THE SUPERVISION IN DISTANCE EDUCATION: E-SUPERVISION

Osman Vaiz[1], Hüseyin Minalay[2], Ayhan Türe[3], Pelin Ülgener[4], Hasan Yaşar[5], Anıl M. Bilir[6]

[1] Asst. Prof. Dr., Cyprus International University, Faculty of Education ovaiz@ciu.edu.tr
ORCID iD is 0000-0001-5940-5043

[2] Technical School Teacher, North Cyprus, Ministry of National Education, hminalay1977@hotmail.com
ORCID iD is 0000-0003-0887-9737

[3] Technical School Teacher, North Cyprus, Ministry of National Education, ayhanture1976@gmail.com
ORCID iD is 0000-0002-2278-3144

[4] Technical School Teacher, North Cyprus, Ministry of National Education, pelinulgener@hotmail.com
ORCID iD is 0000-0002-5927-6787

[5] Technical School Teacher, North Cyprus, Ministry of National Education, hasanyasar977@gmail.com
ORCID iD is 0000-0001-6324-588X

[6] Primary School Teacher, North Cyprus, Ministry of National Education, a.bilir.altug@gmail.com
ORCID iD is 0000-0002-5552-3285

ABSTRACT
The development of technology has affected education as well as many other sectors. The development of technology, education programs are rearranged and adapted to today's conditions. Due to the pandemic experienced, education has been moved to online platforms in many countries around the world and education is carried out with distance education models. Effective and efficient use of distance education practices is important in terms of sustainability and not interruption of education. At this point, the importance of supervision comes to the fore once again. This research examines the concept of supervision in the distance education process and the emerging e- supervision concept. In the study conducted with the document analysis method, which is one of the qualitative research methods, the relevant literature was examined and the findings obtained were discussed. As a result of the research, it has been revealed that the advantages of distance education also provide opportunities for e-supervision facilitate control, eliminate time and place concepts, and create an easier communication network between supervisors, teachers and school administrators.
Keywords: distance education, supervision, e-supervision, pandemic

Introduction

In the 21st century, countries are reviewing their education systems in accordance with the spirit of this century and aiming to carry out education with more student-centered models. Education in schools is shown as both a problem and a solution source for this problem all over the world. Every country in the world organizes its education system by considering its unique characteristics. For this reason, developed countries have developed many different educational supervision models to control the education system (Aydoğmuş & Çiçek Sağlam, 2016).

There are different definitions for supervision in the literature. Supervision is expressed as a method of controlling behavior in the name of the public good and the process of teachers' participation in instructional dialogue in order to increase student success and improve teaching (Bursalıoğlu, 2012; Gespass & Paris, 2000).

Education is a living, developing and progressing process. It can be said that this process cannot proceed uncontrolled. Supervision tries to determine to what extent the organization has achieved the success criteria, and the success criteria of educational organizations are their goals. Schools are established to achieve these goals. (Aydın, 2016; Altunya, 2014). The inputs, processes and outputs of the schools, which constitute the main part of educational organizations, should be controlled according to a certain program and the results should be reviewed in order to determine to what extent they reach their goals.

The global epidemic has affected education as well as all sectors, and schools around the world have been closed and distance education has been implemented to ensure the sustainability of education. The Covid-19 pandemic has changed our perspective on education and the way we interpret education (Bozkurt & Sharma, 2020). A globally effective pandemic can be regarded as a disaster by its nature and this disaster can be interpreted as the end of some things as well as a sign of new beginnings (El Maarouf, Belghazi & El Maarouf, 2020). Therefore, the use of technology within the scope of education has increased, however, various problems have emerged. The unpreparedness of teachers and students for this process once again revealed the necessity of supervision in order for the process to proceed correctly.

This study is expected to contribute to the literature by revealing the changes in educational supervision. The research is important in terms of providing information and solution suggestions about the change experienced.

This research aims to reveal the strengthening of the supervision practices for distance education, the more effective and effective participation of the stakeholders in the process, the things to be done in this direction, the current situation and the requirements and advantages of distance education control.

Distance Learning

It is stated that the rapid change in technology enables the educational environments to be reorganized and educational activities are now moved to the environments where individuals are present (Seok, 2007). Distance Learning; It is a discipline that teaches, learns and tries to eliminate the limitations of learning resources and the problems created by these limitations, and uses existing technologies while doing so (Bozkurt, 2017).

Despite the increase in the number of institutions providing distance education and the number of students who want to study in these institutions, efforts are needed to increase the quality of these programs and teaching activities and to establish a quality assurance system in distance education practices. However, an institution that will provide accreditation of distance education institutions, education programs and other services has not yet been established in our country. With the Bologna process, it has become a necessity to establish a national accreditation system in distance education applications (Özkul & Latchem, 2011).

In our age, developments in technology and science increase the tendency to keep up with the period and the desire for education. However, education systems show resistance in keeping up with the changes in technology and science and are criticized for not being innovative because of this resistance (Yurdakul, 2016). This reveals the necessity of educational supervision.

Distance Education and Supervision

During the pandemic process, only a small part of the world population is immune and the number of cases and deaths is increasing day by day and there is no clear solution yet, it is clearly seen that the opinions claimed that distance education will be the main method of education rather than being a temporary and alternative solution is highly likely to be true (Yamamoto and Altun, 2020).

The quality and effectiveness of education should be prioritized. At this point, it should be taken into account that the management of distance education, which differs from the management of educational institutions, is of great importance. Because the planning, coordination, adequacy of the system infrastructure, effective management and even supervision of distance education services are of great importance.

According to Aslan (2015), modern education control is an education supervision approach that helps organizations to live healthily by controlling the process, correcting the deviations in the process and improving the process. According to Aydın (2016), the expression of modern education supervision approach should be understood as the application of supervision based on research, which has passed the evaluation filter. The aim is to create the most appropriate conditions and behaviors to achieve the desired result. According to this explanation, the essence of the modern educational supervision approach is the information obtained by filtering all educational supervision approaches. This information contains all of the applications made to achieve the targeted result.

The main goal is to create quality environments for students with the cooperation of teachers and supervisors. Educational supervision is increasing the knowledge and skills of education stakeholders in order to ensure teachers' development, change, progress, solution of problems and their commitment to their institutions (Zepeda, 2016).

The primary purpose of the supervision is to guide and guide educational institutions, especially teachers. Therefore, in the distance education process, supervisors should have knowledge of this training model. Can and Gunduz (2018) stated in their study that when teachers encountered non-specialist inspectors, they started not to take the inspector seriously, to question the reliability, adequacy and opinions of the inspection activity, and to believe that inspection activity was unnecessary.

Studies reveal that students learn better with distance education and that many skills develop in this process. In addition, during the distance education, students and teachers find the opportunity to discover their strengths and weaknesses, make the learning process out of monotony, communicate with other learners using online technologies and participate in collaborative learning processes (Zhu, 2020; Williamson, 2020).

It is defined as the bringing together of the elements of directing, supervising and coordination of e-supervision activities developed for e-learning environments within the scope of distance education. Normally, face-to-face inspection during the process is carried out on the internet during this process. This means applied learning as well

as cognitive learning (Sergiovanni and Starratt, 2012). E-supervision allows the audit to be made in different geographical regions regardless of place and time. It provides an opportunity for enhanced collaboration between supervisors, school administrators and teachers, especially in education.

Innovations and various tools in information and communication technologies have created a new learning dimension. Especially for educators, it has made clear activities that can be learned, recorded, discussed and evaluated. Most educational institutions are trying to integrate new information and communication technologies into existing curricula or to develop new paradigms for learning (Chan and Ngai, 2010). Distance learning is one of the new stages of education that facilitates learning for students with many applications and platforms offered. However, in this process, both students and teachers need to be cared for (Guntoro et al., 2016). Using the same technology tools within the scope of distance learning and e-supervision ensures that teachers, school administrators and supervisors have the process and technology aptitude. However, it differs in its operation. Although the control is online, its purpose is to guide teachers and solve problems in functioning. E-supervision systems include the following benefits for users;
• Simplifies the process and makes it easier
• Provides easy expression
• It is more convenient in terms of time and cost.
• Fast and continuous access to information is provided.
• Offers better management opportunity.
• Offers individual communication opportunity.

Conclusion
Distance education enables the development of many skills through the development of students and teachers and the adaptation of technology to the lessons. Distance education, lack of time and place limitations in the process, and teaching students' own access to information is especially important in gaining lifelong learning skills. However, in order for the education to progress in a qualified and efficient manner, supervision is essential in distance education as in the traditional education process.

The advancement of technology and the change in the education model with today's conditions require the control to adapt to this. In this direction, the concept of e-supervision is emerging. In the traditional education environment, while supervision takes time and progresses slowly, e-supervision provides more effective and efficient control by using the advantages of distance education, while allowing the development of teachers and school administrators in line with educational technologies.

References
Altunya, N. (2014). *Türkiye'de dünden bugüne eğitim müfettişliği*. Ankara: Eğitimiş Kültür Publications.
Aslan, H. (2015). Eğitimde denetim ile ilgili kavramlar, denetimin tarihsel gelişimi. *Ondokuz Mayıs Üniversitesi Uzaktan Eğitim Merkezi*, 1, 1-14.
Aydın, İ. (2016). *Öğretimde denetim*. Ankara: Pegem Akademi Publications.
Aydoğmuş, M. & Çiçek Sağlam, A. (2016). Gelişmiş ve gelişmekte olan ülkelerin eğitim sistemlerinin denetim yapıları karşılaştırıldığında Türkiye eğitim sisteminin denetimi ne durumdadır. *Uşak Üniversitesi Sosyal Bilimler Dergisi,* 9(1), 17-37.
Bozkurt, A. (2017). Türkiye'de uzaktan eğitimin dünü, bugünü ve yarını. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 3(2), 85-124.
Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), i-vi. https://doi.org/10.5281/zenodo.3778083
Bursalıoğlu, Z. (2012). *Eğitim yönetiminde teori ve uygulama*. Ankara: Pegem Akademi Publications.
Can, E. & Gündüz, Y. (2018). Eğitimin denetimi uzmanlığı gerektirir mi? *Millî Eğitim Dergisi,* 48 (221), 187-205.
Chan, S.C.H. & Ngai, E.W.T. 2010. A Qualitative Study Of Information Technology Adoption: How Ten Organizations Adopted Web-Based Training. *Journal Department of Management. Blackwell Publishing*,17, 289-315.
El Maarouf, M. D., Belghazi, T., & El Maarouf, F. (2020). COVID–19: A Critical Ontology of the present. *Educational Philosophy and Theory*, 1-19. https://doi.org/10.1080/00131857.2020.1757426
Gespass, C. & Paris, C. (2001). Examing the mismatch between learner centred teaching and teacher centred supervision. *Journal of Teacher Education*, 52 (5), 398-412.
Guntoro, D., Sumaryanto, T., Rifai, A. (2016). Pengembangan Model Supervisi Akademik Berbantuan E-Supervision Berbasis Web. *Educational Management Journal*, 5 (2), 122-128.
Mardah, H. (2009). An E-Supervision System in Education Environments. 10.13140/RG.2.1.4489.6169.

Özkul, A.E. & Latchem, C. (2011). Progress Towards Assuring Quality in Turkish Distance Education. 25. Paper presented at the Asian Open Universities Association (AAOU) Annual Conference. Malaysia: Wawasan Open University.

Seok, S. (2007). Standards, Accreditation, Benchmarks and Guidelines in Distance Education. *The Quarterly Review of Distance Education*. 8(4), 387-398.

Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. Learning, *Media and Technology*, 45(2), 107-114. https://doi.org/10.1080/17439884.2020.1761641

Yamamoto, G.T. & Altun, D. (2020). Coronavirüs ve çevrimiçi(online) eğitimin önlenemeyen yükselişi. *Üniversite Araştırmaları Dergisi*, 3(1), 25-34.

Yurdakul, B. (2016). Uzaktan eğitim. *Pegem Atıf İndeksi*, 2016 (5), 271-288.

Zepeda, J. S. (2016). *Öğretim denetimi*. (translation A. Balcı and Ç. Apaydın). Pegem Academy.

Zhu, X., & Liu, J. (2020). Education in and After Covid-19: Immediate Responses and LongTerm Visions. *Postdigital Science and Education*, 1-5. https://doi.org/10.1007/s42438- 020-00126-3