

DISTANCE EDUCATION IN VOCATIONAL TRAINING AND SOCIETAL PERCEPTION

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Abstract

Education – instruction programs designed to train qualified human labor may show great variation particularly in terms of environments where the anticipated outcomes of the program are achieved. One of these designs is the design adopting distance education. Though vocational training includes many difficulties in the implementation of distance education as its nature requires face-to-face interactions, new developments in the field of information technologies has made distance education feasible for vocational training. The learning environment called as blended learning as it combines face-to-face instruction with web-based distance education is implemented in distance education and yields good outcomes. Provision of vocational distance education through blended learning designs to be used in a distance education system can result in many useful outcomes in relation to life-long learning, equality in education, adult education and recognition of prior-informal learning. However, due to some wrong decisions made about vocational education in Turkey, the society has developed a negative perception of vocational education and this may have adverse affects on the perception of distance vocational education. Thus, negative opinions about vocational education should be dealt with effectively and special attention should be paid to the organization, management, implementation, evaluation and sustainability of vocational education within the context of distance education.

Key Words: Distance education, distance vocational education, blended learning.