

## A Literature Review on Distance and Open Education<sup>1</sup>

Sohret Sagban<sup>2</sup>

Cemil Yucel<sup>3</sup>

Cavide Demirci<sup>4</sup>

### Abstract

With the new technologies changing rapidly in today's digital world, learners try to seek alternative education systems other than the formal education. As the need for education has increased, so has the importance of access to more flexible and accessible ways of learning. As a result of these advances, distance and open education becomes more important and their meanings with their functions also change accordingly. Therefore it will be useful to go over these concepts. In this part of the chapter the concepts of distance education and open education will be explained thoroughly. The definitions, advantages and disadvantages, histories and applications of these concepts will be given within these terms. Before moving on to distance and open education, learning types and non-traditional learning types are also described to understand these concepts better.

- 1 This study is extracted from my doctorate dissertation entitled "A Thematic Analysis on Open Education High School and Preparing for The University Entrance Exam from Open High School within The Context of Phenomenological Design" (Phd Dissertation, Eskisehir Osmangazi University, Eskisehir, Turkiye, Spring 2025).
- 2 Phd Student, ESOGU, Institute of Educational Sciences, sohretoz@yahoo.com  
ORCID: 0009-0009-5872-7433
- 3 Prof. Dr., ESOGU, Faculty of Education, Educational Sciences Department,  
cyucel@ogu.edu.tr., ORCID: 0000-0003-4183-8136
- 4 Prof. Dr., ESOGU, Faculty of Education, Educational Sciences Department,  
cdemirci@ogu.edu.tr., ORCID: 0000-0003-4789-4286

1. Types of Learning

Like most aspects of education and training, learning has its terms and phrases with specific meanings in specific contexts. Therefore, this part will focus on these concepts from the general to the specific. Phil Race, in his book “Open and Flexible Learning” mentions ten types of learning. Although the umbrella term in the book is ‘open’ and ‘flexible learning’, ‘learning’ can mean to encompass everything else left (1998, p.7):

Tablo 1 Learning Types

Learning Type	Explanation
Open Learning:	It is the term used when learners normally have some control over what, how, where, when and the pace at which they learn.
Distance Learning:	This term is often used when open learning takes place away from the materials provided. The first courses of open education are seen in the Open University in the UK and then in the other parts of the world as a correspondence process.
Flexible Learning:	This term is similar to open and distance education. But it also relates to methods of learning in which students can control and change the time, location, speed, and processes of their studies in formal education. It is also sometimes considered a management tool for institutions, with usages such as removing barriers to access, developing choice of students, and having more education.
Individualized Learning:	This term refers to any type of learning, such as open, flexible or distance learning programs, where learners are considered to be working largely on their own.
Learning Based on a Resource:	This term refers to ways of learning in which learners are supported by resources. For example, these resources cover both print-based and computer-based variations. It has almost the same learning circumstances in open or flexible learning.
Supported Learning on One's Own:	This term is often used to describe open, distance or flexible learning types. It is a system in which learners study via resource materials and their learning is supported by printed or computer-based materials. Much more emphasis is placed on the school and the teacher.
Independent Learning:	This term is often used to emphasize learners' freedom to learn. It includes learning processes that are supported by supported by printed or computer based resources printed or computer-based resources, It is flexible, open and remote. Independent learning includes the learner's assessment by himself/herself.
Student Centered Learning	In fact, all learning should be student-centered. Nevertheless, this kind of learning is within all the types of learning described here.
Computer-Aided Learning	This term is related to computer-based education. All these types of learning have common characteristics with each other. It is the open and flexible form of learning and involves the use of information technologies.
Interactive Learning:	Here there is an interaction between the learner and the trainer. For example, learners are given things to do as the primary means to help them learn, and then feedback is provided to help them see how they did (or what they might have done wrong).

According to Wedemeyer (1981, pp. xxv-xxvi), who first mentioned the concept of OE (open education), there are non-traditional forms of learning and they are divided into 4 groups: independent learning, distance learning, open learning and external learning.

*Table 2 Non-Traditional Learning Types*

Non-Traditional Learning Type	Explanation
Independent Learning:	It refers to learning that is completely or largely independent of external control and guidance. There is a distance from educational authority and a control of the learner. Students are independent learners and busy with continuous learning whenever and wherever they want, sometimes via letter or e-mail. Education reaches students through the media such as a correspondence, radio, television, satellite, telephone or computer. There is also an interaction between the teacher and the student and the education is individualized.
Distance Learning:	This concept explains activities in education where the learner and the teacher are physically away from each other. Learning is usually part-time or if not so, similar to independent learning. Programs, such as using communicative media such as radio or television or informational technologies can also be seen in this type of learning.
Open Learning:	The term goes back to 1969 when the Open University in the UK was established. It offers distance and part-time learning to learners. Learners control and direct their own learning to some extent, but learners do not have to have the prerequisites for admission or approval to OU. They also have open access to resources.
External Learning:	This term, commonly used in the UK, refers to learning outside of school or campus. External study programs make education available to remote, part-time students using different media and use the classroom for specific purposes. External degree programs have also attracted much attention in the United States.

*Reference: Wedemeyer, 1981 (s. xxv-xxvi)*

Distance and open education is related to formal and non-formal education hence these terms will also be explained here:

## 2. Formal and Non-formal Education

All educational activities except for formal education fall under the umbrella of non-formal education. “According to the Basic Law on National Education, non-formal and formal education should be organized in such a way that they support each other and benefit from each other’s opportunities” (Adiguzel, 2006, p. 6-7).

The structure of the Turkish National Education System is determined by the National Education Fundamental Law No. 1739 and consists of two

main parts: “Formal Education” and “Non-Formal Education”. Formal education is the education that is regularly provided to individuals of a certain age group and at the same level, with programs prepared according to the purpose, under the roof of a school. Formal education includes pre-school, primary, secondary and higher education institutions (MoNE, 2021). Again, the aim of non-formal education is explained as follows for those who are in any stage or outside of formal education or who have left it;

- to teach reading and writing,
- to prepare continuous education opportunities,
- to finish their incomplete education,
- to provide education opportunities to facilitate their adaptation to scientific, technological, economical, social and cultural developments,
- to provide education that protects, develops, promotes and adopts our national cultural values,
- to provide education for collective living and cooperation,
- to provide them with the understanding and habits of co-working and co-organizing,
- to provide them with the opportunities to acquire a profession,
- to provide those working with the necessary skills,
- to spend their leisure time in a useful way.

### 3. School Dropout

In fact, the transition to OE often starts with dropping out of school. Therefore, this issue will be addressed here before the concepts related to OE. School dropout is defined as students leaving formal education for any reason. These students are usually those who transfer to OE, repeat a grade, go abroad, give up their right for education or die (Yuksel, 2021, p. 5). Fuller (1927, p.1-3) emphasizes that dropouts between the ages of 14-17 are mostly students who work and earn money in their early life, but later on, achievement tests in schools also lead to this. In other words, students who score lower on achievement and intelligence tests don't want to continue their education. Therefore, he suggests that countries should implement practices that prevent child labor.

Oncu (2017, pp. 19-23) emphasizes that although school dropout occurs at any stage of the education process, it occurs most frequently in the 9th grade. He categorized the reasons for school dropout in 5 different groups:

individual reasons, institutional/systemic reasons and the reasons related to the family, the peers and the teachers.

Sozer (2017, pp. 494-505) mentions the necessity of focusing on the dropout problem in order to utilize educated human resources efficiently and effectively. School dropout rates occur mostly in vocational education institutions in secondary education. He also emphasizes that there is no structure to follow the dropout rates and therefore there is no clear statistical information on this issue. When the reasons for school dropout are investigated, the most common concepts are low academic achievement and disciplinary punishments at school. Kember (1990) states that when students feel that they are not included in school, their absenteeism and dropout rates increase (as cited in Adiyaman, 2001, p. 28). In other words, students who do not feel connected to school have lower academic achievement and are more likely to drop out of school (Brewster & Bowen, 2004).

Doll, Eslami, and Walters (2013, p. 10) examined the reasons for school dropout comparatively according to years and participants (administrators, teachers and students). Accordingly, when the information obtained from the “National Education Longitudinal Studies” statistics in the United States is analyzed, it is revealed that the school administrators have the lowest rate of participation in the reasons for school dropout while the students have the highest rate of participation. This shows that school administrators are not seriously interested in this problem. However, administrators showed the highest level of agreement on student absenteeism, which may be related to the fact that they see student absenteeism as part of their job. Teachers, on the other hand, focused on verbal and physical violence. This may be related to the fact that they witnessed the incidents themselves. Students, on the other hand, showed higher involvement in the factors such as fighting, vandalism, drug or alcohol consumption, and skipping classes. Students participated in the factors of social attention (such as verbal and physical violence by teachers and absenteeism) and serious punishments least.

Simsek and Sahin (2012, p. 42) argue that school dropout causes both individual and social problems and that students who engage in this behavior are one step behind their peers who complete formal education. The authors categorized the reasons for school dropout under three headings: individual, school-related, social environment-related and family-related.

Unfortunately, dropping out of school, which seems to be a personal problem at its core, later leads to long-term social problems. In our country, most of the students who drop out of school enroll in OE. In addition, with the transition to 4+4+4 compulsory interrupted education as of 2012,

the transition to OE was made easier. With this it was aimed to reduce the school dropout rate (Yuksel, 2021, pp. iv-1). With the new regulations made in the year 2023 which has made open education transition more difficult, this rate is being tried to be reduced though.

In this part of the study, distance education and OE will be explained more among these learning types related.

## **4. Distance Education**

### **4.1. The Definition and The Characteristics of Distance Learning**

OE institutions can essentially be seen as part of distance education. For this reason, it would be useful to explain the concept of distance education here. Samur et al. (2011, p. 1326) stated that there are many definitions of distance education in the literature, although the main ones are generally similar. The more the instructional technology advances, the broader new definitions come up. In other words, the new technological developments change the way educators think about the meaning of distance education. Nowadays technology also provides more opportunities that enhance the quality of distance education.

Kancinar and Muglu (2024, p. 918) mention that distance education can reach a wider audience, is technology-based and not dependent on location. According to Balaban (2012, p. 1), distance education and electronic learning complements and supports formal education. In this way, access to information is accelerated without time and location limitations and information is spread within the society. Balaban also lists the advantages of distance education as follows: less time, lower cost, more students, more educational opportunities, more information production and dissemination, easier and faster communication, more learning, more satisfaction, more value creation and gain (2012, p.3). Cetinkaya and Demirel (2022, p.78) state that distance education is an opportunity for people who cannot attend school for various reasons and who want to educate themselves in various fields. This opportunity gives students the right to study wherever and however they want. In addition, it is an alternative to be utilized in global disasters such as the recent pandemic period. According to Cicek (2005, p.30), distance education is provided remotely and technology is used for communication in order to continue the educational process. Demiray (2013, p. 160) defines distance education as an application in which students from all parts of life learn at their own pace using communication technologies.

Teker (1995, p. 269) defines distance education as the realization of learning activities of instructors with students in separate places and lists the characteristics of distance education as follows:

- students and teachers are not in the same environment during the learning process,
- different educational organizations are organized for the evaluation of students,
- communication between students and teachers takes place through the media.

Sahin (2017, p. 2) states that distance education definitions have 3 common features: “the student and the educator being far away or at different distances, the form of education being planned and formal, and the use of technology”. According to Isman (2011, p.3) the first application of distance education dates back to the teaching by letter in 1728. Due to the rapid advances in communication technology new changes occur in the structure of it. In this way, students and teachers can communicate more with each other and the exchange of information between them increases.

Kirik (2014, pp. 74, 75) states that with the development of new communication and internet technologies, educational practices have changed and distance education has become widespread in the world. In many developed countries, where lifelong learning activities are emphasized, distance education is an important tool in maintaining these activities, and countries continue to use distance education more and more due to many inadequacies. In addition, distance education is now used interactively (synchronously or asynchronously).

Adiyaman (1997, pp. 1-3) states that societies need flexible, effective, applicable and acceptable education systems. In this case, distance education with its broad content and low cost is a complementary system for both formal and non-formal education. Many countries prefer distance education because it reaches more students and allows them to take courses that are difficult or costly to teach in schools when teachers are not available. Also in Türkiye this kind of education is a solution for those who cannot attend school.

#### **4.2 The Advantages and Disadvantages of Distance Education**

With distance education, more information can be delivered to wider masses. Although it has limitations, it is functional and advantageous due to its flexibility. Sarihan (2010, p.7) states that distance education takes

education and training out of school and uses technological opportunities, so that individuals have the opportunity to self-educate in a more individual and flexible way. Demiray (2013, p. 155) states that distance education is a great advantage especially for women who cannot use their right for formal education to improve themselves.

Distance education can be used in different ways, such as internet-based and computer-assisted education. For example, one-way and interactive sites, discussion lists or forums, the use of internet services such as telnet are also included in these different uses. In these web environments, people can gain more knowledge through sharing (Seferoglu, 1999, p. 103).

Today's concept of distance education recalls the concept of electronic learning. As mentioned earlier, with the advancement of technology, the flow and sharing of information has accelerated with e-mail, surfing the net, smartphone or applications and social media. Students will have more opportunities for self-discovery as they will be oriented towards their own interests and abilities. Thus, OE applications have also become easier. In addition to these conveniences, Seferoglu (1999, p. 108) mentioned the following advantages about the distance learning:

- Individuals experience a sense of personal fulfillment by sharing their thoughts with more people.
- People who are more reserved or introverted can be more courageous in their sharing.
- Anyone can access the information they want at any speed.
- In a lecture environment, examples of negative motivation from others can be eliminated.
- The information given can be perceived more objectively in a more relaxed environment (such as the home environment of the people at the PC or the school laboratory...).
- In addition, the participants are not in a position to ask for information to anyone, they can re-study as much as they want at any time.
- There is an ease of access to the course for those who lack time or have other programs.
- There are more opportunities for personal development. The desired hobby, skill development can be achieved more easily.

Bedel (2006, p. 6) states that distance education uses the developing communication opportunities and this can eliminate other limitations such



as time, labor, space, etc. Isman (2011, pp.5-8) also states that lifelong learning can be accelerated by distance education in order to catch up with the information age. In addition, the problems that arise with population growth can be solved more easily with this system. Distance education can also support individuals to develop in accordance with their own interests and abilities. In addition, distance education can be a solution to many of the problems in the Turkish education system; for example, everyone can benefit from qualified teachers via the internet as much as and whenever they want. Problems such as lack of schools, classrooms or teachers can be prevented. Thanks to virtual laboratories, the problem of insufficient equipment can be eliminated. More modern education methods can be used. It can be beneficial for students whose families are indifferent or have low levels of educational background. Problems of absenteeism, especially for girls, can be solved. It can be a solution to the problem of not being able to provide education with the same quality and standard in all schools. It can also be a solution for crowded classrooms.

However, along with these advantages, there are also some disadvantages of electronic learning within distance education. With the availability of some new applications that read facial expressions though, teachers still are unable to follow students' interest in the lesson because they cannot read their facial expressions. Another disadvantage of distance learning can be the inadequacy of technological back ground and the readiness of teachers, parents and students for this process. In addition, some students may be disadvantaged technologically due to the absence of computer or internet. Another disadvantage of distance education may be that students who spend too much time with technology may become addicted to technology. Sen and Cakmak (2022, p. 132) also stated that in order the distance education to be more successful the teachers should be able to more versatile and technostructured.

#### **4.3. The History of Distance Education in The World and in Turkiye**

Ozkahveci (2001, p.7) mentions about the history of distance education in his thesis as follows: The first initiative in America was the establishment of the "Association for the Promotion of Home Improvement". In 1892, a department on distance education was established at Columbia University. In the UK, the Open University (Open University) was founded. In Germany, a telecollege education institution was founded in 1856. In Russia, distance education units were opened for public education and at universities. In 1907, a distance education center was established in Paris. In

Japan in 1948, distance education was first used at the junior, high school and university levels for those who were away from school and those who were doing military service. Australia has successfully implemented distance education in primary and secondary education institutions. In New Zealand, a correspondence teaching center was founded in 1922. Other countries have also started to incorporate distance education into their systems.

According to Guclu and Bozgeyik (2017, p. 143), there is a crucial relationship between the growth of distance education and OE in Türkiye. Usun (2006, cited in Guclu & Bozgeyik, 2017, p. 145) categorized this process and implementation into 11 stages:

- putting the subject on the discussion agenda and developing proposals (conceptualization process 1927-1960),
- teaching by letter,
- Trial Higher Teacher Training School,
- Non-formal Higher Education Institution,
- Open Primary School,
- Open Education High School,
- Open Education Faculty,
- Vocational and Technical Open Education School,
- Fono Open Education Institution,
- distance higher education studies based on interuniversity communication and information technologies.

Bozkurt (2017, pp. 85-87) also divides the distance education process into 4 periods:

- discussion and proposals (conceptual 1923-1955),
- distance education by correspondence (by letter (1956-1975),
- distance education by audio-visual tools (radio-television 1976-1995)
- and information-based applications (internet-web 1996-...) periods.

The author states that this process in the world dates back to three centuries ago and that in Türkiye this process started two centuries later with the establishment of the Republic of Türkiye. According to these stages, in the first years of the Republic, the subject was mostly discussed, and after the 1950s, the development period continued with the advancement of technology. Yilmaz (2009, p. 86) emphasized that distance education was

first officially done through correspondence and reached its current structure thanks to the dizzyingly advancing technology.

To summarize briefly, distance education and OE has broadened in the world and in our country, first through letters, then through radio and television (broadcasting, press) and then through broadcasting (printed material). In applied courses, face-to-face education is more appropriate. Currently, it can reach wider masses by using internet-based and computer-aided education.

#### **4.4. Applications of Distance Education**

Distance education courses can be classified into three groups: fully asynchronous education, fully online education and mixed education (Uysal et al., 2022, p. 772). Kancinar and Muglu (2022, p. 918) also categorize today's education as formal, distance and hybrid. It has also gained more importance during and after the Covid-19 pandemic period and its definition has included the concept of urgency this time. On February 6, 2023, with the upsetting earthquakes of 7.6 and 7.4 magnitude that took place in our country, the decision of distance education in universities has been taken in our education system. In this case, the responsibilities of educators and academicians are of great importance. Karadag and Yucel (2022, p. 182) state that with the pandemic period, new orientations will also occur in education and training practices. They also emphasize that Türkiye's place in distance and digital education should be determined early in this period. The fact that the Covid-19 case appeared late in our country gave educational institutions the opportunity to prepare earlier.

Agaoglu et al. (2002, p. 46) state that students in distance education consist of more heterogeneous groups than in formal education, so distance education requires more special education and teaching vision. While distance education was previously important for those who could not access education, with the change in conditions and needs and globalization, it has become important for all segments of the society (Gumusel & Dolen, 2022, p1).

### **5. Open Education**

#### **5.1 The Definition, History and Characteristics of Open Education**

Open education, which is also a part of distance education, is a rapidly growing education sector that aims to broaden education. As individuals around the world communicate more and more, especially thanks to the

internet, more and more individuals are looking for alternative education methods to meet their needs and preferences too. With OE, people can change their thoughts about education and continue to improve themselves. It offers people the opportunity to learn according to his/her own speed and time. This method of education is designed for students who cannot attend school because of their own responsibilities. OE is also a flexible form of learning that allows students to study from anywhere at any time that suits them. It can be seen at all levels, from kindergarten to university. Cicek (2025) emphasizes that open education, also supports people who are deprived of formal education so that they do not break away from society and take an active role in it.

Sahin (2017, pp. 3-4) states that although the concept of open education is often thought to be synonymous with distance education or these two concepts are mentioned together, OE is actually based more on adult education and training philosophies and approaches. As in adult education, OE makes education more interactive and facilitates access to education, thus makes education more student-centered. In addition, the concept of open education aims to eliminate prerequisite restrictions for time, place, work and registry in school. The difference between the distance and open education is that the former is based on method and the latter is based on philosophical foundations. Hakan (p. 59-60) defines distance education as follows: “a method of providing education effectively using new communication technologies, which has emerged due to the increase in the need for education and the inability of schools to respond to this need”. This model includes three basic parts:

- course materials and books,
- radio-television programs or computer tools, applications, etc.
- the presence of teachers and students together when necessary.

Akarsu (2019) states that formal education has deficiencies in terms of placement and education. He also states that in cases where formal education is incomplete, OE can complete these deficiencies. Being independent from time and location and being easy to settle are among the advantages of OE. It is an undeniable opportunity for people who are not the part of formal education or who want more education. Hakan (p.61) also states that OE is not a system that emerged suddenly. In fact, he says that the increase in the demand for education, the inability of formal education to meet this demand, the search for solutions to educational problems with the use of the opportunities offered by advancing technology are the factors in the

foundation of this system. It is also of great importance to those who want to be in the life long learning process. In addition, it is not a second alternative because it is a system in itself.

In fact, in Türkiye the concept of OE was first used as a higher education policy by Anadolu University in 1982. Afterwards, Open Education High School was opened in 1992, followed by the opening of Open Education Primary and Secondary School in 1997 (Sahin, 2017, p.10).

## **5.2. Advantages and Disadvantages of Open Education**

There are many benefits of OE:

- It provides education to those who cannot attend classes in formal education.
- Students who live in remote areas, have disabilities or cannot attend classes due to family responsibilities can continue their education.
- It is low-cost, i.e. lower than the costs compared to the traditional education and its materials. Thus it makes education accessible to people from all socio-economic backgrounds. It also allows students to attend school while carrying out responsibilities of the work or something else.
- Students have also as much time as they need to understand the previous subject before moving on to the new subject, which helps them to understand the subject better. The biggest advantage of OE is that it gives students flexibility. Students can plan lessons according to their own schedule and speed.

Bedel (2006, pp. 29-30) lists the benefits of the OE application as follows:

- Students' contribution to national income is not interrupted.
- Students do not have adaptation problems to a new environment.
- Students are free of some bureaucratic procedures.
- Students do not have absenteeism problems.
- Students' achievements are evaluated with higher validity and reliability.
- Students are evaluated under equal conditions.
- Students who cannot continue their education due to lack of teachers or transportation difficulties are given the opportunity.

- Teachers are not obliged to carry out bureaucratic procedures.
- It has a complementary role in high school residential areas where “housing, nutrition, transportation, etc.” facilities are insufficient.
- It provides equality.
- It enriches the culture of the society.

In addition to its benefits, OE also poses some challenges. The most important of these are:

- The lack of personal interaction can make it difficult for students to ask questions and wait for the topic to be explained.
- Another challenge can be the lack of motivation for students to work on their own, which can lead to a lack of discipline and commitment to the program.
- Disadvantages include students working alone and lacking social interaction. Furthermore, it can be difficult to get used to the distance learning system and it is important to maintain students’ motivation.

Despite these challenges, it is still an education system that allows people to continue their education thus develop themselves and improve their lives.

In his book “Learning at the Back Door” (1981, pp. 62-63), Wedemeyer mentions 10 characteristics of OE. These characteristics are defined as follows:

1. The learner can analyze, interpret and reveal his/her goals and abilities both at the beginning and throughout his/her education through the system’s tutorial and learning program.

2. The system combines both the tutorial and the learning programs which are different from each other and is created by the learners themselves with the help of the system.

3. In this respect it is thus possible for a learner to engage in the learning-program and tutorial-program without the imposition of the conventional educational entry requirements and without the obligation to provide an academic degree or any other certificate as an extrinsic reward.

4. The system assumes that there are learning objectives that can be used to make decisions in instructional design or assessment. It also requires that the objectives are both fully known to the learners and that the learners are involved in the decision-making process.

5. As a solution principle, the system can take on more and more learners without any increase (beyond a certain real/minimum sum value) in the unit cost of learning experiences. When this aggregate level is enhanced, the unit costs will vary inversely to the total system costs.

6. The platform allows the operational application of audial and visual tools via the media and the internet.

7. The system uses testing and assessment to diagnose and analyze the achievement of learning objectives. These objectives are set within the goal of private or self-directed learning. They are not directed at learning for others.

8. The system can tolerate the distance between the learner and the instructional tools and resources and distance is a positive factor of independent education.

9. In the system increasing the quality of the environment of the learner is more important than individualized learning with the disadvantages of location and time.

10. The system actively seeks, acquires and sustains collaborative learning resources from the public. These resources changes the learning into a natural and continuous activity. The natural learning environment here is one that lives, works, recreates and includes learning as an important step towards a 'learning society'.

## References

- Adiyaman, Z. (1997). Reasons for Open Education High School Students to Drop Out of School and Suggestions. (Master's Thesis, Middle East Technical University).
- Agaoglu, E., Imer, G., & Kurubacak, G. (2002). A Case Study of Organizing Distance Education: Anadolu University. *Turkish Cevrimici Journal of Distance Education*, 3 (1). <https://dergipark.org.tr/tr/pub/tojde/issue/16939/176840>
- Bedel, Y. (2006). Evaluation of the Effectiveness of Academic Advising Services of Open Education High School Vocational Open Education Program [Master's Thesis, Ankara University].
- Bozkurt, A. (2017). The Past, Present, and Future of Distance Education in Türkiye. *Journal of Open Education Applications and Research*, 3(2), 85-124. <https://dergipark.org.tr/tr/pub/auad/issue/34117/378446>
- Brewster, A., & Bowen, G. (2004). Teacher Support and the School Engagement of Latino Middle and High School Students at Risk of School Failure. *Child and Adolescent Social Work Journal*, 21, 47-67. <https://doi.org/10.1023/B:CASW.0000012348.83939.6b>
- Cicek, S. (2005). Problems Encountered in Girls' Vocational High School Open High School Program Applications and Solution Suggestions: The Case of Elazig, Malatya and Diyarbakir Provinces [Master's Thesis, Firat University].
- Demiray, E. (2013). Distance education and the importance of distance education in women's education. *Journal of Research in Education and Teaching*, 2(2), Article No: 18. ISSN: 2146-9199.
- Demirel, B., and Cetinkaya B. (2022). Students' Reasons for Choosing Open Education High School and Their Opinions on Open Education High School Services (Sample of Erzin).
- Doll, J. J., Eslami, Z., & Walters, L. (2013). Understanding why students drop out of high school, according to their own reports: Are they pushed or pulled, or do they fall out? A comparative analysis of seven nationally representative studies. *Sage Open*, 3(4), 2158244013503834.
- Fuller, R. G. (1927). *Fourteen is too early: Some psychological aspects of school-leaving and child labor*. New York: National Child Labor Committee. <https://nrs.lib.harvard.edu/urn-3:fhcl:769137>
- Guclu, M., and Bozgeyikli, H. (2017). Vocational Open Education High Schools in Türkiye: An Evaluation in Terms of Historical Development. *Hak-Is International Journal of Labor and Society*, 6(14), ISSN: 2147-3668.
- Gumusel, G., and Dolen, H. (2022). Future Trends with a Historical Overview of Distance Education in the World and in Türkiye. *Socrates Journal of Interdisciplinary Social Studies*, Year 8, Volume 15, 152.



- Hakan, A. (1991). Open Education in the Solution of Educational Problems: Contemporary Developments in the Educational Sciences (Ed. A. Hakan), Eskisehir, *Anadolu University Open Education Faculty*, No: 203.
- Isman, A. (2011). Distance learning. Pegem.Ankara.
- Karadag, E., & Yucel, C. (2020). Distance education in universities during the novel coronavirus pandemic: An evaluation study of undergraduate students. *Journal of Higher Education*, 10 (2), 181–192. doi:10.2399/yod.20.730688.
- Kancinar, F., & Muglu, T. (2024). Comparisons of Formal Education and Distance Education from the Perspectives of Higher Education Students. Mehmet Akif Ersoy University Faculty of Education Journal (72), 131-154. <https://doi.org/10.21764/maeuefd.1362463>
- Kember, (1990). in BN Koul and J. Jenkins. (Eds.). *Distance Education: A Spectrum of Case Studies*. London: Kagan Page.
- Kirik, A. (2014). The historical development pf distance education and its status in Türkiye. *Marmara Communication Journal*, 0 (21), 73-94. <https://dergipark.org.tr/tr/pub/maruid/issue/22159/238064>
- Oncu, E. C. (2017). *Students, School Administrators, Teachers and Parents' Opinions on the Reasons for Secondary School Students' Transfer to Open Education High School*. [Master's Thesis, Anara University].
- Ozkahveci, O. (2001). *Comparison of Academic Achievement of OEHS Vocational Open Education Program Students and Girls' Vocational High School Students*. [Master's Thesis, Gazi University].
- Race, P. (1998). *500 Tips for open and flexible learning*. Kogan Page. London
- Sahin, B. (2017). *Participation patterns of Open Education High School students and graduates (The Case of Cankaya District of Ankara Province)*. (Ph.D. Thesis, Ankara University).
- Samur, Y., Akgun, E., and Duman, B. (2011). *Distance Education in Türkiye: Past - Present – Future*. International Higher Education Congress: New Directions and Problems (UYK-2011), 2. Vol. XI, 1325-1330.
- Sarihan, S. (2010). *Student Views on the Effects of Student Services in Vocational Open Education High School*. (Master's Thesis, Ankara University).
- Seferoglu, S. (1999). *In-Service Professional Development and Distance Education Practices*. Distance Education Symposium.
- Sen, H. Senay ve Cakmak, M. (2022). A case study on the opinions of faculty members on the impact of the COVID-19 pandemic on the teacher training process. *International Education Congress*, 17-19 November 2022, Akdeniz University, p. 132-133.

- Sozer, Y. (2017). *Evaluation of Vocational Open Education High School Students' Opinions on the Reasons for Being Out of Formal Education*. *Dicle University Journal of Ziya Gokalp Faculty of Education*, (30), 493-507 <https://doi.org/10.14582/DUZGEF.785>.
- Teker, N. (1995). The Structure and Functioning in Distance Learning (*Open Education High School Sample*). *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 28(2), 269-280. [https://doi.org/10.1501/Egifak\\_0000000301](https://doi.org/10.1501/Egifak_0000000301)
- Uysal, S., Sarier, Y., Ulus, A., Kurt, A. A., Erdogdu, E., and Bulbul, A. H. (2022). *International Education Congress 17-19 November 2022 / Akdeniz University 277 TUBTAK 4005 Evaluation of the Project "Development of Synchronous and Asynchronous Teaching Skills of Classroom Teachers through Blended Vocational Education"*. pp. 777-779.
- Wedemeyer, C. A. (1981) *Learning at The Back Door: Reflections on Non-Traditional Learning in The Life Span*. The University of Wisconsin Press. Wisconsin.
- Yilmaz, E. (2009). *Comparison of Human Value Profiles of Open Education High School and Vocational Open Education High School Students - The Case of Istanbul Province*. (Master's Thesis, Yeditepe University).
- Yuksel, G. (2021). *Reasons for Secondary School Students in Van Province to Transition to Open High School*. (Master's Thesis, Karadeniz Technical University). <http://etd.unisa.ac.za/ETD-db/theses/available/etd-09272006-20832/unrestricted/thesis.pdf>