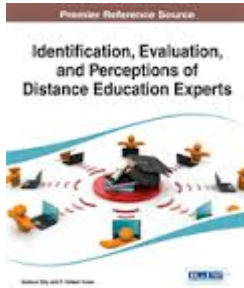# IDENTIFICATION, EVALUATION AND PERCEPTIONS OF DISTANCE EDCUATION EXPERTS

Edited by Gülsün EBY and T. Volkan YUZER
Published in 2015 by IGI Global Press. The book is 354 pages. The ISNB13 of the book is 9781466681194 and DOI Number is 10.4018/978-1-4666-8119-4.

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The focal point of this edited book is to define Distance Education Expert (DEE) by analyzing and discussing the required qualifications of DEE under the titles of definition, general characteristics, skills and professional knowledge. While having a debate on the recently mentioned concerns related to DEE, the dimensions of management, communication, pedagogy, technology and evaluation of Distance Education fields are also discussed.

This book is divided into 3 sections namely;

- Introduction,
- Who are Distance Education Experts (DEE) and
- Research and Theory Related to Distance Education Experts' with 16 chapters in total.

Below are the parts that separately explain each chapter in detail:

SECTION-I
INTRODUCTION

Chapter 1
Well- Recognized Experts in Distance Education:
Code of Ethics and Professional Practice

The chapter, written by Gülsün EBY and T. Volkan YÜZER, focuses on defining, analyzing and discussing the qualifications of DEE. The authors of this chapter clarify the roles of DEE within the scope of current and future trends, needs and priorities emerged in a post-modern world that currently affect DEE.

Chapter 2
Integrating Field of Communication to the Distance Education:
A New Perspective for DE Leadership

The chapter primarily focuses on DEE roles in Turkey in relation with the aspects of designing, evaluating, managing and sustaining communication aspects in distance education. Tülay GORU DOGAN, the author of this chapter, mainly explains distance education as a subdivision communication science in detail.

The analysis made by the author opens a new path for the experts, stakeholders and researchers and distance education leaders regarding with the roles, responsibilities and competencies.

Chapter 3
The Academic Views from Moscow Universities
on the Future of DEE at Russia and Ukraine

The authors of this chapter: Vardan MKRTTCHIAN, Bronyus AYSMONTAS, Md Akther UDDIN, Alexander ANDREEV and Natalia VOROVCHENKO, have been emphasizing the importance of psycho-pedagogical issues of Distance Education learners.

In this connection, the influence of DE on Russia and Ukraine is investigated within the current literature that is reviewed within the context of content development, learning carried through pedagogy, instruction and cyber ubiquitous learning designs.

Chapter 4
Understanding of Leadership in
Distance Education Management

In chapter four, the main characteristics and qualifications of leadership in Distance Education are addressed by Gülay EKREN, Serçin KARATAŞ and Uğur DEMİRAY. In this chapter, the literature concerning theories in leadership, education leadership and distance education leadership are taken into great consideration. All the mentioned areas are perused according to distance education management processes as well.

Chapter 5
Identification of a Distance Education Expert
In this part of the book, Simber ATAY, tries to underline the innovative characteristics and global capacity of Distance Education. The author designates DEE as a sophist who might produce the theory for Distance education and divulges the affinities of this ideal expert in a list.

The author sees the Distance Education systems as an inspirational source for conventional learning systems in which DEE take a crucial part.

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Chapter 6
The Importance of Distance Education
Experts in the Organizational Development
Process of Distance Education Institutions: A Theoretical Evaluation

In this chapter, Eren KESIM scrutinizes DEEs as a part of Distance Education institutions and their organizational development process. According to the author, the experts play an essential role to bring Distance Education to a successful conclusion. Therefore, on both individual and organizational level, the efforts of DEEs should be taken into consideration. Concordantly, the efforts of DEEs as experts are significant for current and future research and applications of Distance Education.

Chapter 7
New Communication Technologies'
Influence on Distance Education Environments:
Changing Roles and Competencies of DE Experts

Murat Ertan DOGAN, as the author of this chapter, indicates the great influence of communication technologies in the design process of Distance Education. In this regard, the chapter explores the role of academics and media professionals as distance education experts and their participatory role during course design.

The required skills of distance learning leaders and distance education experts are also discussed within the frame of theoretical approaches specified in the chapter with details.

Chapter 8
The Experts in Design of Distance Nursing Education

In this chapter Belgin BOZ YUKSEKDAG observes how experts should approach the design of distance nursing education. For this purpose, the author focuses not only the continuous and well-structured distance nursing education programs, but principles for a good nursing education as well. In this connection, all the dimensions including transition from teacher-centered approach to learner-centered approach, learning styles of learners, technology, interaction, presentation of content, and support services are addressed in this chapter.

Chapter 9
Economic Importance of the Distance Education Expert

The author is Mediha TEZCAN discourses how knowledge has become a critical commodity for distance education institutions. As intellectual capital stock is a fundamental element for the distance education institutions, the human contribution is of great importance. In this regard, the chapter discusses the issues related to job skills, workplace effectiveness, economic and environment friendly actions, personal capital and intellectual capital in order to remark economic importance of the DEE.

SECTION -III
RESEARCH AND THEORY
RELATED TO DISTANCE EDUCATION EXPERTS

Chapter 10
An Action Research on Design, Delivery, and Evaluation of a
Distance Course in a Vocational Higher Education Institution

Erman UZUN, M. Yasar OZDEN and Ali YILDIRIM, in this chapter, seek teaching in a technological environment that confronts instructors with various challenges related to design, development and usefulness.

From this perspective, the basic aim of this chapter is to design, develop, deliver and evaluate a new distance Web design course within the context of vocational higher education. Proactive action research forms the framework of this chapter.

Chapter 11
Online Instructors as Distance Education Experts

Libi SHEN, the researcher of this study, deliberates the competencies of online teachers and the binding standards of technology accordingly.

The questions the main behavioral, cognitive and emotional characteristics of distance education instructors & future research directions are also recommended.

Chapter 12
Identifying and Examining Degree-Granting Programs
for Distance Education Experts: A Preliminary Analysis

The chapter's authors: Serpil KOCDAR and Nejdet KARADAG have revealed the results of a preliminary analysis of degree granting distance education expertise programs offered worldwide.

Including 27 degree-granting programs in 18 universities are identified in the chapter. All these programs are examined from various aspects such as aims and target population, educational models, delivery methods, admission and graduation requirements of the programs and proposed career opportunities by these programs. Concisely, the primary aim of the study is to contribute to the research on leadership and expertise in distance education.

Chapter 13
Distance Education Experts and the Distance Education
Ecosystem: An Analysis on Learner and Educator Perceptions

M. Banu GUNDOGAN in this chapter probes the role of Distance Education Educators in a Distance Education Ecosystem. Perceptions regarding the function of DEEs within Deco are examined by the author in this study. To reach this aim, twofold Delphi study: one conducted with experienced DE Learners (DEL) and the other with (DEE) is carried out to differentiate descriptions on both concepts.

Chapter 14
Model in SM of DEE Based on Service-Oriented
Interactions at Dynamic Software Product Lines

Vardan MKSTTCHIAN, Alexander BERSHADSKY, Alexander BOZHDAY and Ludmila FIONOVA suggests an intellectual environment based on the concept of Triple H-Avatar. The chapter covers the issues of technology integration, intelligent tutoring web services and wireless telecommunication systems to form a concept of building a distance learning system.

The avatars, as intelligent software agents, are also discussed and exemplified in terms of educational content, interface, software and technical support.

Chapter 15
Faculty Development Needs for Distance Education

The author, Anne SAYLOR, in this chapter has reviewed the literature regarding the ideas of what college resources are needed to support online learning.

In this connection, the author, focused on the dimensions associated with both faculty and support needed to transform the classroom instructor into an online instructor.

Chapter 16
Information as a Global Public Good and the Role of
Modern Educational Technologies in the Creation of the Information Society

Deniz SAHIN, as the author of the last chapter of this volume, aims to determine the importance of education which needs to undertake the functions of adapting technological and scientific changes for the creation of information.

The chapter additionally deals with the concept of *Global Public Good* in relation with information society that is addressed from different perspectives.

In conclusion, it is seen that the book covers issues regarding Distance Education Expertise within multiple dimensions and presents and overall view. It is also highlighted in different chapters throughout the book that a successful implementation of distance education requires expertise and this book can be used as a guide to better understand the expertise in distance education.

REFERENCES

Eby, G. and Yuzer. T.V. (2015). *Identification, Evaluation, and Perceptions of Distance Education Experts*. Hershey, PA: IGI Global Press.

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