

BÖLÜM 9

UZAKTAN EĞİTİME İLİŞKİN FARKLI ÜLKELERDEKİ AKREDİTASYON ÇALIŞMALARININ İNCELENMESİ

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GİRİŞ

Kişilere her zaman ve her yerde eğitim alabilme ve kendini geliştirebilme fırsatı sunan uzaktan eğitim, iletişim teknolojilerindeki gelişmelere paralel olarak günümüzde büyük bir talep görmektedir. Bu açıdan uzaktan eğitim hizmetini sunan kurumların ve bu kurumlardan eğitim almış kişilerin sayılarının artmasına bağlı olarak da uzaktan eğitim hizmeti veren kurumların kaliteleri sorgulanır olmuştur. Bu çalışmada da uzaktan eğitim alanında sunulan hizmetlerin kalitesi hakkında taraflara bilgi verme ve belirli nitelikleri taşıyor olma sorumluluğu açısından büyük önem arz eden uzaktan eğitimde akreditasyon çalışmaları mevcut literatür çerçevesinde incelenmiş olup farklı ülkelerdeki uzaktan eğitimde akreditasyon çalışmaları ile bu alanda Türkiye'deki mevcut durum ortaya konmaya çalışılmıştır. Ayrıca çalışmada Türkiye'deki uzaktan eğitimde akreditasyon alanındaki eksikliklere yönelik olarak da birtakım öneriler geliştirilmiştir.

Uzaktan Eğitim

Uzaktan eğitim, eğitimin önemli bir bölümünün öğrencilerden zaman ve mekan olarak uzakta olan bir kişi tarafından yürütüldüğü eğitimsel bir süreç (Per-raton, 1993); öğretmenin öğrencileri ile bir sınıf ortamında sürekli ve doğrudan denetim altında olmadığı her düzeydeki değişik öğretme ve öğrenme türleri (Holmberg, 1990) ya da okul ve öğrencilerin aynı zamanda farklı yerlerde olduğu ve doküman, ses ve video paylaşımı için çift yönlü interaktif sistemlerin kullanıldığı kurumsal olarak örgütlenmiş eğitim programları şeklinde tanımlanabilmektedir (Simonson ve Schlosser, 1995)

Yukarıdaki tanımların ortak noktalarını kapsayacak şekilde, bir öğrenme sisteminde teknolojiler sayesinde, zaman ve mekân içinde katılımcıların iletişim olanaklarının tanımlanması olarak da ifade edilebilecek olan uzaktan eğitimin

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