

WITHIN WESTERNIZATION MOBILITY OF THE DISTANCE EDUCATION FOR A CASE OF UDEEEWANA: Adaptations, Challenges, Limitations and New Sustainable Innovations

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ABSTRACT

Rapidly developments are gaining more attention on our planet and our daily life than ever before. We have newer and more complex questions as well as greater challenges and vast new opportunities.

Today's institutions, policy makers, scholars and students of traditional and distance education in higher education are different than the organizations and people in the 20th Century. This paper aims to review and discuss the approaches lead by worldwide experts who specialize in distance education. These experts share their findings and analysis of the current trends and implications for present and future policies. Moreover, these experts practice to catch the mobility of westernization and globalization through an efficient way for distance education in the world. This presentation is divided into three main structural sections:

- **Global, supranational concerns in internationalization and mobility;**
- **Specific distance education regional cases in Eastern Europe, the Middle East, Arab States, Western Asia, and Northern Africa; and**
- **The profiles of individual institutions, practitioners and participants involved in uniquely shaping international education in their everyday practice.**

The intention of this paper is to expand the scope of research in the field of Comparative and International Education for the region of UDEEEWANA countries' education systems:

- **to facilitate theoretical development;**
- **to influence cultural and educational values, and policy formation; and**
- **to evolve dynamic processes related to educational internationalization and global mobility in the distance education world institutions.**

It is very important for members, scholars, policy makers and students of UDEEWANA that sources and major applications be conducted by the UDEEWANA map countries. This approach will help find a way to internationalize higher and distance education, and global mobility interested in the wide scope of factors today. These factors are shaping the global higher education landscape now.

Keywords: Internationalization, global mobility, to westernize, globalization, educational values, educational pedagogy, comparative education, international Education, UDEEWANA.

MODERNIZATION OF EDUCATION AND HIGHER EDUCATION

The online and open education world is changing how education is resourced, delivered and taken up over the next 10 years, e-learning is projected to grow fifteen-fold, accounting for 30% of all educational provision. But this transformation should be shaped by educators and policy-makers, rather than something that simply happens to them. And the benefits of these developments should be available to all worldwide nations. Within education and higher education, new technologies have enormous potential to effect change.

They enable universities to meet a broader range of learners' needs, adapting traditional teaching methods and offering a mix of face-to-face and online learning possibilities that allow individuals to learn anywhere, anytime.

They also create openings to engage in new kinds of collaboration and offer opportunities to distribute resources more effectively. Given the societal and economic potential that can come from harnessing technological innovation in higher education, it is imperative that Europe takes the lead in this arena. But many universities are not yet ready for this change – and governments have been slow to take the lead. While there are instances of innovation, the landscape is fragmented, various barriers prevent widespread uptake, and fully edged institutional or national strategies for adopting new modes of learning and teaching are few and far between (Vassiliou, 2014: 4).

So this is why, we need to study on steadily new reports on 'Improving the quality of teaching and learning in higher education institutions', which are adopted themselves for the Modernization of Higher Education to set out recommendations on enhancing higher education through new technologies.

A plethora of new terms have been making recent headlines in higher education - xMOOCs, cMOOCs, SPOCs, DOCCs- with the promise, or threat, that digital technology will revolutionize our traditional, bricks and mortar universities.

In a fast-changing discourse, even to cite these acronyms is to risk being out of date, and this was one of the challenges the reports on new modes of learning and teaching in higher education – keeping pace with developments, without being derailed either by prophets of doom or purveyors of dreams.

All of this made the report a constantly moving target; now, we hope, we have nailed it down, taking not so much a snapshot as a freeze-frame of the higher education landscape, and examining it long enough to detect the change that is happening, but also the resistance that may be slowing it down – and the barriers that prevent it. Our exploration of the topic confirmed that MOOCs and their cousins are only one part of a wave of innovation in higher education, as blended learning or other forms of on- and off -campus learning take off. (McAleese, 2014: 6-7). These are multiplying the opportunities for learners at the same time as the latter's numbers, and kind, grow apace with Western societies need for a highly skilled, flexible workforce. Nonetheless, this wave of innovation is progressing at a very uneven pace across Europe, and we risk being left behind as other parts of the world act more nimbly in garnering the benefits of technology – including by resourcing the teachers on whom successful adoption of technology depends.

This is why we have sought, where possible, to direct our recommendations to policy-makers, and to urge strategic action to tackle the key challenges we identify: instigating an open culture for change; developing political and institutional leadership; supporting digital skills for teachers and learners; and adapting funding frameworks for targeted investment into new technologies and pedagogies, and quality assurance regimes that apply to onsite and online education. We believe that Europe has a comparative advantage compared to other regions in the world. With our European Credit Transfer and Accumulation System (ECTS) we have a credit system recognized worldwide, that can be used for all forms of provision and help solve the knotty problems of certification and recognition of online learning. Digital technology is an ally for higher education. However, the latest developments concerning data protection and privacy issues have shown that technological advances are not always used for educational goals. The High Level Group therefore wants to see the learner in the driver's seat when it comes to collecting, analyzing and using data on his or her learning progression.

INSTITUTIONALISM OF THE ORGANIZATIONS

The international activities of universities dramatically expanded in volume, scope, and complexity during the past two decades. These activities range from traditional study-abroad programs, allowing students to learn about other cultures, to providing access to higher education in countries where local institutions cannot meet the demand. Other activities stress upgrading the international perspectives and the skills of students, enhancing foreign language programs, and providing cross-cultural understanding.

Internationalization is often confused with the term globalization. Altbach (2004) defines globalization as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement. Global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training. This investment reflects the emergence of the “knowledge society,” the rise of the service sector, and the dependence of many societies on knowledge products and highly educated personnel for economic growth (Altbach & Knight, 2007).

Institutional approaches to organization studies focus attention on the relationships among organizations behavior and the fields in which they operate, highlighting in particular the role of rational formal structures in enabling and constraining organizational behavior. A key contribution of institutional studies has been the development of strong accounts of the processes through which institutions govern action.

This has been accomplished in part through theoretical statements which have delineated key sets of concepts and relationships that tie institutional structures and logics to organizational forms conducted (Meyer & Rowan 1977; DiMaggio & Powell 1983; Greenwood & Hinings, 1996). These leadership functions are outlined and included as: Informational Roles, Interpersonal and Decisional. In short, our conception of leadership comprises the following basic assumptions:

- **Leadership is concerned with fostering change;**
- **Leadership is inherently value-based; and**
- **All people are potential leaders; leadership is a group process.**

Transforming existing organizations for an uncertain, competitive environment and for such innovative practices as e-learning requires a systemic approach encompassing many organizational dimensions. It requires a vision of what higher education will look like in the future, and a clear plan and methodology for transforming the institution to achieve this vision.

Moreover, the transition depends not only on the efficiency of the transformation process itself, but also on the commitment and entrepreneurial capacities of the senior, middle managers and staff. This may be particularly difficult for the traditional single-mode university; more accustomed with face-to-face contexts and client groups within readily identifiable local catchments (Ulukan, 2005).

Internationalization, on the other hand, is viewed as a process that blends intercultural international dimensions into different academic activities, such as teaching, learning, and research, into the purpose and functions of higher education. The common feature in the narratives that define open distance learning and internationalization is the blending of university services to achieve specific outcomes (Msweli, 2012).

Transformative change requires that we find ways to restore trust. Astin and Astin (2000) believe that by cultivating the leadership values and principles begin to build trust through *collaboration*. Trust, in turn, enables colleagues to effect a *shared purpose* and a meaningful *division of labor*.

Everyone has the power and the opportunity to begin the conversation and to set the process in motion, and each of us can identify peers and colleagues who can participate in collective work around the practice of transformative leadership. While the model of transformative leadership that we have proposed is in many respects an idealized one, none of its principles is beyond the capabilities of any member of the academic community. Indeed, the major obstacle to embracing and practicing these principles is not a lack of resources but rather our own limiting beliefs about us, our colleagues, and our institutions.

THE ROLE OF NGO'S IN EDUCATION

Non-Governmental Organizations (NGOs) are difficult to define and classify due to the term's inconsistent use. To attempt a classification of NGOs requires a framework that includes the orientation and the organization's level of operation. An NGO's orientation refers to the type of activities an organization takes on. These activities might include environmental, development, or advocacy work.

An NGO's level of operation indicates the scale at which an organization works on, like the difference in work between an international NGO and community or national NGO. (http://www.enotes.com/topic/Non-governmental_organization) One of the earliest mentions of the term "NGO" was in 1945, when the United Nations (UN) was created.

The UN introduced the term "NGO" to distinguish between the participation of international private organizations and intergovernmental specialized agencies. According to the UN, all kinds of private organizations that are independent from government control can be recognized as "NGOs." "NGOs" cannot seek to diminish a nation's government in the shape of an opposing political party; NGOs also need to be non-criminal and non-profit.

Rapid development of the non-governmental sector occurred in western countries as a result of the processes of restructuring of the [welfare state](#). Further [globalization](#) of that process occurred after the fall of the communist system and was an important part of the [Washington consensus](#).

Globalization during the 20th century gave rise to the importance of NGOs. Many problems could not be solved within a nation. [International treaties](#) and international organizations such as the [World Trade Organization \(WTO\)](#) were centered mainly on the interests of capitalist enterprises. In an attempt to counterbalance this trend, NGOs have developed to emphasize [humanitarian issues](#), [developmental aid](#) and [sustainable development](#).

Before the restoration of democracy, NGOs were not allowed to be registered and operate. After reestablishment of democracy NGOs could play an effective role in many people oriented programs such as health, family planning, environment (http://www.enotes.com/topic/Non-governmental_organization) formal and non-formal education.

At present NGOs are playing a very important role to provide helpful services to the population in rural areas. Similarly it has done remarkable work in the field of literacy, family planning, environmental conservation and development of formal and non-formal education. Since 1950s, many educational institutions are opening. But still more than 50 percent of the world's adult population is illiterate. It is a fact that Education For All (EFA) could not be provided through schools alone (Literacy Watch Bulletin April, 2000 No.15).

Many scholars argue that **globalization**, consisting of increased movement of people and goods across international borders, is contributing to the weakening of the nation-state because of the emergence of global regulatory organizations, global mass media, and the aforementioned global flow of populations. For example, the role of NGOs in distance education literacy model mentioned for the management and administration of literacy centres at the local level came under discussion.

Moreover, it was also agreed that NGOs can also be involved in the training of instructors and the supervisors along with the Institute of Mass Education (IME) and Regional Directorates (RDs). Taking these advantages into consideration, problems of educational globalization have to be overcome, such as bringing regulations, standards such as accreditation and quality issues, showing sensitivity to ethical concerns and better motivating the e-learners (Mason, 2003).

DISTANCE EDUCATION IN GLOBALIZATION

Despite the numerous and volatile changes we have undergone as a society, education remains the most powerful force for individual and collective transformation. Change dominates our world and education is a major vehicle for initiating, managing, and sustaining or stabilizing our environments affected by change. It is through educational value that we develop the understanding and knowledge to effectively craft strategies for leading change (Kotter, 1996).

Globalization and the revolution in technological communications are major forces of change in higher education. This environment, when coupled with the needs of adult learners and the rising costs of tuition at traditional and distance colleges and universities, has stimulated the emergence of for-profit, degree-granting higher education in the United States. A paper entitled Globalization and the Emergence of

For-Profit Higher Education examines the growth of for-profit higher education, provides a cost/profit analysis, and gives examples of for-profit universities that are increasing international in scope and concludes with a discussion of the implications of these developments for colleges and universities (Morey, 2004). Globalization and effects of ICT specifically the Internet are criticized for cultural monopolization due to hegemony of certain states mainly the US and the UK. The critics have certain arguments that have to be taken seriously in the name of democracy and equal rights of peoples. Because ICT are an important political mean and education can be a powerful political tool that can be used for both assimilations and/or for developing societies that are in need of such opportunities. Globalization has affected many areas of society and will continue to shape the future of education and content delivery indefinitely.

The impact of globalization has led to exceedingly higher enrollments for many universities and colleges. It has become increasingly apparent that individuals need to consistently learn new skills in order to remain employed and competitive in a knowledge and digital economy. Global web-based learning models are spreading mainly developing countries such as the US, the UK, Canada, Australia and Europe.

They influence the trends, causing international relations (IR) to be influential in managerial decisions and institutional structures of cooperation. International education necessitates multidisciplinary approaches to construct better contexts for learning. In this way, technology can be a better tool in the hands of the academicians. Social constructivist theories of IR and education well support and explain the increasing magnitude of international cooperation in distance education (DE). This collaboration in education via the utilization of the ICT is a good model of socially shared and learned common values; leading to further institutionalization of cooperation.

Distance learning has become a major force by which individuals all over the world are acquiring the necessary training, skills, and education required to enter the job market. This has led to an unprecedented growth in all aspects of the distance learning industry, from the number and types of schools to the variety of technology and programs being offered. This teaching and learning modality makes time and space the regulating variables between teachers and students located anywhere, yet interacting through powerful and speedy information and communication technology systems and processors.

On the other hand, one of the major developments in the field of education in Africa 20th Century, apart from the taking over by Africans of the running of their education systems from departing colonialists, has been the relative growth of DE. Technologies have contributed to increasing use of the Internet in higher education.

To remain competitive, educational institutions are pressured to embrace DE. Distance learning has changed dramatically since the 1990s as it has become a dominant part of the landscape of the higher education global industry of the 21st century. Today we have mega-distance learning corporations, colleges, and universities operating on all continents and offering training, continuing education, and academic degree programs in various fields.

DL opportunities respond effectively to the demands of individuals in the fast-paced globally competitive world of the 21st century. In this environment, administrators, teachers, and learners must attend to multiple tasks and responsibilities in personal and professional lives while providing and pursuing education.

Consequently, programs are instituted without adequate consideration of stakeholder participation. To effectively accommodate new technologies, leaders must evaluate and address possible challenges. Faculty support has been identified as influencing DE effectiveness. Therefore, for programs to be successful, their buy-in is required.

Innovation is more than being creative or coming up with novel ideas. It is the ability to do things differently, which generates change and pioneers new paradigms. Innovation is about coming up with new ideas, products, collaborations, services and solutions that can be implemented and used. According to a study conducted by IBM's Global Business Services (2006), innovation is vital to growth and sustainability in the current era of rapid change and globalization. Innovation has become essential to the success of individuals as well as new and existing organizations. Innovation is not a new or mystical concept. An organization should have a unique vision as well as a unique innovation strategy. Innovation strategy should match the culture of an organization. Educational leaders, including administrators, instructors and staff members, must integrate innovation into their organizations, programs and courses to grow and maintain enrollments and programs.

Further, students must be taught the importance of innovation and have the opportunity to innovate in educational settings. Effectively address these problems and challenges will significantly shape the future of online or virtual distance education.

THE LEADERSHIP ROLES OF DE/ODL ASSOCIATIONS

Similar to traditional educational administrators, distance learning associations (DLAs) and/or leaders must meet a variety of problems and challenges in ensuring the effective and efficient operation of distance learning schools. Valentine (2002) has identified five major problems and challenges to distance learning that administrators must address:

- **Quality of instruction**
- **Cost effectiveness**
- **Misuse of technology**
- **Role of technicians**
- **Problems with equipment**

One of the greatest and most complex problems faced by DL administrators is that of quality assurance in terms of the value and quality of DL programs. This mainly stems from the long-standing debate regarding traditional versus DE programs. The key challenges among these five factors seem to be the quality of instruction, misuse of technology, and costs effectiveness, and if DL administrators can follow recommendations to deal effectively with these issues.

The roles and goals of DE associations need to be clear to gain a sense of their views about the associational umbrella. International cooperation in DE is a popular phenomenon today. International collaboration and integration initiatives have increased in the framework of organizational cooperation at different levels and in different issue areas. The European Union (EU) and cooperation in its different policy areas, including projects for both member and non-member states are examples of how ICT can ease and facilitate interactions (Wendt, 1994: 384).

One of the policy areas is quality assurance and accreditation of DE. Daniel (2006) states that with the phenomenal proliferation of national and cross-border open and distance learning (ODL) across the world, quality matters more than ever. Due to international student mobility, emergence of cross-border universities and mobility of services in a globalized economy, accreditation practices have become one of the major issues in bilateral or multilateral relations of nations in the world (YOK, 2007). In this regard, European Association of Distance Teaching Universities (EADTU) developed *Excellence* criteria for e-learning programs in 2009 within a project supported by the European Commission. Institutions or programs are *Excellence Quality Label* is provided to the institutions or programs applying and completing the process successfully (<http://www.eadtu.nl/e-xcellencelabel>). Similarly, European Foundation for Quality in E-Learning (EFQUEL) developed criteria within UNIQUE Project and gives accreditation for e-learning.

Quality assurance, accreditation, licensing and recognition of qualifications are crucial issues for both the countries both importing and exporting educational services. Although some countries regulated these educational activities by law, the problem of recognition has not been solved exactly yet.

Moreover, the majority of the existing regulations mostly included face-to-face education. Especially developing countries are mainly importers and these countries express their concerns about the liberalization of trade and cross-border movement of educational activities due to not having adequate legal regulations (Hope, 2005; Knight, 2006).

In this context, some researchers argue that accreditation practices can be coordinated better within regional networks and international activities which will ease processes regarding recognition of diplomas and qualifications as in the Bologna Process (Hall, 2003; Lopez-Segrera, 2007). In sum, quality assurance, accreditation and mutual recognition of degrees and diplomas are among the crucial issues that the international distance education associations should focus on (Kocdar, 2011). Accreditation and approval that focus on assessment and evaluation by external parties including private and state agencies usually guarantee some significant levels of quality (Demiray, 2010a).

Thus, an effective DLA should be aware of this and make curriculum planning and quality assurance important factors. This is where a responsibility over institutional planning and effectiveness comes into play. Despite the virtual side of distance learning, administrators still need to carry out the managerial role of controlling and monitoring for standards, whether that standard is in reference to programs, curriculum, or instructors. They need to work not only in obtaining, but also maintaining relevant state and agency approval for programs. This requires DLAs to keep abreast of new developments in the fields. This can be accomplished by being members of distance learning organizations and agencies such as the Distance Education and Training Council (DETC), United States Distance Learning Association (USDLA), European Distance Learning Association (EADL), EADTU, North America ICDE, Latin America ABED, Africa ACDE, Australia ODLAA, New Zealand DEANZ, Far Asia AAOU, and Southeast Asian Ministers of Education Organisation Regional Open Learning Centre-SEAMOLEC, among others.

Additionally, effective DLAs will view themselves as part of a global trend in education and seek to be actively visible and participating subscribers and members in conferences in the industry, and read and subscribe to academic and professional journals and magazines. Training and education are also important in dealing with these problems and challenges as DLAs further their knowledge of distance learning technologies and their leadership skills. DLAs must embrace their managerial-leadership roles that are informational, interpersonal, and decisional (Mintzberg, 1973). They manage people, systems, and processes and should take a true systems thinking approach in the distance learning. Mintzberg's model is further broken down into ten leadership responsibilities or functions with activities that DLAs can effectively apply to their duties and responsibilities. DLAs can best ensure quality of instruction by having the right people, administrator, instructional and technology experts, right technology, quality and well-designed and organized curriculum, appropriate materials, textbooks and other media sources. Effective DLAs represent their schools and programs at conferences, through media and community contact, and they identify new opportunities and projects for growth and success that will positively impact all members of the organization in their capacities as entrepreneurs, disturbance handlers, resource allocators, and negotiators

Effective DLAs will understand and apply the guidelines of exemplary leadership as they seek to inspire a shared vision within the organization, unit or department.

They must model the way by being examples of effective leaders and managers, and challenge others to think and work hard. Leaders create and convey compelling images of how our reach is much less than our potential grasp; they redefine people's paradigms about what is possible.

In contrast, competent managers are adept at organizing operations so that an institution's efficiency in accomplishing plans is optimized.

This is a vital task often neglected by leaders who do not understand management, to their later regret, for good administration involves both envisioning and operationalizing.

The model reveals opportunities for leaders and managers in these areas to assert themselves in new ways throughout the organization.

Significant professional growth and development on their part will be required to understand how their practices merge and blend with other domains and to establish their credibility in those domains (Moroney, 2007).

MAJOR ASSOCIATIONS IN DE AND OPEN AND DISTANCE LEARNING (ODL)

Major professional associations and organisations in distance education (DE) and open and distance learning (ODL) are mentioned below. International organisations include the:

- 1. Commonwealth of Learning (COL);**
- 2. International Council for Open and Distance Education (ICDE); and**
- 3. United Nations Educational, Scientific and Cultural Organisation (UNESCO).**

Regional organizations are included the:

- 4. African Distance Learning Association (ADLA);**
- 5. African Council of distance education (ACDE);**
- 6. Asian Association of Open Universities (AAOU);**
- 7. Canadian Association for Distance Education (CADE);**
- 8. European Association of Distance Teaching Universities (EADTU);**
- 9. Open and Distance Learning Association of Australia (ODLAA);**
- 10. Southeast Asian Ministers of Education Organization Regional Open Learning Center (SEAMOLEC);**
- 11. United States Distance Learning Association (USDLA); and**
- 12. Brazilian Association for Distance Education (ABED).**

WHAT IS UDEEEWANA?

UDEEEWANA is suggested and established as the association for the regions of Eastern Europe, Scandinavia, Baltic's, Turkic's, Caucasian, Middle East, Russia, Arab Peninsula and North Africa which are included the countries such as Algeria, Azerbaijan, Belarus, Bulgaria, Egypt, Estonia, Finland, Greece, Georgia, Jordan, Hungary, Iraq, Iran, Israel, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Mongolia, Morocco, Norway, Oman, Palestine, Poland, Romania, Russia, Saudi Arabia, Serbia, Slovakia, Slovenia, Sweden, Syria, Tajikistan, Tunisia, Turkmenistan, Turkey, Ukraine, United Arab Emirates, Uzbekistan and so on.

WHY UDEEEWANA IS NEEDED

It is mentioned in the book which is titled as "eLearning Practice.... 2010, that E-Learning offers many opportunities for individuals and institutions all over the world. Individuals can access to education they need almost anytime and anywhere they are ready to. Institutions are able to provide more cost effective training to their employees.

E-learning context is very important. It is common to find educators who perceive e-learning as internet-only education that encourages a static and content-focused series of text pages on screen. While e-learning started in the early 1970s with mainframe computing, it did not take off until the advent of CD-ROMs and the World Wide Web. Multimedia CD-ROMs in the early 1990s allowed us to develop programs that had color, action, and interactivity. These were a major advance over text on monochrome screens that characterized educational computing in the 1980s.

The years of 1990s and 2000s a new learning landscape is a multichannel learning environment that can be seen as a "complex adaptive system". For the most part, this environment is "self organizing" and because of that it is difficult to exactly predict how it is all going to turn out in the next five years.

There is also a trend seen in the transition from training to learning that leverages the power of the Internet to go beyond eLearning through knowledge management, competency management, and performance support and to HR processes like performance management, talent management, succession planning, and hiring. From the Web 2.0 to Web 4.0 (and e-learning 2.0)

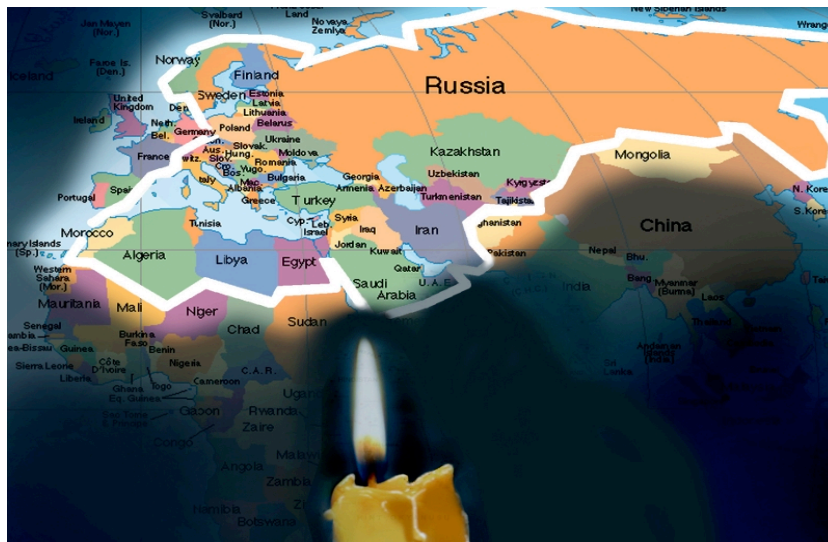
Technologies are driven by collaboration. Today's learning and education technology is developing with overwhelmingly what we guess for tomorrow. In those days eLearning technology application changed its structure by combining via new discussion technologies such as mLearning, t(IPTV)Learning and uLearning.

Multimedia on the internet, telecommunications, wireless applications, mobile devices, social network software, Web 2.0, Web 4.0 etc., are radically redefining the way people obtain information and the way to learn.

Policymakers, international organizations, higher education institutions and researchers in the field of education agree that Information and Communication Technologies (ICT) have the potential to stimulate international collaboration, to create flexible learning paths and to open the borders of the university.

Western and Eastern Asian nations are increasingly embracing e-learning in education and training, both within their classrooms and in DE. E-transformation has been much slower in the education systems of the Eastern Europe, Nordic, Turkic, Middle East, and Arab Peninsula and North African countries.

It is, therefore, considered timely to conduct an inquiry into the ways and extent of e-learning in these countries, the factors driving and constraining such developments, and how progress might be further encouraged. Searching the literature, it is possible to find reports, accounts, research findings and conference presentations on e-learning in these countries but many of these are in languages other than English. English language developed in collaboration with colleagues in these various countries and so will be a first and of international significance. Many of the institutions in the countries to be reviewed also make extensive use of traditional teaching and methods and media, so it will not consider for these countries only e-learning and mobile or m-learning in isolation but in blended or mixed-mode learning, both in classroom environments and in DE. (Demiray et. al, 2010b, p. lix-lxii).



A Map of the UDEEEWANA Region

UDEEWANA is mentioning the DE practices in Turkey, and will examine and discuss the role of leadership which should be undertaken by Turkey patronage in the region of Eastern Europe, the Middle East, and North Africa regions countries. It is a well-known fact that the international DE organizations in the world are not well organized and functional in this area or for the regional DE institutions.

To fill this gap, it will be argued that Turkey might have a leadership role in the DE field in the region and can organize the practices of the regional countries in academy and practice. Based on this argument, the structure of the potential organization and the regulation of the organization will be discussed. And also, the draft of the constitution of the recommended association will be presented, which will be regulated and redesigned in accordance with the others. Thanks to this council, nearly 50 countries will have the chance to introduce their DE practices to the world.

The education landscape is undergoing significant change as a result of technological innovations. We are witnessing changes in the way higher education is taught and in the way students learn. While the conventional setting of the lecture hall will continue to form the bedrock of higher education systems, it will be enhanced by the integration of new tools and pedagogies, and it will be complemented by many more online learning opportunities and a greater variety of providers in higher education.

These new technologies and approaches to education are already having a clear and positive impact on higher education provision. They can support efforts within the Bologna Process and the education NGO's Modernization Agenda to enhance the quality and extend the reach of higher education across Worldwide. And they are already starting to facilitate better quality learning and teaching for both on-campus and online provision, as educational resources from around the globe become more freely accessible and more interactive media for learning are employed. Methods of teaching can be better tailored to individual students' needs and advances in learning analytics are enabling quicker feedback on students' performance.

There is enormous potential for widening access to education and increasing the diversity of the student population. Online technologies provide opportunities to learn anywhere, anytime and from anyone. This flexibility is essential for non-traditional learners and will enable a shift change in the engagement of higher education institutions in lifelong learning and continuing professional development.

This will provide an important tool to governments in ensuring a diversity of provision within higher education systems to meet the needs of all learners. It also provides a platform for reaching international markets and complements existing developments in cross-border education.

Finally, new technologies can facilitate greater collaboration, both with global partners and at a more local level. Developing educational partnerships is an important element of UDEEEWANA's strategy for cooperation with other parts of the world and also provides a mechanism for enhancing educational attainment rates in emerging economies.

At the local level, Technologies can underpin national efforts to drive greater collaboration between institutions, combining expertise and delivering greater critical mass.

The benefits are clear and UDEEEWANA needs to take concerted action to ensure that the potential is fully Realized. While the debate on digital learning has been dominated in recent times by the MOOC phenomenon, the impact of technology can and will be much wider. Governments must strongly encourage and support a greater integration of new technologies and associated pedagogical approaches in conventional provision.

Traditional providers must diversify their offering and provide more courses online, especially targeting continuing professional development and lifelong learning.

They should also be encouraged and incentivized to engage with newer forms of open, online courses as these become more established. The momentum towards openness and freely accessible education resources needs to be maintained and built on. The goal should be to ensure that all publicly funded education resources are openly available.

Realizing these ambitions is not a straightforward task. It will involve significant changes in how education institutions operate, as well as a change in culture and mindset. The challenges will require targeted actions and support. There remains a culture of conservatism within worldwide and also UDEEEWANA's map countries higher education which needs to change.

This demands strong leadership and vision from both public authorities and institutional leaders of UDEEEWANA's Countries too. While a broad range of good practice is already emerging across worldwide, this is happening to a large degree in an uncoordinated bottom-up approach.

It is now time for governments and institutions to develop comprehensive strategies at both the national and institutional level for the adoption of new modes of learning and teaching within higher education.

Governments need to decide on the mix of provision necessary across the system to meet the needs of all learners, and they must identify the support needed to deliver this. In particular, targeted financial incentives will be paramount in kick-starting initiatives.

Teaching staff are, of course, at the frontline of delivering these changes and they must be equipped with the skills and knowledge to allow them to fully utilize the range of new teaching tools available. Continuing professional development for teachers must become the norm across all UDEEEWANA's map countries DE institutions.

New models of provision such as open online courses bring specific challenges. But given the opportunities that they offer for lifelong learning, continuing professional development and internationalization, it is imperative that public authorities consider how these learning opportunities can be brought more fully into the higher education system. There are many anxieties about the quality and wider acceptance of these learning experiences, and action is needed to quell these concerns.

Guidelines around quality assurance and developing a means of providing credit and recognition for these forms of learning will advance efforts to instill them as a credible alternative to the traditional degree programme.

The ECTS system gives Europe an obvious advantage in this regard. Online learning has also brought with it the ability to collect and analyze learner data that has not been possible before. This brings great potential for personalized learning and enhanced retention, although the utmost care must be taken to ensure students are fully aware of and give full consent for the collection and use of their personal data.

As being UDEEEWANA our message is clear. While accepting those higher education institutions and, more particularly, teaching staff are the main actors in delivering these pedagogical changes, it is the responsibility of public authorities to create the environment and incentive for action. UDEEEWANA also has an important role to play. Through the Erasmus+ programme, financial support can be given for supportive policy initiatives at a national or institutional level. Support can also be made available for peer learning and collaborative cross-border initiatives, for example, infrastructures, quality assurance guidelines and credit recognition.

We stand on the cusp of real transformative change in higher education. This must be embraced fully to ensure that we provide the best learning experience for all students, not just in UDEEEWANA but across the globe.

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