rates for "I **agree and I strongly agree** are as such" : 68,33 % 'Turkish Language Lesson I take through Distance Education is a waste of time', 49,66 % 'If Turkish Language Lesson were an selective course, I wouldn't select it', 75 % 'Since I take lesson through Distance Education, it is boring', 86 % 'I take Turkish Language Lesson through Distance education just because of compulsory attendance'. The rates of the students answering negatively as 'I **disagree and I strongly disagree**' in the study are as such: 64 % 'Thanks to Distance Education I am interested in Turkish Language Lesson', 53 % 'Turkish Language Lesson I take through Distance Education programme provides me linguistic consciousness', 63 % 'I take Turkish Language Lesson intentionally', 76 % 'Thanks to Turkish Language Lesson, I have begun to use Turkish more effective verbally', 68 % 'Thanks to Turkish Language Lesson, I have begun to use Turkish more effective in terms of written expression' 72 % 'Thanks to Turkish Language Lesson, I acquired reading habit' 71 % 'Turkish Language Lesson I take through Distance Education has improved my listening skills' 78 % 'Turkish Language Lesson I take through Distance Education has helped me comprehend the structure of Turkish' 72 % 'Thanks to Turkish Language Lesson I take through Distance Education I have known world languages.' 63 % 'Thanks to Turkish Language Lesson I take through Distance Education I completed my deficiencies in Turkish' 64 % 'Thanks to Turkish Language Lesson I take through Distance Education my communication skills improved.' 78 % 'Thanks to Turkish Language Lesson I take through Distance Education my skill to speak in public improved' 67 % 'Thanks to Turkish Language Lesson I take through Distance Education my knowledge about Turkish culture increased' 62 % 'Thanks to Turkish Language Lesson I

take through Distance Education I have comprehended the semantic features of Turkish' 72 % 'Thanks to Turkish Language Lesson I take through Distance Education I learned the reasons of semantics and structural disorders'

#### **4. CONCLUSION and DISCUSSION**

Distance Education is an educational technology in which lessons are taught on live or from recorder, and performed as visual, audial or interactive by means of computer technology without time and place limits and without students and teachers coming to the classroom (Kılıç, 2014:19). Distance education is an institutional educational activity which enables students to watch and listen lessons again from record whenever they want and allow people to get in educational process when they do not have an opportunity to get face to face education. It is also modern, rationalist and progressive system that can adapt itself into the circumstances of today (Simonson, Smaldino, Albright ve Zvacek, 2009). There are some reasons why distance education is needed. They can be classified as the lack of quality education, hard infrastructure deficiency, rapid population growth, limited participation in education as a result of cultural and economic reasons in some areas and absenteeism and these problems can only be solved with distance education programme (İşman, 2011). Gümüşhane University in which distance education is performed is a newly-established institution. It has not completed physical, equipmental and academic properties yet. Gümüşhane University tries to improve its quality of education by using educational technology. When findings are examined at the end of the study, it is observed that students who take Turkish Language through distance education programme have an adverse opinion about Turkish Language lesson. Among the main aims and achievements of Turkish Language lesson, verbal and written communication and comprehension of structure and meaning is in the first place. 65 % of the students have negative opinion about the fulfilment of these aims. There are two significant aspects of distance education. Firstly, there should be an academic staff who have adequate sufficiency to use infrastructure and educational technologies. The second is a proper and quality schedule. In terms of these two components, it is seen that Gümüşhane University does not have sufficient equipment and academic staff.

Meral (1999) looked for an answer to the question 'do academics and students use internet for educational purposes?' in her work 'point of views of academics and students to internet and their purpose of use'. As a result of this study, it was concluded that students and academics do not use internet adequately for education. Dursun (2004) has mentioned about some opinions for the environments of computer and internet in higher education in his study with 301 students named 'the students' purpose of using internet.'

In his study 'evaluation of the efficiency of distance education programmes', Yadigar (2010) inferred that students have problem with distance education programme, they find the programme is inadequate in context, they see that the most disadvantageous way of system is the deficiency of getting help when they encounter with a problem and deficiency of equipment and feedback successively. Yaman (2015) in his study named 'pluses and minuses of English lesson through distance education programme' mentioned about some difficulties such as students and academics have difficulty in using technology and students could not have internet connection at home or in dormitory. In his study 'effect of web based education in computer lessons in primary school on students' success', Karaoğlu (2008) concluded that students of primary school mathematics education in higher education stated, 'have no idea' about the distance education. In accordance with the obtained results, it can be concluded that the students have no idea about this new system. In their study 'opinions of mathematics teachers about computer aided education' Kağızmanlı and Tatar (2012) stated that lessons should be taught with classical methods. Ateş and Altun (2009) examined the manners of

computer teachers towards distance education according to various factors (gender, class level, proficiency in the use of computers, style of learning) and discovered that manners of working group against distance education is close to the indecisive level.

### **Recommendations**

As a result of the study, we offered some solutions about universities that couldn't complete its development yet and has insufficient academic staff and substructure. Institutions, especially Gümüşhane University, which has distance education programme in Turkish Language lesson should support face to face education. Students emphasized that system should be organized and planned properly. Therefore, it is needed that system should be planned appropriately as a whole, besides a durable and sustainable substructure should be integrated to system.

Knowledge of information technologies of educators should be controlled periodically, if needed, it has to be improved.

One of the main aims of Turkish Language lesson is to increase communication skills of students. The improvement of interaction influences students' learning positively as well as their motivation and success (Uşun, 2006). Thus, asynchronous lessons should be supported with student and instructor interviews.

The students shouldn't only given institutional knowledge about distance learning lesson and digital technologies; sample practises should also be shown and shared. Thanks to this, they have a chance to see semantic and structural disorders and to have information about these features and Turkish culture as well.

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