

PERCEPTIONS AND EXPECTATIONS OF STUDENTS IN NON-THESIS
GRADUATE PROGRAMS PERTAINING TO GOOD TUTOR IN DISTANCE
EDUCATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

MEHMET KARA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

JUNE 2014

Approval of the thesis:

**PERCEPTIONS AND EXPECTATIONS OF STUDENTS IN NON-THESIS
GRADUATE PROGRAMS PERTAINING TO GOOD TUTOR IN
DISTANCE EDUCATION**

submitted by **MEHMET KARA** in partial fulfillment of the requirements for the degree of **Master of Science in Computer Education and Instructional Technology Department, Middle East Technical University** by,

Prof. Dr. Canan Özgen _____
Dean, Graduate School of **Natural and Applied Sciences**

Prof. Dr. Soner Yıldırım _____
Head of Department, **Computer Education and Inst. Tech.**

Assist. Prof. Dr. Gülfidan Can _____
Supervisor, **Computer Education and Inst. Tech. Dept., METU**

Examining Committee Members:

Assist. Prof. Dr. Perihan Savaş _____
Foreign Language Education Dept., METU

Assist. Prof. Dr. Gülfidan Can _____
Computer Education and Instructional Technology Dept., METU

Prof. Dr. Zahide Yıldırım _____
Computer Education and Instructional Technology Dept., METU

Prof. Dr. Soner Yıldırım _____
Computer Education and Instructional Technology Dept., METU

Dr. Hasan Karaaslan _____
Computer Education and Instructional Technology Dept., METU

Date: June 13, 2014

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Surname: Mehmet Kara

Signature :

ABSTRACT

PERCEPTIONS AND EXPECTATIONS OF STUDENTS IN NON-THESIS GRADUATE PROGRAMS PERTAINING TO GOOD TUTOR IN DISTANCE EDUCATION

Kara, Mehmet

M.S., Department of Computer Education and Instructional Technology

Supervisor : Assist. Prof. Dr. Gülfidan CAN

June 2014, 192 pages

This study aims to investigate perceptions and expectations of students in non-thesis graduate programs pertaining to good tutor in distance education including advisors in graduate programs. The good tutor perceptions of students were also examined considering the students' age, gender, university, subject field, previous online learning experience, and their semesters. The participants of the study are graduate students in non-thesis distance education programs in two public universities in Turkey. Mixed methods research design was used to collect both quantitative and qualitative data using a questionnaire and an interview schedule. The results showed that participants' rated the questionnaire items positively for all five factors in the questionnaire. There were significant differences in students' scores when considered students' general characteristics. Promoting Interaction scores varied by university and subject fields; Pastoral Care scores varied by gender, and Vocational Guidance scores varied by previous online learning experience. The qualitative analysis findings about good tutor perceptions revealed that the students give importance to the Expertise and Personality of the distant tutors. They expect distant tutors to be competent in the areas of Teaching, Pastoral Care, Promoting Student-Student Interaction, and Student-Tutor interactions. Moreover, they expect distant advisors to be competent in the areas of Motivation, Pastoral Care, and Advisor-

Advisee interaction. The quantitative and qualitative analyses provide consistent results and an in-depth understanding of good tutor and advisor in distance education from the students' perspectives. The results also provide guiding information for the tutors, advisors, and distance education institutions for the successful implementation of distance education.

Keywords: Good Tutor, Good Advisor, Distance Education, Perceptions, Expectations

ÖZ

TEZSİZ YÜKSEK LİSANS ÖĞRENCİLERİNİN UZAKTAN EĞİTİMDE İYİ ÖĞRETİM ELEMANINA İLİŞKİN ALGILARI VE BEKLENTİLERİ

Kara, Mehmet

Yüksek Lisans, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Gülfıdan CAN

Haziran 2014, 192 sayfa

Bu çalışma, tezsiz yüksek lisans öğrencilerinin uzaktan eğitimde iyi bir öğretim elemanı ve danışmana ilişkin algılarını ve beklentilerini incelemeyi amaçlamaktadır. Katılımcıların iyi öğretim elemanı algıları; yaş, cinsiyet, üniversite, alan, çevrimiçi öğrenme deneyimi ve lisansüstü programda tamamlanan dönem sayısına göre incelenmiştir. Çalışmanın katılımcıları, Türkiye’deki iki devlet üniversitesinde, uzaktan eğitim tezsiz yüksek lisans programlarında eğitim alan öğrencilerdir. Karma yöntem araştırma tasarımı kullanılarak, nicel ve nitel veriler bir anket ve görüşme formu ile toplanmıştır. Araştırmanın sonuçları, katılımcıların iyi öğretim elemanı algılarının ankette bulunan tüm faktörlerde olumlu olduğunu göstermiştir. Araştırma sonuçları, katılımcıların genel özelliklerine göre anlamlı farklılıklar olduğunu ortaya koymuştur. Etkileşimi Destekleme faktörü üniversite ve alana göre; İlgi faktörü cinsiyete göre; Mesleki Rehberlik faktörü çevrimiçi öğrenme deneyimine göre farklılık göstermiştir. İyi öğretim elemanı algısıyla ilgili nitel bulgular katılımcıların Uzmanlığa ve Kişisel özelliklere önem verdiklerini ortaya koymuştur. Katılımcılar, öğretim elemanlarının Öğretim, İlgi, Öğrenci-Öğrenci Etkileşimini Destekleme ve Öğretim Elemanı ile Etkileşim konularında yeterli olmalarını beklemektedirler. Ayrıca, katılımcılar, danışmanlarının Motivasyon, İlgi, ve Danışman-Danışan Etkileşimi konularında yeterli olmalarını beklemektedirler. Nicel ve nitel analizler, uyumlu sonuçlar sağlamakta ve lisansüstü öğrencilerin perspektifinden uzaktan eğitimde iyi öğretim elemanı ve danışmana ilişkin kapsamlı bilgi sunmaktadır.

Araştırmanın sonuçları uzaktan eğitimin başarılı bir şekilde uygulanması için öğretim elemanları, danışmanlar ve uzaktan eğitim kurumları için bir rehber niteliği taşımaktadır.

Anahtar Kelimeler: İyi Öğretim Elemanı, İyi Danışman, Uzaktan Eğitim, Algı, Beklenti

ACKNOWLEDGEMENTS

I would like to express my special thanks to my thesis advisor Assist. Prof. Dr. Gülfidan CAN for her guidance, encouragement, suggestions and critics. I would also like to express my gratitude for her tolerance, patience, and friendliness throughout the study.

I would like to express my sincere gratitude to examining committee members, Prof. Dr. Soner YILDIRIM, Prof. Dr. Zahide YILDIRIM, Assist. Prof. Dr. Perihan SAVAŞ, and Dr. Hasan KARAASLAN.

I would like to express my special thanks to Assist. Prof. Dr. Recep ÇAKIR for his interest, encouragement, and support throughout the study.

I would like to express my thanks to Assist. Prof. Dr. Polat ŞENDURUR and my officemates, Ömer ARSLAN and İlhan KOYUNCU, for their support during the study.

Finally, I would like to thank my family members for their support and trust throughout my educational life.

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LIST OF ABBREVIATIONS

TD: Transactional Distance

QUAN: Quantitative

QUAL: Qualitative

LMS: Learning Management System

WCS: Web Conferencing System

MOODLE: Modular Object Oriented Dynamic Learning Environment

OMU: Ondokuz Mayıs University

AU: Amasya University

DERPC: Distance Education Research and Practice Center

EAP: Educational Administration and Planning

HIM: Health Institutions Management

NR: Nursing at Home

CT: Classroom Teaching

METU: Middle East Technical University

CFA: Confirmatory Factor Analysis

SPSS: Statistical Package for the Social Sciences

AMOS: Analysis of Moment Structures

RMSEA: Root Mean Square Error of Approximation

RMR: Root Mean Square Residual

SRMR: Standardized Root Mean Square Residual

CFI: Comparative Fit Index

PNFI: Parsimonious Normed Fit Index

MANOVA: Multivariate Analysis of Variance

ANOVA: Analysis of Variance

CHAPTER 1

INTRODUCTION

1.1. Introduction

This study aims to investigate the students' perceptions of and expectations from good tutors and advisors in non-thesis graduate distance education programs. The background and the purpose of the study, research questions, the significance of the study, and the definition of terms are presented in this chapter.

1.2. Background of the Study

Distance education has become a significant and popular way of education in the information age with changing needs arising from economic, social and technological developments. Distance education is a structured learning process in which students and instructors participate independent from place, and sometimes time (McIsaac and Gunawardene, 1996; Moore and Kearsley, 2011). Distance education is also defined as a process of interaction between digital content, web services, and tutoring support (Markus, 2008). The reasons behind the popularity and the importance of distance education are reduced costs, independence of time and place, and its support to traditional instruction (Chao and Chen, 2009). Another reason behind this popularity is the students' desire to improve their education level by using the possibilities provided by today's advanced technology (Elges, Righettini, and Combs, 2006).

Especially, the improvement of Web technologies such as the rapid development of the Internet with the advent of Web 2.0 technologies has affected the popularity of distance education particularly in higher education institutions. Web 2.0 technologies provide various advantages to students such as interaction between digital content, web services, and tutors with discussion and sharing facilities. Many

universities have started to serve as online universities which are defined as the universities that provide facilities and services for students who can take online courses to complete a partially or completely online program (Pogroszexski and Aoki, 1998). Moreover, in online universities, tutors can manage their courses with tutoring support and they can conduct research (Pogroszexski and Aoki, 1998). Recently, the number of online universities and online programs has been increasing as a result of this new trend in higher education in the world. For example, in the United States, while there were 1.98 million students registering at least one online course in 2003 (Allen and Seaman, 2006), there were 6.1 million students registering at least one online course in 2010 (Allen and Seaman, 2011).

Although the number of distance education programs and students are increasing, the focus is on the success in meeting the learning objectives and improving student retention in distance education programs (Joo, Lim, and Kim, 2011). While the success factors in distance education have become quite a concern for researchers, several of them specifically reported that tutor-related issues are one of these most important success factors (Carr-Chellman and Duchastel, 2000; Soong, Chan, Chua, and Loh, 2001; Selim, 2007). Tutors in distance education have a central role for students' achievement in online course and meeting the program objectives. Tutors are considered as vital actors and have a unique role at students' achieving the learning objectives (Moore, 1993). As a result of the developing technologies and changing learner characteristics, tutors in distance education are required to have new roles for the successful implementation of distance education (Easton, 2003). The recently conducted studies underlined the importance of the tutor roles such as timely response, focus on interaction, and attitude toward students to improve the outcomes of online education programs (Bhuasiri, Xaymoungkhoun, Rho, and Ciganek, 2012; Kruger-Ross and Waters, 2012).

In addition to helping students meet the course objectives, tutors have an impact on other success factors in online programs such as student retention and satisfaction. Students may drop-out from the distance education programs for several reasons such as family problems, lack of organization, satisfaction, and relevance (Park and

Choi, 2009). The retention problem affects the failure of the higher education institutions offering distance education programs as well. Since student retention in online programs is considered as a success factor (Martinez, 2003), the research studies emphasize the key role of the tutors in student retention and preventing student dropout in online programs (Cronjé, Adendorff, Meyer, and Ryneveld, 2006; Park and Choi, 2009; Joo et al, 2011). Aside from retention, tutors also have the responsibility to meet students' needs and expectations of online courses with providing guidance, feedback, and information. Tutors play a major role in online program satisfaction as the extent of meeting the needs and expectations of the students determines students' satisfaction with the online programs, (Lessing and Schulze, 2003). For this reason, the satisfaction of students in distance education essentially relies on how tutors response their needs (Herbert, 2006).

As the teaching and learning moves from traditional education to distance education, the tutor roles and consequently the students' expectations of them have changed (Berge, 2008). However, there are few studies in the literature about the student conceptions of effective tutoring in distance education (Jelfs, Richardson, and Price, 2009).

1.3. Statement of the Problem

According to Moore (1993), there is a psychological and pedagogical distance between students and tutors called Transactional Distance (TD). The achievement of distance education programs and institutions depends on how TD between tutors and students is minimized. Tutors have a unique role in minimizing TD in distance education programs by providing suitable instruction and materials as well as opportunity for tutor-student dialogue depending on students' needs and expectations. Thus, students' learning needs and expectations are required to be taken into consideration for the enhancement of the quality in distance education programs in addition to the consideration of the changing roles of tutors in distance education.

In the literature, there are many studies defining tutor roles and competencies in distance education depending on these roles (Dennen, Darabi, and Smith, 2007; Edwards, Perry, and Janzen, 2011; Stevenson, Mackeogh, and Sander, 2006; Young, 2006). Although these roles are defined based on the tutor and expert perspectives (Aydin, 2005; Bawane and Spector, 2009), it is still unclear how tutors' roles in distance education meet students' needs and expectations in online distance education for their satisfaction and retention. Therefore, there is a need for further research to investigate students' perceptions and expectations of tutors in distance education.

The students' perceptions and expectations are also affected by their background and previous online learning experience since these issues identify their learning styles and preferences (Higgison, 2000). The students' perceptions and expectations of tutoring in distance education may change with their age, gender, subject area, previous online experience, and distance education context they study (Forrester and Parkinson, 2006; Jelfs, Richardson, and Price, 2009; Oliver, Osborne, and Brady, 2009). In this regard, it is required to investigate the influence of students' demographic and general characteristics such as gender, age, subject field, previous online learning experience, and the year in the distance education programs on their perceptions of tutoring in distance education.

Most of the studies in the literature about the roles and competencies of tutors in distance education were conducted with undergraduate students (Bawane and Spector, 2009; Dennen, Darabi, and Smith, 2007; Xiao, 2012). In addition, while most of the studies on student perceptions of effective tutoring were conducted in traditional education (Jelfs et al., 2009), there are few studies about the expectation of graduate students about tutors in distance education (Cain, Marrara, Pitre, and Armour, 2003). The students at different level of education may have different expectations (Stevenson, Mackeogh, and Sander, 2006). Therefore, there is a gap in the literature about the perceptions and expectations of graduate students about effective tutoring in distance education.

Furthermore, tutors in graduate programs also have an advisor role for research projects. The research advising in distance education is a challenging process for both advisors and advisees (Erichsen, Bolliger, and Halupa, 2014). There are several problems reported in research advising in distance education including the problems with information exchange, advisor-advisee rapport (Sussex, 2008), setting rules, proper planning and conducting research, conducting empirical research, and language proficiency (Lessing and Schulze, 2003). Additionally, there is a gap between advisors and advisees' perceptions and expectations regarding how research advising should be in distance education (Suicati, 2011). However, there are few studies about research advising as a tutor role in distance education graduate programs since the research about academic advising in the literature is limited (Curry and Barham, 2007; Schroeder, 2012). Although the needs and expectations of students from their advisors in distance education were investigated in some studies which used quantitative methods (Lessing and Schulze, 2002; Suicati, 2011; Erichsen et al., 2014), further research is needed to explore these issues using qualitative methods as well, to reach an in-depth understanding.

In conclusion, further research is needed about graduate students' perceptions of effective tutoring and their expectations from their tutors and advisors in distance education graduate programs, with consideration of students' general characteristics utilizing both qualitative and quantitative methods.

1.4. Purpose of the Study and Research Questions

The purpose of this study is to investigate perceptions and expectations of students studying in non-thesis graduate programs pertaining to good tutor and advisor in distance education. Specifically, the research questions specified for this study are as follows:

Research Questions

1. What are the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education?

2. Are there differences between the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education in terms of their demographic and background characteristics including age, gender, university, subject field, previous online learning experience, and the number of semesters spent in the program?
3. What are the expectations of students in non-thesis graduate programs pertaining to good tutor in distance education?
4. What are the expectations of students in non-thesis graduate programs pertaining to good advisor in distance education?

1.5. Significance of the Study

Considering the limitations of the research studies reported, this study will fill the gap in the literature about what aspects of tutoring support have an important contribution to meeting students' learning needs and satisfaction in distance education graduate programs. Moreover, exploring the differences between good tutor perceptions of graduate students in terms of their demographics and general characteristics will help guide further studies with diverse participants. Additionally, this study provides solutions for the student-tutor and advisor-advisee problems reported in the literature from the perspectives of graduate students in distance education.

In addition, this study can guide the higher education tutors and directors in distance education programs and centers to improve their practices for the students' and institutional success. In addition, the results of the current study can also guide the training of the tutors practicing in distance education to meet student learning needs.

1.6. Definition of Terms

In this part, the definitions of the main terms used in the study are presented.

Distance education: "Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring

communication through technologies as well as special institutional organization.” (Moore and Kearsley, 2011, p.2). Distance education term in this study is used to refer to online distance education according to this definition.

Tutor: In this study, the term tutor is used for teachers acting in distance education. In the literature the other terms that are used interchangeably are online instructor, teacher, facilitator and e-tutor, and moderator.

Advisor: In this study, the term advisor is used for tutors in distance education who supervise research projects of students in graduate programs in the final year.

Critical Thinking: “... the acquisition of deep and meaningful understanding as well as content-specific critical inquiry abilities, skills, and dispositions.” (Garrison, Anderson, and Archer, 2000, p. 8).

Vocational Guidance: In this study, it is used as the responsibility of tutors to help students find suitable career choices for themselves.

Subject Expertise: In this study, it is defined as mastery of tutors about the knowledge and skills in their subject areas.

Interaction: In this study, it is defined as reciprocal communication and collaboration of students with tutors and other students with the aim of information exchange through the technology.

Pastoral Care: It is defined as the tutors’ concern about the individual welfare of each student (Carroll, 2010).

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter includes the review of the studies in the literature associated with this study. The studies were accessed through the academic electronic databases including *Web of Science*, *Educational Resources Information Center (ERIC)*, *ScienceDirect*, *Taylor & Francis Online Journals*, *Wiley Online Library*, *Google Scholar*, and *ProQuest Dissertations & Theses Global*. In addition, the issues of significant journals on distance education research published since 2000 were reviewed.

Because of the lack of the agreement on the main terms of the study in the literature, several keywords were used to search the related articles in the e-databases. The main keywords used during the search process were *distance education*, *online education*, *online tutors*, *online instructors*, *e-tutors*, *e-facilitator*, *online facilitator*, *online teachers*, *online advising*, *online supervising*, *online students/learners*, *distance students*, *online teaching*, *roles*, *competencies*, *student perceptions*, *student expectations*, *student support*, *learner support*, *effective tutoring*, *transactional distance theory*, *higher education*.

The chapter includes the section about Transactional Distance Theory as the conceptual framework of this study. It continues with online tutor roles and competencies clarified in the literature, and previous research on student perceptions and expectations of online tutors and advisors.

2.2. Conceptual Framework: Transactional Distance Theory

Transactional Distance (TD) is a theory about the pedagogy of distance education proposed by Moore (1993). In this theory, “Transactional Distance” is the

psychological and communicational distance, rather than a geographical distance between learners and tutors in distance education. TD is a concept that defines the tutor and student relationships in distance education, in which tutors and students are separated by place and sometimes time.

TD arises between tutors and students and influences teaching and learning since it causes special student and tutors behaviors. According to Moore (1993), there is a TD in any kind of distance education program and it varies from program to program depending on dialogue, structure, and student autonomy. For this reason, he defines TD as a continuous and relative concept causing variations in the strategies and techniques used by tutors and students.

In every distance education program, even in traditional education programs, TD occurs in various levels depending on the aforementioned variables. There is a psychological space that might lead to misunderstandings or communication problems between tutors and students depending on how TD occurs characterized by these three variables. In other words, the more dialogue occurs and the less structure is applied, the less TD occurs. Thus, the less TD occurs, the less student autonomy is needed. In this respect, the increase of dialogue between learners and tutors and the optimization of course structure strongly depend on tutors at a distance as well as the interactive medium used in distance education program. Therefore, Moore (1993) suggests that TD must be decreased by the tutors in order to obtain the desired learning outcomes in distance education programs. These three variables are further discussed in the following sections.

2.2.1. Dialogue

Dialogue is positive interactions developed by students and tutors during the instructional processes. In these processes, to increase student understanding and motivation, tutor gives instructions and students respond or students ask when they need help and tutors respond (Moore, 1993). In any distance education context, as long as dialogue between tutors and students increases, TD decreases and thus students' understanding is maximized, and vice versa.

Although Moore (1993) emphasizes the role of communication media, especially the interactive medium of communication, in the quality of student-tutor dialogue, he also notes that regardless of how interactive a medium is, it is not guaranteed that it will provide an effective dialogue between student and tutor since it depends on how it is controlled by tutors and students for effective dialogue. He also concludes that there are other factors influencing dialogue and TD aside from communication media such as the number of students per tutor, communication frequency, physical environments where instruction occurs, and emotional environment of tutors and students. Dialogue is viewed as a major variable by Moore (1993) because it minimizes TD and increases student understanding in distance education contexts as long as it is optimized depending on student needs.

2.2.2. Structure

Structure is the second variable that is also a determinant of the level of TD in distance education practices. It is flexibility of course or program design based on each student's learning needs with regard to objectives, teaching strategies, and the methods used for evaluation (Moore, 1993). According to Moore (1993), just like dialogue, the extent of structure mostly relies on the communication media used and philosophy and emotional characteristics of tutors as well as student characteristics and institutional limitations.

In distance education programs, TD is minimized when students can get direction and guidance through high levels of dialogue with tutors who meet their needs (Moore, 1993). In other words, if tutor-student dialogue is at a low level or does not exist and if a program or course is tightly structured, then TD between tutor and student is at a high level. Thus, an increased need for student autonomy arises. The flexibility of program design to minimize TD requires relatively an open structure that is determined by students' learning needs.

According to Moore (1993), successful teaching in distance education depends on the tutors as well as institutions. Tutors need to have a variety of skills to be able to

provide appropriate instructional materials, structure, and opportunity for student-tutor dialogue, which might change their traditional roles.

Moore (1993) identified several instructional processes to be structured based on student needs in a distance education program:

- *Presentation*: “Presentations of information, demonstrations of skills, or models of attitudes and values.” (p.28)
- *Support for Student Motivation*: “Course designers and instructors must stimulate, or at least maintain, the student’s interest on what is to be taught, to motivate the student to learn, to enhance and maintain the learner’s interest including self-motivation” (p.29)
- *Stimulate Analysis and Criticism*: “Higher order cognitive skills with associated attitudes and values that learners are expected to develop in higher education.” (p.29)
- *Give Advice and Counsel*: “Guidance on the use of learning materials, on techniques for their study, and some form of reference for individuals who need help with developing study skills and dealing with study problems” (p.29)
- *Arrange Practice, Application, Testing, and Evaluation*: “To apply what is being learned, either the practice of skills that have been demonstrated, or manipulation of information and ideas that have been presented.” (p.29)
- *Arrange for Student Creation of Knowledge*: “The opportunity for students to engage in sufficient dialogue to share with teachers in the process of creating knowledge” (p.29)

The extent of TD in an online course partially relies on course structure that is organized by the tutors. Therefore, the course must be optimally structured by the tutors to minimize TD in any distance education context.

2.2.3. Student Autonomy

Student autonomy is the third variable of TD Theory. Moore (1993) describes student autonomy as the use of instructional materials and programs by the students to succeed their learning goals through their self-directed learning skills. Moore (1993) hypothesized that if the dialogue between student and tutor is high and program or course is less structured, then TD decreases and consequently the need for learner autonomy will decrease. Similarly, if the dialogue is little and course is highly structured, then TD increases and thus higher level of learner autonomy is required.

In the case of low student autonomy and the failure to provide suitable dialogue and structure, it is not possible to obtain the desired learning outcomes. This may cause the failure in distance education program. Therefore, in any distance education context, dialogue must be provided as at maximum levels as possible and course or program must be structured depending on student needs and their levels of autonomy.

2.2.4. Summary

TD theory provides a framework for distance education professionals for the successful design and implementation of distance education practices. Moore (1993) hypothesized that successful distance education depends on the tutors who provide high level of dialogue between the student and the tutor, the appropriate course structure, and meeting the student needs considering their autonomy to minimize or overcome TD. For this reason, he noted that tutors in distance education are required to have different roles and thus they require different competencies than in traditional education.

Moore (1993) further stated that TD occurs at different levels for each student since their experiences, needs, and self-directed learning skills vary and are unique for each student. Since students' perceptions and expectations of online tutors are characterized by their learning needs, it is crucial for tutors and stakeholders in

distance education to investigate how students perceive good tutors and what their expectations are from their tutors. This information can guide online tutors and programs about how to meet student needs and to minimize TD with suitable dialogue and structure.

2.3. Tutor Roles and Competencies in Distance Education

Although several tutor roles such as managerial and facilitator roles are similar in both traditional and distance education, the teaching and educator roles are being changed depending on the contexts in which the tutors practice. For this reason, there seems to be a consensus in the literature that online tutors need to assume different roles and competencies in addition to the ones in traditional classroom teaching because of the unique possibilities and challenges of virtual environments (Goodyear, Salmon, Spector, Steeples, and Thickner, 2001; Coppola, Hiltz, and Rotter, 2002; Berge, 2008).

The focus of research in distance education has been on the roles and competencies of the tutors since 1990's. The first attempt to specify the key roles and competencies of tutors was made by Tach (1994) who noted the innovations in technology and instructional design. Her research also specified the roles and competencies of all professionals working in distance education institutions such as administrators, evaluation specialists or graphic designers. In her research, 18 roles and 14 competencies for tutors at a distance were determined based on the opinions of the distance education experts working in the universities.

Although Tach (1994) determined the key roles and competencies needed by the tutors in distance education, she did not classify or prioritize them. The first classification of the tutor roles was made by Berge (1995) as Pedagogical, Social, Managerial, and Technical. He noted that all four roles may not be the responsibility of only one person and a tutor does not need to take multiple roles. However, he stressed the importance of communicational competencies among all. With the advancement of online technologies used in distance education, Berge (2008)

revised his first model by taking into consideration the informal, collaborative, and reflective learning in virtual worlds.

The developments in online technologies and changing student demographics and their needs necessitated to redefine and clarify the tutor roles (Easton, 2003), and consequently competencies. Therefore, the research studies conducted about tutor roles and competencies in distance education were reviewed. Considering the developments in distance education and changing student demographics in distance education programs, the studies conducted after the year 2000 were presented in the following sections. After the review of research about tutor roles, research on tutor competencies were provided in detail.

2.3.1. Tutor Roles in Distance Education

There is a consensus in the literature that although there are similarities, the tutoring in distance education requires different and special roles than traditional tutoring. This is largely due to the differences between the mediums used for communication, instructional tools, and methods. Moreover, distance education has other possibilities as well as restrictions when compared to traditional education. In this regard, several research studies have been conducted to define and clarify tutor roles involved in distance education as shown in Table 2.1. Although the terminology used were different, many of the tutor roles were common among these research findings.

Goodyear et al. (2001) identified and described online tutor roles by involving the distance education experts in a workshop. They outlined eight main online tutor roles in distance education. These roles are “Content facilitator”, “Technologist”, “Designer”, “Manager or Administrator”, “Process facilitator”, “Advisor or Counselor”, “Assessor”, and “Researcher” (See Table 2.1). Although they concluded that each role is important and needed to be understood, they stated that each role has different significance depending on the settings in which distance education is implemented. In other words, the priority of those roles varies depending on the settings of each distance education program.

The same conclusion was made by Williams (2003) by identifying thirteen roles. He confirmed the Goodyear's study findings by concluding that the importance of each of these roles varies depending on the distance education settings. The roles defined by Williams (2003) were "Administrative Manager", "Instructor or Facilitator", "Instructional designer", "Trainer", "Leader or Change Agent", "Technology Expert", "Graphic designer", "Media Publisher or Editor", "Technician", "Support Staff", "Librarian", "Evaluation specialist", and "Site facilitator or Proctor". Although it is agreed by the researchers that online tutors have multiple roles, it is difficult for an online tutor to assume the responsibility of such a variety of roles. Therefore, Williams (2003) underlined the need for the collaboration among diverse group of professionals working in distance education for the successful implementation of proposed roles.

In addition to the previous studies, Heuer and King (2004) conducted a research study to define the roles of an online tutor rather than the roles for different professionals. They identified five roles that a tutor needs to have in an online course: Planner, Model, Coach, Facilitator, and Communicator. They stated that these roles are dynamic and can vary several times as needed in an online course. A similar study was conducted by Guasch, Alvarez, and Espasa (2010) on the roles of only one tutor in an online course. By analyzing the literature, they identified that online tutors need designing/planning, social, instructive, technological, and management roles as the responsibility of any tutor in distance education.

While the previously reported studies have not prioritized tutor roles, there are also studies focusing on tutor roles considering their importance for effective instruction. Easton (2003), for example, conducted a study with an emphasis on the importance of the interaction in distance education and the tutor roles related with interaction based on the opinions of tutors. This study clarified online tutor roles in terms of interaction by noting that tutor roles in distance education are still unclear and ill-defined. She concluded that tutors in distance education have similar roles as the ones in traditional education except for instructional designers and interaction

facilitators. She also stated that an online tutor needs to have the responsibility of multiple roles.

Salmon (2004) also defined online tutor roles with a highlight on interaction from a limited perspective and called online tutors as e-moderators. Salmon viewed online tutors or e-moderators as the facilitators who are responsible for promoting interaction and collaboration among students within online learning environments. In other words, online tutors have the moderator role to encourage or manage student interactions.

Other relevant studies identified in the literature attempted to prioritize online tutor roles relying on their significance. Aydin (2005) conducted a study to investigate the perceptions of tutors on their roles and the importance of tutors in a specific distance education context. He identified eight roles: “Content expert”, “Process facilitator”, “Instructional designer”, “Advisor or Counselor”, “Technologist”, “Assessor”, “Material producer”, and “Administrator”. The findings of this study are in line with the studies of Goodyear et al. (2001) and Williams (2003). The study indicated that the tutors perceived some roles more important than others. For example, the tutors viewed assessor role as more crucial than others.

Table 2.1. Tutor Roles in the Literature

Studies	Roles
Goodyear et al (2001)	Content facilitator, Technologist, Designer, Manager or Administrator, Process facilitator, Advisor or Counselor, Assessor, and Researcher
Williams (2003)	Administrative Manager, Instructor or Facilitator, Instructional designer, Trainer, Leader or Change Agent, Technology Expert, Graphic designer, Media Publisher or Editor, Technician, Support Staff, Librarian, Evaluation specialist, Site facilitator or Proctor
Heuer and King (2004)	Planner, Model, Coach, Facilitator, and Communicator
Guasch et al (2010)	Design/planning, social, instructive, technological, and management
Easton (2003)	Instructional Designer, Interaction Facilitator
Salmon (2004)	E-moderator
Aydin (2005)	Content expert, Process facilitator, Instructional designer, Advisor or Counselor, Technologist, Assessor, Material producer, and Administrator
Bawane and Spector (2009)	Professional, Pedagogical, Social, Evaluator, Administrator, Technologist, Advisor or Counselor, and Researcher

Bawane and Spector (2009) prioritized online tutor roles outlined in previous studies according to the opinions of distance education experts. They underlined the need to rank the roles of online tutors in terms of their importance to develop tutor competences and skills depending on such a ranking. They categorized online tutor roles as “Professional”, “Pedagogical”, “Social”, “Evaluator”, “Administrator”, “Technologist”, “Advisor or Counselor”, and “Researcher”. They found that, among all the roles, “pedagogical” role is the most important, followed by “professional”, “evaluator”, “social”, and “technologist” roles.

In summary, the research studies on online tutor roles have two main focuses; one is on defining and clarifying the tutor roles and the other one is on prioritizing the importance of those roles. The significance of each tutor role varies depending on the settings in which distance education is implemented. There are also two trends in the studies on tutor roles. While some researchers identified roles for several professionals, including the ones who are in collaboration with tutors in distance education, others identified only the individual tutor roles giving a course. The literature also indicates an agreement that online tutors have multiple roles relying on distance education context. However, it is also crucial to remark that in all of these studies, tutor roles are identified based on the responses of distance education experts.

2.3.2. Tutor Competencies in Distance Education

In the literature, researchers identify tutor competencies in distance education related with tutor roles (Goodyear et al., 2001; Williams, 2003; Aydın, 2005; Bawane and Spector, 2009). Since it is underlined in the literature that the significance of each online tutor role varies depending on the distance education settings, the importance of the competencies identified by the researchers are also prioritized and emphasized depending on the distance education settings and associated roles as well.

Although, Williams (2003) stated that the importance of tutor roles in distance education varies relying on the settings, she concluded that communicational and interpersonal competencies of tutors are necessary for all roles. The importance of

communication competencies were also underlined by Easton (2003) for an effective distance education since she also prioritized tutor roles associated with interaction. Williams concluded competencies related with interaction as the common competencies needed for all roles as well as concluding that they are the most significant competencies.

Since there is no agreement on which roles are considered as more important than the others in the literature, there is no agreement on the importance of tutor competencies, either. Depending on the distance education context, communication competencies (Easton, 2003; Williams, 2003), assessment competencies (Aydın, 2005), or pedagogical competencies (Bawane and Spector, 2009) are considered as the more important tutor competencies than others for successful distance education practices. In this respect, the prioritization of online tutor competencies is different in the studies reviewed as a result of the distance education settings where the research studies were conducted.

Darabi, Sikorski, and Harvey (2006) conducted a research to identify the tutor competencies without including the tutor roles.; Although the tutors considered “*exhibiting effective communication skills*” and “*fostering a learning community*” as the most important competencies, the most frequently performed competencies were “*providing feedback*”, “*promoting higher order thinking*”, and “*providing directions for assignments*”. Therefore, there is a gap between what competencies tutors consider as the most important and what competencies they most frequently perform in distance education.

In summary, several tutor competencies were identified for each role in the literature. The researchers have attempted to prioritize the necessary tutor competencies for a successful distance education practice and the literature indicates that the significance of tutor competencies varies just as tutor roles depending on the distance education context. It is also important to note that in these studies all researchers identified and prioritized online tutor competencies based on the

opinions of the experts working in distance education field just like the studies about online tutor roles.

2.4. Student Perceptions of Tutor in Distance Education

The literature review about online tutor roles and competencies shows that these roles and competencies were specified based on the responses of experts and practitioners of distance education. In this respect, it is crucial to know the perspectives of students about tutoring in distance education. However, there are few studies on the student perceptions of tutoring in distance education and most of the studies about student perceptions of teaching were conducted in traditional teaching contexts (Jelfs, Richardson, and Price, 2009).

Abdulla (2004) conducted a survey study to investigate how graduate students who are enrolled at least one online course perceived the roles and competencies of online tutors in terms of intellectual, social, managerial, and technical roles identified by Berge (1995). According to this study, graduate students give more importance to intellectual role of the online tutors and perceive managerial and social skills as the most important competencies. He also underlined the importance of managerial and technical roles and social and intellectual competencies. Another important finding of this study is the significant difference between the perceptions of students and experts in terms of tutor competencies.

However, in another study, Bailie (2006) reported that there is a consensus on the perceptions of graduate students and tutors about effective tutoring competencies in distance education. In this study, he investigated the perceptions of graduate students and tutors about effective tutoring competencies in distance education to determine whether there is a gap between the perceptions of students and tutors by using the pre-determined tutor competencies by Thach (1994), Williams (2000), and Abdulla (2004). He concluded that there is a consensus on online tutoring competency perceptions of students and tutors in distance education and suggests that these competencies will continue to be perceived as important.

Jelfs et al. (2009) adapted two questionnaires from the original questionnaire of Gow and Kember (1993) for tutors and students in distance education and investigated the similarities and differences between their perceptions of “Good Tutor” in distance education. In this study, students have similar perceptions with the tutors in terms of Subject Expertise, Vocational Guidance, and Pastoral Care except for Promoting Interaction as shown in Table 2.2.

In this study, critical thinking and active learning are assumed as the same factors. Another important finding of this study was that the tutoring perceptions of the students varied according to their age, gender, and subject area. The study conducted by Jelfs et al. (2009) implies that student and tutor perceptions of online tutoring might be different from some aspects and students demographics such as age, gender, and subject area might have an influence on their perceptions. According to Jelfs et al.’s (2009), the student and tutor perceptions of good tutor in distance education were presented in Table 2.2.

Table 2.2. Student and Tutor Conceptions of A Good Tutor in Distance Education
(Jelfs et al., 2009)

Students’ Conceptions	Tutors’ Conceptions
Critical Thinking	Active Learning
Vocational Guidance	Transmitting Knowledge
Subject Expertise	Subject Expertise
Promoting Interaction	Pastoral Care
Pastoral Care	Vocational Guidance
	Supporting Learning

In summary, the literature reveals that while some research studies indicate an agreement on the tutor perceptions of students and tutors, others show significant

differences between them. Furthermore, it is crucial that student perceptions vary depending on their demographics such as gender, age, and subject area.

2.5. Student Expectations from Tutors in Distance Education

The source of student expectations of tutors in distance education might be their previous experience, their interaction with friends, or their learning needs (Forrester and Parkinson, 2006). Regardless of its source, it is important to note that student satisfaction and success in distance education depends on how students and tutors meet each other's expectations (Craig, Goold, Coldwell, and Mustard, 2008). In this regard, several studies about student expectations in distance education were conducted in the literature. Although student expectations vary in these studies, there are also common expectations.

In a study, Cain, Marrara, and Pitre (2003) found that graduate students expect timeliness in all communication processes with their tutors since they view timeliness as an indicator of effective communication. In this study, students also expect their tutors to be available in appropriate times. They expect office hours from their tutors in a scheduled way to get help from them as they need. Mupinga, Nora, and Yaw (2006) reported the same expectations of undergraduate students with a highlight on the impossibility of continuous availability of the tutors for their students. Instead they suggested a scheduled availability of tutors to provide students continuous assistance.

Howland and Moore (2002) conducted a qualitative study with undergraduate students to investigate their expectations and made suggestions based on these expectations. They suggested that the design of online learning environment is required to be flexible since only one instructional strategy is not sufficient to meet the diverse needs of students. In addition, they also suggested tutors to plan and implement learning activities to promote students' critical thinking skills, especially in graduate level, because students view course activities as "*Busy Work*". Another suggestion they proposed against the students' view that course activities are "*Busy*

Work” is the detailed feedback for assignments provided by tutors since feedback is a way to let students realize that their work is valuable, they are not just “*Busy Work*”. For this reason, feedback is expected by students to see how they perform and the value of their work. In a related study, Fung and Carr (2000) reported that the undergraduate students participated in the study expected guidance throughout assignments instead of only having feedback after submitting them. According to this study, students did not only expect feedback but also expected guidance for assignments to motivate and help them.

Similarly, in their study with undergraduate students, Mupinga et al., (2006) investigated the same tutor feedback expectations. However, in this study, the emphasis of students’ expectation about feedback is on its promptness instead of its detail. The students participated in this study expects their tutors to provide timely feedback. The similar result was obtained in a study with high school students by Oliver, Osborne, and Brady (2009).

In addition to availability of tutors, in Fung and Carr’s study (2000), students expect tutors to have synchronous communication with them. They wanted to get assistance from tutors synchronously via virtual meetings or telephone calls. Howland and Moore (2002) suggested synchronous communication because they reported that virtual meetings, telephone calls, chat, and other kinds of synchronous tools will decrease their feelings of isolation and provide social engagement. Furthermore, Oliver et al. (2009) reported that high school students expect to have individual communication with their tutors synchronously or asynchronously. In other words, they expect their tutors to provide more individual attention by following students’ progress and communicating with them individually.

Virtual lecture is one of the important synchronous communication ways of students and tutors in distance education. For this reason, students have expectations about the tutor’s lectures. Fung and Carr (2000), for instance, reported that students expect a directive approach in the lessons. The same result was obtained by Stevenson, MacKeogh and Sander (2006) and they stated that undergraduate students expect

more lecturing led by the tutors. However, this preference of students leads to the expectation of effective presentation by tutors in lectures. In their study, Stevenson et al. (2006) stated that students think lectures are too monotonous and boring. Presentations for these students are not fun or attractive. Thus, they expect their tutors to demonstrate effective presentation skills. Fung and Carr (2000) also added that positive attitudes of tutors such as being interesting, kind, and having ability to express themselves attract students to attend to their lectures.

In addition to lectures, the course materials provided by the tutors are needed to be more detailed than the ones used in traditional education since tutors in distance education do not have a chance to answer student questions related with materials immediately (Howland and Moore, 2002). Similarly, Oliver et al. (2009) reported the same recommendation associated with course materials by adding that the appropriate tools and resources are required to be chosen by tutors. In their study, the students expected their tutors to provide interactive content such as games, simulations, and real life problems as well as relating the content with real life.

Promoting and guiding interaction among students is one of the crucial roles of tutors in distance education (Salmon, 2004). In their study, Cain et al. (2003) stated that promoting peer interaction is an important part of student support and they underlined the importance of the interaction among students. Howland and Moore (2002) suggested that tutors are required to guide students in all course activities, especially in discussions to provide them reflective learning. In this respect, Stevenson et al. (2006) conducted a study to investigate online students' expectations and the differences based on their online grade level. They found that the higher level students have higher expectations of tutors to manage the discussions and all students have a desire for their tutors to use discussion as a teaching method in their courses.

As another way of promoting interaction among students, Oliver et al. (2009) recommended promoting collaboration among students as well as interaction. The students participated in their study expected their tutors to assign works on which

they can collaborate with their friends and also with the working adults. Therefore, the course activities by which students can help and provide feedback to each other are suggested to improve collaboration among them (Howland and Moore, 2002).

In summary, while students have different expectations probably resulting with their prior experiences, interaction with peers, and their learning needs (Forrester and Parkinson, 2006), they have common expectations even though their grade levels are different. This implies that online student expectations of tutors might vary depending on the context where distance education is implemented, their background, and interaction with tutors and peers.

2.6. Student Expectations from Advisors in Distance Education

Since advising or supervising at a distance is a neglected research area and has not been sufficiently investigated (Sussex, 2008; Schroeder, 2012), there is a limited number of studies conducted about supervision in distance education in the literature. The existing studies investigated several problems about advising in distance education (Lessing and Schulze, 2002; Sussex 2008; Schroeder, 2012). In his study, Sussex (2008) specified three main problems related with advisor and advisee relationship. These problems are how well advisor and advisee know each other, information exchange, and channels used for information exchange. In another study, Lessing and Schulze (2003) investigated supervisors' experience in distance education. They found that while supervisors considered some aspects of supervising at a distance as satisfactory, they still reported important problems with setting rules, proper planning of research project, insufficient language proficiency, and difficulties for conducting empirical research studies.

There are studies that have a focus on student perceptions and expectations of advisors in distance education. Lessing and Schulze (2002) conducted a study with graduate students to investigate their perceptions of postgraduate supervision. They identified students' expectations of advisors as guidance for planning, promoting their interaction with other students or informed people, timely feedback and written

feedback after completion, constructive criticism, help for statistical analysis, report and presentation of results, and help to find the required literature. In a similar study, Suciati (2011) identified graduate students' preferences of and experiences with advising in distance education. According to this study, graduate students have a desire to communicate face-to-face with advisors and they do not prefer online communication. In this study, the participants expected advisors to respond on time, provide timely feedback, and motivational support. He also reported that students have communication problems with their advisors.

In a comprehensive study, Schroeder (2012) investigated the perceived needs of master students who study in traditional, cohort, and distance education to draw conclusion from a holistic perspective. She found some common expectations of students such as guidance through the program, individualized advising, caring advising, availability, immediate response, and timely advising. She found only one expectation specific to students' learning environment, which is immediacy of response. She reported that traditional students desire their advisors to respond in two days, cohort students desire it in one day, and students at a distance have desire for supervisors to respond in hours.

In a recently conducted study, Erichsen, Bolliger, and Halupa (2014) investigated the perception and satisfaction of students in blended and distance education context with advising in doctoral programs. They found that both student groups, blended and distance education, have moderate satisfaction with their advisors and many of the participants stated that they have a sense of isolation. They also reported some differences for the satisfaction of the students that male students and the students who are not in distance education have more satisfaction with their advisors than female ones and the ones at a distance.

In summary, there are several problems in advising in distance education identified in the literature such as the problems in advisor and advisee relationship, information exchange, planning of research, language proficiency of students, and difficulties in conducting empirical research studies. The needs and expectations of

students from their advisors during the research project are specified in some studies. However, most of these studies were conducted via quantitative methods. Therefore, more qualitative studies are needed for in-depth clarification of student expectations of advisors in distance education.

2.7. Summary

TD theory proposed by Moore (1993) draws a framework for distance education practitioners including their roles to achieve the learning outcomes of the distance education programs. According to Moore, achieving learning outcomes in distance education heavily depends on minimizing TD. The variables proposed by him in this theory that influence TD indicate the importance of the tutors' roles and responsibilities for the success of distance education and minimization of TD because tutors are responsible for establishing dialogue and organizing course structure according to learner needs.

Considering the unique possibilities and restrictions of distance education, it is accepted in the literature that online tutors are needed to have different roles and competencies to meet the learning needs of students at a distance (Goodyear et al., 2001; Coppola et al., 2002; Kreber and Kanuka, 2006; Berge, 2009). Literature review reveals that the prioritization or importance of tutor roles and competencies relies on the context where distance education is implemented (Goodyear et al., 2001; William, 2003). Thus, tutors are required to act one or multiple roles in a setting according to students' learning needs for successful implementation of distance education and minimizing TD.

However, the studies conducted about online tutor roles and competencies are based on the responses of distance education experts (Goodyear et al., 2001; William, 2003; Easton, 2003; Aydın, 2005; Darabi et al., 2006; Bawane and Spector, 2009). Since the minimization of TD and consequently a successful distance education depends on meeting students' learning needs (Moore, 1993; Lessing and Schulze, 2003), it is important to know student perceptions and expectations from tutors in

distance education. The reviewed studies indicate that there is a gap between the tutor and student perceptions about tutoring at a distance as well as similarities (Abdulla, 2004; Bailie, 2006; Jelfs et al., 2009). In other words, students perceive online tutoring different than experts in several cases. In addition, literature reveals that students' perceptions vary depending on their demographics such as age, gender, and subject area (Jelfs et al., 2009). This also might cause differences in their expectations of tutors according to their demographics since their learning needs change based on distance education settings, their prior experiences, autonomy, and interaction level with peers (Forrester and Parkinson, 2006).

In addition, since the tutor roles change during the research projects as advisor, students have different expectations of advisors specific to their research studies. There are problems experienced in the advisor and advisee relationships in distance education (Lessing and Schulze, 2003; Sussex, 2008; Schroeder, 2012). Most of these studies were conducted with quantitative methods.

Therefore, to minimize TD and have success in learning outcomes of distance education programs, it is required to investigate students' learning needs. In this respect, the literature leads the way that the perceptions and expectations of students about tutoring at a distance are required to be investigated in its own distance education context considering the characteristics of students such as autonomy, demographics, and grade level that might influence their learning needs. The studies reviewed in the literature are conducted based on either expert opinions or undergraduate students in general. Since it is known that students' previous experience affect their learning needs, there is a need for further investigation of the perceptions and expectations of online graduate students. The limited number of studies about student expectations of advisors in distance education are mainly conducted using quantitative methods. Therefore, qualitative studies are needed to collect in depth data about student opinions with respect to advising in distance education. Therefore, this study will investigate graduate students' perceptions and expectations of good tutor and good advisor in distance education programs.

CHAPTER 3

METHOD

3.1. Introduction

This chapter includes the research questions, research design, population and participants, instruments, data collection and analysis procedures, assumptions, limitations, and delimitations of the study.

3.2. Research Questions

The purpose of this study is to investigate the perceptions and expectations of graduate students studying in non-thesis graduate programs pertaining to good tutor in distance education. There are four main research questions for this study.

1. What are the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education?
2. Are there differences between the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education in terms of their demographic and background characteristics including age, gender, university, subject field, previous online learning experience, and the number of semesters spent in the program?
3. What are the expectations of students in non-thesis graduate programs pertaining to good tutor in distance education?
4. What are the expectations of students in non-thesis graduate programs pertaining to good advisor in distance education?

3.3. Research Design

Mixed methods research design was used in this study to investigate perceptions and expectations of graduate students studying in non-thesis distance education

programs. Mixed methods research is defined as a powerful research type in which both quantitative and qualitative perspectives, data collection, analysis, and inferences are combined and synthesized in a single study for an in-depth understanding and justification (Johnson, Onwuegbuzie, and Turner, 2007). According to Johnson et al. (2007), mixed method research method has a nature to typically provide the most informational, entire, balanced, and useful results to address research questions. Thus, both quantitative and qualitative data were collected in this study using mixed methods research to investigate the perceptions and expectations of participants regarding good tutor and advisor in-depth.

Creswell (2007) listed a variety of mixed methods research designs including “Sequential Explanatory”, “Sequential Exploratory”, “Sequential Transformative”, “Concurrent Triangulation”, “Concurrent nested”, and “Concurrent Transformative” (Creswell, 2007; Terrell, 2012). According to Creswell (2007), to decide the procedure for a mixed methods research design, it is important to consider timing, weighting, mixing, and theorizing. In this study, the concurrent triangulation design was chosen considering these factors and the nature of the research questions.

The concurrent triangulation strategy compares and integrates quantitative and qualitative data to release whether there is a convergence, difference, and combination; and to cancel out the weakness of one method with the strength of another in addition to providing well-validated and justified results (Creswell, 2007). By collecting data about students’ perceptions of good tutor using quantitative methods and students’ expectations from good tutors and advisors using qualitative methods, this research intended to compare and combine all the findings to draw a more complete picture of a good tutor and advisor profile from the students’ eyes.

Timing: Both types of data, quantitative and qualitative, were collected concurrently.

Weight: According to Creswell (2007), the weight of a study or, equality or inequality of quantitative and qualitative data is determined depending on the research purposes and questions as well as practical considerations. Since both types

of data make considerable contribution to answering research questions and understanding of the research topic in a broad manner, the quantitative and qualitative data have equal weights in this study. That is, neither type of data has a priority in the study.



Figure 3.1. Concurrent Triangulation Design (Creswell, Clark, Gutmann, and Hanson, 2003)

Mixing: Although there is a disagreement in the literature about the timing to mix the results (Harwell, 2011), Creswell (2007) stated that qualitative and quantitative data can be mixed at data collection, analysis, or interpretation phase, or at all of those phases. In this study, the quantitative and qualitative results were compared and integrated or mixed after the results of each phase were reported completely at the end of the results part of the study. The data collection and comparison of results in concurrent triangulation design are indicated in Figure 3.1.

3.5. The Population and the Selection of the Participants

The population of this study is the students who study in non-thesis distance education graduate programs in Turkey. There are 44 public and private universities offering distance education master programs in 2014 in Turkey (see Appendix E). However, since it was too time-consuming and expensive to access all of the students in these universities or since all of the students in these universities were

not available to the researcher because of the physical locations, an accessible population was defined considering the theoretical basis of this study.

Selection of the Universities

The researcher had access to only few of these universities and therefore convenience sampling method was used. The researcher was working at the distance education center at Amasya University (AU) and he also had access to Ondokuz Mayıs University (OMU) which is at close proximity to AU. Therefore, these two universities were selected for the study. The researcher also wanted to make sure that these two universities use different interactive medium or LMS (Learning Management System) for distance education to increase the representativeness of the participants to the population.

According to Moore (1993), the dialogue between tutor and students and course structure and consequently TD depends on the interactive medium or LMS used in distance education as well as tutors. In addition, the characteristics of LMS used in distance education influence teaching and interaction ways of tutors as well as students' engagement in distance education (Coates, James, and Baldwin, 2005). 43.18% of these universities (N=19) use MOODLE (Modular Object Oriented Dynamic Learning Environment) and 27.27% of them (N=12) use Enocta as LMS in addition to Web Conferencing System (WCS) for distance education (See Appendix E). AU uses Enocta and OMU uses MOODLE. Although these LMSs are similar to each other, they represent 70% of the universities offering distance education programs in Turkey. Therefore, these two universities were selected to collect data.

Student Selection

In Turkey, the distance education in the universities is implemented by the Distance Education Research and Practice Centers (DERPC) within the universities. Therefore, the information about the number of distance education programs and the students registered to these programs were obtained from the directorates of DERPC at OMU and AU. According to the directorates, when the data was collected, OMU

had four distance education graduate programs and about 2000 students registered to these programs; and AU had one distance education graduate program and 75 students registered to this program.

An online survey was sent to all students studying in distance education graduate programs in both universities by the directorates of DERPCs on the LMSs they use. Due to the non-response in either university, a reminder was sent to all of them two weeks later. However, no student in either university responded. Therefore, it was decided to collect data via paper and pencil questionnaire when they are on campus because paper and pencil questionnaires usually have a higher return-rate.

Table 3.1. The number of the students invited for the questionnaire and response rate

Universities	Total Number of Students	Invited	Responded	Response Rate
Amasya University (AU)	75	75	54	72.0%
Ondokuz Mayıs University (OMU)	2000	300	89	29.7%
Total	2075	375	143	38.1%

Total number of the students to whom the questionnaire was distributed as paper and pencil, the number of the students responded to the questionnaire, and response rate to the questionnaire are presented in Table 3.1. While in AU the response rate reached 72%, in OMU it was about 30%. Moreover, due to the administrative restrictions, the questionnaires were distributed to only three hundred students in

OMU though they had 2000 students. However, the questionnaires were distributed to all students in AU who were taking their exams.

All students responded to the questionnaire and currently studying on their research projects were invited for the qualitative phase of the study by asking for their e-mail addresses on the questionnaire. The reason of this selection criterion was that the research questions require an understanding of not only students' expectations from good tutor, but also their expectations from good advisor, who are the tutors supervising students' research projects. While none of the students at OMU accepted to participate in the interviews, 11 students at AU Classroom Teaching program accepted to voluntarily participate in the interviews most likely due to their rapport with the researcher. There were a total of 25 participants who were currently studying their research projects in CT program at AU according to the information obtained from the directorate of DERPC at AU.

3.6. Data Collection Procedure

In Turkey, the distance education students were required to attend final examinations on campuses. During the final examinations in OMU and AU at the end of 2012-2013 Spring semester, all distance education non-thesis graduate students at AU and 300 students at OMU who took final exams were invited to participate in the study by distributing the questionnaire in paper-pencil format before and after their examinations in the classrooms with the permission of the administrations of the universities. The exam schedules of both universities were followed so that all students can get the questionnaires.

While some of these participants were interviewed right after the administration of the questionnaire, others provided their contact information to schedule an interview. Six of the volunteer participants studying in AU were interviewed at AU campus and the four of them interviewed in the hotel lobby they stayed in Amasya city. One participant, who is also a student of AU, was interviewed face to face in Samsun city upon her request. The interviews were tape-recorded by the researcher



with the permission of the participants. The records were then transcribed for data analysis.

3.7. General Overview of Distance Education Programs at AU and OMU

The graduate distance education programs in AU and OMU are implemented fully at a distance. OMU has eight graduate programs; Educational Administration and Planning, Property Valuation and Development, Physics, Chemistry, Biology, Mathematics, Nursing at Home, and Health Institutions Management. AU has 1 graduate program, which is Classroom Teaching. These non-thesis graduate programs comprise of four semesters in two years. At the end of the fourth semester, students have to complete their research projects under the supervision of an advisor.

These universities use different Learning Management Systems (LMS) for the practice of distance education. As stated above, AU uses Enocta (See Figure 3.2) and OMU uses Moodle (See Figure 3.3) as LMS. Enocta is an LMS produced by a company with the same name while Moodle is a freeware LMS that can be installed and configured by the institutions or tutors. All services regarding Enocta are provided by the producer company.

Although Moodle and Enocta fundamentally have the same properties for distance education, they have different interfaces and course organizations. All instructional activities including student-student, student-tutor, and student-content interaction are implemented on these LMSs and WCS in both universities. For the evaluation, students take mid-term exams on LMS as online and final exams on campus as well as homework and projects assigned by tutors on LMS.

<div>  <div>İletişim Öğrenci Ayarlar</div> </div>				
<div> Öğrenci Ana Sayfası Ders İşlemleri Öğrenci İşlemleri Dosya Kütüphanesi </div>				
<div>  Ders İçerikleri Ders içeriklerine bu sayfadan ulaşabilir ve içeriklerdeki durumunuzu bu sayfa üzerinden takip edebilirsiniz. Şu anki aktif dersiniz: USYS010006 - Sosyal Bilimlerde Nitel Araştırma Yöntemleri </div>				
Ağırlığı	İçerik	Tamamlama Durumu	Puan	Son Giriş Tarihi
1	(Hafta7 Hafta8 Hafta9) Nitel Araştırmalarda Veri Toplama Yöntemleri ve Araçları	Tamamladı	100	7 Haziran 2014 22:05
1	(Hafta6) Örneklem Seçimi	Tamamladı	100	7 Haziran 2014 22:04
1	(Hafta5) Eylem Araştırması (actionresearch)	Tamamladı	100	28 Mayıs 2014 14:39
1	(Hafta4) Nitel Araştırma Desenleri	Tamamladı	100	28 Mayıs 2014 14:38
1	(Hafta3) Nitel Araştırma Süreci	Tamamladı	100	28 Mayıs 2014 14:38
1	(Hafta2) Nitel Araştırma	Tamamladı	100	28 Mayıs 2014 14:45
1	(Hafta1) Paradigmalar	Tamamladı	100	7 Nisan 2014 07:26
1	(Hafta11) Doküman İncelemesi	Tamamladı	100	28 Mayıs 2014 14:43
1	(Hafta10) Gözlem	Tamamladı	100	28 Mayıs 2014 14:43
1	(Hafta13-14) Nitel Veri Analizinde NVivo	Tamamladı	100	30 Mayıs 2014 18:00
1	(Hafta12) Nitel Veri Analizi ve Yorumlanması	Tamamladı	100	28 Mayıs 2014 14:43

Geri Dön

Figure 3.2. The Interface of Enocta used by AU

16 Eylül - 22 Eylül

ONITE 1

HUKUKUN TEMEL KAVRAMLARI

Prof. Dr. [Name]



UZEM
ONDOKUZ MAYIS ÜNİVERSİTESİ
UZAKTAN EĞİTİM MERKEZİ

Tayınmaz Hukuku

Tayınmaz Geliştirme

32:35







8A 5A 900

Ders Dokümanı

Ders Sınavları

MPT

Tüm Dosyalar


Dersleri görüntülemek için ve derslerin notlarından sonra paylaşımınıza katılmak için bu sayfayı takip etmeniz gerekmektedir.

(Henüz haber gönderilmedi)

Yaklaşan Olaylar

Yakın zamanda olay yok

Takvime git...

Yeni Olay...

Son Etkinlikler

8 Kasım 2013, Çarşamba, 14:23'ün son etkinlikler

Son etkinliklerden kim sepetinde...

Son görüşmeden ben yeni bir şey yok

Gezintime

Ana Sayfa

Bütün sayılar

Uzaktan Eğitim Merkezi

Profilim

Var olan Ders

(TAG662) Tayınmaz Hukuku

Kullanıcılar

Rozetler

Genel

16 Eylül - 22 Eylül

23 Eylül - 29 Eylül

Figure 3.3. The Interface of Moodle used by OMU

38

3.8. The Role of the Researcher

In this study, the researcher was working in the DERP of AU as the content supervisor. For this reason, he had previous interaction with the participants at AU and established rapport as face to face and online before the study was conducted.

3.9. Demographics and the General Characteristics of the Participants

3.9.1. Participants of the Quantitative Phase

In this section, the demographics and general characteristics of the participants are presented in frequencies and percentages. These data about the participants were collected through a subsection titled as “Personal Information Form” in the “Student Perceptions of Good Tutor in Distance Education” questionnaire. The questions were related to Age, Gender, University, Subject Field, Previous Online Learning Experience, and the Number of Semester Spent in non-thesis graduate program. These variables were also used as independent variables in the inferential data analyses of this study.

Table 3.2. Participants’ Ages

Age Range	Frequency	Percentage
23-28	44	30.8
29-34	49	34.3
35-40	39	27.3
41-46	8	5.6
47-52	3	2.1
Total	143	100.0

The ages of the participants ranged from 23 to 52 ($M=32.10$, $SD=5.91$). The range and the percentages of the participants' ages are shown in Table 3.2. The majority of the participants' ages were between 29 and 34 ($N=49$) with 34.3 % and the least number of participants are between the age range of 47 and 52 ($N=3$) with 2.1%.

The gender distribution of the participants is indicated in Table 3.3. The participants of the study include 30.8% male students ($N=44$) and 69.2% female students ($N=99$). The majority of the participants are female students in non-thesis graduate programs of the selected universities.

Table 3.3. Participants' Gender

	Frequency	Percentage
Male	44	30.8
Female	99	69.2
Total	143	100.0

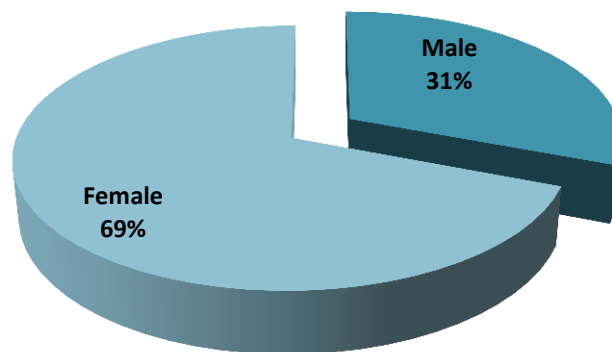


Figure 3.4. Participants' Gender

The frequencies and percentages of the universities of the participants are shown in Table 3.4. and Figure 3.4. The participants of the study were the students in the non-

thesis graduate programs of two public universities: OMU (N=89) with 62.2% and AU (N=54) with 37.8%. The majority of the participants are the students studying at OMU.

Table 3.4. Participants' Universities

University	Frequency	Percentage
Ondokuz Mayıs University (OMU)	89	62.2
Amasya University (AU)	54	37.8
Total	143	100.0

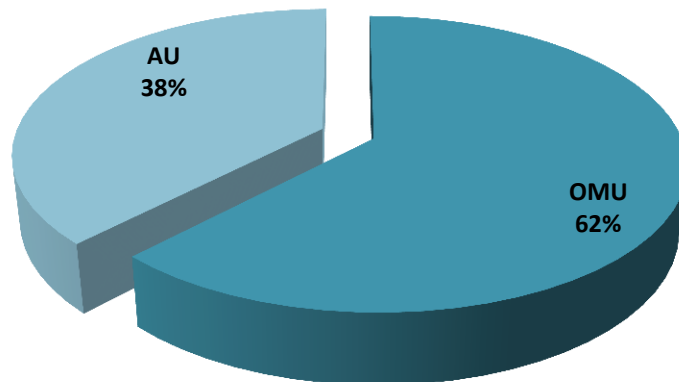


Figure 3.5. Participants' Universities

The frequencies and percentages of the subject fields of the participants are demonstrated in Table 3.5. Among participants, 17.5% study in Educational Administration and Planning (N=25), 23.1% study in Health Institutions Management (N=33), 21.7% study in Nursing at Home (N=31), and 37.8% study in Classroom Teaching (N=54) non-thesis graduate programs.

Table 3.5. Participants' Subject Fields

Subject Fields	Frequency	Percentage
Educational Administration and Planning (EAP)	25	17.5
Health Institutions Administration (HIA)	33	23.1
Nursing at Home (NR)	31	21.7
Classroom Teaching (CT)	54	37.8
Total	143	100.0

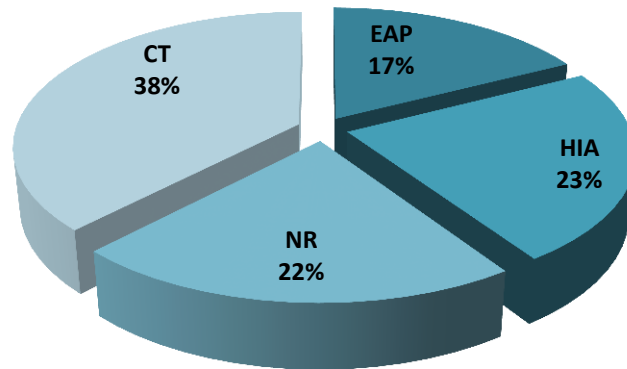


Figure 3.6. Participants' Subject Fields

The frequencies and percentages of the semesters completed in the graduate programs are demonstrated in Table.3.6. The non-thesis graduate programs in Turkey comprise of four terms. The participants of this study were the students in the first and second terms. 70% (N=100) completed their first term and 30% (N=43) completed their second term.

Table 3.6. Number of Semester spent in Graduate Program

Semester Number	Frequency	Percentage
1	100	69.9
2	43	30.1
Total	143	100.0

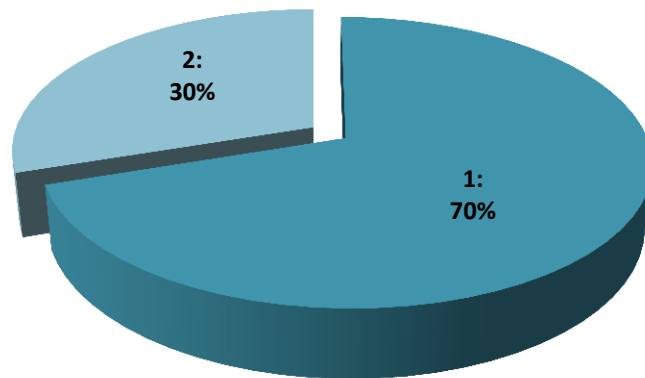


Figure 3.7. Number of Semester Spent in Graduate Program

The participants were asked to respond whether they had any previous online learning experience or not. The frequencies and percentages of the participants who answered this question as ‘Yes’ or ‘No’ are indicated in Table 3.7. While 76.9% of the participants did not have previous online learning experience, 22.4% (N=32) of the participants had previous online learning experience.

Table 3.7. Previous Online Learning Experience

Variable	Frequency	Percentage
Yes	32	22.4
No	111	77.6
Total	143	100.0

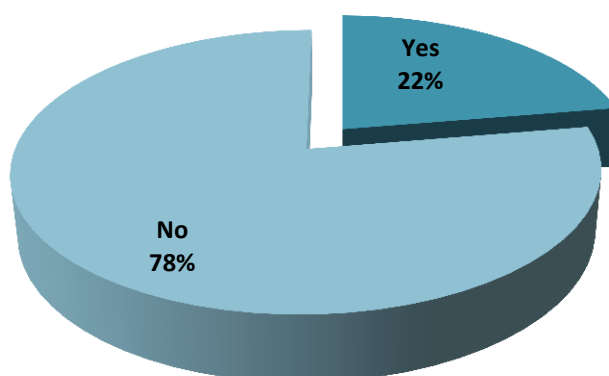


Figure 3.8. Previous Online Learning Experience

3.9.2. Participants of the Qualitative Phase

The interviews were conducted with 11 voluntary students who have completed two semesters in distance education Classroom Teaching non-thesis graduate program at AU (See Table 3.8). Participants were 7 male and 4 female students ($N=11$). Their ages ranged from 24 to 31 ($M=27.27$, $SD=2.33$). None of them had previous online learning experience and all of them completed their second term in distance education program. The interview durations, gender, and ages of the interviewees are presented in Table 3.8.

Table 3.8. Interview Durations, Gender, Age, and Interview Location

Interviewee Number	Interview Duration (Minutes : Seconds)	Gender	Age	Location
1	15:55	Male	28	Campus
2	20:50	Female	26	Campus
3	18:14	Male	26	Campus
4	28:10	Male	29	Campus
5	14:32	Male	31	Campus
6	19:54	Male	30	Campus
7	22:43	Male	29	Temporary Residence
8	11:42	Female	24	Temporary Residence
9	25:01	Female	26	Temporary Residence
10	20:28	Male	27	Temporary Residence
11	32:30	Female	24	Temporary Residence
Mean	20:54	-	27.27	-

3.8. Instruments

3.8.1. Questionnaire

“The Student Perception of Good Tutor in Distance Education” questionnaire developed by Jelfs, Richardson, and Price (2009) was used to collect quantitative data about Good Tutor perceptions of participants with the permissions of the authors (See Appendix A). Internal validity of the instrument was established by Jelfs et al. (2009) and the internal consistency Cronbach’s Alpha Coefficients were satisfactory (See Table 3.9). The coefficients calculated with the data of the present study were also presented in Table 3.9.

Table 3.9. Factors in the Questionnaire (Jelfs et al., 2009)

Scale	Number of Items	Coefficient Alpha	<i>Coefficient Alpha for This Study</i>
Critical Thinking	12	.89	.85
Vocational Guidance	3	.87	.88
Subject Expertise	5	.79	.75
Promoting Interaction	4	.66	.69
Pastoral Care	9	.85	.84
total	33	-	.86

Since the language of instruction in both universities is Turkish and the participants of the study know Turkish, the questionnaire was distributed to participants in Turkish. Firstly, it was translated from English to Turkish by the researcher. Then the translation was reviewed and confirmed by the instructors of Academic Writing Center at the Middle East Technical University (METU). After the first translation, back to back translations were done by English Language Professors at AU to ensure

the accuracy and reliability of the instrument. Final controls and confirmations were done by a native English speaker who was teaching English Language at AU.

The items in the instrument have 5-Point Likert type scale on which 1 means “Strongly Disagree”, 5 means “Strongly Agree”, and 3 means “No Definite Answer” as midpoint (See Appendix A). The questionnaire includes 5 factors, namely, Critical Thinking (12 items), Vocational Guidance (3 items), Subject Expertise (5 items), Promoting Interaction (4 items), and Pastoral Care (9 items).

Confirmatory Factor Analysis Results of the Questionnaire

As the factors in the questionnaire were to be used in further analyses in this study, to provide evidence about how well the previously proposed model fits the observed variables in this study and to report the consistency of the model with the observed data, the Confirmatory Factor Analysis (CFA) was conducted. SPSS AMOS software was used for this analysis. In CFA, the observed variables are called endogenous variables and the factors are called latent variables. First, the data were prepared and the assumptions of CFA were checked to prove the appropriateness of the data to conduct CFA.

Data preparation for the analysis:

1. Outliers:

The box-plots were used to check the outliers in the data. They indicated that the outliers in the data were not very large to have dramatic effect on the results. Thus, CFA was conducted without removing any outliers.

2. Missing Data:

There was no missing data in the obtained data set.

Assumptions:

1. Continuous Data:

Each variable in the model was measured at the continuous level.

2. Sample Size:

According to Kline (2011), the minimum sample size to conduct factor analysis is 100. In this study, the number of cases is 143. So, the obtained data in this study was appropriate to conduct CFA.

3. Normality:

Another assumption of CFA is that the observed variables are needed to be normally distributed. In this study, since each variable observed has a moderate negative skewness, they were normalized using a square root transformation to approximate normality as suggested by Tabachnick and Fidell (2001) in case of failure to get normality. So, the required normality for each variable was reached to conduct CFA.

Results of CFA:

CFA was conducted to test the latent variables and the correlations between those variables in the “Student Perceptions of Good Tutor in Distance Education” Questionnaire. This questionnaire includes 5 factors, namely, Critical Thinking, Vocational Guidance, Subject Expertise, Promoting Interaction, and Pastoral Care. The factors are shown in the path diagram as ellipse shape as indicated in the Figure 3.8. Observed variables affecting the factors are shown as rectangle shape in the standardized path diagram in Figure 3.8. The factor loadings on the first factor, Critical Thinking, are the observed variables labeled as CT1 to CT12. The factor loadings on the second factor, Vocational Guidance, are the observed variables labeled as VG13 to VG15. The factor loadings on the third factor, Subject Expertise, are the observed variables labeled as SE16 to SE20. The factor loadings on fourth factor, Promoting Interaction, are the observed variables labeled as PI21 to PI24. The factor loadings on the last factor, Pastoral Care, are the observed variables labeled as PC25 to PC33. In addition, the measurement errors are represented in standardized path diagram with smaller ellipses labeled as e1 to e33. In standardized path diagram, it is assumed that there is no correlation between the measurement errors and observed variables.

The standardized path diagram indicates that there are either weak or moderate standardized correlation values between the factors according to the standards of Dancey and Reidy (2004). The weakest correlation value is between Critical Thinking and Vocational Guidance factors ($r = .05$). The largest correlation is between Critical thinking and Subject Expertise factors ($r = .59$). Additionally, there is a negative weak correlation between Vocational Guidance and Subject Expertise factors ($r = -.06$).

In the standardized path diagram, the one-way arrows indicate one-way linear relationships between the observed variables and the factors. The factor loading values shown on the one-way arrows indicates how each item in the questionnaire contributes the related factor. Figure 3.8. indicates that all factor loadings are above .40, which is the threshold for sufficient significance of standardized factor loadings regardless of sample size as proposed by Stevens (2009).

In Figure 3.8., while Critical thinking factor is mostly affected by CT10, which is “*A good tutor is able to enthuse students.*”; with the factor loading of .67, it is the least affected by CT1, which is “*A good tutor cultivates critical thinking.*”; with the factor loading of .51. While Vocational Guidance factor is influenced mostly by VG14, which is “*A good tutor prepares students for their future roles.*”; with the factor loading value of .90, it is the least affected by VG15, which is “*A good tutor helps students to cope in the world of work.*”; with the factor loading value of .76. While Subject Expertise factor is mostly affected by SE17, which is “*A good tutor knows their subject area very well.*”; with the factor loading value of .82, it is the least affected by SE18, which is “*A good tutor has a thorough knowledge of their discipline.*”; with the factor loading value of .42.

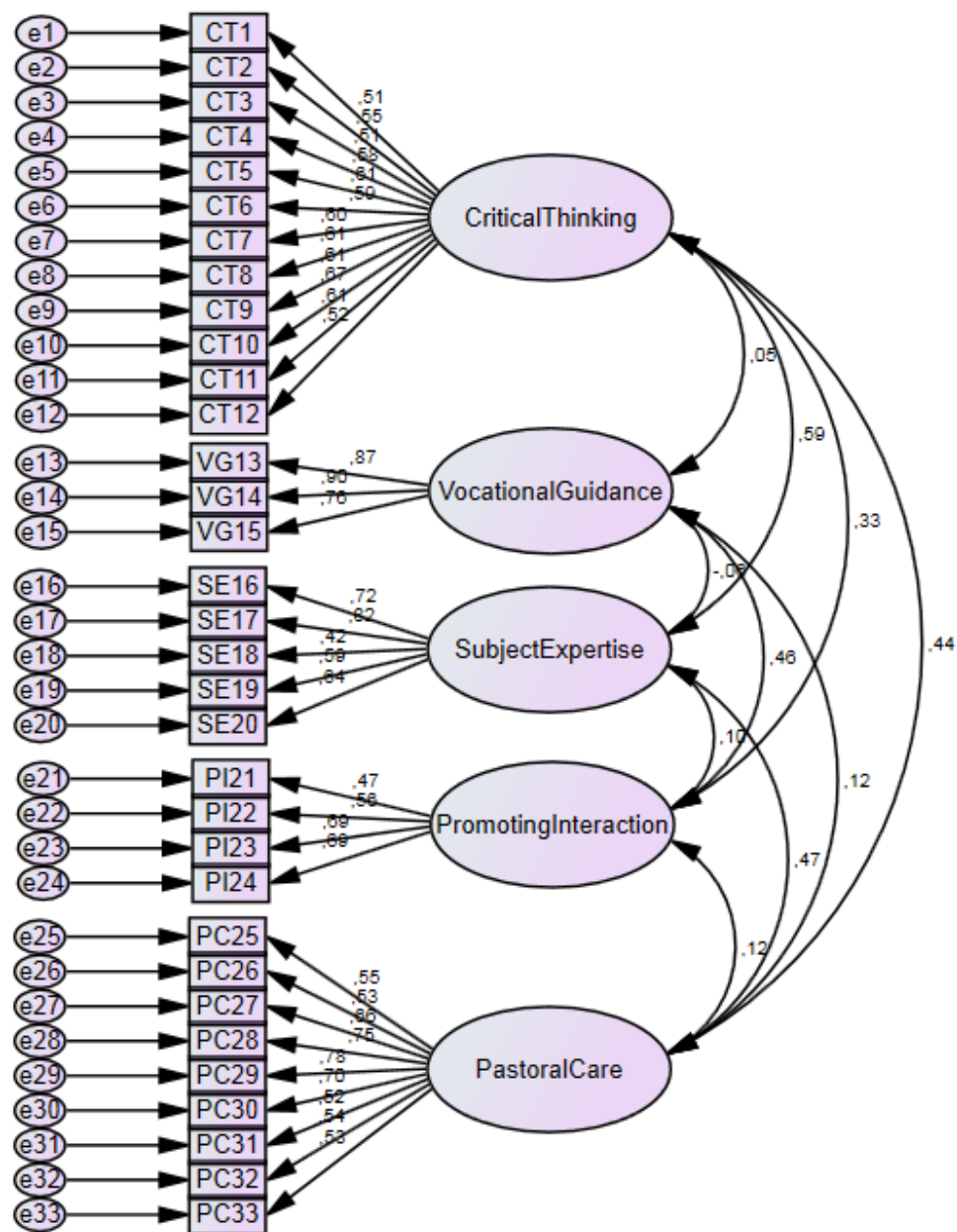


Figure 3.9. The Standardized Path Diagram

While Promoting Interaction factor is mostly affected by PI23 and PI24, which are “*A good tutor helps students engage in learning through problem solving rather than learning through memorization.*” and “*A good tutor encourages discussion among students.*”, respectively; with the same factor loading value of .69, it is least affected by PI21, which is “*A good tutor gets students to interact.*”; with the factor loading value of .47. Finally, while Pastoral Care factor is mostly affected by PC29, which is “*A good tutor makes a real effort to understand the difficulties that students may be having with their work.*”; with the factor loading value of .78, it is least affected by PC31, which is “*A good tutor is always available when students want help.*”; with the factor loading value of .52.

Chi-square value was examined to provide evidence about overall model fit. Chi-square value was found significant at .05 level of significance; $\chi^2 (485) = 924.32$, $p < .05$. Although this means that there is a lack of fit between the observed variables and the proposed model, fit indices usually provide the most fundamental evidence about how well the proposed model fits the obtained data (Hooper, Coughlan, and Mullen, 2008).

Although it is considered that there are no absolute rules to report fit indices, it is recommended to report a variety of indices since each of them evaluates the model from different aspects (Hooper et al., 2008). The fit indices and the criteria for the acceptance are indicated in Table 3.10. The χ^2 statistic for model fit is used in CFA with Degrees of Freedom (df). If χ^2/df is less than 3 and 5, then the model has a perfect and acceptable fit with the observed data, respectively (Kline, 2011). χ^2 equals 868.26 and df equals 485. Thus, χ^2/df equals 1.79. This analysis implies a perfect model fit since χ^2/df is less than 3. RMSEA is .080 and this value shows a good model fit since if RMSEA is between .05 and .10, then the model fits data at good level (MacCallum, Browne, and Sugawara, 1996). When Root Mean Square Residual (RMR) and Standardized Root Mean Square Residual (SRMR) indexes were examined, RMR equals .056 and SRMR equals .084. RMR index shows an acceptable model fit since it is less than .08 and greater than .05 and SRMR index shows poor model fit since it is greater than .08 and less than .10 (Brown, 2012).

The value of CFI index is .88. According to Hu and Bentler (1999), if the value of CFI are less than .95, then these indexes shows poor model fit. Although there is no absolute cutoff point for Parsimonious Normed Fit Index (PNFI), it indicates acceptable fit that PNFI is greater than .05 (Mulaik, James, Alstine, Bennet, Lind, and Stillwell, 1989). PNFI value for this model is .56 and this shows an acceptable fit.

Considering the standardized path diagram and the obtained fit indices, it is concluded that the CFA results provided sufficient evidence for the construct validity of “Student Perceptions of Good Tutor in Distance Education” scale. CFA results show an acceptable goodness of the model fit. Therefore, further analyses were conducted with the established factors and their mean scores in the study.

Table 3.10. Obtained Model Fit indices and the Criteria for the Acceptance

Fit Indexes	Criteria for Acceptance	Obtained Fit Index	Decision
χ^2/df	<5 means acceptable fit <3 means perfect fit	1.89	Perfect Fit
Root Mean Square Error of Approximation (RMSEA)	<.08 means Fair fit	.080	Fair Fit
Root Mean Square Residual (RMR)	<.05 means well-fitting < .08 means moderate fit >.08 means poor fit	.056	Moderate Fit
Standardized Root Mean Square Residual (SRMR)	<.05 means well fitting < .08 means acceptable fit >.08 means poor fit	.084	Adequate Fit
Comparative Fit Index (CFI)	>.95 means good fit <.95 means adequate fit	.88	Adequate Fit
Parsimonious Normed Fit Index (PNFI)	>.05	.56	Acceptable Fit

3.8.2. Interview Schedule

For qualitative data collection, the researcher developed an interview schedule considering the related literature and the research questions about the expectations of participants pertaining to tutors and advisors. The interview schedule was revised according to the suggestions of two subject field experts and after the pilot implementation with two participants for its content validity. It consists of two parts. Good tutor expectations part includes four main questions and Good advisor expectations part includes five main questions. The first question in good tutor expectations part is about the good tutor perceptions of students in distance education and the the other three questions are about the student expectations of good tutor in terms of learning support, motivation, and interaction. The first question in good advisor expectations part is about the good advisor perceptions of students in distance education and the rest four questions are about student autonomy, guidance, motivation, and interaction. The interview schedule is presented in Appendix C.

3.9. Data Analysis

For the first research question, the descriptive analyses were conducted and reported using means, standard deviations, percentiles, and frequency distributions (See Table 3.11.). For the second question, Pearson Product moment correlation score was computed to test whether there is a significant correlation between participants' age and their perceptions of good tutor, Independent samples t-test was used to understand whether there is a significant difference between good tutor perception scores of the participants' and their gender, university, previous online learning experience, and number of semester they spent in distance education program. Also, Multivariate Analysis of Variance (MANOVA) was conducted to test whether there is a significant difference between good tutor perception scores of the participants and their subject fields. Since there are multiple tests, Bonferroni correction method were used by dividing the p values to the number of tests.

The qualitative data were analyzed using Constant Comparative Analysis method as described by Glaser (1965) to compare each case of the interviews for their similarities and differences. Firstly, open coding was applied to extract the concepts from the participants' responses by identifying their properties until accessing conceptual saturation. Then, the themes and sub-themes were constructed based on their properties by using axial coding.

Table 3.11. Data Analyses addressing Research Questions

Research Questions	Analyses
1. What are the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education?	Means, Standard Deviations, Percentiles, and Frequency Distributions
2. Are there differences between the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education in terms of their demographic and background characteristics including age, gender, university, subject field, previous online learning experience, and the number of semesters spent in the program?	Pearson Product Moment Correlation, Independent Samples t-test, and MANOVA
3. What are the expectations of students in non-thesis graduate programs pertaining to good tutor in distance education?	Constant Comparative Analysis
4. What are the expectations of students in non-thesis graduate programs pertaining to good advisor in distance education?	Constant Comparative Analysis

3.10. Assumptions of the Study

- The participants honestly and accurately answered the questionnaire and interview questions.
- The participants responded to the questionnaire have similar characteristics with the rest of the population and represent them.
- The instruments used in this study are reliable and valid

3.11. Delimitation of the Study

- In this study, AU and OMU were selected to represent the universities offering distance education graduate programs in Turkey.

3.11. Limitations of the Study

- The generalizability of quantitative part of this study is restricted with the students studying in the EAP, HIM, NR, and CT non-thesis graduate programs in two public universities in Turkey.
- The generalizability of the qualitative part of the study is restricted with the students studying in CT non- thesis graduate program in a public university of Turkey.
- As the interview participants were only from CT program, maximum variation may not be reached in the qualitative phase of the study. However, the similarity of the quantitative and qualitative findings suggests that the opinions of the CT program participants mainly represented the students' opinions in other programs.
- The use of Bonferroni method to reduce Type I error may increase the chance of Type II error. However, the results were provided in a way to indicate the significance levels both before and after the correction.

CHAPTER 4

RESULTS

4.1. Introduction

This chapter is composed of two main sections. In the first part, quantitative data analysis results based on the questionnaire responses were presented considering the first two research questions. In the second part, qualitative data analysis results based on the interview responses were presented considering the last two research questions.

4.2. Quantitative Data Analysis Results

In this section, the participants' responses to the main questions with regard to their perceptions of good tutor were presented using descriptive statistics through means, standard deviations, frequencies, and percentages. Participants generally rated the statements regarding the characteristics of a good tutor in the questionnaire quite positively, especially in the areas of Critical Thinking and Subject Expertise (See Table 4.1). The mean scores of the good tutor perceptions range between 3.48 and 4.59, which indicate that the students' ratings were positive.

The highest mean score of the student perceptions is observed on the item 7, "*A good tutor motivates students to learn.*" ($M = 4.59$, $SD = .61$). Secondly, item 11, "*A good tutor stimulates the interest of students in the subject matter.*", has the highest mean score ($M = 4.57$, $SD = .61$). Thirdly, item 1, "*A good tutor cultivates critical thinking.*" ($M = 4.56$, $SD = .54$), and item 2, "*A good tutor helps students to analyze a situation and display logical and rational thinking.*" ($M = 4.56$, $SD = .50$), have the highest mean scores.

The lowest mean score is observed on the item 22, "*A good tutor spends less time giving information and more time engaging in discussion.*" ($M = 3.48$, $SD = 1.16$).

Secondly, item 15, “*A good tutor helps students to cope in the world of work.*” has the lowest mean score ($M = 3.57$, $SD = 1.08$). Thirdly, item 14, “*A good tutor prepares students for their future roles.*”, has the lowest mean score ($M = 3.65$, $SD = 1.11$).

The mean scores of the perceptions of graduate students about good tutor in distance’ education in terms of the factors; Critical thinking, Vocational Guidance, Subject Expertise, Promoting Interaction, and Pastoral Care, were calculated by using the factor scores of each participant. As shown in Table 4.1, the mean scores of the factors range from 3.67 to 4.44. While Critical Thinking factor has the highest mean score ($M = 4.44$, $SD = .41$), Vocational Guidance factor has the lowest mean score ($M = 3.67$, $SD = .99$).

In summary, the participants have high mean scores and therefore have positive perceptions about the questionnaire items regarding good tutor in distance education. In terms of the factors, they have the highest mean for Critical thinking factor and the lowest mean for Vocational Guidance factor.

Table 4.1. Descriptive Statistics about the Perceptions of Good Tutor in Distance Education
(1: *Strongly Disagree*, 2: *Disagree*, 3: *Neither Agree nor Disagree*, 4: *Agree*, 5: *Strongly Disagree*)

Factors and Items	M (SD)	1	2	3	4	5
		F (%)	F (%)	F (%)	F (%)	F (%)
Critical Thinking						
1. A good tutor cultivates critical thinking.	4.44 (.41)	0 (0)	0 (0)	3 (2)	57 (40)	83 (58)
2. A good tutor helps students to analyze a situation and display logical and rational thinking.	4.56 (.50)	0 (0)	0 (0)	0 (0)	63 (44)	80 (56)
3. A good tutor helps students to adopt a critical approach.	4.38 (.73)	1 (1)	2 (1)	9 (6)	61 (43)	70 (49)
4. A good tutor encourages independent learning.	4.16 (.90)	2 (1)	8 (6)	12 (8)	64 (45)	57 (40)
5. A good tutor helps students to start thinking in a critical way.	4.36 (.61)	0 (0)	1 (1)	7 (5)	75 (52)	60 (42)
6. A good tutor encourages students to ask questions.	4.47 (.61)	0 (0)	1 (1)	6 (4)	61 (43)	75 (52)
7. A good tutor motivates students to learn.	4.59 (.61)	0 (0)	2 (1)	3 (2)	46 (32)	92 (64)
8. A good tutor develops students into self-motivated learners.	4.24 (.90)	3 (2)	3 (2)	17 (12)	54 (38)	66 (46)
9. A good tutor allows students to take responsibility for their own learning.	4.36 (.68)	0 (0)	2 (1)	10 (7)	66 (46)	65 (46)
10. A good tutor is able to enthuse students.	4.52 (.60)	0 (0)	1 (1)	5 (4)	55 (39)	82 (57)
11. A good tutor stimulates the interest of students in the subject matter.	4.57 (.61)	0 (0)	1 (1)	6 (4)	47 (33)	89 (62)
12. A good tutor facilitates learning.	4.50 (.59)	0 (0)	1 (1)	4 (3)	61 (43)	77 (54)

Table 4.1. (Cont'd)

Factors and Items	M (SD)	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)
Vocational Guidance	3.67 (.99)					
13. A good tutor prepares students for their future career.	3.78 (1.13)	7 (5)	15 (11)	22 (15)	57 (40)	42 (29)
14. A good tutor prepares students for their future roles.	3.65 (1.11)	8 (6)	15 (11)	29 (20)	58 (41)	33 (23)
15. A good tutor helps students to cope in the world of work.	3.57 (1.08)	7 (5)	18 (13)	30 (21)	62 (43)	26 (18)
Subject Expertise	4.40 (.52)					
16. A good tutor is an expert in their subject.	4.49 (.76)	0 (0)	3 (2)	14 (10)	36 (25)	90 (63)
17. A good tutor knows their subject area very well.	4.50 (.71)	0 (0)	2 (1)	12 (8)	41 (29)	88 (62)
18. A good tutor has a thorough knowledge of their discipline.	3.99 (.96)	1 (1)	13 (9)	22 (15)	58 (41)	49 (34)
19. A good tutor keeps abreast of their field of knowledge.	4.50 (.60)	0 (0)	1 (1)	5 (4)	58 (41)	79 (55)
20. A good tutor knows what is happening in the subject area.	4.50 (.58)	0 (0)	0 (0)	6 (4)	59 (41)	78 (55)
21. A good tutor gets students to interact.	3.95 (.94)	2 (1)	9 (6)	27 (19)	61 (43)	44 (31)
Promoting Interaction	3.86 (.72)					
22. A good tutor spends less time giving information and more time engaging in discussion.	3.48 (1.16)	6 (4)	30 (21)	26 (18)	51 (36)	30 (21)

Table 4.1. (Cont'd)

Factors and Items	M (SD)	1		2		3		4		5	
		F (%)		F (%)		F (%)		F (%)		F (%)	
23. A good tutor helps students engage in learning through problem solving rather than learning through memorization.	4.14 (.88)	1 (1)		9 (6)		13 (9)		66 (46)		54 (38)	
24. A good tutor encourages discussion among students.	3.86 (.98)	5 (4)		9 (6)		23 (16)		70 (49)		36 (25)	
Pastoral Care	4.23 (.53)										
25. A good tutor recognizes the needs of students.	4.27 (.81)	0 (0)		7 (5)		12 (8)		60 (42)		64 (45)	
26. A good tutor cares for students and understands their problems.	4.45 (.65)	0 (0)		1 (1)		9 (6)		57 (40)		76 (53)	
27. A good tutor is always sympathetic when students need help with their studies.	4.17 (.88)	3 (2)		5 (4)		12 (8)		67 (47)		56 (39)	
28. A good tutor cares for their students and is willing to help them.	4.42 (.63)	0 (0)		1 (1)		8 (7)		64 (45)		70 (49)	
29. A good tutor makes a real effort to understand the difficulties that students may be having with their work.	4.45 (.71)	1 (1)		1 (1)		9 (6)		54 (38)		78 (55)	
30. A good tutor gives helpful feedback on how students are doing.	4.48 (.63)	0 (0)		1 (1)		7 (5)		58 (41)		77 (54)	
31. A good tutor is always available when students want help.	3.83 (.99)	2 (1)		13 (9)		33 (23)		54 (38)		41 (29)	
32. A good tutor has an interest in students and is concerned for their well-being.	3.76 (1.01)	1 (1)		24 (16)		15 (11)		71 (50)		32 (22)	
33. A good tutor returns marked assignments promptly.	4.24 (.85)	0 (0)		7 (5)		17 (12)		54 (38)		65 (46)	

4.2.3. Inferential Statistics Results

In this section, the data analyses results for the second research question “Are there differences between the perceptions of students studying in non-thesis graduate programs pertaining to good tutor in distance education in terms of their demographic and background characteristics including age, gender, university, subject field, previous online learning experience, and the number of semesters spent in the program?” was presented. Correlation, independent samples t-test, and MANOVA were conducted according to the nature and the number of the variables in the analyses.

The Relationship between the Ages of the Participants and Their Perceptions of Good Tutor in Distance Education

Pearson product moment correlation coefficient was calculated to determine if there is a significant correlation between students’ ages and perceptions pertaining to good tutor in distance education’ (See Table 4.2). The Bonferroni correction was applied against Type I error by dividing p value by the number of the tests conducted since multiple tests were conducted on the same dataset. Thus, the new p value is calculated as .01 (.05/5) after the Bonferroni correction.

Table 4.2. Pearson Correlation between Student Perceptions and Age

		Critical Thinking	Vocational Guidance	Subject Expertise	Promoting Interaction	Pastoral Care
Age	Pearson Correlation	-.16	-.17	-.06	-.21	-.17
	Sig. (2-tailed)	.052	.045	.477	.014	.048

The analysis showed that all correlations were negative between age and the students' perceptions. Results showed that as the ages of graduate students increase, their perceptions of good tutor in distance education in terms of Promoting Interaction decreases. However, there is no significant relationship found between student age and the individual factors; Critical Thinking, $r(143) = -.16, p > .01$; Vocational Guidance, $r(143) = -.17, p > .01$; Subject Expertise, $r(143) = -.06, p > .01$; Promoting Interaction, $r(143) = -.21, p > .01$; and Pastoral Care, $r(143) = -.17, p > .05$.

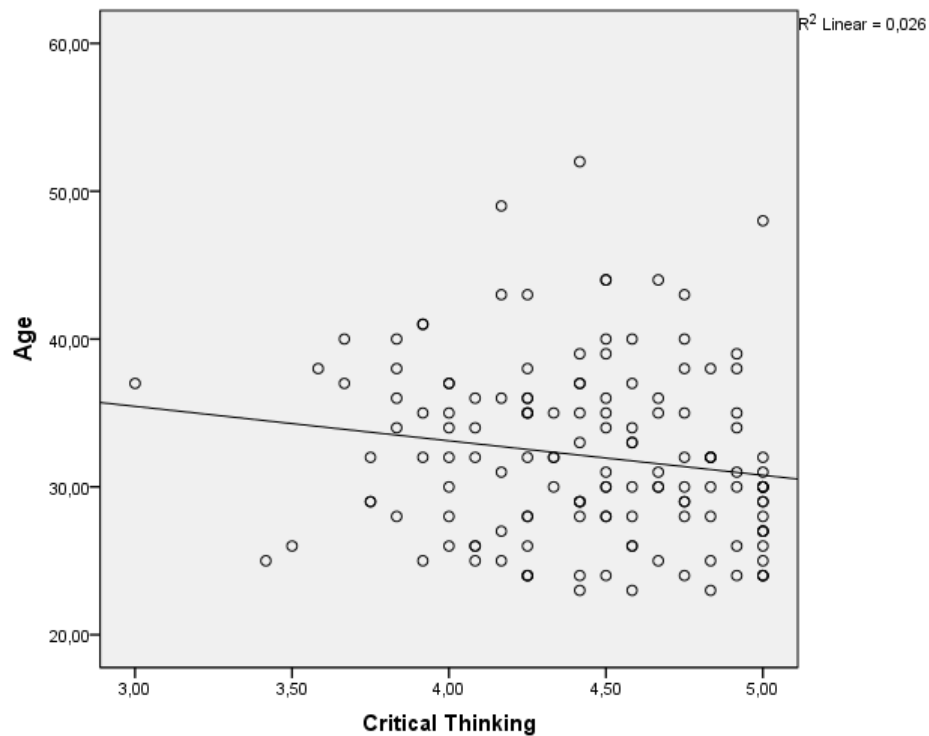


Figure 4.1. The Relationship between Age and Critical Thinking

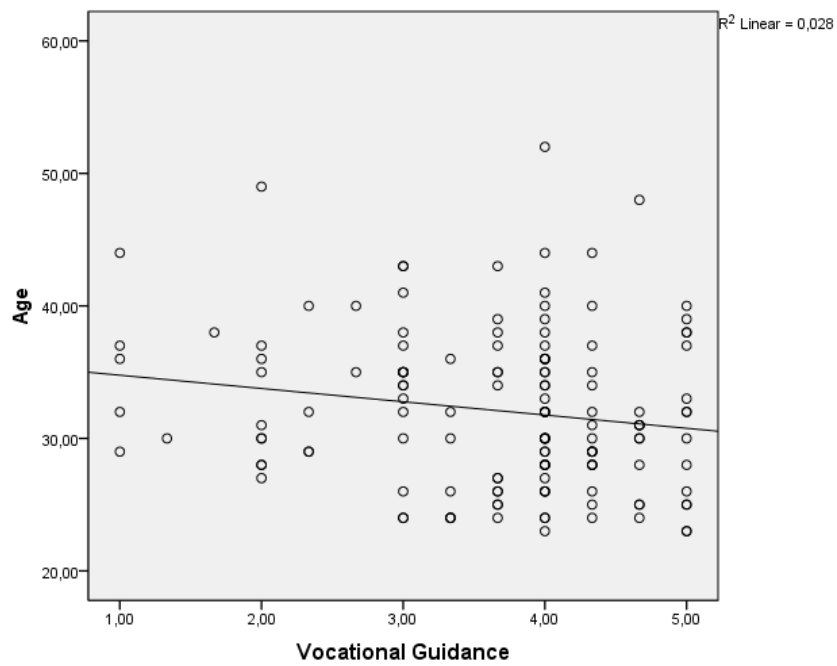


Figure 4.2. The Relationship between Age and Vocational Guidance

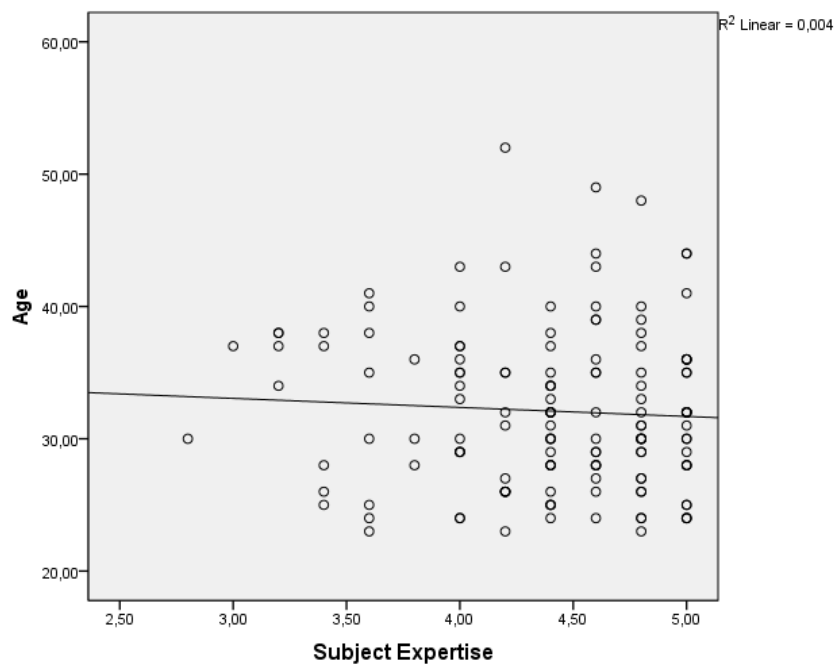


Figure 4.3. The Relationship between Age and Subject Expertise

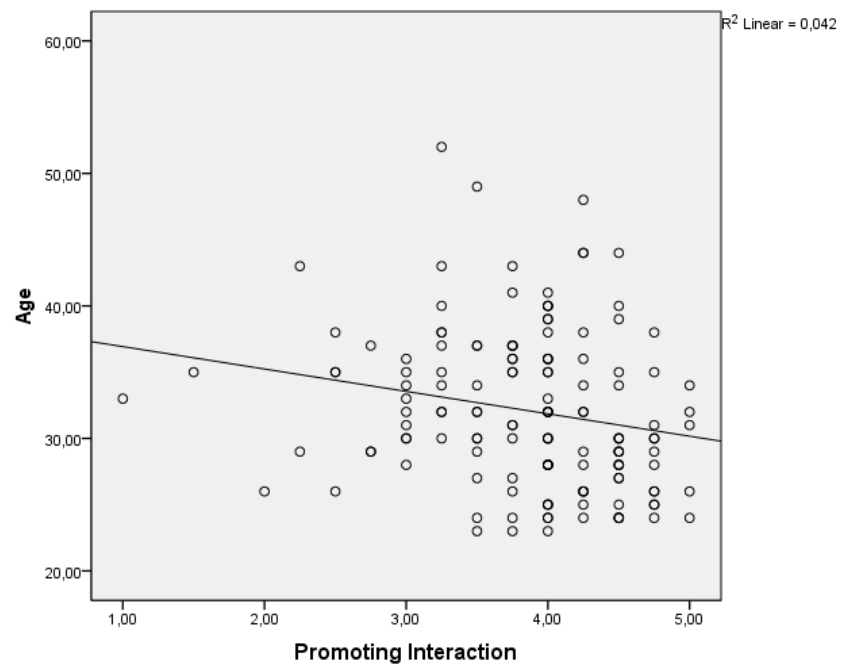


Figure 4.4. The Relationship between Age and Promoting Interaction

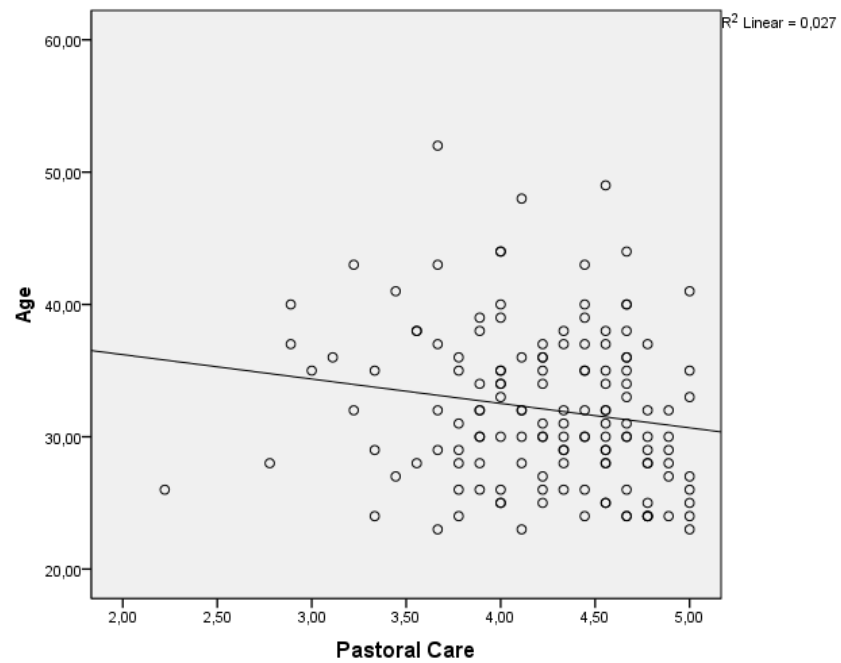


Figure 4.5. The Relationship between Age and Pastoral Care

The Mean Differences between the Good Tutor Perceptions of the Participants in terms of Gender

Independent Samples t-test was conducted to find out whether there is a significant mean difference between good tutor perceptions of graduate students in terms of gender. In this analysis, five factors of student perceptions (Critical Thinking, Vocational Guidance, Subject Expertise, Promoting Interaction, and Pastoral Care) were used as dependent variables and gender was used as the categorical variable or independent variable. In addition, the standards suggested by Cohen (1988) are used to specify the effect size obtained as a result of t-test.

Assumptions of t-test:

1. Normality

The Z scores for skewness and kurtosis values, which have to be in the span of 1.96 to -1.96 for normality, and Normal Q-Q plots were used to check the multivariate normality of the dependent variables for each group. As result of the normality check on the raw data, it was observed that the distributions of dependent variables are left-skewed and their Z scores for skewness and kurtosis values are not in the span of 1.96 to -1.96. Therefore, the data were transformed using the logarithmic transformation because of the failure of normality as recommended by Tabachnick and Fidell (2001). In the rest of the parametric tests in the inferential statistics part, the transformed data were used. The skewness and kurtosis Z scores indicate that the dependent variables are normally distributed for each of the groups defined by the factors. In addition, the Q-Q plots show approximate normal distribution.

2. Homogeneity of Variance

The results of Levene's test of equality of variances indicated that variances are equal for all dependent variables; Critical Thinking, $F(141) = .159, p > .05$; Vocational Guidance, $F(141) = 2.009, p > .05$; Subject Expertise, $F(141) = .725, p > .05$; Promoting Interaction, $F(141) = .256, p > .05$; and Pastoral Care, $F(141) = .526, p > .05$.

Therefore, the assumptions were satisfactory to conduct independent samples t-test to discover the mean differences between the factors in terms of participant genders.

Independent Samples t-test Results:

Independent Samples t-test was conducted to investigate if there is a significant mean difference between the good tutor perceptions of graduate students in five factors in terms of gender (see Table 4.3). Since multiple t-tests were performed on the dataset, Bonferroni adjustment was used to reduce Type I error by dividing the p value into the number of tests performed. Thus, the new p value after the Bonferroni correction is .01 (.05/5).

Table 4.3. Independent Samples t-test Results for Perceptions and Gender

	t	df	Sig. (2-tailed)	Mean Difference	Effect Size (Cohen's d)
Critical Thinking	1.01	141	.314	.02	.17
Vocational Guidance	1.61	141	.109	.02	.21
Subject Expertise	2.42	141	.017	.06	.44
Promoting Interaction	.73	141	.468	.02	.11
Pastoral Care	2.73	141	.007	.06	.49

Note: The independent Variable is gender (Male, Female)

Decision for Critical Thinking: The mean score of male students are higher than the females in Critical Thinking factor. However, there is no significant difference between the mean scores of the male students ($M = .19$, $SD=.11$) and the female students ($M = .17$, $SD = .12$) with the mean difference of .02 and small effect size in terms of gender; $t(141) = 1.01$, $p > .01$, $d = .17$.

Decision for Vocational Guidance: The mean score of male students are higher than the female in Vocational Guidance factor. However, there is no significant mean difference between the mean scores of the male students ($M = .37$, $SD=.16$) and the female students ($M = .31$, $SD = .19$) with the mean difference of .02 and medium effect size in terms of gender; $t(141) = 1.61$, $p > .01$, $d = .21$.

Decision for Subject Expertise: The mean score of male students are higher than the female in Subject Expertise factor. However, there is no significant difference between the mean scores of the male students ($M = .22$, $SD=.14$) and the female students ($M = .17$, $SD = .13$) with the mean difference of .06 and medium effect size in terms of gender; $t(141) = 2.42$, $p > .01$, $d = .44$.

Decision for Promoting Interaction: The mean score of male students are higher than the female in Promoting Interaction factor. However, there is no significant difference between the mean scores of the male students ($M = .32$, $SD=.13$) and the female students ($M = .30$, $SD = .15$) with the mean difference of .02 and small effect size in terms of gender; $t(141) = .73$, $p > .01$, $d = .11$.

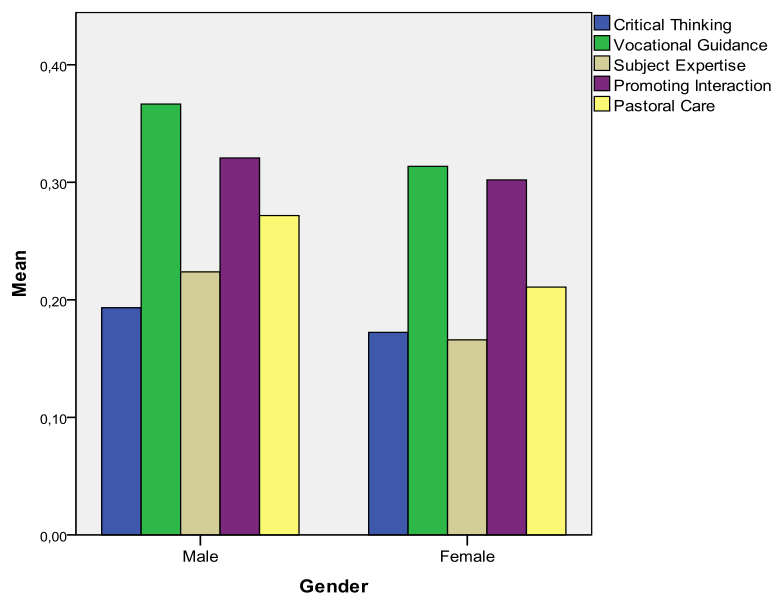


Figure 4.6. Mean Scores for the Factors in terms of Gender

Decision for Pastoral Care: The mean scores of male students are higher than the female in Pastoral Care. There is a significant difference between the mean scores of the male students ($M = .27$, $SD=.12$) and the female students ($M = .21$, $SD = .13$) with the mean difference of .06 and medium effect size in terms of gender; $t(141) = 2.73$, $p<.01$, $d= .49$.

To conclude, the mean scores of the perceptions of male students are higher than the female students in all factors. However, the independent samples t-test shows that the differences are not statistically significant except for Pastoral Care.

The Mean Differences between the Good Tutor Perceptions of the Participants in terms of University

Independent samples t-test was conducted to discover whether there is a significant mean difference between the ‘Good Tutor’ perceptions of graduate students in terms of the universities they study. In this analysis, the five factors of student perceptions were used as dependent variables and the universities were used as independent variables (Ondokuz Mayıs University (OMU) and Amasya University (AU)). Additionally, Cohen’s standards were used to specify the effect size obtained in the test.

Assumptions of t-test:

1. Normality

The Skewness and Kurtosis values and the Q-Q plots were used to check the normality. The Z scores of the Skewness and Kurtosis values for each factor were placed in the span of 1.96 to -1.96. Therefore, the data is assumed as normally distributed. In addition, the Q-Q plots show approximate normal distribution.

2. Homogeneity of Variance

The results of Levene’s test of equality of variances indicated that variances are equal for the dependent variables; Critical Thinking, $F(141) = .14$, $p>.05$, Subject Expertise, $F(141) = 1.38$, $p>.05$, Promoting Interaction, $F(141) = .13$,

$p > .05$, and Pastoral Care, $F(141) = .00$, $p > .05$. The variances were not equal for the factor Vocational Guidance.

In conclusion, the assumptions were found as satisfactory to conduct independent samples t-test to find out the mean differences in terms of the university. The results of independent samples t-test is given below.

Independent Samples t-test Results:

In this test, Bonferroni correction was used against Type I error since multiple tests were conducted on the data. The new p value was .01 as a result of Bonferroni adjustment.

Table 4.4. Independent Samples t-test Results for Perceptions and University

	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Differ ence	Effect Size (Cohen's <i>d</i>)
Critical Thinking	2.33	141	.02	.05	.40
Vocational Guidance	2.43	141	.02	.07	.40
Subject Expertise	-1.12	141	.91	.01	-.02
Promoting Interaction	2.33	141	.00	.09	.66
Pastoral Care	.63	141	.53	.01	.11

Note: The independent variable is University (OMU and AU)

Decision for Critical Thinking: The students studying at OMU have higher mean score of perception in Critical Thinking. However, there is no significant mean difference between the Critical Thinking perceptions of the students who study at OMU ($M = .20$, $SD = .11$); and AU ($M = .15$, $SD = .11$) with the mean difference of .05 and medium effect size in terms of university; $t(141) = 2.33$, $p > .01$, $d = .40$.

Decision for Vocational Guidance: The students studying at OMU have higher mean score of perception in Vocational Guidance. However, there is no significant mean difference between the Vocational Guidance perceptions of the students studying at OMU ($M = .36, SD=.20$) and AU ($M = .29, SD = .14$) with the mean difference of .07 and medium effect size in terms of university; $t(137.5) = 2.43, p > .01, d = .40$.

Decision for Subject Expertise: The students studying at OMU have higher mean score of perception in Subject Expertise. However, there is no significant mean difference between the Subject Expertise perceptions of the students studying at OMU ($M = .18, SD=.14$) and AU ($M = .19, SD = .13$) with the mean difference of .01 and small effect size in terms of university; $t(141) = -1.12, p > .01, d = -.02$.

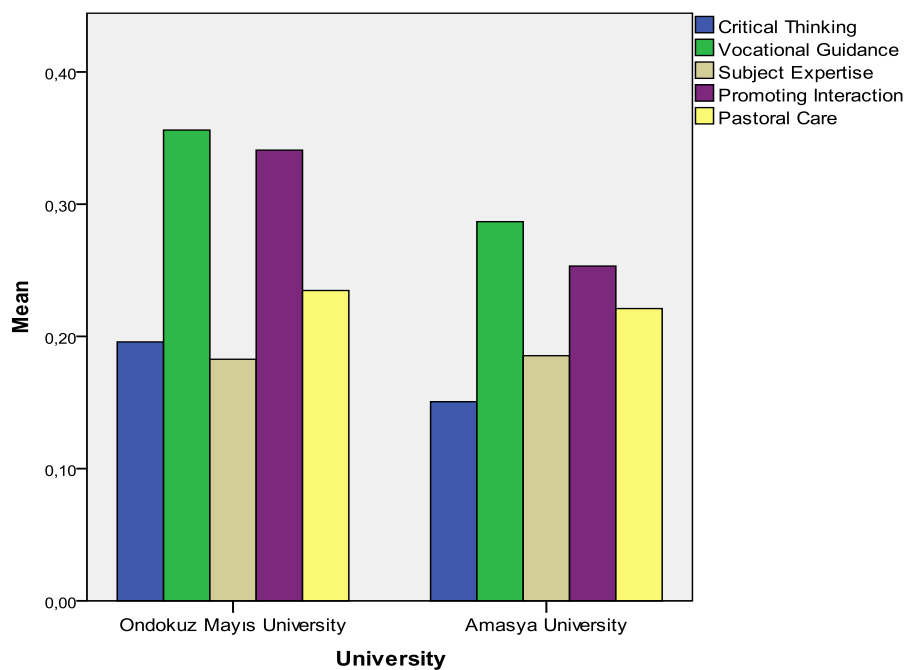


Figure 4.7. Mean Scores for the Factors in terms of University

Decision for Promoting Interaction: The students studying at OMU have higher mean score of perception in Promoting Interaction. There is a significant mean

difference between the Promoting Interaction perceptions of the students studying at OMU ($M = .34$, $SD = .15$) and AU ($M = .25$, $SD = .19$) with the mean difference of .09 and large effect size in terms of university; $t(141) = 2.33$, $p < .01$, $d = .66$.

Decision for Pastoral Care: The students studying at OMU have higher mean score of perception in Pastoral Care. However, there is no significant mean difference between the Pastoral Care perceptions of graduate students studying at OMU ($M = .24$, $SD = .12$) and AU ($M = .22$, $SD = .13$) with the mean difference of .01 and small effect size; $t(141) = .63$, $p > .01$, $d = .11$.

In conclusion, the students who study at OMU have positive perceptions toward the items related to the good tutor characteristics than those studying at AU in terms of all factors. The students studying at OMU have significantly higher mean scores for their ratings on the Promoting Interaction factor items than the students in AU.

The Mean Differences between the Good Tutor Perceptions of the Participants in terms of Subject Fields

Multivariate Analysis of Variance (MANOVA) was conducted to discover if there is a significant mean difference between the good tutor perceptions of graduate students in distance education and their subject fields. In this analysis, the five factors of student perceptions were used as dependent variables and the subject fields of the students were used as independent variables (Educational Administration and Planning (EAP), Health Institutions Management (HIM), Nursing at Home (NR) and Classroom Teaching (CT)). Moreover, the standards suggested by Cohen (1988) for partial eta squared were used to specify the effect size obtained as a result of MANOVA, which implies the magnitude of the difference between the mean scores of the groups.

Assumptions of MANOVA:

1. Linearity

Scatterplots were used to check the linearity assumption. The scatterplots showed that there is a linear relationship between any two of the dependent variables.

2. Multivariate Normality

The Z scores of skewness and kurtosis values and normal Q-Q plots were used to check the multivariate normality of the dependent variables for each population. The skewness and kurtosis Z scores were placed in the range of 1.96 and -1.96. These values showed that the Z scores indicate normal distribution for each of the population. Moreover, the Q-Q plots created to check the normality showed approximately normal distribution. Therefore, the multivariate normality assumption of MANOVA was provided to conduct it.

3. Homogeneity of Variance-Covariance Matrices

Levene's test was conducted to test the assumption of homogeneity of variance matrices. The results showed that the assumption of the homogeneity of the variance was provided for all factors ($p > .05$) except for Vocational Guidance ($p < .05$). Thus, the homogeneity of variance assumption for Vocational Guidance was not met. The results of Levene's test of equality of error variances are provided in Table 4.5.

Table 4.5. Levene's Test of Equality of Error Variances for Perceptions and Subject Fields

	<i>F</i>	<i>df1</i>	<i>df2</i>	Sig.
Critical Thinking	.23	3	139	.87
Vocational Guidance	3.97	3	139	.01
Subject Expertise	.52	3	139	.67
Promoting Interaction	1.10	3	139	.35
Pastoral Care	.04	3	139	.99

Note: The independent variable is Subject Field (EAP, HIA, NR, and CT)

Box's M test was used to test the homogeneity of the covariance matrices of the dependent variables. The results indicate that the assumption of the homogeneity of covariance matrices of the dependent variables was met ($p>.05$).

In conclusion, the results of the tests to evaluate the assumptions were satisfactory to conduct MANOVA test. The assumption of homogeneity of variance matrices is satisfactory except for Vocational Guidance factor. However, considering that the MANOVA is a robust test to the violation of homogeneity of variance (Tabachnick and Fidell, 2001) this factor was still included into the analysis. Still, the results regarding Vocational Guidance should be considered cautiously.

MANOVA Results:

Pillai's Trace multivariate test was used to test the significance since it is considered as the most reliable multivariate measure against Type I error (Foster, Barkus, and Yavorsky, 2006). The results of Pillai's Trace test are demonstrated in Table 4.6.

Table 4.6. MANOVA Results for Perception of Good Tutor in Distance Education in terms of Subject Fields

	<i>F</i>	Pillai's Trace	Sig.	Partial eta squared (η^2)	Power
Subject Field	$F(15, 411) = 2.46$	.25	.00	.08	.99

As shown in the table above, MANOVA results revealed that there is a significant multivariate main effect for subject field with a large effect size; Pillai's Trace = .25, $F(15, 411) = 2.46$, $p<.05$, partial eta squared (η^2) = .08, power = .99. The multivariate effect size is obtained as .082, that is, 8.2 % of the variance in the dependent variables is explained by the subject fields. Thus, it is concluded that

there is at least one significant difference between the mean scores of the groups in terms of the subject field. In addition, it is appropriate to conclude that the power of the test, which indicates the correctness of rejecting the null hypothesis, is adequate to reject the null hypothesis. Aberson (2011) reported that even though there is no standard for tests' power, a value around .80 is adequate. Therefore, it is concluded that there was enough evidence to reject the null hypothesis considering that power of the test indicates the probability of rejecting the null hypothesis if it is false.

Univariate Analysis of Variance for perception of good tutor in distance education in terms of subject field was analyzed to determine how dependent variables differ for independent variables (See Table 4.7). Since Multiple Analysis of Variance (ANOVA) tests were conducted on the dataset, Bonferroni correction was used against Type I error. Thus, the new p value is set as .01.

Table 4.7. Univariate Analysis of Variance for Perception and Subject Field

Factors	F	Sig.	Partial eta squared (η^2)	Power
Critical thinking	$F(3, 139) = 2.61$	.05	.05	.63
Vocational Guidance	$F(3, 139) = 2.10$	.10	.04	.53
Subject Expertise	$F(3, 139) = 3.07$	.03	.06	.71
Promoting Interaction	$F(3, 139) = 6.74$	.00	.13	.97
Pastoral Care	$F(3, 139) = 1.18$	.32	.03	.31

The univariate main effects were examined considering the significance of the test above. The univariate results indicate that there is a significant mean difference for Promoting Interaction, $F(3, 139) = 6.74$, $p < .01$, $\eta^2 = .13$, power = .97 with large

effect size. The results showed that there is no significant mean differences for Critical Thinking, $F(3, 139) = 2.61, p > .01, \eta^2 = .05$, power = .63 with small effect size; Vocational Guidance, $F(3, 139) = 2.10, p > .01, \eta^2 = .04$, power = .53 with small effect size; Subject Expertise, $F(3, 139) = 3.07, p > .01, \eta^2 = .06$, power = .71 with small effect size; and Pastoral Care, $F(3, 139) = 1.18, p > .01, \eta^2 = .03$, power = .31 with small effect size.

Tukey test indicated that there is a significant mean difference between Promoting Interaction perceptions of the students studying in CT ($M = .25, SD = .12$) and the ones studying in HIM ($M = .35, SD = .15$) and NR ($M = .38, SD = .12$) in favor of the HIM and NR programs.

As a result, the students studying in HIM and NR programs have higher mean scores of perceptions of good tutor in distance education than the ones in CT program in terms of Promoting Interaction. There is no significant mean difference between the other programs in terms of the factors.

The Mean Differences between the Good Tutor Perceptions of the Participants in terms of Previous Online Learning Experience

The students were grouped according to their answers on the questionnaire about if they have any previous online learning experience. The students responded to the question “Do you have previous online learning experience?” on the questionnaire by marking “Yes” or “No” choice.

Independent samples t-test was conducted to investigate whether there is a significant mean difference between the students who have previous online learning experience and the ones who do not. In this analysis, the factors of the ‘Student Perceptions of Good Tutor in Distance Education’ were used as dependent variables and the previous online learning experience was used as grouping or independent variable. In addition, the standards suggested by Cohen are used to interpret the effect size between the mean scores of the independent variables.

Assumptions of t-test:

1. Normality

The Z scores of the Skewness and Kurtosis values for each factor and Q-Q plots showed that the data has normal distribution.

2. Homogeneity of Variance

The results of Levene's test of equality of variances indicate that variances are equal for the dependent variables; Critical thinking, $F(140) = .16, p > .05$; Vocational Guidance, $F(140) = .32, p > .05$; Subject Expertise, $F(140) = .73, p > .05$; Promoting Interaction, $F(140) = .71, p > .05$; except for Pastoral Care. Therefore, equality of variances for Pastoral Care was not assumed in independent samples t-test; $F(140) = 4.10, p < .05$.

In conclusion, the assumptions are met for conducting independent samples t-test to investigate the significance of the mean differences between the groups. The independent samples t-test results are presented below.

Independent Samples t-test Results:

Since multiple t-tests were conducted on the data, Bonferroni correction was used against Type I error. After the correction, the new p value was set as .01.

Decision for Critical Thinking: The students who have previous online learning experience have higher mean score in Critical Thinking than the ones who do not. However, there is no significant mean difference between the Critical thinking perceptions of the students who have previous online learning experience ($M = .19, SD = .11$) and the ones who do not ($M = .18, SD = .12$) with the mean difference of .01 and small effect size; $t(141) = .49, p > .01, d = .10$.

Decision for Vocational Guidance: The students who have previous online learning experience have higher mean score in Vocational Guidance than the ones who do not. There is a significant mean difference between the Vocational Guidance perceptions of the students who have previous online learning experience ($M = .41,$

$SD = .15$) and the ones who do not ($M = .31$, $SD = .18$) with the mean difference of .11 and large effect size; $t(141) = 3.03$, $p < .01$, $d = .64$.

Table 4.8. Independent Samples t-test Results for Perception and Previous Online Learning Experience

	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Effect Size (Cohen's <i>d</i>)
Critical Thinking	.49	141	.63	.01	.10
Vocational Guidance	3.03	141	.00	.11	.64
Subject Expertise	.36	141	.72	.01	.07
Promoting Interaction	1.56	141	.12	.04	.31
Pastoral Care	1.19	141	.23	.03	.26

Note: The independent variable is Previous Online Learning Experience (Yes and No)

Decision for Subject Expertise: The students who have previous online learning experience have higher mean score in Subject Expertise than the ones who do not. However, there is no significant mean difference between the Subject Expertise perceptions of the students who have previous online learning experience ($M = .19$, $SD = .13$) and the ones who do not ($M = .18$, $SD = .14$) with the mean difference of .01 and small effect size; $t(141) = .36$, $p > .01$, $d = .07$.

Decision for Promoting Interaction: The students who have previous online learning experience have higher mean score in Promoting Interaction than the ones who do not. However, there is no significant mean difference between the Promoting Interaction perceptions of the students who have previous online learning experience ($M = .34$, $SD = .15$) and the ones who do not ($M = .30$, $SD = .14$) with the mean difference of .04 and medium effect size; $t(141) = 1.56$, $p > .01$, $d = .31$.

Decision For Pastoral Care: The students who have previous online learning experience have higher mean score in Pastoral Care than the ones who do not. However, there is no significant mean difference between the Pastoral Care perceptions of the students who have previous online learning experience ($M = .25$, $SD = .10$) and the ones who do not ($M = .22$, $SD = .13$) with the mean difference of .03 and small effect size; $t(141) = 1.19$, $p > .01$, $d = .26$.

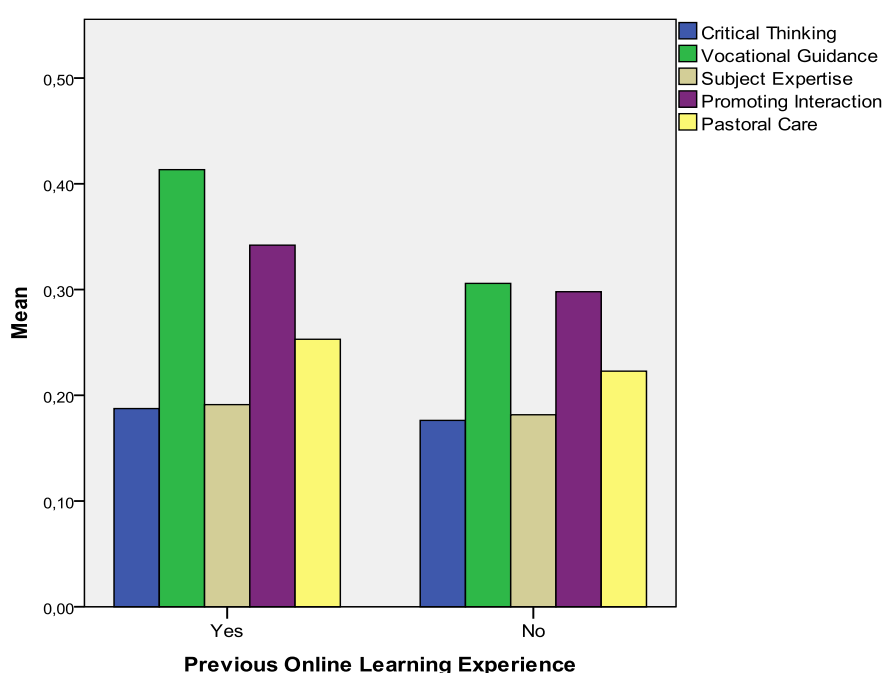


Figure 4.8. Mean Scores for the Factors in terms of Previous Online Learning Experience

In summary, the students who have previous online learning experience have higher mean scores of good tutor perceptions than the ones who do not. However, there is a significant mean difference between the groups only for Vocational Guidance factor in terms of previous online learning experience. The participants who have previous online learning experience have higher mean scores than the ones who do not in terms of Vocational Guidance.

The Mean Differences between the Good Tutor Perceptions of the Participants in terms of the Number of Semester Spent in Graduate Program

Independent samples t-test was conducted to investigate whether there is a significant mean differences between the 'Good Tutor' perceptions of graduate students in terms of the number of semesters they spent in graduate program. In this analysis, the factors of 'Student Perceptions of Good Tutor in Distance Education' questionnaire are used as dependent variables and the number of semester students spent in master program is used as grouping or independent variable. Additionally, the effect size standards recommended by Cohen are used to specify the magnitude of the difference between the mean scores of the independent variables.

Assumptions of t-test:

1. Normality

The Z scores of the Skewness and Kurtosis values for each factor and Q-Q plots indicate that the data is normally distributed.

2. Homogeneity of Variance

The results of Levene's test of equality of variances indicated that variances are equal for all of the dependent variables; Critical thinking, $F(141) = .17$, $p > .05$; Vocational Guidance, $F(141) = .16$, $p > .05$; Subject Expertise, $F(141) = .02$, $p > .05$; Promoting Interaction, $F(141) = .41$, $p > .05$; and Pastoral Care, $F(141) = .001$, $p > .05$.

To conclude, the assumptions were satisfactory to conduct independent samples t-test to investigate the mean differences between the groups in terms of the number of semester they spent in graduate program. The independent samples t-test results are presented below.

Independent Samples t-test Results:

Bonferroni correction was used against type I error because multiple t-tests were conducted. The new p value after Bonferroni adjustment was set as .01.

Decision for Critical Thinking: The students who spent two semesters in graduate program have higher mean score in Critical Thinking than the ones who spent one semester. However, there is no significant mean difference between the Critical Thinking perceptions of the students who spent one semester ($M = .18$, $SD = .11$) and the ones who spent two semesters in graduate program ($M = .19$, $SD = .12$) with the mean difference of .01 and small effect size; $t(141) = -.49$, $p > .01$, $d = .09$.

Decision for Vocational Guidance: The students who spent two semesters in graduate program have higher mean score in Vocational Guidance than the ones who spent one semester. However, there is no significant mean difference between the Vocational Guidance perceptions of the students who spent one semester ($M = .33$, $SD = .18$) and the ones who spent two semesters in graduate program ($M = .34$, $SD = .19$) with the mean difference of .02 and small effect size; $t(141) = -.45$, $p > .01$, $d = .08$.

Table 4.9. Independent Samples t-test Results for the Perception and Number of Semester

	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Differ ence	Effect (Cohen's <i>d</i>)	Size
Critical Thinking	.49	141	.63	.01	.09	
Vocational Guidance	.45	141	.65	.02	.08	
Subject Expertise	1.57	141	.12	.04	.28	
Promoting Interaction	-.22	141	.83	.01	.04	
Pastoral Care	1.83	141	.07	.04	.33	

Note: The independent variable is Number of Semester (1 and 2)

Decision for Subject Expertise: The students who spent two semesters in graduate program have higher mean score in Subject Expertise than the ones who spent one semester. However, there is no significant mean difference between the Subject Expertise perceptions of the students who spent one semester ($M = .17$, $SD = .13$) and the ones who spent two semesters in graduate program ($M = .21$, $SD = .14$) with the mean difference of .04 and small effect size; $t(141) = -1.57$, $p > .01$, $d = .28$.

Decision for Promoting Interaction: The students who spent two semesters in graduate program have lower mean score in Promoting Interaction than the ones who spent one semester. However, there is no significant mean difference between the Promoting Interaction perceptions of the students who spent one semester ($M = .31$, $SD = .14$) and the ones who spent two semesters in graduate program ($M = .30$, $SD = .14$) with the mean difference of .01 and small effect size; $t(141) = .22$, $p > .01$, $d = .04$.

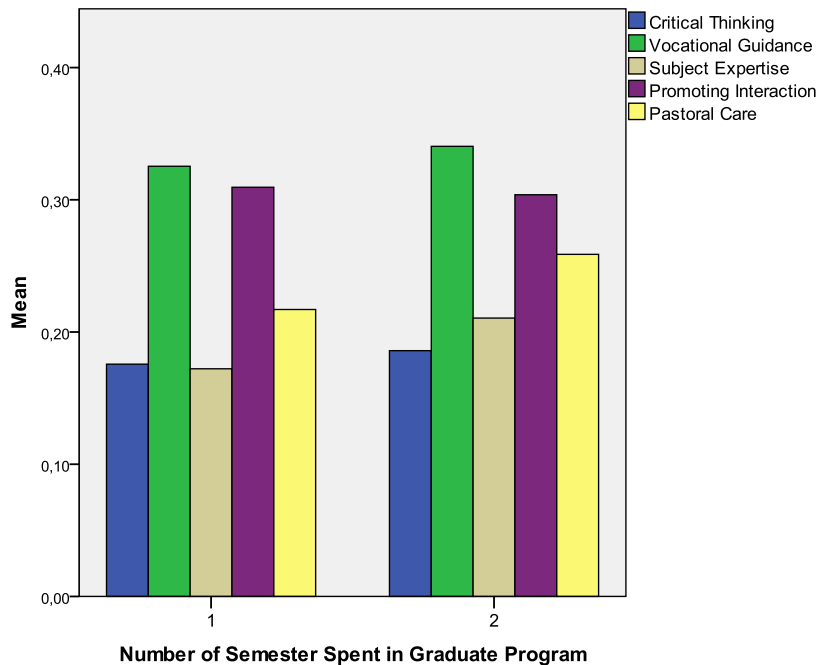


Figure 4.9. Mean Scores for the Factors in terms of the Number of Semester Spent in Graduate Program

Decision for Pastoral Care: The students who spent two semesters in graduate program have higher mean score in Pastoral Care than the ones who spent one semester. However, there is no significant mean difference between the Pastoral Care perceptions of the students who spent one semester ($M = .22$, $SD = .13$) and the ones who spent two semesters in graduate program ($M = .26$, $SD = .13$) with the mean difference of .04 and medium effect size; $t(141) = -1.83$, $p > .01$, $d = .33$.

In conclusion, t-test results showed that there is no significant mean difference between the mean scores of the students in terms of the number of semester they spent in graduate program. It can be also noted that the students who spent two semesters in graduate program have higher ratings than the ones who spent one semester, in all factors except Promoting Interaction.

4.2.4. Summary of Quantitative Data Analysis Results

The first research question is about the perceptions of the students studying in non-thesis graduate programs regarding good tutor in distance education. The results of the study showed that the students have positive perceptions of good tutor characteristics listed in the questionnaire. They have the highest mean score of perception about good tutor in Critical Thinking factor and the lowest perception score in the Vocational Guidance Factor. The second research question is about if there is a relationship or significant difference between participants' good tutor perceptions and their characteristics including age, gender, university, subject fields, previous online learning experience, and the number of semester they spent in distance education program.

The results show that there is no significant correlation between participants' age and their good tutor perceptions in terms of all factors. It is also concluded that there is a significant mean difference between male and female students for only Pastoral Care factor. Male students have higher mean score of perception about good tutor than the females in terms of Pastoral Care. There is also a significant mean difference between the students studying at OMU and AU in terms of Promoting Interaction. Considering the subject fields of the participants, the students registered

to HIM and NR programs have higher mean score of perceptions of good tutor in terms of Promoting Interaction. The final quantitative finding was that there is a significant mean difference between participants' previous online learning experience and their perceptions of good tutor. The results demonstrate that the students who have previous online learning experience have higher mean score of perceptions of good tutor than the ones who do not in terms of Vocational Guidance. In addition, the results showed that there is no significant difference between students good tutor perceptions and the number of semester they spent in graduate program. The results addressing Research Question 2 were summarized in Table 4.10. In the table significant values based on $p < .05$ were also presented to show the results when Bonferonni correction method was not used.

Table 4.10. Results Summary for Research Question 2
(*CT: Critical Thinking, VG: Vocational Guidance, SE: Subject Expertise, PI: Promoting, PC: Pastoral Care*)

Dependent Variables	CT	VG	SE	PI	PC	Conclusion based on p<.01 Significance Level
Age	-	p<.05	-	p<.05	p<.05	No statistically significant relationship.
Gender	-	-	p<.05	-	p<.01	Statistical difference for PC: Males have higher scores than females.
University	p<.05	p<.05	-	p<.01	-	Statistical difference for PI. OMU students have higher scores than AU students.
Subject Field	-	-	p<.05	p<.01	-	Statistical difference for PI: Students in HIM and NR programs have higher mean scores than students in CT.
Previous Online Learning Experience	-	p<.01	-	-	-	Statistical difference for VG: Students who have previous online learning experience have higher mean scores than the students who do not.
Number of Semester Completed	-	-	-	-	-	There is no statistically significant difference.

4.3. Qualitative Results

The structured interview schedule was used to collect qualitative data in this study to understand the students' perceptions and expectations from good tutors and advisors in distance education.

4.3.1. Student Perceptions about Good Tutor Characteristics in Distance Education

Participants were asked about their perceptions about the characteristics of good tutor in distance education. Interviews started with the main question; "What are the characteristics of good tutor in distance education?" as shown in Appendix C. Not only the answers to this particular question, but also the relevant answers in other questions were used for the analysis. The analysis results of the interview transcripts showed two main themes for the characteristics that are required for tutors to be a good tutor in distance education as shown in Table 4.11.

Table 4.11. Student Perceptions of Good Tutor Characteristics

Themes	Concepts	Frequency
Expertise	Subject Field Expertise	4
	Technology expertise	7
	Commitment	5
Personality	Being Tolerant	2
	Being Friendly	9

Two themes for good tutor characteristics, expertise and personality; has emerged at the end of the data analysis. While expertise theme includes 2 concepts, namely, subject field expertise and technology expertise, Personality theme includes 3 concepts, namely, commitment, being tolerant, and being friendly.

Expertise

According to Table 4.11, expertise in their subject fields and technology are the basic prerequisites to be a good tutor in Distance Education. However, students generally gave more importance to effective use of technology assuming that tutors in a master program are already experts in their subject fields. For example, a participant stated his ideas about subject and technology expertise by emphasizing the importance of effective technology usage as follows:

“A tutor who is to be responsible for teaching in distance education, first of all, must be able to use computer and the Internet very well. That is, he or she could prepare required tables on the Internet. Graphs, I mean preparation of them in the form of slide... He or she must be capable of doing those to deliver information in a succinct way. He or she must already have expertise in his or her subject field. Those are ordinary characteristics. I mean I do not need to say those.” [1]

Some students also believed that technology expertise is crucial for dealing with the problems that may occur as well as effective teaching. For example, a participant explains her ideas about the importance of technology usage as follows:

“He or she must know technology very well. (During the virtual sessions) Sometimes the system automatically shuts down. The tutor had difficulty to start it back. We were just waiting. While he or she was explaining a topic, for example, again it is related with technology... I mean he or she will explain that... He or she should present visually instead of explain theoretically.” [2]

According to student responses during the interviews, it is concluded that though some of them state subject expertise as a good tutor characteristic, they mostly did not mention about expertise because they already perceive online tutors as an authority in their subject fields. Rather, they underlined technology expertise as a

good tutor characteristic in distance education for both effective teaching and dealing with possible technological problems.

Personality

The second theme in Table 4.11 is Tutors' personality. According to the participants, the personal characteristics of tutors such as commitment, being tolerant and friendly play a role to be a good tutor as well as their competencies in their subject fields and technology usage.

Students thought that the reason of many problems they experienced in Distance Education is the lack of commitment of the tutors to distance education. They stated that they have some tutors working in distance education because they have to; not because they want to. For this reason, they think that these kinds of tutors do not care about them or about teaching in distance education. So, commitment to distance education becomes a good tutor characteristic in distance education for them. For example, a participant explained his ideas about good tutor characteristics as follows:

“In short, there are tutors seriously endeavoring. It is clear that they do this work willingly. I mean they do it not only spent their spare time. There are men who view this work as their goal. I am clearly saying there are tutors for whom this work is not their goal. I mean there are tutors who do this work unwillingly.” [3]

According to the graduate students at a distance, in addition to commitment, a good tutor should realize their problems and difficulties as adult learners and tolerate them considering those problems and difficulties especially for assignments or course activities. For this reason, they think that being tolerant is a good tutor characteristic. A participant exemplifies this as follows:

“I am relatively busy, too. I am not a high school or university student. At least, these can be considered while assigning a task or evaluating it. ” [4]

In addition, students think that if the tutors behave friendly, the interaction process with the tutors will be easier as well as solving most of the interaction problems they experienced. So, they view being friendly as a good tutor characteristic. A participant explains her ideas as follows:

“I wish, everyone, I mean all tutors were like some (good) tutors. We have problems while talking to some tutors. That is, when we ask, I mean the answers like ‘How could not you understand?’ I feel some (good) tutors, for example, are not tired to explain several times what we cannot understand.” [5]

Based on the student responses, subject and technology expertise are not adequate to be a good tutor. Students believe that most of the problems they experienced with the tutors are because of personality. For this reason, it is concluded that commitment to distance education, being tolerant and friendly are the characteristics of good tutor in distance education from the perspectives of online master students.

4.3.2. Student Expectations from Tutors in Distance Education

The rest of the interview question were used to obtain data about student expectations of good tutors in distance education. The concepts and themes about Good tutoring expectations of students were specified based on the student responses. The qualitative analysis produced 5 main themes about good tutor expectations in distance education, namely, Teaching, Pastoral Care, Student Interaction, and Interaction with students. In addition, although all of the students stated that they did not have an expectation related with motivation during the courses, motivation is still discussed in the end of this part since there is a question in the interview schedule about motivation.

Teaching

Teaching theme was especially underlined by the students. Based on the concepts inferred from student responses, three sub-themes were concluded under the teaching theme, which are Instructional Methods, Lesson Planning; and Instructional Materials and Resources as indicated in Table 4.12.

Table 4.12. Student Expectations in terms of Teaching

Sub-Theme	Concept	Frequency
Instructional Methods	• Effective Presentation	8
	• Use of Appropriate Instructional Methods	9
	• Use of Diverse Teaching Techniques	5
	• Use of Alternative Evaluation Methods	2
Lesson Planning	• Clear Statement of Lesson Objectives	2
	• Course Activities Based on Student Needs and Interests	3
	• Virtual Classroom Management	6
Instructional Materials and Resources	• Use of Various Instructional Materials	5
	• Effective Usage of the Online Instructional Tools	3

Participants expect tutors in distance education to use the teaching methods with effective lesson planning instead of monotonous explanations. In addition, they expect the tutors to use the advantages of online distance education with the effective use of instructional materials and resources.

Instructional Methods

The primary expectation of the graduate students from the tutors is effective presentation as a method of instruction. During the interviews, almost all of them mainly underlined the inefficiency of the lessons because of the monotonous presentations. A participant, for example, explains her ideas about the presentations of the tutors in the lessons as follows:

“I think since the tutors lecture in an empty place, they do not feel comfortable. They lecture in a tedious way and I do not like to watch it, I close those videos because I become too bored. Teachers read text in videos and make me bored. If they gave me that text, I would read it myself. Sometimes I mute the sound and only read the text on the slide.” [6]

Students are aware of the fact that it is not always possible to practice various instructional methods in virtual lessons except presentation. For this reason, they expect the tutors to demonstrate effective presentation skills for the lessons to be more efficient instead of monotonous explanation or lecturing. The expectations of the students for an effective presentation include providing clear and satisfactory explanations, teaching with concrete examples, teaching with relating daily life, teaching in an amusing way, promoting student curiosity, use of Question and Answer Method for student interest, use of analogies, sharing his/her own experience about the topic, and stating the importance of what is to be learned. They think that learning can be easier and more pleasurable; and they will be motivated more to learn merely with the use of these presentation techniques if they need to use it as a way of teaching. For example, a participant explains her expectations about the tutor presentations as follows:

“When a video lesson was uploaded, I mean, we are expecting an in-depth explanation of the subject by the tutor. Because, I can read that paper by myself, too. I expect that the tutor will explain (the

topic) from different aspects and give examples. I mean when he or she is lecturing, if a tutor explains the subject with concrete examples rather than monotonous explanation, if it is related with daily life, everyone can learn easier by this way. Not only we, so do kids. What I mean is learning in a more fun way.” [7]

Students offer another suggestion for tutors to make presentations more effective. They expect the tutors to make the theoretical concepts or theories concrete with the explanation of their implementation in educational settings or with the examples from daily life during the presentations. For example, a participant explains her expectations about effective presentation to be more effective as follows:

“I am crazy about that feature of tutor X so much. I ask him question in virtual sessions. He explains that question very well through analogies and it provides me with retention. Or, I watch the videos of virtual sessions. I cannot understand because academic language is too heavy. He used so perfect example that... And, when he related the examples that he encountered in daily life, his daily life, I learned it with retention perfectly.” [8]

Since the participants were also classroom teachers, they expect the tutors to use the instructional methods as well as presentation in line with the new trends in education. Although students are aware of the limitations of distance education for the usage of all instructional methods or some of them are not aware of the possibilities of the online technologies to practice other instructional methods in distance education except presentation, they expect the use of various instructional methods as appropriate with the subject as well as presentation method. Students suggest the use of some alternative teaching methods that they view as possible in distance education. For instance, some students stated that question and answer method or discussions in virtual sessions promote their curiosity about a subject and inquiry method motivates them to learn more. A participant states her ideas as follows:

“I cannot explain those but he (a tutor) asks ‘Have you ever thought about those..?’ He does not say clearly. Saying something like “I think you should think about it’, which increases our curiosity and we necessarily research what it is or is not. I mean if it is really true or not. He does not say the answers. Let’s say he just gains our attention with the questions that increases our curiosity. He motivates us.” [9]

Since they are graduate students in classroom teaching program, they say that although the tutors always lecture about the contemporary instructional methods, they do not use those methods in their practices. Therefore, they expect them to use the methods that they lecture in the lessons. For example, a participant explains his ideas as follows:

“We talk about contemporary education, alternative measurement and evaluation techniques. But, we still practice traditional things, that is, educational system. We are teachers. Contemporary education... That is to say, I think they should help us here to adopt the required components of today’s education, constructivist approach for example.” [10]

However, some students believe that it is impossible to practice other instructional methods except presentation in distance education context. For example, a participant expects the use of various instructional methods although he thinks that it is impossible to practice them in distance education.

“They (tutors) generally use just monotonous lecturing. When they use it, I am bored necessarily. I mean I sleep even when I drink tea. They can make more colorful. How come? I will say a different way and method but when I say a different way or method in distance education... let’s do brainstorming or make a concept map or so on... It is a problem. It is possible only by this way (presentation) in

distance education. I think the source of this problem is not the tutors” [11]

As a result, according to students, the reason behind the inefficiency of online lessons is monotonous tutor presentations. For this reason, students expect the use of various instructional methods in online lessons, especially, the methods about which the tutors lecture in online lessons; instead of presentation although some of them think it is impossible. If tutors need to use presentation method as a way of instruction, students expect of the tutors to make their presentations more effective.

Lesson Planning

All students participated in the interviews state that they have problems in the virtual sessions about the lesson content, which is randomly changing depending on the conversation during the sessions. That is to say, there is a gap between the lesson content and their expectations of it. They say this affects their learning motivation negatively and distract them to attend the sessions because they are not satisfied with their expectations about the lesson. Students’ view about the reason of this problem is that the tutors do not set the objectives of the lesson clearly before the lessons and this causes deviations from the lesson objectives. As a result, either they do not attend the virtual lessons or dissatisfied with them when they attend. Therefore, they emphasize the expectation that tutors are needed to clearly set the objectives at the beginning of each lesson. For example, a participant explains his experience as follows:

“Sometimes when I start the video, there is a virtual session. But, I really do not want to watch because he (the tutor) is talking completely about the activities irrelevant to lesson. I mean he is lecturing about those by deviating from the lesson for 1 or 2 hours. Then, the subject is changing. That is, this is exactly like a kind of chatting, I mean lesson environment. After that, I do not attend the

lesson. The tutor should satisfy the students with the objectives of the lesson.” [12]

According to them, another source of this problem about the deviation from the lesson objectives is the lack of lesson planning. They think that this problem can be solved and the virtual lessons can become more efficient with the proper planning of the virtual lessons. They believe this way will bridge the gap between the lesson content and their expectations of it. For example, a participant explains his ideas as follows:

“Lesson planning is very important. I mean if the tutor explains the objectives of the lessons at beginning rather than unnecessary questions, it will be more logical. For example, let’s say we have a lesson about the problems in distance education. If we talk about the difference between non-thesis and master’s degrees, the objectives of the lesson will be deviated. That is, if the lesson is planned, conducted according to the objectives, it will be better.” [13]

In addition, the students want the tutors to take their needs, interests, and opinions into consideration when they plan the lesson activities. They say that otherwise they are not interested in the lesson activities or the lesson itself since it does not attract them to learn more. They suggest that the activities should be about their daily life and practices; and promote their curiosity about the subject as stated in teaching theme. In their opinions, this is possible if they take their needs, interests, and opinions about the course into account during the planning of each lesson. For example, a participant explains his experience as follows:

“We have a course about science. Our tutor gave an assignment, which requires us to research about the science curriculums developed since 1924. I think this is unnecessary for me and I do not care it. The content should be planned considering us. If she said the science course has been placed in the schedule of 3. Graders for the

first time since 2013, you might encounter, see those things, I would pay more attention. But, I do not care what happened in 1924. ” [14]

In addition, another reason behind the dissatisfaction of the students with the virtual lessons is the lack of virtual classroom management, which was also discussed in the “Interaction with the Tutors” theme. They view that a chaos environment arises in the virtual sessions because all students try to interact with the tutors by typing. Considering the number of the students in a virtual class, the tutor cannot response all questions or student interpretations in the limited lesson duration. Therefore, they expect of the tutors to have effective virtual classroom management by setting the rules and regulations about each virtual lesson. For example, a participant explains his experience and ideas as follows:

“I view that the interaction in lesson is more important. Distance education, on the internet... Because, the time is limited there (in virtual sessions). Contact with the tutor out of the lessons is a bit problematic. We cannot ask what we want exactly on time (in virtual sessions). Even if we can ask, the time is not enough for the answers, feedback. To get rid of this problem, lesson planning is very important. ” [15]

In summary, students mentioned about the inefficiency of virtual sessions because of the deviation from the lesson content and the interaction problem with the tutor causing a chaos in virtual sessions. In order to get rid of these problems, students expect the tutors to clarify lesson objectives before starting each lesson and to have virtual classroom management skills to set and implement rules and regulations during the virtual sessions. They also expect them to take their needs and interest into account to gain their attention and motivate them to learn during lesson planning.

Instructional Materials and Resources

The students state that they are bored and tired of readings and presentations; and have difficulty in the comprehension of some subjects in this way; in particular some relatively abstract subjects for them. Thus, they have a desire to benefit from the advantages of distance education. They have an expectation that the tutors should prepare supplementary instructional materials which will facilitate their learning and comprehension of the subjects and use them in instructional processes. For example, a participant explains his ideas as follows:

“In some subjects, okay, we read the readings given by the tutors. But, we really have difficulty to concrete them. The tutors make it more concrete with the help of the instructional materials such as graphs or templates. Learning in this way is better because we are in master education. I mean scientific concepts have become quite complicated. Therefore, when the materials are prepared, if they include clearer, comprehensible information, of course, we learn better.” [16]

The students not only expect the use of various instructional materials to facilitate their learning but also expect the use of interesting materials for them to motivate their learning and avoid monotonous presentations and readings. As stated in teaching theme, they expect again the use of concrete examples from daily life, analogies or metaphors, or some components that make studying more amusing with the help of instructional materials. For example, a participant explains her ideas as follows:

“I cannot say they (the tutors) do something at this point (to draw their attention for the subject). We listen to them ourselves since we want to study or learn. I see nothing extra in videos, either. I mean there is nothing interesting. They just lecture or explain the subject by reading slide as do we.” [17]

In addition to instructional materials, the students stated that although the learning Management System (LMS) and web conferencing system (WCS) used for virtual sessions have all kinds of instructional tools required for distance education, the tutors generally do not use all of them as needed. For this reason, they also want the tutors to use the instructional tools provided by the LMS and WCS as appropriate with the subject to be taught in order to diversify the instruction or at least to facilitate their learning. For example, a participant explains his ideas as follows:

“The buttons or I mean the places (the functions) in virtual session system (WCS) might be used actively. For example, we just use that... We enter and check the courses as first. Secondly, virtual session... We use nothing except those, for example. We do not use such things as forum, supplementary course materials, and discussion environments (on the LMS).” [18]

In conclusion, students believe that the tutors are weak at providing effective instructional materials and using instructional tools provided on LMS and WCS. So, students have an expectation that the tutors can prepare effective online course materials and use online tools as an advantage of distance education to facilitate their learning and attract them to learn or to attend the virtual sessions.

Pastoral Care

This theme is controversial among the students interviewed. While some of them states that they need more care, the others state they do not expect care but meeting their expectations of the program. In other words, some students believe that it is sufficient to meet their expectations about learning goals in terms of pastoral care. Based on the student responses, Pastoral Care theme was organized as two sub-themes as Understanding of Adult Learners and Caring Students in Distance Education as demonstrated in Table 4.13.

Table 4.13. Student Expectations in terms of Pastoral Care

Sub-Themes	Concepts	Frequency
Understanding of Adult Learners	• The characteristics of adult learners	2
	• The challenges experienced by adult learners	1
Caring students	• Caring students at a distance	4
	• Individual attention on each student	1

Understanding of Adult Learners

Throughout the interviews, students underline that they have to work while continuing their education and this causes challenges for them. Because of those external challenges they experienced, they expect the tutors to understand their characteristics and those challenges; and be more tolerant by taking those into consideration when they are planning the course activities like homework. For example, a participant explains his expectation about pastoral care.

“We are in distance education, not in face-to-face education. I mean, tutor should be able to take the characteristics of student and his or her atmosphere in distance education into consideration because it is not face-to-face.” [19]

Students also expect the tutors to take into consideration the challenges they experienced about their work, family, or conditions to continue graduate program and become more tolerant. For example, a participant state that he continues his education hardly because of the bad conditions of where he works and lives.

“The tutor’s attitudes are very important. I mean when he or she says ‘I do not want to contact out of the lessons’; we do not want to

contact, either. In the event, we are far away from each other. I am working in a village of Şırnak province. Sometimes, we do not have electricity or the internet connection.” [20]

In brief, graduate students are considered as adult learners. Their education process might be challenging for them because they have to continue their education at a distance with their works. Therefore, they expect the tutors to be more tolerant by considering their characteristics and the challenges they experience.

Caring students

Students believe that good tutors are the ones who are devoted to distance education, endeavoring for it, and care the students in it. For this reason, they expect the tutors to care both distance education and the students in it. For example, a participant explains his ideas as follows:

“We have good ones (tutors). Because... I am looking over the tutors generally. The good tutor cares this work seriously. He or she shows that he or she cares everything (students and distance education). After all, when he or she cares, the other side... You know, you are in education, if one side cares, the other side cares more.” [21]

One of the participants state that the tutors should pay individual attention for each student as an indicator of pastoral care. He expects the tutors to pay individual attention to each student as well as monitoring their progress. He explains his ideas as follows:

“One to one communication is necessary. For example, calling a student with his name directly, answering his questions, and caring him show that the tutor knows him and is interested in his studies. That is to say, it is a good thing that the tutor makes a student realize that he or she is interested in his studies.” [22]

On the other hand, there are students who stated that they do not need pastoral care by the tutors although they think that the tutors care them in terms of attitude. Their view about pastoral care is that meeting their expectations about graduate program and satisfying them in this regard will be an adequate care for them and they do not need the tutors to spend extra effort to care them. Therefore, some students do not expect an extra pastoral care from the tutors except satisfying them by meeting their expectations about graduate program. For example, a participant explains his ideas as follows:

“They care us in terms of attitude but I do not think they care us in terms of teaching. Our actual purpose is to learn. I mean our purpose is to learn by ourselves, really have a master degree, become an expert in this field (Classroom Teaching). When they satisfy us at this point, it will be the best care for us.” [23]

In summary, students view the tutors who are endeavoring for distance education and care the students in it as good tutors. Therefore, they expect the tutors to care distance education and students. As an indicator of pastoral care, a student also expects tutors to monitor each student individually and show him or her that they are interested in him or her though there are students who expects of the tutors nothing in terms of pastoral care but meeting their expectations of the graduate program.

Student Interaction

Student Interaction is another theme on which there is no agreement by the students. The sub-themes and concepts of the Student Interaction theme are provided in Table 4.14 below.

All students participated in the interview stated that they have been already interacting with their classmates on social media, in virtual sessions; and via e-mail or phone. While some of them stated that interaction among them should be promoted by the tutors, the others stated that the existing interaction is sufficient and they do not have an expectation for further promotion of interaction. This theme was

divided into two sub-themes; Promoting Student Interaction and Guidance for Student Interaction as indicated.

Table 4.14. Student Expectations in terms of Student Interaction

Sub-Themes	Concepts	Frequency
Promoting Student Interaction	• Collaboration among students	2
	• Encouragement for discussion	3
Guidance for Student Interaction	• Guidance for online discussion environments	5
	• Moderator role in discussions	4

Promoting Student Interaction

Some of the students stated that they interact with their classmates by themselves and tutors are weak at this point. They believe that the tutors should promote interaction among them. They suggest and expect of the tutors to assign them group works for collaborative learning and further interaction. For example, a participant explains his ideas as follows:

“The tutors are weak in this regard because we are communicating on social media by ourselves. The tutors can assign group work. In the form of small groups because today everyone, all the world can now accesses each other on the internet, on social media websites as I said. ” [24]

However, there are opponents of the idea of group works stated above. Some students do not want the tutors to assign group works. They think that group work in distance education is impossible since they believe that it is impossible or inefficient even in the practices of traditional education. For example, a participant explains her ideas about group works in distance education as follows:

“I do not want the tutors to assign group works because there is such a problem in group works that I participated in many groups and always only one person completed the group work. I mean there is no collaboration. While there is no collaboration as face-to-face, there is no way to collaborate online.” [25]

In addition to these ideas mentioned above, there are some students who are the opponents of the idea that the interaction among students can be promoted by the tutors as well as assigning collaborative learning activities. They state that the existing interaction among them is sufficient and they either think that there is no need for further interaction as stated above or believe that interaction is their responsibility and tutors cannot promote it. For example, a participant explains his ideas about the interaction among students as follows:

“Interaction is our responsibility. Tutors’ role in interaction may not be true. In this regard, group work would be good but the logic of distance education is already delivery of information to people who are not together. For example, one of our friends is in Şırnak, another friend is in Sinop, in Sivas. I am in Van. It is irrational that those people can work as a group.” [26]

The students view the lack of discussion in educational processes as another weakness of the tutors in terms of student interaction. Some students expect the tutors to encourage them to discuss and use discussion forum for the promotion of interaction among students. For example, a participant explains his ideas as follow:

“The tutors should encourage us to use the (discussion) forum. But there is something like Facebook and so on. I do not use it. I have a profile but I do not use it. I think it should be on the system (LMS), not on different places but on the system. Moreover, this directs people to studying. ” [27]

Another participant underlines the significance of discussions as independent of where they discuss for further interaction. She thinks that they should have discussions in both virtual sessions and discussion forums or in another environment by underlining the importance of discussions in various topics. She explains her ideas as follows:

“We should talk, discuss about different topics. Lectures, lectures... It is enough to some extent. I mean after a while, I want to talk about different things. I want to talk and discuss about different things such as articles or up-to-date information.” [28]

In conclusion, students already have interaction with each other via social media or other ways without a tutor support in this respect. However, there is a contradiction among them about whether tutors are needed to promote their interaction or not. Especially, there are both supporters and opponents of team works as a course activity. While the supporters believe that it will increase their interaction, the opponents claim that group work is impossible in distance education context and even sometimes in traditional education context. In addition, some students expect the tutors to encourage them to discuss on lesson topics. Another contradiction emerges at this point. While some think that discussion should be on LMS, others think that discussion is important for them and can be made regardless of the discussion environment.

Guidance for Student Interaction

The Students who are the supporters of the idea that student interaction can be promoted by the tutors have a view that they established the interaction by

themselves and the existing interaction among them is insufficient since they were not guided enough about it. Therefore they expect the tutors to guide them for the improvement of interaction among students. For example, a participant explains his experience about the interaction with his classmates as follows:

“I interact some of the friends via e-mail or I got the phone numbers of some friends. I interact with them by myself, not with the help of the tutors. I do not use Facebook or the (discussion) forum on the system (LMS) because we were not guided about this.” [29]

While some of them view the interaction on social media is enough, some of them think it is not since either they do not use it as stated in the previous quotation or they think social media is not a suitable place for discussions although they think it is the best place to contact the classmates. According to them, the reason behind the idea that social media is not a suitable place for discussions is that the discussions on it are not on a specific topic or generally are not academic. Therefore, they expect the tutors to have a moderator role in discussions in addition to guide them for discussion environments. For example, a participant explains her ideas about the need for a moderator in their existing discussions:

“We created a group (on Facebook). What we are talking in this group is something like ‘What is your score on this exam?’ or ‘What were the exam questions?’ and so on. We do not talk about a specific topic.” [30]

The students who support discussion as a course activity expect the tutors to guide them about which tools to use for discussion and what rules to set for discussion. In addition, in order for the student discussions to be effective, they expect the tutors to play a moderator role during the discussions for the students to stay in the borders of topic to be discussed.

Interaction with Students

Interaction with students theme is another theme which was given more importance in the interviews by all of the students and there is a consensus on this theme because of the communication problems they experienced with the tutors. Students stated their expectations from tutors related with interaction to solve these problems or to improve the interaction between tutors and students.

Interaction with Students theme was divided into 3 sub-themes. These sub-themes are Feedback, Attitude toward Interaction, and Required Skills for Interaction as indicated in Table 4.15.

Table 4.15. Student Expectations in terms of Interaction with Students

Sub-Themes	Concepts	Frequency
Feedback	• Timely feedback	8
	• Satisfactory feedback	9
	• Motivational feedback	2
Attitude toward Interaction	• Timely response	4
	• Willingness to communicate	3
	• Synchronous communication with students	9
	• Appointment for synchronous communication	4
	• Allocated time for interaction	5
Required Skills for Interaction	• Virtual lesson Management	3
	• Writing skills in virtual environment	3
	• Use of various tools for online communication	4

Feedback

Feedback is the most frequently emphasized sub-theme during the interviews. Students stress that the tutors are weak at providing satisfactory feedback on time or at least providing feedback. Their priority for satisfactory feedback is to get it on time. However, since some of the tutors do not even give feedback, they want at least to get feedback about their assignments or studies even if they do not give it on time. For example, a participant explains his experience as follows:

“Only one tutor provided adequate feedback on time. By on time, I mean in 1 or 2 days. The others did not often provide feedback. My only criterion is to get feedback. It is better if they provide it on time. But, what is important is to get feedback.” [31]

According to interviewees, the tutors generally provided weak feedback about how they performed in course activities, which is not enlightening and satisfactory. Therefore, they expect to get more detailed feedback about their studies, which will be also a guide for their future studies. For example, a participant explains her ideas as follows:

“I want to know everything about my work, about how I did. Where are my mistakes if I did wrong? Because, I will encounter this mistakes in my future studies. If I have mistake, I would do the same mistake since I do not know it is wrong. But, I think if I learn correctly, my future studies will be much better. Therefore, I want to get feedback in each step of my studies.” [32]

In addition to getting satisfactory feedback, they prefer getting feedback by synchronous communication because of the some interaction problems explained in the “Interaction with the Students” sub-theme and also they state that when a tutor gives feedback about their study asynchronously, it might cause another question on their minds and they want to ask it instantaneously. But, on the other hand, they know that this will be challenging for the tutors and take more time considering the

number of the students in the program. For this reason, they suggest that the tutors are required to allocate more time for online students by expecting the tutors to be self-devoted and have commitment to distance education as stated in the “Good Tutor Characteristics in Distance Education” part. For example, a participant explains his ideas as follows:

“It is important that our tutors often give us feedback. I mean their feedbacks about our studies such as ‘This is correct. This is wrong’ or ‘If you do this, it will be better.’ As I said if they allocate more time for us and they provide often (oral) feedback about our studies, it will be better for us. At least, we can see our rights and wrongs in those (virtual) meetings.” [33]

The students say that feedback is a crucial factor on their motivation and the tutors can also use feedback as a way of motivating them to succeed course objectives by continuing their studies and saving them from being discouraged. They state that they need this kind of feedback because they have to continue their works with their education at the same time. For example, a participant explains his ideas about motivational feedback as follows:

“We do homework. Feedback such as ‘Good work, Well-Done’, should be provided. When I could not do something related with assignments, we can have our solutions together with their pretty-hard remarks by motivating like ‘I am sure you will do much better. I know you have other works except this’.” [34]

Feedback is the mostly emphasized sub-theme during the interviews. Students believe that tutors are weak at providing satisfactory feedback on time. For this reason, almost all of them expect the tutors to provide detailed feedback on time. Two of the students also believe that tutors can use feedback as a way of motivating them to succeed course objectives and continue their education.

Attitude toward Interaction

The students state that they have difficulty to interact or cannot interact with the tutors out of the virtual sessions. The students view tutors' attitude toward interaction as the main reason of this interaction problem. For example, a participant briefly explains her experience as follows:

“...We cannot interact out of virtual sessions. In this regard, the tutors do not endeavor. I always spend effort to communicate.” [35]

They say that most of them response e-mails late or do not response at all. Therefore, they want to talk to them by phone, which is also discussed in “More Synchronous Interaction with Students” sub-theme. According to them, the reason behind their non-response or late response is the tutors' attitude toward interaction because while they can easily interact with some tutors, they cannot with others. Therefore, they expect the tutors to have a positive attitude toward interaction with the students. For example, a participant explains his experience as follows:

“I communicated with Tutor Y anyway. He always answered my calls and e-mails. I cannot always communicate with other tutors. This might be because of their attitude toward technology but when I write a message, I expect a response at least like ‘I got your assignment and I am evaluating it’.” [36]

In their responses to interview questions, it is inferred that almost all of the students have a desire to interact with the tutors synchronously. One of the reasons behind this desire is the tutors' non-response or late response to e-mails. For example, a participant explains her ideas as follows:

“I would prefer phone because I can get instantaneous answer, feedback. I mean when mail is used, you have to wait a little bit or you always need to check whether the tutor answered or not. In addition, since some tutors do not answer, it (e-mail) is a problem for us.” [37]

Another reason behind their desire to interact with tutors synchronously is the communication problems in written expression they experienced. The students state that sometimes they cannot completely understand what the tutors mean; their answers cause new questions on their minds; or they cannot get the answer for their questions. They also accept that this might be their incompetency in expressing themselves as written. Therefore, they think that they need to interact with their tutors synchronously as appropriate as possible. For example, a participant explains her ideas as follows:

“Of course, Interaction by phone is better. Virtual sessions are also good. It is very good that the tutor answers the question I asked as live but mail is so cold for me. Because sometimes I could not understand what tutor said. What does the tutor mean? What he or she said this time causes another question. You can ask this on the phone but you are always waiting for him or her to write via e-mail. Moreover, the tutor may not see the e-mail. I can wait several days or so.” [38]

In addition, some of them say that the problem in written expression is sometimes because of the lack of their online writing skills. Some of them state they cannot always express themselves by writing online. Therefore, even so, they expect the tutors to interact with them synchronously. For example, a participant explains his experience as follows:

“When you ask something on the internet, you have to write something as missing and so it is not understood exactly. Either you cannot explain your problem or it could not be understood exactly by other side (tutor). I mean there is always a disconnection.” [39]

Students think that synchronous communication with the tutors like phone call might be disturbing for them although many of the tutors are willing to communicate on phone by saying ‘You can call me when you need’. They suggest

and expect the tutors to give appointment for synchronous communication just like the office hours of the tutors in traditional education. Students think that only by this way, the tutors will not be disturbed and they can easily interact with them when they need. For example, a participant explains her ideas as follows:

“They say ‘You can always call us’. But what our tutors, whom we can call, more precisely tutors of the courses should say us is ‘You can contact us in these days.’ because I do not want to disturb anybody. When I want to call a tutor, I think that ‘Should I call? Will he or she be disturbed? What is he or she doing right now?’. But, if he or she tells us that this group can call in these days, other group can call these days, I can easily call. Otherwise, I cannot call.” [40]

They are also aware of the fact that synchronous communication with all students out of the virtual lessons might require the tutors to allocate more time for interaction and is challenging for them. For this reason, they stated again that the tutors should be endeavoring for and devoted to distance education as mentioned in the “Good Tutor Characteristics in Distance Education” part. For example, a participant explains his ideas as follows:

“I think tutor should only work in this field (in distance education). He or she should not do other works because the students need a continuous support because this is distance education. I mean he or she needs to ask something continuously. He or she needs to talk about something continuously. That is, this should not be only from a (virtual) session to another session.” [41]

In conclusion, students view the tutors’ attitude toward interaction as the source of many interaction problems they experienced with the tutors. For this reason, they expect the tutors to have a positive attitude toward interaction and to let them interact with tutors synchronously because of the problems they had in written

expression in electronic environments. In addition, they also think that tutors have difficulty to express their ideas as written in electronic environment and expect them to have online writing skills, which was mentioned in the next section.

Required Skills for Interaction

Students also have expectations of the tutors to have the required skills for effective interaction with the students such as providing effective interaction during the virtual sessions, dealing with the technical communication problems, or having sufficient online writing skills because they think that the source of some of the interaction problems is the lack of tutoring skills required for effective interaction.

First of all, all students stated that they have difficulty to interact with the tutors during virtual sessions because students are just typing and the tutor is trying to answer their questions. As a result, because the number of students is too many for the tutor to answer all of their questions, the interaction problem occurs, that is, there is chaos in the lessons between the students and the tutor. A participant explains his experience about virtual sessions as follows

“The problem I mostly encountered, for example, is being misunderstood. I am trying to explain something in mail or virtual sessions but I cannot because of what we write. Because many students type at the same time, what I typed disappears. Because of this, my problem may not be understood.” [42]

To solve this problem, the students expect of the tutors to set rules and regulations while planning the lessons and to manage the virtual sessions according to those rules and regulations to establish rapport between tutor and students as mentioned in ‘Effective Lesson Planning’ sub-theme of ‘Teaching’ theme.

According to many students, another interaction problem is online written expression of students and tutors. They accept that they may not express themselves as written in online environment but they at least expect the tutors to have the

required online writing skills to express what they mean clearly or to interact asynchronously. For example, a participant explains her experience as follows:

“I had problems with tutor Z. She could not understand the questions I asked in written communication. We had no problem in oral communication. That is, all of them are so sympathetic, so good tutors. All of them are perfect but in written (communication) we cannot understand each other in distance education.” [43]

The students think that the tutor who teaches in distance education should know and use communication tools effectively as well as online written expression. They expect that the tutors are required to know the best ways to interact with the students more effectively since there are numerous online ways of interaction and tools; and deal with the communication problems. For example, a participant explains his ideas as follows:

“Tutor should know how to communicate very well. More precisely, he or she should know technology. He or she should use it effectively. In this way, he or she should interact with a student very well.” [44]

In conclusion, students have a belief that some of the interaction problems, especially they experienced during the virtual sessions, are due to the lack of tutoring skills needed for effective interaction. One of those problems is the chaos environment arising during the virtual sessions because of the number of the students in virtual sessions. Therefore, students expect of the tutors to have virtual classroom management skills by setting rules and regulations at the beginning of each virtual session. In addition, they expect of the tutors to have online writing skills necessary for effective interaction in online communication tools.

Motivation

Although the interview schedule include a question about student expectations of the tutors to provide them learning motivation, almost all of the students answered this question in such a way that they do not need an additional expectation of the tutors for motivation except meeting their expectations of graduate program and helping them to learn. In other words, students believe that since they are already motivated, they do not need motivational support from their tutors. For example, a participant explains his ideas as follows:

“I do not have an expectation about this (motivation). I think I do not need to be motivated. It is enough that he or she is an expert in his or her (subject) field and use computer technologies effectively. I do not expect anything else.” [45]

Some students stated that they already have their own intrinsic motivation to learn and continue their education since they are adult learners. Therefore, they say again that they do not need a motivational support. For example, a participant explains his ideas as follows:

“The tutor says ‘You should know this if you are a master student’. It is enough for me because I do not need more motivational things since I am not a primary, elementary school student. I mean my goal is clear. I am an adult. You know the purpose. It is enough for tutor to say that. ” [46]

To conclude, students only expect of the tutors to meet and satisfy them in terms of their learning needs. For this reason, they have expectations about teaching, pastoral care, and interaction to meet their goals in master program. For some of them, motivation to learn is unnecessary for adult learners because they believe that they are already motivated to learn.

4.3.3. Student Expectations from Advisors in Distance Education

Although the participants of this study are the students in a non-thesis graduate program, they still have a research project instead of master’s thesis. During this

research project process, each student has a project advisor. Since the tutors' role change as an advisor during the research projects, students' expectations from them may also change. For this reason, qualitative data about the expectations of master students from their advisors was collected by interviewing them via a structured interview schedule. The concepts inferred were organized as the themes; guidance, motivation, and interaction as demonstrated in Table 4.16.

Table 4.16. Student Expectations from Advisors

Themes	Concepts	Frequency
Motivation	Research based on advisee interest	5
	Motivational feedback	6
Pastoral Care	Allocating sufficient time for advisee	6
	Understanding of novice researchers	4
	Attitude toward interaction	5
Interaction	Being Friendly	4
	Availability	3
	Appointment for project meetings	4

The students expect motivation from their advisors to complete their research project, care, and effective interaction with them. They state and imply that the advisors already know how to do coaching and only expect of them the concepts grouped under the themes above. For example, a participant stated this while he is explaining his ideas about good advisor.

“First of all, it is necessary that we can ask something without hesitating. I mean when I ask or call, he or she should not let me

think what if he or she is disturbed. They can already easily do everything except this. They have already come to that level. ” [47]

Students believe that advisors are already competent about how to guide students about their research studies. Therefore, they only have expectations about motivation, care, and interaction.

Motivation

A difference between the students’ expectations of tutors and research advisors emerged for motivation. While students do not need extra motivational support from their tutors except satisfying their learning needs during the courses, they emphasized their need for motivation during the research project. Their belief is that since they have to work while conducting their research, they need motivational support from their advisors to deal with the problems they encountered during their projects because of their work, family, or inexperience in research. They believe that a good advisor needs to know how to motivate the advisee to complete his or her research successfully. Students think that the motivational support provided by the advisor affects their performance during the project. Therefore, they expect motivational support from their advisors. For example, a participant explains his ideas as follows:

“He or she should motivate me about the project. This is very very important for me because sometimes you really may be burnout. Because we work.... Problem is on the one hand, work is on the other hand. Other things... We are endeavoring to study in master. In this regard, the support, motivation by Tutor Y (his advisor) really influences me. ” [48]

Students stated that they expect that the project topic to be researched should be identified based on their interest for their motivation to continue their project. They believe that studying a topic which they are interested in will increase their motivation for the project. For example, a participant explains his ideas as follows:

“He (the advisor) said you should write a problem you encountered in your classroom. I mean as a (research) topic. This arouses my interest because this is remarkable. But if he said ‘this topic’, it would not be so effective. I am a classroom teacher in a hamlet of a village of Van. I found something about constructivist theory in its conditions. This provided some motivation.” [49]

However, there is an opponent of this view, who expects the advisor to help them to identify their research question. He believes that the advisor should specify the research topic to be studied since he is a novice researcher and do not know what is worth to be researched or what is feasible to be researched. He explains his ideas as follows:

“... I think if the tutor (advisor) guide me to select the (research) topic, it will be better. The tutors already taught us about research. But, I think there might be a current topic and if the tutor (advisor) says ‘Study this’, it will be better. ” [50]

Some students stated that they expect of the advisors not only give feedback with corrections and suggestions but also provide motivational feedback. Their belief is that the advisors should emphasize the positive aspects of their studies about the project more when they provide feedback about them. According to them, motivational feedback by underlining positive aspects of their studies will motivate them more for their further studies. Therefore, they expect the advisors to give motivational feedback for each step of their studies. For example, a participant explains his ideas as follows:

“Rather than negative things, by saying positive things, they should say wrong things as like that.... I mean they should say the wrong things like this way...I mean if you do like this, it will be better. This kind of things will motivate us more.” [51]

In conclusion, students believe that good advisor firstly lets them specify their own research problem based on their interests as a fundamental motivational factor although there is an opponent of this idea saying that good advisor should identify the research problem since he is an inexperienced researcher. Then, throughout the research process, they expect their advisors to provide them motivational feedback by emphasizing the strengths of their performance more than their weaknesses.

Pastoral Care

Students view pastoral care as a solution for many of the interaction problems between advisor and advisees. They want their advisors to make them feel that they care the advisees and realize their challenges as novice researchers during the research. Therefore, they expect pastoral care from their advisors throughout their research projects.

Students have an expectancy of the advisors to allocate more time to care more about their projects by following their progress, providing continuous support, and solving the problems encountered. In their opinion, this is also required to make the advisor and advisee interaction process more effective. Thus, some students expect their advisors to allocate more time for advisees and to show that they care them and their studies. Students emphasize that since they always need help for their research studies, advisors are required to care their studies by allocating sufficient time to solve their problems. For example, a participant explains his ideas as follows:

“First of all, I will do a research and want to it to be a good thing. So, I want him or her (advisor) to care his or her student more because we could not exactly put something in order and he would want him or her to be always available. I still want this. He should care. I mean it should not be only like ‘Research the topic, go, come’.” [52]

During the interviews, some students emphasize that they are inexperienced in research and their advisors should guide them by taking this into consideration. In

this regard, they want to learn the required hints and tips to deal with the practical challenges and progress their research in an easier manner. Thus, they expect their advisors to have an understanding of novice researchers and guide them by giving the required hints and tips for the possible challenges they would experience. For example, a participant explains his ideas as follows:

“We are conducting a research for the first time. We are specifying a research problem for the first time. Then, we collect data for the first time. At this stage, how to say... I want to learn the right things needed to do this more correctly. I want to learn from my advisor. ”

[53]

In conclusion, students mainly underline that they have to continue their work while researching and they are inexperienced researchers. For this reason, they expect the tutors to allocate sufficient time for their studies by considering their challenges during the research process resulting from their work and lack of experience.

Interaction

Interaction is a common theme underlined by the students in their expectations from their tutors and advisors. This theme also includes common concepts with “interaction with students” sub-theme in the ‘Student Expectations of Good Tutors in Distance Education’ part. Interaction theme includes the concepts; positive attitude toward interaction, being friendly, availability, and appointment for project meetings.

Students believe that the source of many interaction problems they experienced is the advisor’s attitude toward interaction as mentioned in the previous part and it will be easier to interact with the advisor if they have positive attitude toward interaction. Thus, they expect the tutors to be willing to interact with advisees by having a positive attitude toward interaction as do they expect from the tutors. They view that if this expectation is met, most of their interaction problems will be solved. For example, a participant explains his ideas as follows:

“I do not experience any (interaction) problem until now. I mean I contact him (his advisor) whenever I need. Consequently, I could not contact him if he did not want. I think he has a great role. I mean he cares (interaction). Some of them (advisors) do not care. ” [54]

Students believe that if the advisors are friendly during the interactions, they will feel more comfortable and do not hesitate to interact with them. They have a belief that this will make the interaction process more healthy and beneficial for them. Therefore, they expect their advisors to behave friendly and make them comfortable during the interaction process. For example, a participant explains her ideas as follows:

“He or she as an academic should be as if he were a friend who will improve, satisfy me. Can I explain it? But, in terms of attitude, of course, he should be as if he were a friend whom I can easily ask questions and have conversations. Since I got this energy; electricity from tutor Y (her advisor), I progress easily. I progress very well and I believe that I will do a perfect work. ” [55]

Students have a belief that advisors are required to work only for distance education to be available whenever they want to contact them as some of them expects from tutors. They think that the advisors in distance education should be always available for their advisees via e-mail or phone. For example, a participant explains his ideas as follows:

“If he or she is an advisor, first of all, it should be easy to contact him or her because this is distance education. In my opinion, tutor should have a cell phone only for this work and it should be always available if he or she is in this work. This work is done in this way. For example, I can always contact tutor Z (his advisor). ” [56]

However, some of the students think different than the ones who support the continuous availability of the advisors. They suggest appointment for project

meetings because they have to continue their jobs while studying on their projects and aware that the advisors might be busy and might not be always available. Therefore, they expect their advisors to schedule appointments for their project meetings as appropriate with both advisor and advisee's work schedule. For example, a participant explains his ideas as follows:

“If our advisors let us know their free times, in those times, we, in our own way, too... All in all, we work, too. We are teachers in the (Ministry of) National education. I mean our time is apparent, too. So is the tutor's time. Whenever he or she is suitable, we can have appropriate meetings in those times.” [57]

To conclude, students believe that advisors, just like tutors, are needed to have a positive attitude toward interaction since they think that the source of the most of the interaction problems they experienced is the unwillingness of the advisors to interact. They also expects of the advisors to be friendly for the advisees to feel more comfortable during the interaction. However, there is a disagreement on the meeting with advisors. While some of them believe that advisors are required to work only in distance education and provide continues support for the advisees, others believe that advisors are required to provide them appointment for meetings rather than unclear meeting hours.

4.3.4. Summary of Qualitative Results

In this study, qualitative data was collected to answer the research questions about student conception and expectations of Good tutor and Good advisor in distance education. The themes, sub-themes, and concepts were extracted according to the participants' responses to the interview questions.

The themes and concepts related with participants' good tutor conceptions below were extracted from their responses:

- Expertise
 - Subject Field Expertise

- Technology Expertise
- Personality
 - Commitment
 - Being Tolerant
 - Being Friendly

There are similarities and differences between quantitative and qualitative results in terms of good tutor characteristics. While Subject field expertise is a similarity, technology expertise has emerged as a different concept within the expertise theme. In addition, personality theme has emerged in the qualitative results, which is not mentioned in quantitative results.

The themes and sub-themes related with the participants' expectations of good tutor were extracted from their responses as follows:

- Teaching
 - Instructional Methods
 - Lesson Planning
 - Instructional Materials and Resources
- Pastoral Care
 - Understanding of Adult Learners
 - Caring Students
- Student Interaction
 - Promoting Student Interaction
 - Guidance for Student Interaction
- Interaction with Students
 - Feedback
 - Attitude toward Interaction
 - Required Skills for Interaction

Although there are similarities between the quantitative and qualitative results, there are also differences, which extend the quantitative results. Pastoral Care, Student

Interaction, and Interaction with Students are included in the quantitative results. However, Understanding of adult learners in Pastoral Care theme; attitude toward interaction and required skills for interaction in Interaction with Students sub-theme were not mentioned in quantitative results.

The themes and concepts related with the participants' expectations of good advisor in distance education were extracted according to their responses as follows:

- Motivation
 - Research based on advisee interest
 - Motivational feedback
- Pastoral Care
 - Allocated time for advisee
 - Understanding of novice researchers
- Interaction
 - Attitude toward interaction
 - Being Friendly
 - Availability
 - Appointment for project meetings

In the qualitative results related with good advisor expectations of participants, the similar expectations were investigated except Motivation. While participants stated that they do not need an extra motivational support from tutors, they underlined the importance of motivational support from their advisors during their research projects.

4.4. Comparison and Combination of Quantitative and Qualitative Data Analysis Results

While quantitative results of this study provide answers for the research questions regarding the students' perceptions of good tutor, qualitative results provide answers for the research questions regarding the students' expectations of good tutors and advisors. Student perceptions of good tutor were investigated using a questionnaire

in terms of five factors; Critical Thinking, Vocational Guidance, Subject Expertise, Promoting Interaction, and Pastoral Care. These perceptions of Good Tutors were also investigated using qualitative methods to obtain further information. The qualitative data analysis provided the following themes about Good Tutor Perceptions:

- Expertise
 - Subject Field Expertise
 - Technology Expertise
- Personality
 - Commitment
 - Being Tolerant
 - Being Friendly

According to students' responses, two themes have emerged, which are Subject Field Expertise and Tutor Personality. While Subject Expertise ($M=4.40$, $SD=.52$) was included in the questionnaire and has the second highest mean score, technology expertise was not in the questionnaire and emerged in the qualitative data. Participants believe that a good tutor should already have subject expertise in his or her subject field but what is important is to be able to use technology for effective teaching. Similarly, although it was not in the questionnaire, personality theme has emerged in the qualitative results. This theme includes commitment, being tolerant, and being friendly. These results suggest that tutors' personal characteristics are important factors that make them good tutors according to the students.

Critical Thinking Factor, which includes the tutors' instructional roles to provide effective instruction and improve students critical thinking skills, has the highest mean score ($M=4.44$, $SD=.41$) according to quantitative results. The similar results were obtained in the qualitative part of the study. Participants frequently stated their expectations for an effective instruction and improvement of critical thinking skills as represented in the Instructional Methods sub-theme of the Teaching theme.

Teaching

- Instructional Methods
 - Effective Presentation
 - Use of Appropriate Instructional Methods
 - Use of Diverse Teaching Techniques
 - Use of Alternative evaluation methods
- Lesson Planning
 - Clear Statement of Lesson Objectives
 - Course Activities based on Student Needs and Interests
 - Virtual Classroom Management
- Use of Instructional Materials and Resources
 - Use of various instructional materials
 - Effective usage of the online instructional tools

Since Lesson Planning and Use of Instructional Materials and Resources were not covered in the questionnaire, the interviews contributed to the understanding of students' expectations about teaching. Additionally, according to student responses, effective use of instructional methods is not sufficient to make a tutor good in distance education. They expect good tutors to effectively plan virtual lessons and use instructional materials and resources.

In the quantitative results, Pastoral Care ($M=4.23$, $SD=.53$) was ranked as the third theme with respect to good tutor and there is a significant mean difference between male and female students in favor of males. Similarly, a disagreement for Pastoral Care has emerged in the qualitative results. In other words, while some students have expectation of tutors about pastoral care, some of them stated that they do not need an extra pastoral care except meeting their learning needs. The qualitative results indicate that the students expect their tutors to understand the challenges of adult learners and some students expect tutors to give individualized attention.

Pastoral Care

- Understanding of Adult Learners

- The characteristics of adult learners
- The challenges experienced by adult learners
- Caring Students
 - Caring students at a distance
 - Individual attention on each student

In contrast to quantitative results, pastoral care was not frequently emphasized by the students during the interviews though it has a high mean score in the questionnaire results. The pastoral care factor in the questionnaire also included items related with tutor personality including feedback and attitude toward interaction which were highlighted in the interviews, therefore grouped as a different theme titled as Interaction with Students.

Interaction with Students

- Feedback
 - Timely feedback
 - Satisfactory feedback
 - Motivational feedback
- Attitude toward Interaction
 - Timely response
 - Willingness to communicate
 - Synchronous communication with students
 - Appointment for synchronous communication
 - Allocated time for interaction
- Required Skills for Interaction
 - Virtual Lesson Management
 - Writing skills in virtual environment
 - Use of various tools for online communication

While satisfactory and timely feedback was included in the questionnaire, motivational feedback has emerged as a new concept in the qualitative results. Within the Attitude toward interaction sub-theme, timely response, synchronous

communication with students, appointment for synchronous communication, and allocated time for interaction concepts have broadened the quantitative results in terms of tutor-student interaction. Additionally, regarding their expectations for the facilitation of student-tutor interaction, interview participants provided other tutor competencies which were not included in quantitative results. These are virtual lesson management, writing skills in virtual environment, and use of various tools for online communication.

Both quantitative and qualitative methods produced convergent results in terms of student interaction. Promoting Interaction factor ($M=3.86$, $SD=.72$) mean scores showed positive perceptions but they were comparatively low compared to other factors. There was a significant mean difference with promoting interaction factor considering the university and the subject field. Promotion of student interaction was also less underlined by the students during the interviews. Interview results showed a disagreement between the students even though the interviewees are from the same university and the same subject field. In other words, while some students stated their expectation of tutors to promote their interaction with other students, others stated that the existing interaction between them is sufficient and they do not expect of the tutors to spend effort for promotion of their interaction. Different from Promoting Interaction factor in quantitative results, qualitative results revealed expectations such Promoting Student Interaction and Guidance for Student Interaction.

Student Interaction

- Promoting Student Interaction
 - Collaboration among students
 - Encouragement for discussion
- Guidance for Student Interaction
 - Guidance for online discussion environments
 - Moderator role in discussions

The qualitative part of the study also expands the scope of the quantitative results as it provided insights about students' expectations from good research advisor as a tutor role. The qualitative data analysis resulted in three themes as shown below:

Student Expectations of Good Research Advisor in Distance Education

- Motivation
 - Research based on advisee interest
 - Motivational feedback
- Pastoral care
 - Allocating sufficient time for advisee
 - Understanding of novice researchers
- Interaction
 - Attitude toward Interaction
 - Being Friendly
 - Availability
 - Appointment for research project

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter the discussion of the results, implications for theory and practice, and the suggestions for future research are presented.

5.1. Introduction

According to the Theory of Transactional Distance (TD) proposed by Moore (1993), the success of distance education depends on the minimization of transactional distance, a psychological and pedagogical distance between tutors and learners. It is clear that tutors have a crucial responsibility in decreasing TD. In addition, tutors are a key factor affecting student satisfaction and retention in distance education (Cronje et al., 2006; Park and Choi, 2009; Joo et al., 2011). They are considered as the most effective factor on course satisfaction (Bolliger and Halupa, 2012). For this reason, many studies have been conducted to identify and clarify tutoring roles and competencies in distance education for the success of distance education programs and institutions (Baran et al., 2011). However, the review of the literature indicates that the studies conducted about tutoring in distance education are mostly based on tutor and expert opinions and those studies are conducted at undergraduate level. The further research is needed to investigate student perceptions and expectations of tutors in distance education especially considering that their perceptions and expectations vary depending on their backgrounds and general characteristics such as age, gender, previous online learning experience, subject field, and distance education context where they study (Higgison, 2000; Forrester and Parkinson, 2006; Jelfs et al., 2009). Thus, the purpose of this study is to investigate the perceptions and expectations of graduate students in non-thesis programs regarding “Good Tutor” in distance education. Using mixed methods approach, the data were collected using a questionnaire and interviews. In the following, the results of two phases are discussed.

5.2. Discussion of Results

In this part, the obtained results of the study are discussed with previous research studies in the literature. Three main sections are Student Perceptions of Good Tutor, Student Expectations of Good Tutor, and Student Expectations of Good Advisor in Distance Education.

5.2.1. Student Perceptions of Good Tutor

The findings of this study show that students generally have positive perceptions of Good Tutor in distance education. The distance education graduate students give particular attention to the critical thinking skills, subject expertise, and pastoral care of the tutors while they are comparatively more flexible regarding the availability of the Vocational Guidance and Promoting Interaction. Jelfs et al. (2009) found very similar results in terms of mean scores except that the students participated in that study perceived Subject Expertise as the most important good tutor competency, while in the present study the most important tutor competency is the Critical Thinking skills. However, mean scores in both studies and both factors are quite approximate to each other. In a similar study supporting these findings, Abdulla (2004) found that intellectual skills of tutors including Subject Expertise and Critical Thinking were ranked as the top competency by graduate students. During the interviews, the students mostly underlined the importance of Technology Expertise as their expectation from good tutor by assuming that tutors already have Subject Expertise. Abdulla (2004) reported that while graduate students ranked Subject Expertise as the most important competency for good tutor, they ranked Technology Expertise as the tenth important competency. Similarly, the participants of this study underlined the importance of Technology Expertise as a tutor competency. The incompetency of tutors in technology usage decreases tutors' efficiency in distance education and result in the increase of the time and effort they spent for teaching (Davidson-Shivers and Rasmussen, 2006) just as a participant of this study stated below:

“(During the virtual sessions) Sometimes the system automatically shuts down. The tutor had difficulty to start it again. We were just waiting.” [58]

Pastoral Care was also considered a very important Good Tutor characteristic. Unlike The previous study by Jelfs et al. (2009), which found that female students have higher mean scores for Vocational Guidance, the present study showed differences in Pastoral Care factor with regards to Gender. Male students have higher mean scores for Pastoral Care than the females. Although there are studies in the literature indicating that females need more pastoral care than males (Price, 2006; Sen and Samdup, 2009), this study revealed the contrast. This might be because of the cultural differences between this study and the existing ones since culture has an influence on student perceptions (Gunawardena, Wilson, and Nolla, 2003).

The factor in the questionnaire with the lowest mean score was Vocational Guidance. The reason is probably that adult learners are often employed in full-time jobs (Fairchild, 2003) and therefore they may not need any further guidance. Also according to the findings, students’ previous online experience was influential to their ratings on the Vocational Guidance items in the questionnaire. As stated by Fung and Carr (2000), the students’ online learning experience influences their perceptions of tutors. In the present study, these experiences were influential on the ratings for only Vocational Guidance and the students who have previous online learning experience have higher perception of good tutor in terms of vocational guidance than the ones who do not. Since the students who do not have online learning experience have many technical problems (Cho, 2012), the problems they encountered may influence their good tutor perceptions and result in that they give less importance to Vocational Guidance in distance education.

It was interesting that Promoting Interaction factor in the questionnaire results had comparatively low mean scores than Critical Thinking, Subject Expertise, and Pastoral Care. The items in this factor represented a tutor using discussion method

and promoting interaction between tutor-student and student-student. It has been found that the students' ratings vary depending on their university and their subject fields. This suggests that the graduate student perceptions of good tutor in terms of Promoting Interaction vary depending on the distance education context in this case. Trinidad, Aldridge, and Fraser (2005) also reported the importance of distance education learning environment on students' perceptions and satisfaction. In the present study HIM and NR programs at OMU rated Promoting Interaction comparatively more than CT program at AU. In Jelfs et al.'s study (2009) with the participants from nine faculties in one university, they found no significant difference when subject fields and Good Tutor perceptions were considered. In this study, the reason of variations between students' perceptions of good tutor in terms of Promoting Interaction is probably the different interactive mediums used by OMU and AU considering that the participants in Jelfs et al.'s study (2009) were from the same university and the interactive medium has an influence on tutors' teaching and interaction as well as students' experiences (Coates, James, and Baldwin, 2005). However, it should be noted that this factor has only 3 items and has the lowest Coefficient Alpha Score with .66 in Jelfs et al.'s study (2009) and .69 in the current study.

In this study, the qualitative results expanded the previous study by Jelfs et al. (2009) by adding tutors' personality including commitment and interpersonal skills: being tolerant and friendly as a good tutor characteristic. Firstly, students think that a good tutor should have commitment to distance education because tutors do not spend sufficient time and effort for distance education. There are some studies reporting that the tutors' workload in distance education is more than the ones' in traditional education (Pattillo, 2005; Romiszowski and Chang, 2001; Smith, Ferguson, and Caris, 2002). In the same way, students are aware of the fact that teaching in distance education is more challenging than traditional education and expect that unless tutors in distance education have commitment to it, they will not be good tutors. Secondly, students at a distance, especially adult students, experience many problems during their education since they have to make a balance between their work, family, and education (Kahu, Stephens, Leach, and Zepke, 2013). Thus,

they have a perception that a good tutor in distance education should be more tolerant for them considering the challenges they experience. Finally, students have another perception about Good tutor that tutors at a distance should be friendly so that they can easily interact with them. Graduate students believe that this will also solve many of the interaction problems they experienced with the tutors. This finding supports the study of Vonderwell (2003). In her study, students stated that they have interaction problems with tutors since they do not know enough about their personality as do they in traditional education. In a similar study by Abdulla (2004), graduate students ranked interpersonal skills within the top tutor competencies required for a successful distance education. In that study, he concluded that the challenges experienced in interaction with students fundamentally depends on tutors' interpersonal skills. Williams (2003) also underlines interpersonal competencies as one of the most important tutor competency in distance education. As investigated in those studies, graduate students perceive good tutor as the ones who have interpersonal skills such as being tolerant and friendly. Those skills are needed for good tutoring since how tutors communicate and care students mostly depends on their personality (Chan, 2002).

5.2.2. Student Expectations of Good Tutor

Teaching

The first expectation of students from tutors in distance education is an effective teaching. In this regard, the results show that the tutors have such problems as monotonous presentations, inefficiency of virtual sessions, and insufficient use of instructional materials and resources. For this reason, they have expectations about effective instructional methods, lesson planning, and instructional materials and resources.

Firstly, they expect the tutors to use diverse instructional methods and techniques except presentation to make learning more effective for them because they think presentations are monotonous and distract them to learn. Howland and Moore

(2002) suggest that the learning environments are required to be flexible so that tutors can implement diverse teaching strategies to meet students' diverse learning needs. Participants of this study at least expect effective presentation through the use various techniques such as metaphors, question and answer, use of examples from daily life and so on. The same finding was obtained in a study by Stevenson et al. (2006) with undergraduate students. They report that students think presentations are too monotonous and boring and expect of the tutors to make it fun and attractive. In line with this study, graduate students expect of the tutors to make presentations more effective so that students are attracted to attend lectures as also suggested by Fung and Carr (2000) in a study with undergraduate students. In this respect, graduate students have the same expectations with the undergraduate students participating in the previous studies.

Secondly, they expect the tutors to have an effective lesson planning against the deviations from lesson objectives because of unplanned virtual sessions. They want the tutors to set lesson objectives for the effective use of the time allocated for lesson and specify lesson activities in lesson plans based on their needs and interests for gaining their attention. Similarly, Howland and Moore (2002) reported the importance of the planning of lessons and lesson activities with an emphasis on promoting students' critical thinking skills. However, in this study, students have a desire of effective lesson planning just because the lessons do not satisfy them in terms of their learning needs rather than developing critical thinking skills.

Finally, students have a desire to benefit from the advantages of distance education. For this reason, they expect the tutors to prepare and use various online instructional materials that facilitate their learning and motivate them to learn as well as using the instructional tools provided by Learning Management System (LMS). In a similar study, Howland and Moore (2002) reported the expectations of students about instructional materials by underlining that instructional materials are needed to be more detailed since the lack of immediate response provided by tutors. However, in this study, students expect the use of instructional materials to facilitate their

learning as well as effective use of online tools as reported by Oliver et al., (2009). In their study with high school students, Oliver et al. (2009) reported the student expectation of the use of interactive instructional materials such as games, simulations, and real life problems, the purpose of which in nature to facilitate student learning. Additionally, in another study with undergraduate students, Ukpo (2006) underline that improvement of instructional materials is a need for the improvement of student satisfaction in distance education. In the same manner, participants of this study expect the use of effective instructional materials and tools that facilitate their learning as an advantage of distance education. Therefore, it can be concluded that use of various online instructional materials and tools by tutors in distance education are crucial factors to meet student expectations and provide satisfaction in all levels of education including high school, undergraduate and graduate.

Pastoral Care

Firstly, students expect the tutors to have an understanding of the characteristics of adult learners and the challenges they experienced. As mentioned before, they have work and family responsibilities and this cause challenges for their education (Kahu et al., 2013). They expect the tutors to be more tolerant and thoughtful when they plan lesson activities by taking those challenges into consideration.

Secondly, some students think that their tutors do not care about distance education and the students at a distance. Therefore, they expect tutors to be more caring. A student suggested that tutors should pay individual attention on each student as an indicator of care, which was also suggested by Rourke, Anderson, Garrison, and Archer (2001). They stated that tutors should call each student by his or her name so that students can feel social presence in distance education environment. On the other hand, there are students who said they do not need extra care except meeting their expectations of the program. However, in the questionnaire, Pastoral Care factor has high mean score. This is most probably because Pastoral Care factor in the questionnaire also includes items related with tutors' attitude, willingness to help,

availability, feedback and so on. These are also emphasized by the students during the interviews. The item in Pastoral Care factor that define pastoral care, “*A good tutor has an interest in students and is concerned for their well-being*” has the lowest score among the factor items. In this respect, the questionnaire and interview results have consistent results.

Promoting Student Interaction

Promotion and guidance of interaction among students are essential roles of online tutors (Cain, Marrara, Pitre, and Armour, 2003; Salmon, 2004). The results of this study show that they already interact with classmates via LMS, social media, e-mail, and phones. However, some of them still expect tutors to promote and guide their interaction with classmates by collaborative works and discussions, while others think that the existing interaction is sufficient. The students who want the tutors to encourage them for discussions have expectations of tutors to guide them for using discussion tools and rules and to have a moderator role in the discussions to keep the discussion in scope. In a related study, Stevenson et al. (2006) reported that all participants expect the tutors to use discussions as an instructional method. In addition, they found that higher level students have higher level of expectation about the discussions. In line with this study, promoting student interaction is a notable student expectation to enhance their critical and reflective thinking skills considering that the participants of this study are graduate students. However, the number of students who stated their expectation for promoting interaction is relatively low and there are also students who think the existing interaction is sufficient and they do not expect additional support for interaction from the tutors. In this regard, the questionnaire and interview results are consistent since Promoting Interaction factor in the questionnaire has a low mean score compared to other factors. In this study, It is observed that promoting interaction by the tutors is controversial among students.

There are also other discrepancies among students regarding their expectations for promoting collaboration. The literature suggests that student collaboration depends on structuring it into the course by tutors in distance education (Vonderwell, 2003).

In the related studies (Howland and Moore, 2002; Oliver et al., 2009), it was stated that students expect of the tutors to assign group works to promote collaboration among them. In a similar manner, the graduate students in this case expect of the tutors to promote their collaboration through the group works. However, some students have a belief that collaboration as a group is impossible in distance education settings. The reason behind the idea of impossibility of group works in distance education settings is that some students are not aware of the possibilities provided by today's online technologies. The collaborative experiences of students in traditional education can also be a reason for their opposition to group works in distance education because a participant stated that the collaborative groups that she participated in traditional education were not successful and for this reason, the group works in distance education is impossible.

Interaction with Students

Feedback as a way of interaction is underlined by students frequently during the interviews. Since they think tutors are weak at providing timely and satisfactory feedback, they expect them to provide feedback on time and in detail to let them know how they performed. In a similar study related with student expectations, Howland and Moore (2002) reported that students perceive course assignments as just "*Busy Work*" with no value. For this reason, they made the similar suggestion that tutors are needed to provide students detailed feedback about their performance in course assignments to show that their works are valuable. In other studies (Mupinga et al., 2006; Osborne et al., 2009; Vonderwell, 2003), the similar findings about the promptness of feedback was obtained by concluding that students expect of the tutors to provide timely feedback about their works. Additionally, as some students view feedback as a way of motivation, they expect of the tutors to provide motivational feedback for their studies. In a related study about feedback in distance education, Pyke and Scherlock (2010) explored that although tutors in distance education mostly provide corrective feedback, it is important to provide motivational feedback for the students to trigger them for improvement of their performance and

to take the responsibility of their own learning. Considering the challenges experienced by graduate students to continue their education with their work and family, it seems that motivational feedback has a vital importance for graduate students.

Since tutors' negative attitude toward interaction is considered as the source of many interaction problems perceived by the students, they expect of a good tutor to have a positive attitude toward interaction with students. They believe that if tutors have a positive attitude, they will interact willingly and respond on time. In line with this finding, the findings of the studies related with tutor and student interaction conclude that tutors need to allocate more time for student interaction in distance education than the traditional education (Cavanaugh, 2005; Tomei, 2006; Hislop and Ellis, 2004; Visser, 2000). In a related study, Abdulla (2004) also concluded that the source of the many of the problems tutors experienced in distance education is about their perceptions of communication. For this reason, they are required to be more willing to communicate and have commitment to distance education as expected by the graduate students in this case.

The participants also expect of the tutors to interact with them synchronously and orally because of the late or non-response of the tutors and the problems they experienced in written communication. They are aware of the fact that this sort of interaction will be time consuming for the tutors and suggest them to arrange appointments for synchronous and oral communication and allocate more time for interaction with students. The desire to have synchronous communication with tutors and appointment for this communication was also reported in similar studies which concluded that synchronous communication in distance education minimizes the feeling of isolation (Fung and Carr, 2000; Howland and Moore, 2002; Oliver et al., 2009). In this study, the graduate students expected synchronous communication because the tutors do not respond or respond late.

In addition, the questionnaire items related with feedback, tutor response, availability, and willingness to communicate in Pastoral Care factor have high mean

scores. In this regard, quantitative and qualitative findings of this study produced consistent results. This shows the agreement of graduate students on the idea that meeting students' expectations of interaction with tutors is important to be a good tutor in distance education.

Furthermore, students consider the lack of the required skills for interaction as another source of problem they experienced during the interaction with the tutors. Frequently tutors had trouble interacting with students during the virtual sessions because of the disorganized environment and problems in written communication. Thus, students have an expectation of good tutor to have virtual lesson management skills, effective writing skills in virtual environment, and effective use of online communication tools. Although students expect effective virtual lesson management skills, the irregular environment in virtual lessons might be because of the class size. Previous studies show that as class size increases, the interaction level between tutor and students decreases (Burruss, Billings, Brownrigg, Skiba, and Connors, 2009; Wang and Nevlin, 2001). For this reason, the reason of the irregular environment in virtual sessions might be the virtual class size. Additionally, it is clear that the student expectations of tutors in this study, especially the expectations pertaining to interaction with tutors, are derived from the problems they experienced. For this reason, student expectations might vary depending on the university settings and the problems experienced by students in each university. In other words, it is required to be noted that the unique problems experienced by students might produce unique student expectations of tutors in every university settings.

5.2.3. Student Expectations of Good Advisor

There are both similarities and differences between the student expectations of good tutor and good advisor. The similarities include the expectation from tutors to give motivational feedback, to allocate time and arrange appointments for meetings, and to have positive attitude toward interaction. The differences are specific to advisor-advisee relationship such as research topic interest and understanding of novice

researchers. In this study students expect of advisor to know their research interest and let them decide on what to study.

It is an important finding that while students do not expect extra motivational support from their tutors, they underlined their expectations about motivational support from their advisors. Similar to the situation where the students expect their tutors to have expertise in subject area, they expect their advisors to have expertise in guidance and advising strategies. The findings are discussed under three themes: Motivation, Pastoral Care, and Interaction.

Motivation

Students view the motivational support provided by their advisors as an important factor to complete their research projects successfully. For this reason, they expect of the good advisor to provide motivational support considering the challenges they experienced as adult learners and novice researchers. As a fundamental motivational factor, some of them expect to have a chance to do their research based on their interests. It is important in advising at a distance that advisors and advisees need to know each other (Sussex, 2008). For this reason, students expect of advisor to know their interests as well as their personal characteristics as a fundamental motivational factor at the planning phase of research studies.

The literature shows that the challenges experienced by advisees in distance education have a negative impact on their motivation to continue their research (Lin, 2008; Sussex, 2008). With this in mind, the graduate students underlined their need for motivation and stated their expectation of their advisors to provide motivational feedback with an emphasis on the positive aspects of their studies rather than just corrections and suggestions. In another study, Lessing and Schulze (2012) found the same finding that advisees in distance education expect of the tutors to provide constructive criticism about their studies in feedbacks as a way of motivation. This finding is also underlined by Suciati (2011) who underlined the importance of using

motivational feedback in distance education since advisees can only infer motivational support from what they read.

Pastoral Care

Students think that they need to often interact with the advisors since they should follow their progress, provide support, and help for solving the problems encountered. For this reason, they expect of the good advisors to allocate sufficient time for them. Schroeder (2012) made the same conclusion that advisee expect of advisor to care about them. Furthermore, they have an expectation of good advisor to have an understanding of novice researchers. They want their advisors to guide and help them to solve the possible problems considering their inexperience in conducting research.

Interaction

Interaction is a common theme in both student expectations of good tutor and good advisor. As a common idea with student expectations of good tutor, students again believe that the source of the interaction problems between advisor and advisee is their attitude toward interaction. For this reason, they expect of a good tutor to have a positive attitude toward interaction with advisee as a solution for the interaction problems they experienced as they expect of the good tutor.

Evans, Hickey, and Davis (2005) reported that distance education context causes challenges in creating effective advisor and advisee relationships. To get rid of this problem and interact with advisors without hesitating, the graduate students in this study expects of the good advisors to act more friendly than tutors for the improvement of interaction between them.

As stated for tutors, students expect of good advisors to be always available when they need though there are the ones who think continuous availability is impossible. The ones who want the continuous availability of advisor believe that advisors in distance education need to allocate sufficient time for interaction and have

commitment to this work. In relevant study, Schroeder (2012) found the similar findings that students expect of the tutor to be available, provide timely response and immediate feedback. The others who think continuous availability is impossible expects of the good advisor to arrange appointment for meetings as do they in traditional education. These results imply that the graduate students at a distance have a desire to have interaction with their advisors as often as, and even more than, they can do in traditional education.

This study reported the distance education graduate students' perceptions and expectations of good tutor and advisor. It has several implications to both theory and practice. In the following sections the implications of this study are discussed.

5.3. Implications for Practice

The following recommendations for distance education practices were made according to the results of this study.

- For all distance education tutors and advisors, orientation programs are needed to support distance education students' unique characteristics, needs, and expectations.
- Distance education institutions and tutors are required to take the students characteristics and demographics into account during the planning, implementation, and evaluation processes of their courses. This can be done via the regular feedback obtained from students.
- Tutors practicing in distance education, especially the novice tutors are required to be trained about adult education, instructional design, technology use, and distance education. They should be at least competent in terms of instructional methods, lesson planning, instructional materials and resources specific to distance education.
- Tutors in distance education should consider student characteristics and the challenges they experienced when they plan lessons and demonstrate

individual attention for each student. This might be only possible with the optimization of the number of students per tutor.

- Tutors are needed to be trained about the collaborative possibilities in virtual environments and encourage students to use them for further student interaction.
- It is important for the tutors in distance education to have online readiness for the success of distance education. For this reason, tutors should be trained to have technological skills for both effective teaching and interaction.
- The feedback provided by tutors and research advisors for student work should have a motivational nature as well as corrections and guidance.
- Project advisors in distance education should provide high level of motivation for advisees as well as guidance.
- Advisors should create a friendly atmosphere for an effective relationship with advisees and allocate sufficient time for them considering the characteristics of and difficulties experienced by novice researchers.

5.4. Implications for Further Studies

The following recommendations for further studies were made considering the results and limitations of this study.

- Considering the gap between tutor and student perceptions in the literature, further studies about tutors' perceptions and opinions regarding good tutor in distance education are required to be conducted. Especially, the best practices of experienced tutors in distance education are needed to be investigated to meet student expectations.
- The further studies are needed to be conducted for the influence of the student expectations presented in this study on student satisfaction in distance education.
- Further qualitative research is needed to find out the expectations of older adult students based on adult learning theories and students from diverse subject fields since the participants of the qualitative phase of this study

are only the students studying in Classroom Teaching graduate program and the mean of their ages is 27.3.

- In further studies, the questionnaire can be improved by adding an open-ended question to reach a wider participation.
- The further research can be done to increase the efficiency of virtual lessons and tutor-made video lessons. Additionally, the research studies are needed about the influence of the number of students per tutor on student success and satisfaction for the optimization of virtual class sizes.

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APPENDIX A

STUDENT PERCEPTIONS OF GOOD TUTOR IN DISTANCE EDUCATION QUESTIONNAIRE

Dear Participant,

This questionnaire was prepared within a scientific research to investigate your perception of good tutor in distance education. Your responses to the items in the questionnaire will be used completely for scientific purposes and kept confidential.

Please, indicate your response by marking the options given besides each item after reading each one carefully.

This questionnaire includes two main parts. The first part is “Personal Information Form” and the second part is “Student Perception of Good Tutor in Distance Education” questionnaire.

If you would like to get information about the results and participate in the second phase of the study, please write your e-mail address below:

Your e-mail address:

Thank you for participating in the study.

Mehmet KARA

mehmet.kara@metu.edu.tr

Computer Education and Instructional Technology
Midde East Technical University

PERSONAL INFORMATION FORM

1. **Your gender** : Male [] Female []
2. **Your university** :
3. **Your graduate school** :
4. **Your program** :
5. **Your age** :
6. **How many semesters have you completed in your graduate education?**
1 [] 2 [] 3 [] 4 []
7. **Do you have previous online learning experience?**
Yes [] No []

“STUDENT PERCEPTIONS OF GOOD TUTOR IN DISTANCE EDUCATION” QUESTIONNAIRE

Item	STUDENT PERCEPTIONS OF GOOD TUTOR IN DISTANCE EDUCATION	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1.	A good tutor cultivates critical thinking.					
2.	A good tutor helps students to analyze a situation and display logical and rational thinking.					
3.	A good tutor helps students to adopt a critical approach.					
4.	A good tutor encourages independent learning.					
5.	A good tutor helps students to start thinking in a critical way.					

6.	A good tutor encourages students to ask questions.					
7.	A good tutor motivates students to learn.					
8.	A good tutor develops students into self-motivated learners.					
9.	A good tutor allows students to take responsibility for their own learning.					
10.	A good tutor is able to enthuse students.					
11.	A good tutor stimulates the interest of students in the subject matter.					
12.	A good tutor facilitates learning.					
13.	A good tutor prepares students for their future career.					
14.	A good tutor prepares students for their future roles.					
15.	A good tutor helps students to cope in the world of work.					
16.	A good tutor is an expert in their subject.					
17.	A good tutor knows their subject area very well.					
18.	A good tutor has a thorough knowledge of their discipline.					
19.	A good tutor keeps abreast of their field of knowledge.					
20.	A good tutor knows what is happening in the subject area.					
21.	A good tutor gets students to interact.					

22.	A good tutor spends less time giving information and more time engaging in discussion.					
23.	A good tutor helps students engage in learning through problem solving rather than learning through memorization.					
24.	A good tutor encourages discussion among students.					
25.	A good tutor recognizes the needs of students.					
26.	A good tutor cares for students and understands their problems.					
27.	A good tutor is always sympathetic when students need help with their studies.					
28.	A good tutor cares for their students and is willing to help them.					
29.	A good tutor makes a real effort to understand the difficulties that students may be having with their work.					
30.	A good tutor gives helpful feedback on how students are doing.					
31.	A good tutor is always available when students want help.					
32.	A good tutor has an interest in students and is concerned for their well-being.					
33.	A good tutor returns marked assignments promptly.					

APPENDIX B

STUDENT PERCEPTIONS OF GOOD TUTOR IN DISTANCE EDUCATION QUESTIONNAIRE IN TURKISH

Değerli Katılımcı,

Bu anket uzaktan eğitimde iyi öğretim elemanı algınızı belirlemek için yapılan bilimsel bir araştırma kapsamında hazırlanmıştır. Ölçekte yer alan sorulara verdiğiniz yanıtlar, tamamen bilimsel amaçlı kullanılacak ve gizli tutulacaktır. Lütfen aşağıda verilen tüm soruları dikkatle okuyarak yanıtınızı, her bir ifadenin karşısındaki seçeneklerden sizin için en uygun olanı işaretleyerek belirtiniz.

Bu anket iki ana bölümden oluşmaktadır. Birinci bölümde “Kişisel Bilgi Formu” ve ikinci bölümde “Uzaktan Eğitimde İyi Öğretim Elemanı Algı Anketi” bulunmaktadır.

Araştırmanın sonuçları hakkında bilgi almak ve araştırmanın ikinci aşamasına katılmak istiyorsanız lütfen e-posta adresinizi aşağıdaki boşluğa yazınız.

E-posta Adresiniz:

Çalışmaya katkılarınızdan dolayı çok teşekkür ederim.

Mehmet KARA

mehmet.kara@metu.edu.tr

Bilgisayar ve Öğretim Teknolojileri Eğitimi

Orta Doğu Teknik Üniversitesi

KİŞİSEL BİLGİ FORMU

1. Cinsiyetiniz : Erkek [] Bayan []
2. Eğitim Aldığınız Üniversite :
3. Enstitünüz :
4. Bölümünüz :
5. Yaşınız :
6. Yüksek Lisans eğitiminde kaçınıcı döneminizdesiniz?
1 [] 2 [] 3 [] 4 []
7. Daha Önce Çevrimiçi (Online) öğrenme deneyiminiz var mı?
Evet [] Hayır []

UZAKTAN EĞİTİMDE İYİ ÖĞRETİM ELEMANI ALGI ANKETİ

Madde	UZAKTAN EĞİTİMDE İYİ ÖĞRETİM ELEMANI ALGI ANKETİ	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	İyi bir öğretim elemanı eleştirel düşünmeyi geliştirir.					
2.	İyi bir öğretim elemanı öğrencilerin bir durumu analiz etmelerine ve mantıklı ve akılcı düşünme sergilemelerine yardım eder.					
3.	İyi bir öğretim elemanı öğrencilerin eleştirel bir yaklaşımı benimsemelerine yardım eder.					
4.	İyi bir öğretim elemanı bağımsız öğrenmeyi teşvik eder.					
5.	İyi bir öğretim elemanı eleştirel bir şekilde düşünmeye başlamalarına yardım eder.					

6.	İyi bir öğretim elemanı öğrencilerini sorular sormaya teşvik eder.					
7.	İyi bir öğretim elemanı öğrencilerini öğrenme için motive eder.					
8.	İyi bir öğretim elemanı öğrencilerini kendi kendini motive eden öğrenciler olarak yetiştirir.					
9.	İyi bir öğretim elemanı öğrencilerinin kendi öğrenme sorumluluklarını almalarına izin verir.					
10.	İyi bir öğretim elemanı öğrencilerini heveslendirebilir.					
11.	İyi bir öğretim elemanı konuyla ilgili öğrencilerin ilgisini çeker.					
12.	İyi bir öğretim elemanı öğrenmeyi kolaylaştırır.					
13.	İyi bir öğretim elemanı öğrencilerini gelecek kariyerleri için hazırlar.					
14.	İyi bir öğretim elemanı öğrencilerini gelecekteki rolleri için hazırlar.					
15.	İyi bir öğretim elemanı öğrencilerinin iş dünyasında başarılı olmaları için yardım eder.					
16.	İyi bir öğretim elemanı alanında uzmandır.					
17.	İyi bir öğretim elemanı konu alanını çok iyi bilir.					
18.	İyi bir öğretim elemanı kendi disiplinde eksiksiz bilgiye sahiptir.					

19.	İyi bir öğretim elemanı kendi bilgi alanındaki son gelişmelerden haberdar olur.					
20.	İyi bir öğretim elemanı kendi konu alanında neler olduğunu bilir.					
21.	İyi bir öğretim elemanı öğrencilerle etkileşim halinde olur.					
22.	İyi bir öğretim elemanı bilgi vermeye daha az, tartışma yapmaya daha çok zaman harcar.					
23.	İyi bir öğretim elemanı öğrencilerini ezberleyerek öğrenmekten çok problem çözmeyle öğrenmelerine yardım eder.					
24.	İyi bir öğretim elemanı öğrenciler arasında tartışmayı teşvik eder.					
25.	İyi bir öğretim elemanı öğrencilerin ihtiyaçlarının farkına varır.					
26.	İyi bir öğretim elemanı öğrencilerini önemser ve sorunlarını anlar.					
27.	İyi bir öğretim elemanı öğrencileri çalışmalarıyla ilgili yardıma ihtiyaç duyduklarında her zaman sempattir.					
28.	İyi bir öğretim elemanı öğrencilerini önemser ve onlara yardım etmek için istekli olur.					
29.	İyi bir öğretim elemanı öğrencilerinin işleriyle ilgili sahip olabilecekleri zorlukları anlamak için gerçek bir çaba gösterir.					
30.	İyi bir öğretim elemanı öğrencilerin nasıl yaptığı hakkında faydalı geribildirim sunar.					

31.	İyi bir öğretim elemanı öğrenciler yardım istediğinde her zaman uygundur.					
32.	İyi bir öğretim elemanı öğrencilerine ilgi gösterir ve onların mutluluğuyla ilgilenir.					
33.	İyi bir öğretim elemanı verilen ödevlere geciktirmeden cevap verir.					

APPENDIX C

INTERVIEW SCHEDULE

Interview Number : _____
Interview Date : _____
Interview Time : _____
Interview Place : _____
Number of Semester Completed in Graduate Program : _____

The Interview Questions for Students at a Distance in Non-Thesis Graduate Programs

The Questions Pertaining to Tutors in Distance Education:

1. How do you describe a good tutor in distance education?
2. How do tutors provide support for your learning in your courses?
 - A. In your courses, how do they provide support to facilitate your learning?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
 - B. How do the tutors provide support or guidance to complete your assignments?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
 - C. How do the tutors provide feedback in your courses or for your assignments?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
 - D. How do the tutors spend effort to understand your learning needs or problems?

- If sufficient: What are your expectations to promote it?
- If not sufficient: What are your expectations in this regard?
- E.** Do the tutors allow you to interact with other students in the courses?
 - If yes: Which strategies did they use?
 - Which strategies should the tutors use to promote it?
 - If no: In your opinion, which strategies should the tutors use?
- 3.** How do the tutors provide support for learning motivation in your courses?
 - A.** How do they provide support or encourage you for your self-directed learning?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
 - B.** Which strategie(s) do the tutors use in your courses to stimulate your interest in the topics?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
 - C.** Do the tutors provide guidance for you to be a self-motivated learner in your courses?
 - If yes: Which strategies did they use?
 - Which strategies should the tutors use to promote it?
 - If no: In your opinion, which strategies should the tutors use?
- 4.** By which ways did you communicate with your tutors in your courses?
 - Did you experience problems in this regard?
 - a. If yes: What kind of problems did you experience?
 - What are your recommendations for solution?
 - b. If no: In your opinion, what should the tutors do to improve interaction with them?

The Questions Pertaining to Research Advisors:

1. How do you describe a good research advisor in distance education?
2. What kind of strategies did your advisor use for you to be independent in your project process?
 - Do these strategies successful for you to acquire independent study skills?
 - If yes: What else should your advisor do for you to acquire independent study skills?
 - If no: What strategies should your advisor use for you to acquire independent study skills?
3. How was the guidance provided by your advisor during the research project?
 - If sufficient: What are your expectations to promote it?
 - If not sufficient: What are your expectations in this regard?
4. How was the support provided by your advisor to provide you with motivation during the research Project?
 - Does this support motivate you?
 - If yes: What kind of support should he or she provide to increase your motivation?
 - If no: What are your expectations in this regard?
5. By which ways did you communicate with your reserach advisor during your project?
 - A. Did your interaction with you advisor make difference than your interaction with the tutors in your courses?
 - If yes: What kind of differences did arise?
 - Do these differences meet your needs?
 - i. If yes: In your opinion, what strategies did your advisor use to improve interaction with you?
 - ii. If no: What are your expectations from your advisors in this regard?

- If no: What are your expectations from your advisor to improve interaction with you?
- B.** Did you experience interaction problems during your research project?
- If yes: What kind of problems did you experience?
 - What are your recommendations to solve these problems?
 - If no: What is the role of your advisor in not to have interaction problems?

APPENDIX D

INTERVIEW SCHEDULE IN TURKISH

Görüşme Numarası : _____
Görüşme Tarihi : _____
Görüşme Saati : _____
Görüşme Yeri : _____
Uzaktan Eğitim Programında Tamamlanan Dönem Sayısı : _____

Uzaktan Eğitim Tezsiz Yüksek Lisans Öğrencilerine Yönelik Görüşme Soruları

Öğretim Elemanlarıyla İlgili Sorular:

1. Uzaktan eğitimde iyi bir öğretim elemanını nasıl tanımlarsınız?
2. Öğretim elemanları derslerinizde öğrenmenize yönelik nasıl bir destek sunmaktadır?
 - A. Derslerde öğrenmenizi kolaylaştırma açısından nasıl bir destek sunmaktadır?
 - Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
 - Yetersizse: Sizin bu konuda beklentileriniz nelerdir?
 - B. Ödevlerinizi tamamlamanız için nasıl bir destek veya nasıl bir rehberlik hizmeti sunmaktadır?
 - Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
 - Yetersizse: Sizin bu konuda beklentileriniz nelerdir?
 - C. Derslerinizde veya ödevlerinizde öğretim elemanları nasıl bir geribildirim desteği sunmaktadır?
 - Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
 - Yetersizse: Sizin bu konuda beklentileriniz nelerdir?
 - D. Dersleriniz süresince öğretim elemanları öğrenme ihtiyaçlarınızı veya sorunlarınızı anlamaya yönelik ne tür çaba gösterdiler?

- Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
- Yetersizse: Sizin bu konuda beklentileriniz nelerdir?

E. Dersleriniz süresince öğretim elemanları diğer öğrencilerle etkileşim sağlamanıza izin verdi mi?

- Evetse: Nasıl bir yol izledi?
 - a. Sizce geliştirmek için nasıl bir yol izlemelidir?
- Hayırsa: sizce öğretim elemanı bu konuda nasıl bir yol izlemelidir?

3. Derslerinizde öğrenme motivasyonunuzu sağlamaya yönelik öğretim elemanı nasıl bir destek sunmaktadır?

A. Kendi kendinize/bağımsız öğrenmeniz açısından nasıl bir destek sunmaktadır veya nasıl teşvik etmektedir?

- Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
- Yetersizse: Sizin bu konuda beklentileriniz nelerdir?

B. Derslerde konuya yönelik ilginizi çekmek için nasıl bir strateji(ler) izlemektedir?

- Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
- Yetersizse: Sizin bu konuda beklentileriniz nelerdir?

C. Öğretim elemanları derslerinizde sizi kendi kendinizi motive etmeniz konusunda rehberlik ediyor mu?

- Evetse: Nasıl bir strateji izliyorlar?
- Hayırsa: Sizce öğretim elemanları bu konuda nasıl bir destek sunmalıdır?

4. Dersleriniz süresince öğretim elemanlarıyla hangi yollarla iletişim kurdunuz?

- Bu konuda sorunlar yaşadınız mı?
 - a. Evetse: ne tür sorunlar yaşadınız?
 - Çözüm önerileriniz nelerdir?
 - b. Hayırsa: sizce dersleriniz süresince öğretim elemanı ile etkileşiminizi geliştirmek için neler yapılmalıdır?

Proje Danışmanlarıyla İlgili Sorular:

1. Uzaktan eğitimde iyi bir araştırma projesi danışmanını nasıl tanımlarsınız?
2. Danışmanınız Araştırma projeniz süresince bağımsız olabilmeniz için ne tür stratejiler izledi?
 - Sizce bu stratejiler bağımsız olabilmeniz için faydalı oldu mu?
 - Evetse: Danışmanınız bağımsız çalışma becerilerinizi geliştirmek için başka ne tür stratejiler izlemelidirler?
 - Hayırsa: Danışmanınız sizce bağımsız çalışma becerileri kazanmanız için ne tür stratejiler kullanmalıdır?
3. Danışmanınız araştırma projeniz süresince nasıl bir rehberlik hizmeti sunmaktadır?
 - Yeterliyse: Geliştirmek için beklentileriniz nelerdir?
 - Yetersizse: Sizin bu konuda beklentileriniz nelerdir?
4. Danışmanınız, araştırma projeniz süresince motivasyonunuzu sağlamaya yönelik nasıl bir destek sunmaktadır?
 - Bu destek sizi gerçekten motive edebiliyor mu?
 - Evetse: Motivasyonunuzu arttırmaya yönelik başka ne tür bir destek sunmalıdır?
 - Hayırsa: Sizin bu konuda ihtiyaçlarınız nelerdir?
5. Danışmanınız araştırma projesi süresince etkileşimi sağlamak için ne tür yollar kullandı?
 - A. Araştırma projesi sürecinde danışmanınızla etkileşiminiz ders alma sürecine göre öğretim elemanlarıyla etkileşim bakımından farklılık gösterdi mi?
 - Evetse; ne tür farklılıklar oldu?
 - Bu farklılık ihtiyaçlarınıza cevap verdi mi?
 - i. Evetse: sizce danışmanınız sizinle etkileşimi geliştirmek için başka ne tür stratejiler izlemelidir?
 - ii. Hayırsa: sizin danışmanınızdan bu konuda beklentileriniz nelerdir?

- Hayırsa; sizinle etkileşimi arttırmak için danışmanınızdan beklentileriniz nelerdir?

B. Araştırma projesi sürecinde danışmanınızla etkileşim sorunları yaşadınız mı?

- Evetse: Ne tür sorunlar yaşadınız?
 - Bu sorunlar için çözüm önerileriniz nelerdir?
- Hayırsa: etkileşim sorunu yaşamamanızda danışmanınızın rolü nedir?

APPENDIX E

LIST OF THE UNIVERSITIES OFFERING DISTANCE EDUCATION GRADUATE PROGRAMS IN TURKEY

Note: The information was obtained from the official websites of the universities listed in the table below.

Number	University	LMS
1	Amasya University	Enocta
2	Ahmet Yesevi University	Enocta
3	Atılım University	Enocta
4	Akdeniz University	Moodle
5	Atatürk University	ALMS
6	Bahçeşehir University	itslearning
7	Bartın University	Moodle
8	Başkent University	Moodle
9	Beykent University	Enocta
10	Bülent Ecevit University	ALMS
11	Celal Bayar University	Enocta
12	Çanakkale Onsekiz Mart University	Moodle
13	Çukurova University	ALMS
14	Dicle University	Moodle
15	Dokuz Eylül University	Sakai
16	Ege University	Enocta
17	Fatih University	Ulearn
18	Osmangazi University	Moodle
19	Gazi University	Moodle
20	Gediz University	moodle
21	Hacettepe University	USES
22	Işık University	Moodle
23	İnönü University	Antasya
24	İstanbul University	Moodle
25	İstanbul Arel University	Enocta
26	İstanbul aydın University	Not identified
27	İstanbul Bilgi University	Moodle
28	İstanbul Kültür University	Sakai
29	İzmir University of Economics	Enocta
30	Karabük University	Moodle

31	Karadeniz Technical University	Moodle
32	Kocaeli University	Moodle
33	Marmara University	ALMS
34	Mevlana University	Enocta
35	Muğla Sıtkı Koçman University	Moodle
36	Okan University	Enocta
37	Ondokuz Mayıs University	Moodle
38	Maltepe University	Moodle
39	Middle East Technical University	METU Online
40	Sakarya University	ALMS
41	Süleyman Demirel University	Enocta
42	Trakya University	Enocta
43	Yeni Yüzyıl University	Moodle
44	Yüzüncü Yıl University	Moodle

APPENDIX F

LIST OF QUOTATIONS IN QUALITATIVE DATA ANALYSIS RESULTS IN TURKISH

“Uzaktan eğitimde ders verecek öğretim elemanı bir kere interneti bilgisayarı çok iyi kullanmalı. Yani internetten gerekli tablolar hazırlayabilmeli. Grafikler, yani onların slayt şeklinde hazırlanması... Bilginin az ve öz bir şekilde iletilebilmesi için bunları yapacak kapasitede olmalı bir kere. Konu alanına hakim olmalı. Onlar zaten olması gereken özellikler. Onları söylemeye gerek duymuyorum yani.” [1]

“Teknolojiden iyi anlaması lazım. Bazen sistem otomatik kapanıyor. Açamıyor. Bekliyoruz vallahi. Konuyu anlatırken mesela, yine teknolojiyi kullanmakla alakalı... Hani şey anlatacak... Onu görsel olarak sunsun, teorik olarak anlatmasın.” [2]

“Yani çaba gösteren hocalar var. Ciddi anlamda bu işi severek yaptığı belli... Hani boş zaman doldurmak değil hani ne bileyim bu iş amacı olan adamlar var. Açıkça söylüyorum bunu bu işi amacı olmayan hocalar da var, yani bu işe öylesine giren hocalarımız da var.” [3]

“Benimde kendime göre yoğunluğum var. Ben lise veya üniversite öğrencisi değilim. Bunlar en azından düşünülebilir, ödev verilirken ya da değerlendirilirken.” [4]

“Keşke herkes, yani bütün öğretim elamanları bazı hocalarımız gibi olsa. Yani bazılarıyla konuşurken sıkıntı yaşıyoruz. Hani sorduğumuz zaman, yani “nasıl anlamadın” şeklinde cevaplar. Yani,

onlar mesela anlamadığımız şeyi birkaç kez anlatmaktan yorulmadıklarını hissediyorum.” [5]

“Hocalar kendileri rahat olmuyorlar herhalde boşlukta kendilerini ifade ettikleri için. Çok kasıntı bir şekilde ders anlatıyorlar ve hani ben de seerek izlemiyorum. O videoları kapatıyorum çünkü çok sıkılmaya başlıyorum. Öğretmenler metin okuyor videolarda ve bunaltıyorlar. O metni bana da verseler ben de okurum. Bazen ben sesini kısıp da slaytı okuduğum da oluyor yani.” [6]

“Biz video ders yüklendiği zaman, hani, hocanın o konuyu daha derinlemesine, daha örneklerle açıklamasını bekliyoruz çünkü ben o kağıdı kendimde elime alıp okuyorum. Hocanın orda farklı yerlere değinmesini ve örnekler vermesini bekliyorum. Hoca işte bir konuyu anlatırken işte monoton bir şekilde değil de onu somut örneklerle anlatmış olsa, daha böyle günlük hayatı taşısa... Yani herkes bu şekilde daha kolay öğrenir. Sadece biz değil çocuklar da öyle, biz de öyle... Yani daha eğlenceli öğrenmek...” [7]

“X hocanın da o özelliğine hastayım. Süper... Canlı derslerde soru soruyorum. Soruyu çok güzel benzetim yoluyla bana anlatıyor ve kafamda o kalıyor veya canlı derslerini, videolarını izliyorum. Akademik dil ağır anlamıyorum. Oraya o kadar güzel bir örnek oturtmuş ki ve günlük yaşamdan karşılaştığı hayatında karşılaştığı örnekleri dersle ilişkilendirince süper aklımda kalıyor” [8]

“Ben bunları söyleyemiyorum ama “Siz hiç bunları düşündünüz mü?” Çok açık bir şey söylemiyor. “Bence siz bunları bir düşünün.” gibi bizi böyle bizi merak ettirici şeyler söylemesi ister istemez biz de hemen bu nedir ne değildir internetten bir araştırıyoruz. Hani harbiden böyle bir olay var mı, yok mu? Bize cevabını söylemiyor.

Sadece merak ettirici sorularla dikkatimizi çekiyor diyelim. motive ediyor.” [9]

“Çağdaş eğitim, alternatif ölçme değerlendirme tekniklerinden bahsediyoruz. Ama hala klasik şeyler uyguluyoruz, yani eğitim sistemini uyguluyoruz. Biz eğitimciyiz. Çağdaş eğitim... Yani, eğitimin şu an gerektirdiği unsurları, bir yapılandırmacı yaklaşımı, bence burada benimsetmeleri lazım.” [10]

“Yaptıkları genelde düz anlatım. Düz anlatım olunca da, insanın canı ister istemez sıkılıyor. Yani çay aldığım zaman uyuyorum. Biraz daha renk katabilirler. Nasıl? işte değişik bir yol ve yöntem diyeceğim ama uzaktan eğitimde de farklı bir yol yöntem desem... Hadi beyin fırtınası yapalım veya şunu bunu yapalım, kavram haritası yapalım desek... Biraz da onların sıkıntısı var. Uzaktan eğitimde ancak öyle olur. Hocalarda kaynaklanmıyor diye düşünüyorum” [11]

“Bazen ben videoyu açıyorum, orda bir sanal sınıf oturumu var. Ama hiç katılmasım yok çünkü tamamıyla ders dışı etkinliklerden bahsediyor. Yani tamamıyla dersin dışına çıkılıp 1 saat, 2 saat ondan bahsediliyor. Ondan sonra konu farklı yerlere kayıyor. Yani tıpkı chat yapar gibi oluyor, yani bir nevi ders ortamı... O saatten sonra ben derse katılmıyorum mesela. Daha çok öğrencinin o dersin amacına doymaması lazım.” [12]

“Dersin planlaması çok önemli. Şöyle önemli: dersi gereksiz yere sorulan sorular yerine dersin en başta hangi amaçlarla işlenileceğini ifade ederse şayet, daha mantıklı olur. Örneğin, uzaktan eğitimin sorunlarıyla ilgili dersimiz var. Uzaktan eğitimin sorunları yerine yüksek lisansla, tezli, tezsiz arsındaki farkı konuşursak, dersin

hedefleri sapıtmış olur. Yani, bu hedefler doğrultusunda ders planı yapılır da, işlenirse, daha güzel olur.“ [13]

“Bizim fen dersimiz var. Bir ödev verdi, hocamız: 1924’lü yıllardan itibaren günümüze kadara olan fen programlarını araştırın diye. Bana göre çok gereksiz. Bu beni hiç ilgilendirmiyor. İçeriğin bize göre ayarlanması gerekir. Bana denilsin ki; 2013 yılından itibaren fen bilgisi dersi 3. sınıflarda verilecek. Siz şunlarla karşılaşacak şunları görüyor olacak olabilirsiniz derse ben ona daha fazla dikkat kesileceğim. Ama ‘1924’te şöyle olmuş.’ bu beni ilgilendirmiyor.” [14]

“Ben ders içerisindeki etkileşimi daha önemli görüyorum. İnternet üzerinden, uzaktan eğitim... Çünkü orda zaman kısıtlı... Hocayla bir daha ders dışında iletişime geçmek biraz sıkıntılı... İstedığımızı zamanında tam olarak soramıyoruz. Sorsak da, zaman kısıtlı olduğu için vakit yetmiyor cevaplara, geri dönüt almaya. Bu sıkıntıyı gidermek için; dersin planlaması çok önemli.” [15]

“Bazı konular oluyor tamam hocanın verdiği metinleri okuyoruz. Ama hakikaten bunu somutlaştırma konusunda sıkıntı yaşıyoruz. Hocalarımız yaptıkları grafikler sayesinde hazırladıkları şablonlar sayesinde bunları daha iyi somutlaştırıyorlar. Bu şekilde öğrenmeler daha iyi oluyor çünkü sonuçta yüksek lisans yapıyoruz. Yani artık bilimsel kavramlar baya karmaşılaşmaya başladı. Bu yüzden bunlar hazırlanırken böyle daha net, somutlaştırıcı bilgiler olursa tabi ki daha iyi anlıyoruz.” [16]

“Bu konuda da pek bir şey yaptıklarını söyleyemem. Biz kendimiz çalışmak istediğimiz için ya da biz öğrenmek istediğimiz için onları dinliyoruz. Videolarda da ekstra bir şey görmüyorum. İlgi çekici bir

şey yok yani. Düz anlatım ya da onlarda bizim gibi slayttan okuyarak anlatıyorlar çoğu dersi.” [17]

“Canlı ders sistemindeki butonlar veya işte yerlerin aktif olarak kullanılabilir. Mesela biz sadece şeyi kullanıyoruz. Giriyoruz derslere bakıyoruz, bir. İkincisi canlı oturum... Onun haricinde hiçbir şey kullanmıyoruz mesela. İlave ek ders materyaller falan olsun, işte forumlar olsun, burada tartışma ortamları olsun, sohbet ortamları olsun, bunların hiç birini kullanmıyoruz yani.” [18]

“Biz yüz yüze eğitim görmüyoruz, uzaktan eğitim görüyoruz. Yani öğrenciyi, yüz yüze olmadığı için, öğrencinin özelliklerini düşünebilmesi lazım. O atmosferini uzaktan eğitimde...” [19]

“Hocanın tavırları çok önemli... Yani ‘Ben ders dışında görüşmek istemiyorum.’ tarzında böyle şeyler olunca biz de zaten aramak istemiyoruz. Sonuçta uzaktayız. Yani ben Şırnak’ta görev yapıyorum. buradan 1200, 1300 km uzaktaki Şırnak’ın hudut köyündeyim. Bazen elektriğimiz olmayabiliyor. Hattımız olmayabiliyor.” [20]

“İyi olan hocalarımız var. Çünkü... Genel olarak hocaları bir gözümünden geçiriyorum. İyi olan hoca ciddi anlamda bu işi önemsiyor. Her şeyi önemsedğini belli ediyor. Zaten önemseyince haliyle karşıdaki adam da... Biliyorsunuz. Eğitimin içindesiniz. Bir taraf önemserse, diğer taraf fazlasıyla önemser.” [21]

“Bire bir iletişime geçmesi lazım... Ya mesela şöyle direk isimle hitap edip, sorulara cevap vermesi, onunla ilgilenmesi, o kişiyi tanıdığını, o kişiyi dersleriyle alakalı... Derslerinde nasıl desem böyle ilgili ve alakalı olduğunu fark edip, geri dönüt vermesi bence bu iyi bir şey.” [22]

“Tutum anlamında gösterdiklerini düşünüyorum ama ders anlamında gösterdiklerini düşünmüyorum. Bizim amacımız ders aslında. Hani, kendimiz bir şeyler öğrenmek, gerçekten de yüksek lisans yapmak, bu işin derinlemesine daha uzman olmak... Bu noktada bizi doyurduklarında bence en büyük ilgi olur.” [23]

“Hocalarımız bu konuda biraz daha zayıf kalıyor çünkü biz kendi sosyal paylaşım sitelerinde iletişime geçiyoruz. Hocamız grup çalışması verebilir. Küçük grup şeklinde çünkü artık... Dediğim gibi internet üzerinden, sosyal paylaşım siteleri üzerinden herkes, bütün dünya birbirine ulaşıyor.” [24]

“Grup ödevini sakın yapmasınlar çünkü grup ödevinde şöyle bir sıkıntı oluyor: Ben çok gruplara girdim ve grup ödevini hep bir kişi yapıyor. İş birliği yok yani. Yüz yüzeysen iş birliği yoksa, online olarak hiç bir şekilde kurulamaz.” [25]

“Onları zaten bizim düşünmemiz gerekiyor. Onların yapması da belki doğru olmaz. Bu konuda, grup çalışması güzel olur ama şimdi uzaktan eğitimin mantığı zaten bir arada olamayan kişilere bilgi ulaştırmaktır. Mesela bir arkadaşımız Şırnak’ta. Bir arkadaşımız var Sinop’ta, Sivas’ta... Ben Van dayım. Bunların da grup çalışması yapması zaten mantığa da ters bir şey oluyor.” [26]

“Forum kullanımına teşvik etmeli. Ama bazı şeyler varya Facebook vesaire... Ben onu kullanmıyorum. Sayfam var ama kullanmıyorum. Bence sistem üzerinde olmalı bu yani farklı şeylerde değil de sistem üzerinde olmalı. Hem insanları ders çalışmaya yönlendirir.” [27]

“Farklı konulardan konuşabilmeliyiz. Tartışabilmeliyiz. Ders, ders bir yere kadar. Bir zaman sonra çok farklı şeylerden konuşmak

isterim. Makalelerden olsun, güncel bilgilerden olsun çok farklı şeylerden konuşmak isterim. Tartışmak isterim.” [28]

“Mail yoluyla... Bazı arkadaşların telefon numaralarını aldım mesela onlarla etkileşime kendi çabalarım, öğretim elemanlarının çabalarıyla değil de, kendim iletişime geçiyorum. Facebook kullanmıyorum veya sistemdeki forumu da pek kullanmıyorum çünkü biz bu konuda pek bilgilendirilmedik.” [29]

“Grup oluşturduk biz bir tane (Facebook). O grupta konuşulan ‘şu sınavdan kaç aldın?’, ‘Sınav soruları neydi?’ falan, filan... Öyle hani bir konuyla ilgili konuşmak yok orada.” [30]

“Bir hocamız sadece yeterli derecede geri dönüt verdi, anında. Anında dediğim, hani 1-2 gün içerisinde... Diğerleri pek dönüt vermediler. Geri bildirim vermesi, asıl kriterim o aslında. Zamanında verirse daha güzel olur. Ama önemli olan geri bildirim vermesi.” [31]

“Ben yaptığım işle ilgili her şeyi bilmek isterim yani, nasıl yaptığımıza dair. Eğer yanlışlarım varsa nerede yanlışım var. Çünkü ilerideki çalışmalarım da bu benim önüme gelecek. Eğer yanlışım varsa, o yanlış bilmediğim için diğerinde de yapabileceğim aynı yanlış. Ama doğruyu öğrendiğimde ileriki çalışmalarım daha da güzel olur diye düşünüyorum. O yüzden, ben her aşamasında dönüt almak isterim yani.” [32]

“Hocalarımızın, bize sık sık geri dönüt vermeleri önemli. Yani göndermiş olduğumuz çalışmalara ‘şu olmamış, bu olmuş’ ya da ‘şurada şöyle yapılması daha güzel’ olur şeklinde geri dönütleri... Dediğim gibi bize daha sık vakit ayırırlarsa ve bizim yaptığımız çalışmalarla ilgili sık sık görüşmelerde bulunurlarsa, bizim için daha

iyi olur. En azından, o görüşmelerde yanlışlarımızı da doğrularımızı da görmüş oluruz.” [33]

“Ödev yapıyoruz. ‘Çok güzel olmuş. Eline sağlık’ gibi dönütler verilmeli. Ödevlerle ilgili yapamadığım yerlerde olsun, ‘Çok daha iyileri de olabilir. Eminim bir sürü şeylerle uğraşıyorsunuzdur.’ diye motive ederek, tatlı sert uyarılarda da bulunarak, biz de çözüme beraber kavuşabiliriz birlikte bu konuda.” [34]

“Hocalarla canlı dersler dışında etkileşime geçemiyoruz. Bu konuda, çaba göstermiyorlar. Hep ben iletişim kurmak için uğraşıyorum.” [35]

‘Y hocayla her türlü iletişime geçtim. Ne zaman arasam ya da mail atsam cevap verdi. Diğerleriyle her zaman iletişime geçemiyorum. Bu teknolojiye karşı tutumlarından kaynaklanıyor olabilir ama ben bir mesaj yazdığım zaman, en azından ‘Ödevini aldım ve değerlendiriyorum’ gibi bir cevap beklerim.’ [36]

“Telefonu tercih ederdim anında dönüt, anında cevap olduğu için... Hani mail olduğunda, biraz bekliyorsun ya da hoca sana döndü mü, dönmedi mi gibi sürekli bakma gereksinimi duyuyorsun. Bir de dönmeyen hocalar olduğu için geri, o bizim için bir sıkıntı oluyor.” [37]

“Telefonla daha iyi oluyor tabi. Canlı dersler de güzel oluyor. Sonuçta orda sorduğum soruya canlı bir şekilde hocanın cevap vermesi de güzel oluyor ama mail bana çok soğuk geliyor. Çünkü mailde bazen hocanın söylediği bir şeyde mesela takılıyorsunuz. Hoca ne demek istedi? O dediğinin üzerine başka bir soru doğuruyor bu sefer. Telefonda olduğunda onu sorabiliyorsun ama mail sürekli onun yazmasını bekliyorsun. Bir de hoca o anda girmeyebiliyor. Bir kaç gün bekliyorsunuz falan.” [38]

“İnternet üzerinden sorduğunuz zaman bazı şeyleri eksik yazmak zorundasınız ve o zamanda tam anlaşılmıyor. Ya siz anlatamıyorsanız derdinizi ya da işte karşı taraftan tam olarak anlaşılmıyor. Yani bir yerde bir kopukluk sağlanıyor.” [39]

“Bizi her zaman arayabilirsiniz diyorlar. Ama bizim arayabileceğimiz hocalarımızın, dersin hocalarının daha doğrusu, bize demesi gereken ‘Bizi şu günler arayabilirsiniz.’ demesidir çünkü ben kimseyi rahatsız etmek istemiyorum. Bir hocayı aramak istesem düşünüyorum ‘acaba arasam mı? Rahatsız olur mu? Şu an ne yapıyordur?’ diye. Ama dese ki: ‘şu grup şu günleri, şu grup şu günleri arayabilir.’ dese, ben rahatlıkla arayabilirim ama diğer türlü ben arayamam.” [40]

“Hocanın tek alanı bu olması lazım bence. Başka işlerle uğraşmaması gerekir çünkü uzaktan eğitim olunca uzaktan eğitim olan kişinin devamlı bir danışma hali oluyor. Devamlı bir şeyler sorması gerekiyor. Bir şeyleri devamlı konuşması gerekiyor. Hani, sadece oturumdan oturuma olmamalı.” [41]

“Yanlış anlaşılacak mesela en çok karşılaştığım. Bir şey anlatmaya çalışıyorum, anlatamıyorum mailde ve canlı derslerde yazdıklarımızdan ötürü. Çünkü ben yazıyorum, benim arkamdan bir sürü kişi yazdığı için benim yazdığım gözüküyor. Bu yüzden oradaki problemim anlaşılmayabiliyor.” [42]

“Z hocada sorun yaşadım. Sorduğum soruları anlamıyor yazılı iletişimde. Sözlüdeyken hiç bir şey olmadı. Hepsi çok tatlı, çok iyi hocalar yani. Hepsi birbirinden çok iyi ama yazılıda birbirimizi anlayamıyoruz uzaktan eğitimde.” [43]

“Hocanın iletiřimi iyi bilmesi gerekiyor. Daha doęrusu teknolojiyi iyi tanıması gerekiyor. Bunu iyi de kullanması gerekiyor. Bu řekil de öğrenciye çok iyi ulaşması gerekiyor.” [44]

“Bu konuda bir beklentim yok. Motive edilmeye ihtiyacım olduğunu sanmıyorum. Alanına hakim olsun ve bilgisayar teknolojilerini iyi kullansın yeter. Başka bir beklentim yok.” [45]

“Yüksek lisans yapıyorsan bunu öğrenmen gerekiyor diyor. Benim için yeterli çünkü ilkokul öğrencisi, ortaokul öğrencisi değilim ki fazla bir motive edici şeyleri arayayım. Yani amacım belli. Belli bir olgunluęa erişmişsin. Amacı biliyorsun hocanın onu demesi yeterli oluyor yani.” [46]

“Her şeyden önce, çekinmeden bir şey sorabilmeliyiz. Yani sordüğümüzda, arasam rahatsız olur mu diye bir şeyleri düşündürmemesi gerekir. Zaten bunun dışındakini de çok rahatlıkla onlar yapabilirler. O seviyeye gelmişler zaten.” [47]

“Proje noktasında beni motive etmesi gerekiyor. Benim için bu çok çok önemli çünkü bazen gerçekten tükenmişlik yaşayabiliyorsun. Çalışıyoruz çünkü... Sıkıntı bir yandan, iş bir yandan, başka şeyler... Yüksek lisans yapmak için uğraşıyoruz. Y hocanın verdiği destek, motivasyon gerçekten beni etkiliyor.” [48]

“Şunu dedi; siz dedi problemi dedi kendi sınıfınızda karşılaştığınız bir problemi yazın dedi. Yani konu olarak... Bu, o problemde dikkat çekici olduğunda bende ilgi uyandırır. Ama deseydi ki ‘Şu konu olsun’ mesela, öyle demiş olsaydı o kadar etkili olmazdı. Ben sınıf öğretmeniyim Van’ın bir ilçesinin bir köyünün mezrasında. Orada işte yapısalcı kuramın kendi şartlara göre bir şey buldum bu biraz motivasyon oldu.” [49]

“Hoca bana konuyu belirlemede rehberlik ederse daha iyi olacağını düşünüyorum. Hocalar araştırma yapmayı zaten öğretti bize. Ama bence güncel bir konu olabilir ve hoca ‘Bunu çalış’ derse daha iyi olur.” [50]

“Daha çok olumsuz şeylerden hariç, olumlu şeyleri söyleyip, yanlışları da böyle şey olarak söyleseler... Hani şunu şöyle yapsanız daha iyi olur gibisinden falan... Böyle şeyler bizi daha çok motive edecektir.” [51]

“Bir kere araştırma yapacağım ve iyi bir şey çıkmasını istiyorum. Bu yüzden daha çok öğrencisiyle ilgilenen olmasını isterim çünkü yani tam bir şekilde oturtamadık bazı şeyleri ve daima ona ulaşabileceğim bir şekilde olmasını istedim. İsterim daha hala. İlgilensin. Sadece ‘Konuyu araştırın, gidin, gelin.’ olmasın.” [52]

“İlk defa bir araştırma yapıyoruz. İlk defa bir problem durumu belirliyoruz. Ondan sonra ilk defa bir veri toplamaya gidiyoruz. Bu aşamada işte nasıl desem... Bunu daha doğru yapmamız için gerekli şeyleri öğrenmek istiyorum. Öğrenmek isterim daha doğrusu danışmanımdan.” [53]

“Hiç sorun yaşamadım şu ana kadar. Ne zaman bir şey olsa ulaştım yani... Yani sonuçta danışmanım eğer istemeseydi ben ulaşamazdım. Sonuçta onun büyük rolü var diye düşünüyorum. Kendisi de ilgileniyor yani. Bazı hocalar ilgilenmeyebiliyorlar.” [54]

“Sanki karşımda beni geliştirecek beni doyuracak bir arkadaşım gibi olmalı. Anlatabiliyor muyum? Davranış olarak tabi soru sorduğunda rahatlıkla cevap alabileceğim, karşımda sohbet edebileceğim, bir arkadaşım varmış gibi. Y hocadan bu enerjiyi, bu elektriği

aldığımdan dolayı çok rahat ilerliyorum. Güzel ilerliyorum ve çok güzel şeyler çıkartacağıma inanıyorum.” [55]

“Danışmansa bir kere ulaşılması uzaktan eğitim olduğu çok kolay olması lazım. Bence buna dair hocanın bir cep telefonu olacak sırf bu iş için ve her zaman açık olacak eğer bu işe girildiyse. İş bu şekilde yapılıyorsa... Mesela, Z hocaya ben her zaman ulaşabiliyorum.” [56]

“Danışmanımız boş olduğu vakitleri bize bildirirse, biz de o vakitlerde kendimize göre... Netice de biz de çalışıyoruz. Biz de Milli Eğitim’de bir öğretmeniz. Hani, bizim de zamanımız ve vaktimiz belli. Hocamızın da zamanı... Hangi zamanları müsaitse, o zamanlar da uygun görüşmeler sağlayabiliriz.” [57]

“Bazen hoca, işte sistem otomatik kapanıyor. Açamıyor. Bekliyoruz vallahi.” [58]