Distance Education in In-Service Training of Teachers

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Abstract

This research was carried out with qualitative research and document analysis techniques. This study it is aimed to examine the development of distance education and teacher training practices and their practices in various countries and Turkey. The way to improve the organization is to develop human resources. The understanding of human resources of our age has also grasped the value of human power for the organization and has sought new approaches to develop this resource. Distance education is also considered as an approach where technology is used intensively to train human resources before and during service. Particularly, developments in internet and intranet technology also enable interaction between teacher and learner, learner and learner with virtual classroom applications and the use of whiteboards. Distance education, which found intense application opportunities during the pandemic (Covid 19) affecting the whole world, has brought a new perspective to education processes. In this study, the concept of distance education is discussed in the context of its use in in-service training of teachers.

Keywords: Distance education, teacher, in-service training.

Introduction

The way to improve the organization is to develop human resources. Understanding human resources of our age has also grasped the value of human power for the organization and has sought new approaches to develop this resource. Distance education is also considered an approach where technology is used intensively to train human resources before and during service.

It has become generally accepted that there is a positive relationship between student achievement and teacher quality. To increase student success and improve the system, the issue of training teachers both before and during the service is one of the educational problems that have been sought for a solution for many years. The problem that constitutes one of the keystones of every education system is the recruitment and training of employees in the education system (Mialaret, 1985; Harandi, 2015). The intensive use of technology and keeping up with innovations to solve this problem brought the concept of e-learning or distance education to the agenda in teacher training.

With the help of technology, from the environment in which the learner and the teacher physically share the same environment and communicate face-to-face in the classical understanding, it has reached the stages of continuing education in conditions where well-programmed and enriched learning environments are created independently of the place and place, supported by many audio-visual tools. Internet and intranet technology developments enable interaction between teacher and

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learner, learner and learner with virtual classroom applications and the use of whiteboards. Distance education, which has found intense application opportunities, especially during the pandemic (Covid 19), which affects the whole world, has brought a new perspective to education processes (Durak, Çankaya & İzmirli, 2020). This study discusses the concept of distance education in the context of its use in teacher training.

Distance Education

The term information society is often used in the meanings of "a society with a high level of knowledge", "a society in which information is the main economic resource", "computer and information use advanced society", "a society in which computers are widely used in every field", and all of these concepts are interconnected. The information society is built on the infrastructure provided by information and communication technologies. The information society needs individuals with knowledge and analytical thinking in the branches of industry they work in (1st Informatics Council Final Report, 2002, 7). Rapid changes in Information Technology (IT) have brought the workforce, the information society's cornerstone, to the fore. In our age, the wealth of countries is not measured by money or the wealth of their natural resources but by the wealth of knowledge and human resources. The way to train the workforce with the necessary qualifications is through education and training.

At the Informatics Council, held for the first time in 2002, it was foreseen that the Turkish Education System should go through a severe restructuring to raise individuals who would form the information society. The essence of this structuring should focus on shaping our society's thinking, learning and communication habits according to the needs of the future. For this, the main target; is (1) To create a creative, flexible and innovative way of thinking in all sections of society, (2) To provide lifelong education to individuals and to develop their social responsibility, (3) To connect schools among themselves and with the world around them (4) To increase efficiency and productivity in education by using new education methods and (5) It is stated as ensuring the administrative and managerial excellence of the National Education System (1st Informatics Council Final Report, 2002, 499). As a matter of fact, in the Final Declaration of the 2nd Informatics Council of Turkey (2004), it was stated that Turkey should restructure its education system in a way that would equip the individuals of the information society with the necessary skills and raise individuals with creative, innovative, entrepreneurial, flexible and questioning qualities.

The program changes and the restructuring approach carried out by the Ministry of National Education in Turkey can be described as steps towards realizing these goals. However, the fact that schools fulfil this function expected from them must be considered in the training of education personnel. Increasing teacher competencies is critical in raising individuals who will form an information society. Qualified education will be carried out with qualified teachers. Even if it is assumed that they were trained very well before the service, it has become a necessity of the information age to ensure that every employee is trained in service.

The concept of distance education can have different meanings for different people in different environments. Letter teaching, television broadcasting, satellite, video conferencing and computer-assisted teaching are the first to come up as the mediums of transferring this teaching, which has a wide range. However, no matter how the definition of distance education is made, the following essential features stand out (Distance Education Manual, 2003, 9):

1. Physical separation of the instructor and students is a part of the learning process,

2. A regulated curriculum,

3. Presence of an educational institution (influence/contribution in the planning of the program's courses, preparation of materials, and provision of academic and student support services),

4. Technology tools (use of technologies and tools such as printed materials, video, audio and computer etc., to transfer the contents of the courses and ensure interaction),

5. Two-way interaction.

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Distance education, by its nature, necessitates multi-system planning. In distance education, the education schedule must be determined precisely in advance (Teker, 1995). Distance education application requirements; suitability for the course, the course and the target audience, the cost, the student's perspective and suitability for distance education, the teacher or trainer's belief in the usability and benefit of the technology required by distance education and having the necessary equipment, and the planning of the courses to be given with distance education.

The following points are emphasized as the differences between distance education: Distance education or e-learning emphasizes solutions and learning outcomes. It is focused on learning and the learner. It can be performed anywhere and anytime. It allows the creation of new models that will enable learning. In this respect, it encourages creativity (E-Learning Report, 2001, 8-9). In the e-learning guide prepared by the commission on adult learning and technology created by the American Education and Development Association (ASTD) and the National Association of Public Administrators (NGA) in 2001, the meaning of distance education for the future is high-quality education and employee training, increasing performance and effectiveness at work. Furthermore, it is stated that economic growth and development, competitiveness, providing more opportunities for equality, increasing literacy and education, and strengthening the ties of interpersonal relations in society (E-Learning report, 2001, 11).

This study it is aimed to examine the development of distance education and teacher training practices and their practices in various countries and Turkey. In line with this general purpose, answers to the following questions were sought.

1. What are the teacher training models with distance education?
2. What are the practices in different countries and Turkey in teacher training with distance education?

Method

This research was carried out with qualitative research and document analysis techniques. In qualitative research, data is collected through observation, interviews and documents (Creswell, 2007). This is followed by data analysis. According to Miles and Huberman (1994), qualitative data analysis; consists of three stages: collecting data, reducing data, displaying data, drawing conclusions, and validating. While analyzing the collected data, techniques such as discourse analysis and document analysis are used in addition to descriptive and content analysis (Yıldırım & Şimşek, 2016). Document analysis is a scientific research method defined as collecting, reviewing, questioning and analyzing various documents as the primary source of research data. While this method often complements other research methods in the literature, it is also used as a stand-alone method. The research is a descriptive study, and the data were obtained from the related literature by document analysis method and analyzed. In addition, distance education practices in the teacher training system in different countries and Turkey were examined and evaluated.

Findings and Discussion

Distance Education in In-Service Training of Teachers

The driving force of the industrial revolution is the changes in science and technology. Depending on these changes, there are also changes in the structure of organizations, their size and the quality of labour. In addition to the problems of rapid change, finding and training the long-term workforce, it also brings up the problems of how to develop and renew the skills that have lost their validity in the organization (Açıkalın, 1996, 27).

When considered in terms of educational organizations, the school of the future is called the learning school and produces and uses the information to maximize its effectiveness; It is stated that it will be a school that has a flexible structure suitable for continuous innovation in order to meet the needs of the changing society (Başaran, 2000, 57). One of the research findings on effective schooling is the emphasis on teaching in effective schools. This means that it is understood and accepted by all concerned that the primary purpose and focus of attention of the school organization is the teaching phenomenon, that the school is an institution that exists for teaching, and that everything in the

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school gains value according to the degree of its contribution to teaching. The main job of the school is teaching in this classroom environment, under the guidance and supervision of the teacher, through teacher-student interaction (Balcı, 2007, 129). According to the research findings, the main factors that provide effective teaching at school are the teacher and the student (Balcı, 2007, 130). The teacher gains value to the extent that he facilitates the student's learning.

In contrast, the teacher facilitates the student's learning and pays attention to his learning and professional development. With these actions, he is a part of and one of the most fundamental factors of the learning school. The quality of the teacher, along with other factors such as curriculum, students and materials, directly affects student achievement (Caillods & Postlethwaite, 1989, 168; De Jong, 2020), especially in comparisons between developing countries and OECD countries, where regional differences and inequalities of opportunity are profound. It is stated that the positive effect of distance education in eliminating these differences in countries leads to positive results with the use of non-formal education channels such as TV to be given to lower socioeconomic groups and increases student success (Caillods & Postlethwaite, 1989, 185).

While an information system equipped with information technology is established at the school in order to realize the learning of the school (Başaran, 2000, 58), the education employees working in these schools should have the following competencies in brief: To have learned the learning and teaching process of learning, to manage the information at a level that can be used effectively in their work, to reach the goal—being open-minded at a level that can change his/her behaviour, being able to get rid of thinking patterns and developing new perspectives when necessary, being prone to teamwork and being able to think together in a team, being able to think freely and express his/her thoughts freely, having foresight in his/her work and being able to focus on it, being open to the suggestions of others, knowing his/her job, those around him, and what he/she knows. Furthermore, to have the habit of questioning what they do not know to develop their methods and techniques to have entrepreneurial and ideal goals (Basaran, 2000, 59). Ensuring quality in all educational activities cannot be separated from teacher quality. For this reason, pre-service and in-service training of the teacher constitutes one of the essential study subjects in education.

Changes in information and technology reveal new approaches in the presentation and acquisition of information as well as information. In summary, it can be said that distance education is a learning method in which the learner and the teacher are located in different places; the learner can adjust the learning content and speed according to his/her level, learn at his/her own learning pace, the learner takes more responsibility and uses technology intensively. This method, which has been used in various ways in various certificate programs, at various stages of formal education and vocational courses, is also widely used in teacher training.

Various Distance Education Approaches in Teacher Training

According to Altan (2001, 210), there are many different applications for distance education applications. Communication-distance education methods, computer-designed teaching programs and computer-aided communication systems are the main technological opportunities that teachers can use in distance education. There are many distance education approaches to teacher training. For example, in the distance education teacher training model developed by Aljannazrah and Bader (2006, Yücel, 2006, 1) in chemistry teaching, the lessons are planned with software containing simulations in the laboratory. The subject was designed with nine experiments, and the students were tested at the end of the experiments. This study has shown that larger groups can be trained with simulations on subjects that require practical training.

According to Yücel (2006,1-4), collaboration can be achieved through group work in the computer-assisted online course model developed by Fisher, Thompson, and Silverberg (2004-2005). This model approach is a case study. The findings showed that learning through collaboration and teamwork is more effective. Such approaches can be increased. Various application examples of distance education show that online learning is moving in the direction of providing application opportunities with simulations, case studies and software support. Applications such as e-exam, e-books, e-TV, e-

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consulting, e-audio books, and e-conference, which are used as approaches to distance education applications today, are the approaches and applications used in the in-service and pre-service training of teachers.

When we look at the types of distance education used in teacher training, these can be grouped as communication distance education methods, computer-designed teaching and computer-assisted communication systems (Altan, 2001, 210-213): (1) Communication includes distance education methods, one and two-way audio and video, satellite and pre-recorded video courses, computer systems, cable television broadcasts, teleconference and radio-TV programs. A simple and cost-effective distance teacher education application, frequently used mainly in the United States, is carried out by telephone bridges or conference call systems. Weekly teleconference call systems also support course-related readings and assignments. Cassettes produced for the general market and local purposes add visually to audio-prepared programs. Distance education methods supported by two-way video technologies provide more diverse communication opportunities to distance education students. (2) Interactive multimedia applications are used in computer-designed teaching. In many teacher training programs in the United States, computer applications of the case method are carried out using blended media programs. Supported case examples, selected documents, video clips of classroom activities and similar applications, such as audio-prepared interviews, provide a realistic interactive environment. Teams and collaborative groups can solve problems in virtual education environments. (3) Computer-assisted communication systems, commonly known as e-mail and computer conference, include providing consultancy services, providing quick communication, keeping a diary in a way that will enable the student to think critically about his/her teaching skills, and transferring this to the consultant via e-mail regularly. Communication through personal computers, telephone lines and central computer conferencing systems in computer conferencing teaching practices offers creative possibilities for communication between individuals (Hodges, Moore, etc., 2020).

Teacher training models with distance education have developed in parallel with the changes in information technologies and teaching technologies in the historical process. In this process of change, developments in the understanding of teacher training through distance education have revealed new models and practices (Burns, 2011; 9-120; Gelişli, 2015, 316-317):

1. *Distance education with printed materials:* Communication based on printed materials, correspondence/communication, is the oldest form of distance education. It has been seen that such applications are the cheapest distance education applications. Sometimes, because of a low budget and unsuitable infrastructure, the most suitable model for teacher education is distance education based on printed materials in some countries.

2. *Auditory-based distance education:* Audio-based teaching in teacher training includes radio broadcasts, interactive radio teaching and, increasingly, podcasts. As with print-based education, radio broadcasts are often directed at teachers. Content is created for teachers, and formal learning (for teachers) takes place outside the classroom. Particularly in conflict/confusion and in remote or separated areas, auditory instruction is more effective in delivering information to the teacher than pressure-based instruction. Technologies based on radio broadcasts can gain new listeners at low fees. In addition, radio and cassette players and CD players are easy to use-and accessible tools even in the poorest parts of the world.

3. *Television-based distance education:* The role of the sense of sight in learning is high; television-based distance education applications support and even provide vision-based learning. Teachers benefit when they see other teachers working in new ways, using television in a 40-person classroom to increase collaboration, and successfully implementing innovation in the same local context and the same types of learning in an environment they have experienced. When teachers see other teachers using new instructional technologies and being successful, their self-confidence and belief in success increase; these television-based distance education-based environments offer the various application models expected from the teacher, guide teaching activities to practice, and strengthen teachers' understanding of

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processes that are difficult to explain. Teachers can observe and practice many things by watching television broadcasts.

4. *Multimedia-based distance learning:* Multimedia, written, audio, visual etc., are tools that combine multiple content formats. It is a long achievement to support students' learning. Multimedia, which is used extensively, has been used in teacher education in recent years, but this situation is changing with new applications today. Especially digital learning games have started to emerge as a new learning tool for teachers.

5. *Web-based models:* One of the fastest-developing distance education models is web-based or online learning. This model was first used in countries such as the United States, South Korea, Singapore, Japan, Canada, Australia, New Zealand, and the majority of Europe, where the rate of Internet access is high in school or home environments, and technological skills are widely spread. However, it has become widespread worldwide, especially after the Covid 19 pandemic. With widespread internet access, web-based models are becoming more common worldwide. As a result, online learning and distance education are considered the same in many parts of the world.

6. *Web-based applications for web-based learning:* Although many web-based applications are gaining importance in teacher training, two, in particular, are worth examining as potential distance education tools Web 2.0 applications and three-dimensional environments. At first glance, these two applications may have little in common, but there are many connections. First, when effectively structured for users, these applications are creative and help them achieve both individual and collaborative learning experiences. In recent years, with the use of artificial intelligence and the internet of things in educational technologies, web-based learning offers ample opportunities for in-service training for students and teachers. In addition, students, including teachers new to the profession, are familiar with these practices.

7. *Mobile technologies for distance learning:* In recent years, they have become increasingly widespread as tools teachers use in their learning processes. This type of learning is called mobile or mobile learning and, increasingly, ubiquitous (also ubiquitous) or distance learning. Distance learning is mainly based on small mobile network-based tools – mobile phones, smartphones, tablets, etc. - including distance learning conducted; so that learners can access information, friends or resources from the same place simultaneously with open access. Mobile technologies have provided an alternative way to involve students and teachers in the learning and teaching process. These tools are cheaper, portable and easy to use than desktop computers or laptop computers. In most developed countries, many enterprises have used mobile phones to strengthen the language and math learning process, give homework, and provide internet access. For example, teachers give their students homework via text message or e-mail. Portable media players can also support language acquisition by listening and practicing with the help of recordings.

Teacher training is the main element for effective distance education. Teachers should be educated about the relationship between technology and learning. In addition, teachers should be provided with the knowledge and skills necessary to increase interaction and operate technology. In the absence of this information, the teacher will not be able to use the materials to adapt them to the objectives of his/her lesson. Studies conducted in the USA have shown that 57% of teachers are willing to use new technologies (Özerbaş, 2005, 91). Therefore, distance education is used to support teacher education. Open and distance education has been commonly used for initial teacher training for teachers entering the profession with a background in primary, secondary or tertiary education, but is often organized to supplement each other.

Examples of Distance Education Programs for In-Service Training of Teachers

In recent years, especially after the pandemic (Covid-19) period, distance education approaches have been used predominantly in all educational processes and teacher training programs. The prominent examples of UNESCO, the practices in some western countries and the practices in Turkey on the international level regarding the training of teachers, especially in-service, with the distance education

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method are briefly summarized below. It is understood that distance education was widely used in teacher training before such practices became widespread after the pandemic. The advantages of using distance education come to the fore, especially in international projects in which many countries participate in international improvement. Various examples from UNESCO, New Zealand, the United States and Turkey are briefly summarized below, along with their implementation processes.

UNESCO School Curriculum and Teacher Development Example

In UNESCO projects on the use of information and communication technologies in teacher development and training, it is stated that curriculum development and teacher training achievements in teacher training are critical thinking, ability development, development of general and job skills, and the transformation of what is learned into performance outputs, and the development of working and communication skills as a team member. (UNESCO, 2002,9). Therefore, there is a need for employee development at every step taken to change and improve that site. For example, in UNESCO's (2002, 15-16) dissemination of information technology and communication and school improvement studies, the development of teacher competencies takes place in the first step of the project steps. Considering that teacher development is a tool for school improvement, a four-stage development and change strategy model was developed in the study, and (1) immediate action, (2) implementation, (3) diffusion, and (4) change stages were identified. Accordingly, the development of school personnel in computer technology during the emergency action phase is included in the necessary preparations for the school to have the necessary equipment. In addition, teachers learn how to prepare and teach materials with these new tools (UNESCO, 2002, 17).

It is clear that the development of the professional skills of teachers and other administrators, the provision of the school's internet and intranet network, as well as the development of the teacher, especially in the dissemination stage, are focused on individual attention. The responsibility for the teacher's self-development is in addition to the training supported by the school (UNESCO, 2002, 28-29). In summary, the unit topics and critical skills listed from A1 to A9 in the curriculum of the professional development program of teachers are; It is primarily based on the use of computer technology, understanding of the system, material preparation, presentation techniques, social and ethical problems, and the use of computer technology in the business environment (UNESCO, 2002,46). In addition, the following points to be considered in increasing teacher competencies, complying with the rules of adult learning, eliminating fears and anxieties against computer technology, making comparisons in performance evaluation according to their development stages rather than other employees, providing the necessary opportunities for teachers to evaluate their time at home for this purpose due to the use of their private time (UNESCO, 2002,48), the use of seminars, courses, workshops and practices related to the subject areas as a method in the organization of the studies, the establishment and support of purpose-oriented teacher communities in both natural and virtual environments, giving place to practices and showing specific application examples according to teacher branches (UNESCO, 2002,51-52) is recommended.

UNESCO Asia and Pacific Innovation and Distance Education Development (APEID) Case

In this study, which was carried out in 1987, studies on the institutionalization of distance education systems and structures were carried out in line with the project by UNESCO through its regional office in Asia-Pacific countries. As a result, UNESCO implemented the targets set by the project working group with the Chinese National Commission to improve the quality of education in third-world countries due to the accelerating feature of distance education and its impact on development. Within the project scope, Australia, Bangladesh, China, India, Nepal, New Zealand, Pakistan, the Republic of Korea, Sri Lanka and Thailand took part (UNESCO, 1987,5-20). Therefore, project studies for establishing and disseminating distance education in all these countries with the support of APEID for the development of the country and the improvement of the quality of education can be obtained from the relevant source for each country. In general, in the project, the target areas of work to be developed to improve the quality of education through distance education: (1) globalization of education, (2) scientific and technological skills and creativity, (3) education sector and business areas (4) education and rural development were determined. In order to achieve this, three critical studies

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are stated as (1) effective use of educational technology, regulation of dispersed media and low-priced technological infrastructure, (2) creation of professional support services and training of education personnel, (3) research and development studies in cooperation and for the future. (UNESCO, 1987,1). Here, studies on teacher training and competencies are particularly noteworthy. Therefore, the training of teachers in the development stages of distance education in all countries has been handled in the context of equipping teachers with the knowledge and skills that will provide distance education to students, as well as users who benefit from distance education in their development. For example, in Nepal, 2800 teachers were trained during the five years of the program (UNESCO, 1987, 11).

In Korea, it is observed that the process continues with the training of trainers after the development of distance education systems and structures. Then the course and study materials are developed (UNESCO, 1987, 16). Considering the evaluation of the program outputs in terms of teacher education, it would not be wrong to evaluate that in the countries that are considered to be advanced in distance education today, advanced education practices were introduced in teacher education at that time, and the education was made continuous (UNESCO, 1987, 25). Therefore, in addition to establishing the necessary infrastructure and providing technological opportunities for disseminating distance education, increasing teachers' competence, using distance education in the country's development and increasing the quality of education provide productive results.

New Zealand Standardization Example for Supervision and Promotion of Distance Education

According to the standard criteria for distance education supervision and the definitions of the criteria in the New Zealand National Standards Handbook (2004), three main activities and the definition and requirements and qualification conditions of each are specified. Accordingly, (1) be able to describe and explain the organizational skills required for a supervisor/counsellor in distance education, (2) explain and plan the requirements for creating a safe learning environment for the student, (3) develop an organizational program for supervision and support for the two-week learning program and make plans. The criteria and qualification conditions for these three essential competencies are also detailed. With the standardization of the studies, it is possible to ensure the quality of the support service and supervision provided in distance education.

Distance Education Practice Examples in the United States

Many prestigious universities in the United States offer distance education programs. There are many separate programs on teacher training, training administrators and supervisors, distance education programs at undergraduate and graduate levels, as well as separate certificate programs on subjects within the subject area of teacher training (leadership, classroom leadership, classroom management, etc.). International Association for Technology in Education (ISTE), The National Center for Educational Technology Standards (NETS), the National Center for Applied Research in Educational Technology (CARET), and the National Conference on Computer Education (NECC) represent a broad framework of more than 85,000 professionals. By supporting its members with information, communication network, development opportunities and consultancy services, it provides both distance education and consultancy services to other organizations providing distance education.

Considering it as a United States or country-based distance education institution means limiting it to some extent. Because these organizations eliminate national borders thanks to technological opportunities and provide education services through distance education in many countries of the world. (http://www.iste.org). Today, many universities in the United States have distance education departments. When the programs opened, especially in educational administration and supervision, are examined, it can be said that they are generally opened at the master and doctorate levels. Administrators and supervisors are trained with similar programs in terms of content, and programs are created to develop leadership skills and field knowledge as a requirement of the role they will play. The importance of support services in distance education is evident, and some distance education programs are carried out in a blinded manner with face-to-face programs. Many universities have undergraduate and graduate programs for teacher training through distance education.

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Examples of Distance Education Implemented by the Ministry of National Education in Turkey

Constructivist Interactive In-Service Training Model (CITM-YIHEP) for primary school teachers, as one of the most comprehensive studies carried out by the Ministry of National Education (MoNE) in Turkey, is a pilot project of constructivist in-service training programs within the scope of the cooperation protocol signed between the Ministry and Pamukkale University on 17.06.2008. As an application, it was started by using distance education method techniques. The training, prepared as a TUBITAK supported project of Pamukkale University, covers 6 essential areas at the primary education level. The course contents of these training are available at www.yihep.com, where these subjects will be conducted by distance education (http://hedb.meb.gov.tr/_duyuru/YIHEP.pdf). CITM aims to present an in-service training model that fully overlaps with the Turkish education system, is supported by technology, can meet the needs of primary school teachers, and disseminates the constructivist approach, a modern educational philosophy. In line with these general objectives, CITM also aims to realize the following principles: (1) To ensure that teachers have access to the highest quality and most valid information prepared by experts in the fields they need. (2) To develop the skills of teachers on technology-supported, constructivist teaching approach. (3) To plan the time teachers, spend in their in-service training in the most efficient way to enable them to contribute to their professional development whenever and wherever they want. (4) To create an in-service training model based on constructivist learning theory and technology integration. (5) Standardizing and raising teacher quality. In order to participate in the training program on the functioning of CITM, it is necessary to be a member of the web page. In the CITM training program, Constructivist education philosophy and basic information, up-to-date information on how to use constructivist education in Kindergarten, Classroom Teaching, Mathematics, Turkish, Science and Social Studies lessons, examples of practical activities, video examples, plans, tools for evaluation and their uses http://www.yihep.com/isleyis.asp).

Teacher Information Network (OBA) is a platform created to support the professional development of teachers and school administrators through distance education (Ministry of National Education, 2022). OBA is designed to be a meeting point for professional development and hosting the sharing of good practices. (1) Central and local in-service training plans, (2) synchronous and asynchronous in-service training organized through distance education, (3) Virtual library, (4) Professional development societies, (4) Teacher-manager mobility programs, (5) There are practices such as a school-based professional development program, (6) the promotion of good practices carried out by our teachers (MoNE, In-Service Training Manual, 2022, 4). The Ministry of National Education broadcasts intensively from the Education Information Network (EBA) under distance in-service training. However, the EBA platform includes content not only for teachers but also for students and parents. For example, during the COVID-19 pandemic, distance education at all grade levels via EBA was carried out with online and offline videos and other content. In addition, there is in-service training content for teachers under the titles of professional development and academic support on the EIN platform (https://www.eba.gov.tr/).

Conclusion

Distance education has been used in teacher training in western countries for many years. Our country's teacher training was first practiced in the 1970s through letter teaching. Today's technology has become a method used to train teachers with applications for creating face-to-face education conditions with the help of technology without limiting time and space. With Microsoft's teacher academy application, the distance education application aiming to make teachers computer literate could not be determined to what extent it was efficient since no measurement was made at the end of the training. Considering that the individual takes responsibility for learning in such organizations, it is necessary to determine the training needs of teachers well, initiate the application voluntarily and consider the characteristics of adult learning. Implementing unplanned and unscheduled distance education activities may lead to the belief that distance education is useless among the teacher mass. This situation may create prejudice against applications that may be beneficial.

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When the projects carried out by the Ministry of National Education in recent years are evaluated, it is noteworthy that the Ministry carries out many projects to improve teacher performance. In addition to the ongoing studies carried out by the Ministry to improve teacher competencies and teacher performance, the organization of projects in which administrators and supervisors can also be developed through distance education will facilitate the development as a whole.

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