

Evaluation of Elementary Education 6th Grade Turkish Workbook from The Point of Constructivist Grammar Teaching

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Abstract: The skill area of language covers listening/watching, reading, speaking and writing; the knowledge area covers grammar. Grammar is the set of rules supporting basic language skills. It is important for students to learn about the rules and knowledge composing the structure and function of a language so that they can support other skills. Undoubtedly, the way of functional and permanent grammar teaching is firstly to explain about the knowledge and rules of language and then to construct them. The presence of such an understanding in grammar teaching is possible primarily through the presence of a Turkish Course Teaching Program prepared as based on constructivist approach and the presence of teaching materials formed parallel to this. It is known that course books as a teaching material play an important role in having students acquire certain skills. At this point, it is obvious that there is a need to determine if course books possessing great importance were prepared in accordance with the constructivist approach. The present study aimed to evaluate the 6th Grade Turkish Workbook, one of the Turkish teaching materials and expected to have been prepared in accordance with the constructivist approach and still in use; it also aimed to determine the extent to which the various activities in grammar teaching area included in the book meet the requirements of the constructivist approach.

Key Words: Elementary 6th Grade Turkish Course Workbook, Grammar Teaching, Constructivist Approach, Turkish Course Teaching Program

Introduction

Language is a natural means helping people communicate with one another and plays a key role in all educational activities. Language acquisition and teaching take place during a certain process. Individuals have a natural tendency toward learning and consolidating what they have learned and this can be developed when appropriate methods and techniques are used. A human's world of thought that he or she sets up while trying to understand him/her and the events happening around him/her is shaped with concepts and the relations between these concepts. Humans become socialized through values that concepts acquire in language integrity and are involved in some thinking and expression activities such as learning with the help of language, practicing what they have learned and interpretation. Turkish learning is composed of comprehension, interpretation, and basic language skills such as listening/watching, speaking, reading and writing directed to the development of skills to set up communication and grammar (Turkish Course Teaching Program, 2006, p. 2).

The main objectives of the use of language which is the most effective means of agreements between people are to help individuals transfer their own feelings and thoughts to others adequately and effectively, to understand others' emotions and thoughts fully and correctly.

In addition to the basic skills of language such as reading, listening / watching, talking and writing, the information forming the structure and identifying the functioning rules of Turkish is also important to have as well. The ongoing lifelong process of language acquisition avoids arbitrariness and becomes formal in the formal primary education period.

Students in the first stage of the primary education are supported primarily with respect to language skills and then tried to be made competent in the knowledge level of the language.

This situation, particularly in primary education, will be possible through a constructivist language teaching; because a learner learns and builds knowledge structures when he or she discovers his or her own answers and concepts and creates his or her own interpretation. This is undoubtedly possible through a constructivist teaching approach.

Constructivism is the process in which students make sense of and construct new information they encounter under the guidance of teachers also by benefiting from their past learning experiences (Yapıcı, 2008). Constructivist approach is a learning approach in which individuals form their own knowledge, skills and

qualities as a result of their own experiences and thinking. In this approach, individuals participate in the learning process actively, question, inquire and associate the information they will get through their past experiences and construct it on their own (Shunk, 1996).

Knowing the structure and opportunities of the means -language- enabling communication will undoubtedly affect the success of comprehending-expressing activity. And this entails a good grammar education. Language is a system composed of the units taking their values from interrelated relations, and grammar is the field of study aiming to put forward this system (Adalı, 1983, p. 35).

The primary aim of grammar is to make students become aware of the basic rules of the Turkish language with respect to speaking, writing and reading and feel confident in using their mother tongue. In other words, the aim of grammar teaching is to make students acquire the skills of using their emotions, thoughts and plans correctly, clearly and effectively. Taken from this perspective, grammar can be accepted as a field of study aiming to make students comprehend meanings correctly and reach the awareness of expressing their own thoughts, emotions and desires properly (Calp, 2007, p. 304).

The effective and permanent grammar teaching, a field of study helping individuals to acquire the skills of comprehending and expressing correctly is closely related to not only the constructivist approach but also the quality of textbooks. "Just as it is impossible to perform any task without any tools, teaching a lesson without a textbook is not likely, too" (Cemiloğlu, 2004, p. 203).

Textbooks are the basic sources used for both educational and teaching purposes. They are printed educational and teaching materials equipped with cognitive and sensory skills appropriate for students' age and knowledge levels, composed of rich texts, prepared in the direction of the principles based on teaching programs, and transferring the information they include to students with the help of teachers. Textbooks have an important function, especially in Turkish lessons, in making students acquire basic language skills. This function originates from texts included in textbooks. For, in Turkish lessons, students are made to acquire all the language skills (reading, writing, speaking, listening and grammar) through activities prepared starting from these texts (Çeçen and Çiftçi, 2007, p. 39).

Student's textbook, student's workbook and teacher's guide are considered as indispensable complementary tools in the learning and teaching processes realized in the school environment of the Turkish course. Not only are texts included in textbooks the basic materials of grammar teaching, but also opportunities offered by the activities prepared according to the constructivist approach determine the quality of education.

The quality of grammar teaching depends on not only textbooks but also a stage-wise programming prepared according to levels of students. In the Turkish Language Teaching Program prepared in 2006 and specifying the framework of grammar teaching, the basic grammar teaching is started in the 6th grade. In the program, starting with the 6th grade, the following acquisitions are included with the aims of supporting the basic language skills and making students comprehend the functioning properties of the Turkish language:

1. Comprehension and practice of the knowledge and rules with respect to the structural properties of words

2. Comprehension and practice of the knowledge and rules with respect to the types of words.

As understood from the main acquisition headings of the program, the grammar teaching at primary education level is started on the basis of making students comprehend the properties that the Turkish language has on the word dimension. It is aimed to make students comprehend the knowledge and rules concerning the structural properties of words with the following sub-headings of the 1st acquisition:

1.1. Comprehend root and affix.

1.2. Distinguish between noun affix and verb affix.

1.3. Distinguish between derivational affix and inflectional affix.

1.4. Comprehend stem.

1.5. Comprehend the functions of derivational affixes and the meaning properties they attach to words.

1.6. Comprehend compound words.

1.7. Distinguish between simple, derived and compound words.

And it is aimed to make students learn about the knowledge and rules concerning the types of words with the following sub-headings of the 2nd acquisition:

2.1. Comprehend the functions of nouns in a sentence; use nouns in accordance with their functions.

2.2. Perceive the functions of pronouns in a sentence; use pronouns in accordance with their functions.

2.3. Comprehend the functions of the affixes indicating aspect.

2.4. Comprehend the functions of the affixes indicating possession.

2.5. Comprehend the construction and meaning properties of noun phrases.

2.6. Perceive the functions of adjectives in a sentence; use adjectives in accordance with their functions.

2.7. Comprehend the construction and meaning properties of adjective phrases.

2.8. Comprehend the functions of prepositions, conjunctions, exclamations and the meaning properties they attach to a sentence; use these words in accordance with their functions.

2.9. Use words in different positions in a sentence.

These statements, included in the Turkish Language Teaching Program prepared in 2006, are an indication of the transition from behaviorist approach to constructivist approach.

The evaluations that we have hitherto made indicate that the Turkish textbooks prepared within the framework of the Turkish Language Teaching Program need to be the tools of the constructivist approach. Starting from this thought, the basic aim of our study is to evaluate the opportunities that the Turkish textbooks offer to students in terms of the constructivist approach within the framework of grammar teaching. However, our study's remaining within the boundaries of a paper has made it possible to evaluate only the Primary Education 6th Grade Turkish Course Student's Workbook.

Contents of the Primary Education 6th Grade Turkish Course Student's Workbook

The Primary Education 6th Grade Turkish Course Student's Workbook includes chapters sectioned on the basis of six different themes considering students' interests and needs and certain language acquisitions. Under these themes, there are a total of 247 activities depending on 26 texts in different types. And 61 – approximately 25%- of the 247 activities are grammar ones.

At the end of each theme in the book, there are also six different review sections under the heading of Theme Review Questions.

Examination of the Grammar Activities in the Primary Education 6th Grade Turkish Course Student's Workbook

The grammar activities of the Primary Education 6th Grade Turkish Course Student's Workbook consist of word, sentence and text level practices. In order to make students achieve the above-mentioned behavioral objectives related to language skills, there are activities in the processes of elicitation, comprehension and consolidation. In these processes, knowledge and rules are not offered to students, but instead elicitation and comprehension are realized through examples.

When the activities that students are supposed to perform in the workbook are evaluated as a whole, it can be stated that they have been organized on the basis of the constructivist learning. Not offering knowledge or rules in any of the sample activities is an indication of the fact that the constructivist approach has been applied. Moreover, the activities' having been given largely within the sentence integrity and context and supported with visual elements contributes to the realization of the constructivist learning.

It is obvious that grammar, a field of learning which can be acquired through practice, needs to have some unique methods and techniques. In this context, in order to let students achieve the grammar-related acquisitions, the activities included in the workbook have been created using various methods and techniques. As a result of the present study made on the Primary Education 6th Grade Turkish Course Student's Workbook, it was observed that the activities are in the forms of analysis, grouping, completion, combining, matching, using in a sentence and explanation.

Analysis

The majority of the grammar activities included in the workbook is in the form of analysis. With this type of activities, it has been aimed to make students perceive similarities and differences through analysis and then comprehend them. In the following sample activity, students are asked to read the paragraph first and then analyze the underlined words in accordance with the example given.

14. Etkinlik: Aşağıdaki paragrafı okuyunuz. Paragrafta altı çizili kelimeleri örnekteki gibi çözümleyiniz.

"Bazı yazarlar, masaların başına oturup gerçek dünyayı hatırlamaktan başka bir şey yapmazlar. Onların yazdıkları birçok kitap aslında gerçek hayatlarımızdaki unutulmuşlarımızı ele alır. Belki de yazarları unuttuklarımız bize hatırlattıkları için çok severiz. Bizler kitapları okurken, ister istemez, günlük hayatta yaşanan pek çok şeyi de kitaplara katanız. Oluşturulan bir roman kahramanı ne kadar karmaşık olursa olsun gerçek bir insan gibi olamaz. Ancak hepimiz bir kitabın ilk sayfasını açar açmaz oradaki kahramanların gerçek olduğuna inanmaya başlarız. Sonra da içine girdiğimiz bu masal dünyasında doya doya gezeriz. Çok iyi hatırlıyoruz. bir zamanlar gazetede şöyle biz söz okumuştum: "Hiçbir şey hayat kadar ilgi çekici olamaz; kitaplar hariç..."

<u>yaz</u> - <u>ar</u> - <u>lar</u>	.....	.....
Fiil kök yapım eki çekim eki	.....	.....
.....
.....
.....
.....
.....

Table 1: Sample analysis activity

Grouping

One of the types of activities frequently included in the Primary Education 6th Grade Turkish Course Student's Workbook is grouping activities. And with this example where students are asked to group by separating noun and verb roots into parts with different colors, it has been intended to make students consolidate the subjects of nouns and verbs that they have previously learned.

11. Etkinlik: Aşağıdaki kelimeleri inceleyiniz. Fiil köklerini pembe daireye, isim köklerini mavi daireye yazınız.

evli
sordum
oyuncak
muslukçu
gelmedi
uyudu
eldiven
sırayı
kazı
kızgın
kitaplık
öğretmen
tanık
sayı
kaza
yazar
yüzgeç
annesi
batı
bileklik
okul

Table 2: Sample grouping activity

Completion

Word formation occupies an important place among the grammar works of the Turkish language, an agglutinative one. The extent to which students can lexicalize the words they already know with different affixes will determine the ease of use of the language. In the activity given below, too, students are asked to derive new meanings by adding different derivational affixes to word stems. By this way, it is aimed to have students construct different meanings on their own through the use of different affixes.

11. Etkinlik: a) Aşağıda verilen ekleri örnekte olduğu gibi kelimelere getirerek tamamlayınız.

-sul -li -gi -ıcı -u -le -lik -al-

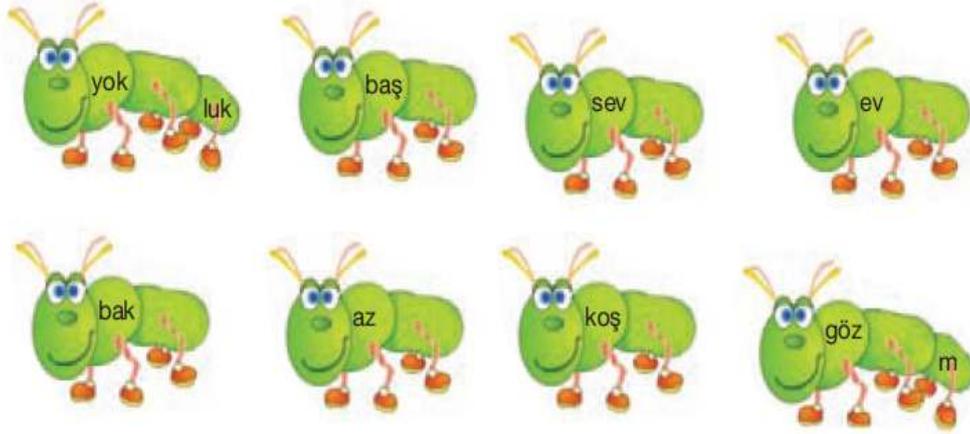


Table 3: Sample completion activity

Combining

Just as in many languages, words and additional combinations show unique features in Turkish as well. In the following sample, with this feature acquired through many experiences during the process of the use of language, it is aimed to have students elicit and comprehend the fact that not every affix is used with every word in Turkish, and affix-root combinations differ depending on the properties of affixes and roots.

6. Etkinlik: a. Aşağıdaki köklere yandaki ekleri getirerek anlamlı kelimeler oluşturunuz.

yap-	.....	-çu
gör-	.....	-lık
bak-	.....	-i
kuş	.....	-üş
su	.....	-it
yaz-	.....	-u
yak-	.....	-ıcı
göz	.....	-la
koş-	.....	-cü
kara	.....	-r
kış	.....	-lık

Table 4: Sample combining activity

Matching

In the Turkish Workbook, matching activities are less in number compared to those mentioned above. In the following examples, it is aimed to have students identify the persons to which affixes indicating possession that words derived from nouns bear correspond.

12.Etkinlik: Aşağıdaki cümleleri inceleyiniz.Altı çizili ekin yandaki hangi kelimeyle ilgili olduğunu belirleyiniz.Bunları eşleştiriniz.

Saatin kaç?	bizim
Arkadaşlarınız geldi mi?	benim
Silgisi yere düştü.	senin
Hikâyelerimiz çok güzel.	onun
Cüzdanım kayboldu.	sizin
Bardakları sütle doluydu.	onların

Table 5: Sample matching activity

Using in a sentence

Making sentences, using words in different sentence patterns, is an important criterion indicating the language competence of individuals using the language. Developing students' skills of making correct and effective sentences in different structures and constructions is among the important goals of the Turkish course. In the following sample, too, students are asked to use the words given in the forms of preposition, conjunction and exclamation in a sentence correctly. By this way, it is aimed to ask students to construct meanings on their own starting from the words given in the direction of their skills.

13.Etkinlik: Aşağıdaki edat, bağlaç ve ünlemleri işlevlerine uygun birer cümlede kullanınız.

eyvah, yalnız, ki, fakat, için, ve

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Table 6: Sample using in a sentence activity

Explanation

In the sample activity below, students are asked first to perceive the semantic relationships between the underlined words in the whole sentence and then to explain them. With this type of activity, it is aimed to make students determine and express the functions of similar units in different sentences with the constructivist approach.

		
Ağaç	Ağaçlar	Orman
<u>Ağaç</u> susuz kaldı.	<u>Ağaçlar</u> yeşerdi.	Pazar günü <u>ormana</u> piknik yapmaya gittik.
b. Altı çizili isimlerin arasında nasıl bir anlam ilgisi vardır?		
.....		
.....		
.....		
.....		

Table 7: Sample explanation activity

Conclusion

One of the primary aims of grammar teaching is to make students comprehend the semantic and syntactic properties of the language as much as possible. For this reason, the Turkish Course Teaching Program and the Turkish textbooks prepared on the basis of this need to be introduced with a constructivist approach with which students explore knowledge and rules on their own. The findings obtained as a result of the investigations made starting from this thought indicate that the Primary Education 6th Grade Turkish Course Student's Workbook is a product of such an approach and effort.

In the studies and observations made on learning, it has been concluded that the knowledge and skills acquired through practice are more permanent. This situation can be observed more concretely in language teaching. To make this objective possible, it is no doubt necessary to make students frequently be exposed to sample practices. The Primary Education 6th Grade Turkish Course Student's Workbook as an activity-based teaching tool is of quality that will contribute to students' developing their language skills.

The Primary Education 6th Grade Turkish Course Student's Workbook prepared on the basis of the constructivist approach put forward by the Turkish Course Teaching Program paves the way for students to reach information and rules on their own through various activities in the forms of analysis, grouping, completion, combining, matching, using in a sentence and explanation. The fact that the book does not include any kinds of information and definitions fits the very spirit of the constructivist approach. Moreover, the activities' having been supported with visuals to concretize learning appears as a benefit as well. But in the meantime, we have some evaluations that should be included in the workbook in terms of the constructivist approach.

For the 6th graders having newly met the knowledge area of the language following the skills area, the concrete learning should, no doubt, be started starting from the known elements. Structuring a grammar teaching over the texts about which students already know is rather important in terms of comprehensible and permanent teaching. In this sense, the arrangement of some of the activities in the Primary Education 6th Grade Turkish Course Student's Workbook independently from reading texts may pose an obstacle in front of students' developing their knowledge and skills. It will be appropriate to revise and re-evaluate the activities in the workbook within this framework.

Another problematic point present in the Primary Education 6th Grade Turkish Course Student's Workbook is that some examples in the activities have been given independently from the sentence integrity. The examples to be given with respect to the subject should be given in sentence integrity. Such an approach will make students perceive the pieces of information as the parts of the language they use. Artificial and independent examples may not only make it difficult for students to structure their knowledge and skills but also pose an obstacle in front of their making sense of statements.

In conclusion, although the Primary Education 6th Grade Turkish Course Student's Workbook prepared based on the constructivist approach is regarded as an effective tool in the grammar field of the Turkish teaching, it should be re-evaluated under the light of the findings and suggestions specified and its quality should be increased in this direction.

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The Roles and the Organization of University in the Context of Lifelong Learning

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Abstract: Universities have been criticized more for managing their functions and roles. A new determiner of the universities' duties for the society is the concept of life long learning. The fact that the number of the people desiring to develop their level of education is increasing and age groups are changing by including not only the youth but also all age groups requires that universities should be supplied with the global necessities and should change their structures within the concept of LLL.

Life is a singly process of learning. Every person needs constant, planned and institutive educational opportunities so as to be prepared for the changes around to activate the whole potential. Life long learning is the complete of the all educational activities including the information, abilities and competences related to personal, social and employment to be developed during the life period.

The aim of this study is to put forward the effect of the LLL concept developing especially in EU on the universities; to redefine the aims, roles and duties of the universities changing with this effect; to determine the need of reorganization and discuss the differences emerging with the LLL effect in the new structures of the universities.

In Europe, transferring to information based economy and information society are obliged to be carried by the help of direction to the life long learning. The topic of life long learning has destroyed the understanding of where to perform the educational activities.

Universities in need of education in order to be powerful against the changing preferences of customers and competition should change their aims and aim groups to serve the perspective of life long learning and accept people from all ages and levels. This change requires the change in the structure and educational methods. Organization should be more flexible and teaching method should be more students-centered and less formal.

Problem

The classical approach related to the imparting function of the school within the society has been criticized by many others and it is claimed that the school increases the inequalities. The universities have also been criticized ever increasingly for functioning and playing their roles. The new determiner of "where must the place of university be in the society?" in recent years is the concept of **lifelong learning (LLL)**.

The increasing number of the individuals with the wish of promoting their education level and the changing of age groups by containing not only youth but also everybody require a global provision of needs and a change in the structure of the universities according to these qualities and in the direction of the **LLL** concept.

Life is a learning process on its own. Every person needs constant, planned and organizational opportunities of education for the purpose of being ready for the changes around him/her and activating his/her whole potential. Lifelong learning is all educational activities that include the lifelong development of all information, abilities and competence about personal and social employment.

In recent years the developments which have largely influenced the higher education institutions can be ordered as: a) globalization, b) the increasing need for lifelong learning, c) the quick and compact developments in cognition and communication technologies (Yılmaz and Horzum,2005).

Lifelong education (LLE) is adopted as an approach that responds the needs of being an information society, integration of formal and non-formal education, and the continuity of education. Ever increasing demand and requirement for lifelong learning lands higher education institutions with educational responsibilities to respond these requirements and demands (Erçetin, 2001). These new responsibilities make universities' new construction and organizational alteration obligatory.

The objective of this study is presenting the impact of LLL, which is improving in EU, on universities; redefining the changing objectives, roles, and tasks of universities with this impact; determining the need of reorganization and discussing the differences that have arisen by LLL effect in new university construction.

LLL

The Lifelong Education concept first became a discussion subject in an international ambience as UNESCO, OECD and CE in 1970s. But it was used differently from its current meaning. Whenever lifelong education (LLE) is available in this period humanistic ideals, social and cultural objectives have primarily been accepted. Until 1990s humanistic objective had been lost because of the economic crisis and LLE came into prominence by economic discourses. In this period the concept was generally in an obscure and ineffective condition. Since 1990s LLE has widely lost its humanistic aspect and fallen into a pragmatic and economic understanding. In 2000s the concept has started to be handled with a new understanding by especially EU (Beycioğlu ve Konan, 2008).

The LLL concept, by its meaning in developed countries, takes the individual as the centre and has a characteristic which asserts that non-formal learning must be accentuated and the state's burden on education must be decreased (DPT,2001:2).

LLE has made for three main objectives. These are: enabling individual's personal development by creating opportunities in LLL, achieving the social integration and providing the economic growth (DPT, 200:15).

In this point it is good to refer to the conceptual discussions of late years and their LLE policy and applications. Particularly from the point that globalization started to be effective to now the LLL concept has been preferred to the concept of LLE.

According to common view LLL maintains a strategy development for post-school education and reshapes the education including adult education (Edwards and Usher; 2001). LLL has become more and more opt for LLE. The changing of interest to LLL leads the people to be a lifelong learner and the governments encourage the citizens to be more responsible and active in their own lives. The goals, processes, organizational structures and curricula of the educational institutions vary under the expression of LLL. The stream of LLL will break the monopoly of institutionalized education on information, production and evaluation and the authorities and capacities of these institutions will be able to be questioned. As it has begun to be accepted that learning consists a lot of activities apart from institutions, many activities including learning can be qualified as "educational" (Edwards and Usher; 2001). All these evaluations and claims will keep on being discussed. Because LLE will increasingly affect education systems.

The concept of LLE is a notion that is impacted densely by the globalization that emphasizes individualism. Therefore, it requires a minimum individual development, the eminence of educational experiences and literacy, shortly it implies all society education's coming to a minimal/ acceptable degree. In the countries without such levels of development LLL concept must be changed into LLE concept and understanding. Because institution and state efforts and breakthroughs are needed in these countries. The people must have a critical view and transformation will so as to form a distinctive future and life. LLE can only gain meaning under these circumstances (Ayhan, 2005:21). Otherwise brutal competitive conditions will swallow the individuals that experience educational and the other absences extremely. These individuals are in the need for protection. This protection must occur by means of LLE policies.

As a result the scope of LLE is of importance in the sense of this concept's provision of functional and expected benefits. We can order the scope of LLE as:

- a) Formal-non formal education
- b) Professional- general education
- c) Olds-youngs
- d) Employers – non employers and job seekers
- e) Lepers and the ones looking for speciality.

LLL must be organized and developed in the form of including all these groups and structures.

Globalization and LLL

Globalization is on one hand perceived as market's being more powerful than states and their proliferation, on the other hand it is a simple term that is used by the circles who intend to destroy welfare state and government. To transformists globalization is the main politic power behind the quick social, politic and economic evolutions that reshape modern societies and the world order. There is no clear difference between external affairs (international relations) and internal affairs any more (Bozkurt,2002 Güçlü, 2003). There are also ones who evaluate globalization as a new form of Americanization, capitalism, imperialism. Kızılcelik (2004) sees globalization as international economic relations that arose in the world after the cold war. Such that he asserts globalization can be thought with capitalist modernism and can only be declared within this framework. Accordingly it can also be said that there are some people who interpret globalization as the new form of capitalism or imperialism. Actually lots of evidences show that it is reportedly correct (Yılmaz and Horzum, 2005).

On the one part it is emphasized that globalization is necessary and it is a transition process, on the other part globalization is seen as a threat to the current order and values. At this point the evaluation of the probable results of globalization and cultivation of individuals being able to cope with these evolutions are of great importance (Yılmaz and Horzum,2005).

Globalization has deep and permanent impacts on universities. Because globalization weakened two main assumptions behind university like "nation state" and "welfare state". Now it is difficult to consider the problem of university independently from welfare state, nation state and similar problems. The declination of these two concepts exposed the result that the state decreased the resources reserved for universities (Yılmaz and Horzum, 2005). Universities have been affected from these alternations positively or negatively. There are different inclinations that impact the development, management, and financing of universities as democratization, territorialization, polarization of the inequalities and marginalization. These developments ensure universities' revision of their relationship with state, industry and society.

While the reordering of the world higher education institutions have complicated in four dimensions: They are (Callan 2000; Scott 1999; Erçetin,2001):

- 1) The intimacy of cultural identities in the face of the expansion of national cultures.
- 2) The reduction of the connection between higher education and national structures by means of raising values.
- 3) The standardization of teaching owing to the quick expansion of cognition technology and global search networks.
- 4) The composed global markets' causing a decrease in the incomes of developed countries and damaging public expenditures, thus higher education institutions.

All of these evolutions enforce higher education institutions to change and respond new structures and organizations. In this sense it can be expressed that the higher education institutions of the future will survive only if they turn into the organizations that continue their existences globally, that are autonomous in a financial, managerial and academic sense, and that are integrated with global research cultures and networks (Erçetin, 2001).

Globalization has caused a radical change in economic system and human life within the industrial and pre-industrial countries. Educational organizations need LLE in order to stay alive in the face of changing consumer preferences and competition (Glastra, 2004).

EU and LLL

In Europe the successful transition to information based economy and information society is not obligatory in company with orientation to LLL. The agenda of LLL has completely ruined the understandings about where the learning will be done.

Emphasizing a transition to a information based economy first in 2000 in Lisbon, EU felt the absence of education and by seeing it as one of the basic goods of "integration with union" process they adopted LLE approach as common discourse (Beycioğlu and Konan,2008).

LLL was defined by EU as all learning activities in every period of human life with the purpose of improving information, ability and proficiency, in the perspective related to personal, citizen, and social works. Within the EU process LLL was first seen in a report called White Paper in 1995 and with the title of "Towards a Learning Society" EU societies' goals for LLL and things to do were handled (Yılmaz and Horzum, 2005; Akbaş and Özdemir, 2002). The developments seen with this history can be summarized orderly as:

1995. The publication of White Paper by European Commission. In this paper the elements that have been defined as goals are: a) Encouraging individuals to gain new information, b) concentrating school and business sectors, c) fight against exclusion, d) improving the proficiency in three of the union's languages, e) equalize the factory with the investment whose training is done.

1996. Declaration of Europe LLL year. This year's three main goals are: a) inducing LLL concept, b) expressing its meanings and features, c) revising the reality of this concept for all European citizens (Akbaş and Özdemir, 2002).

In the formation of LLL in EU, Lisbon strategy of the year 2000 has played an important role. EU's desire for having a dynamic, competitive and information-based economy impacted LLL concept. For this purpose these were suggested in 2001 The Ministers of Education Conference (Hake,2005:21):

- a) Increasing the effectiveness and quality of EU education and upbringing systems,
- b) Being sure that education is public,
- c) Expanding education and upbringing to a wider world.

2000. Memorandum on Lifelong Learning. Two fundamental goals in this memorandum are: a) gaining the necessary professional skills to adapt new information based society and participate in social and economic life completely, b) introducing active European citizenship and fitting this in. This memorandum gives 6 important messages: a) gaining the information and skills that are needed by people for taking a part in information based society, b) increasing the investments for human resources, c) developing effective methods for LLL and introducing the innovations in the field of education, d) raising the status of education by developing new learning strategies, e) providing a full access to quality education easily for everybody, f) maintaining that people will benefit from the opportunities of LLL as soon as possible (Akbaş ve Özdemir, 2002).

2001. An action plan reflecting LLL memorandum and 6 key messages in 2000 was prepared.

2003. The Memorandum of Berlin. Within this memorandum the importance of higher education in actualizing LLL is taken into consideration. In the way of achieving this goal several steps were taken to conform national policies and to induce higher education institutions for developing LLL chances. They have stressed that some opportunities must be created for citizens to follow – in the direction of their abilities and expectations- the ways of LLL within and towards higher education (<http://bologna.yok.gov.tr/index.php?page=yazi&i=11>).

2007. The Memorandum of London. It has been asserted that some elements related to flexible learning are available in many countries but the systematic development of flexible learning strategies that will support LLL is just on the onset. Therefore studying in respect of developing a common understanding about increasing the sharing of good applications and the role of higher education in LLL is required (<http://bologna.yok.gov.tr/index.php?page=yazi&i=81>).

It is thought that European Qualifications Framework for Lifelong Learning that was accepted formally in April 2008 could be a reference tool, could enable the comparability of different countries' education systems and could develop employment, mobility and social integration of employers, graduates and students (Higher Education National Qualifications Framework Draft Report of Turkey) (http://www.eqf-lll.eu/en/eqf_en).

2009. The Memorandum of Leuven . The expansion of participation must be actualized by means of LLL which is a supplementary part of education systems. LLL is a piece of public liability. Accessibility, quality assurance and information transparency have to be maintained. The application of LLL policies requires a strong association between relevant institutions and people. LLL will be supported by suitable organizational structures and financial resources. In the direction of LLL application the development of national qualifications framework is an essential step.

In Europe the successful transition to information based economy and information society is not obligatory in company with orientation to LLL. The agenda of LLL has completely ruined the understandings about where the learning will be done.

LLL includes acquiring qualifications, increasing knowledge, getting new skills and perfections for having personal development. LLL means the competence that can be acquired by flexible education strategies including the gathered information from half-time education and business. In the documents about LLL in Europe both the goals of learning, effective citizenship, personal/special satisfaction, social participation and the aspects/approaches about employment have been pointed out.

LLL applications can be established according to education steps as (EURYDICE, 2000; acc. Beycioğlu ve Konan, 2008):

Pre-School Level: At this level the essential aim is to increase participation regarding with the philosophy of "LLL from cradle to grave".

Compulsory Education Level: Compulsory education must be perceived as the main step for LLL. In this step there are some approaches connected with LLL phenomenon like learning how to learn, personal

development, the education of citizenship and language learning. Similarly minimizing the school absence, supporting education technologies, new forms of education, teaching and management, communication with families are also evaluated as the supporting policies of LLL.

Secondary Education Level: In this step the continuity of LLL phenomenon and policies are stressed. Professional and technical education are handled subjects in this level at the same time. Developing a positive attitude and environment towards LLL is targeted. Decreasing the school absence and failure is one of the interest areas.

Higher Education Level: It is the level in which LLL emphasis particularly comes into prominence. It is intended that the learning individuals will prepare by using business resources more productively thus variety will be maintained. Using computer technologies LLL phenomenon is tried to be actualized by means of more flexible learning environments as distance education.

Post- Higher Education: Developing adult education is attempted. It can be evaluated as the primary subject of LLL. Among member countries the support of finance and flexibility are given to this kind of institutions.

To summarize, whichever education level it is, member countries emphasize LLL concept, they support and encourage that will settle this phenomenon, create improving environments and bring about several applications in this direction. As a result, since LLL concept has not been fit in a formal description in a general sense within EU countries no direct definition is preferred. This condition can be a reason for “why is LLL concept tackled in increasingly detailed way? ”. The concept keeps its actuality as still being considered and discussed as an “ambiguous” phenomenon. In most EU member countries there is directly no formal text to support this concept. LLL phenomenon is aimed to accommodate in education steps.

LLL and Universities

The universities which are in an urgent need of LLE to survive in the face of changing consumer preferences and competition, must change their target groups and goals in this direction to a form that serve LLL understanding and accept individuals of all ages and levels. This alteration brings with an obligation of change in structure and education methods. Organization has to be more flexible where the teaching method must be more student-centered and less formal.

The problems and changing areas that globalization has created on EU process and LLL understanding are:

1. Taking an active part in solving global, regional and local problems emerged as an obligation. For universities territorial level is not seen adequate.
2. The dilemma of local-global preferences. The alienation of universities to their own society and problems going away from national and local area by means of globalization.
3. The problem of financing. Competition conditions in global economy pushed the universities into a big financing problem.
4. Presenting education services that people will benefit from. Universities' liability and roles in LLE is the other important problem arising by the effect of EU process and globalization.
5. Using education technologies that are based on developed cognitive technologies. Distance education is a fundamental device for LLE. Student's accessibility to these opportunities is of importance. It requires high investment costs for universities in order to improve cognition occasions.
6. Educating with parallel to the needs of labour market, preparation of individuals for life and maintaining his/her life.
7. Using flexible education programmes and methods in the direction of the requirements of different student groups. Universities' problem of exclusion comes to the forefront and student groups must be reached with several reasons. Equal opportunity has to be the main goal in all cases.
8. The need for organization facing the arrangement of student's education procedure and student's participation in determination of the method.
9. The settlement of student centered education and learning culture gained importance. In the formation of this culture students must be encouraged to learn the learning.
10. The requirement of establishing a pivotal planning and coordination centre.

Higher education institutions must actualize this transformation that will respond the responsibility of solving these problems. For this, the universities must put these into practice (UNESCO 2000) (Erçetin,2001):

1. Creating a better future for society and individual by means of research, whole interaction and coordination activities of education and society.
2. In the transition to information society leading for refreshing the society by performing analysis, production and consult which will maintain social transformation.
3. Taking an active role in solving global, regional and local problems.
4. Building a consciousness of LLE.
5. Serving the education services that people will lifelong benefit from.
6. Utilizing distance education technologies based upon developed cognition technologies.
7. The responsibility of giving education to non-undergraduates.

Education is an activity in which the individuals of all ages and amputations develop and integrate their personalized cognitive powers for their own and for the future of humanity (Erçetin,2001). As it can be seen the LLL responsibilities of the universities come into prominence now and will do so in the future.

The university of LLL understanding must be organized and structured as:

1. Before the organization of the universities the necessity of a national LLL organization must be mentioned. Such an organization has primarily to be within The Ministry of Education but must be equipped with new authorization in the subject of cooperation with relevant institutions and organizations. At this point one important problem is the problem of a second institution responsible for common-public education apart from The General Directorate of Apprenticeship and Non-formal Education within The Ministry of Education. Instead of constructing a new organization the solution of this problem is to reorganize the present structure in the manner that responds the new understanding of LLL (General Directorate of LLL).
2. Establishing a committee that will describe LLL requirement and make the arrangement out of this structure. The tasks of the committee called “ National Committee of LLL” must be forming quality assurance system and standards of LLL and providing coordination also it must have an autonomous structure.
3. Taking an active part in solving global and international problems caused by globalization and EU process emerged as an obligation. Universities had to renew their visions for being more successful in global competition and increasing their support for the organizations like EU. For universities local and territorial levels are not seen as adequate and international expansions must enhance their global activities as the members of the unions.
4. Universities must be some kinds of organizations that must reach not only the registered students of formal education but also people of all ages and all environments especially the ones who are excluded and the ones deprived from education opportunities; they must serve everybody, everywhere, every time as flexible open and flexible organizations with all its dimensions like goal, structure and process. For this purpose, they must first go into a changing progress in organizational subjects. The understanding of flexible organization, particularly when it is thought that there is monotype university organization, is gaining importance. In terms of LLL, their structuring with a target of different groups is considered. Maybe, only the formation of LLL universities can be guessed. LLL requires the understandings that make the organizations more effective as continuing education centers. Certificate provider education and educational activities maintaining credit saving demand LLL structures which are able to be accredited and have standard credits and features.
5. LLL programmes also affect the education understanding and methods of the universities. Distance education and dense utilization of information technologies are of these methods.

There are also some techniques to ease the settlement and development of new understandings and organizations ordered above. Lateral communication and dominance of democratic administration culture is of great importance on the settlement of these kinds of structures. The existence of administration culture based on the effectiveness of the committees and the management understanding leaning against the distribution of dole discretions are two of them.

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