

## Students' Views of Video Teleconference Lessons According to Their Genders

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**ABSTRACT;** *In this study, the views of the third year Medical School students at Hoca Ahmet Yesevi International Turkish-Kazak University on the video teleconference classes they took have been analysed regarding their genders. The attendance differs according to genders. Girls have taken less than 50% of the classes and this is less than the boys. Girls have chosen more compulsory subjects than boys. It is found that video teleconference has not met the expectations of girls or boys. It is also concluded that the language concept, which is one of the six golden rules, have diversified and the medical terms used in Kazakhstan and Turkey have differentiated. The main reason of the failure is stated as the limitation of the study by only the language problem.*

**KEYWORDS:** *Medical students, Yesevi, Video conference, Genders*

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### I. INTRODUCTION

Education is one of the most indispensable activities in human history. It is undeniably institutional for the communities who sustain their educational activities according to their own needs, dynamics and values. The educational models that have been used so far have varied according to the development degree and sociological status of the society. In the global world, communities have preferred to use the models which have proven to be more successful than theirs. Education has been affected by the changes and transformations through the history but has never lost from its importance, and is the top institution that requires to be modified in time. Education needs to adapt the changes in short time. Especially the changes that happen and the new areas that are built by the improvements in technology, educational activities gain more importance.

The use of technology in education as a result of the scientific and technological advancements symbolize a revolutionary change. Using technology in education and other areas cause economical burden for the budgets of the countries. Even if this is not a big problem for developed countries, there are still problems in implementation. Developing or underdeveloped countries face both economical and implementation problems and this has negative results in the use of technology in education. On the other hand, technology provides equal opportunities in education as well as it eases daily life, eliminates the time and place problems and affects development and advancement. As a result, it may increase or decrease the difference between the scientific development or technological advancement levels of countries.

Since technological developments bring up new fields of activities, educational institutions need to rearrange their plans and programs. These programs have to be in accordance with the change and also consider bringing up qualified people. The integration of education to change is faster than other institutions due to the urge to raise qualified people.

The advancements in science and technology have brought up alternative teaching systems some of which are teleconference, videoconference, and computer assisted education and Internet based education systems. Distant learning applications are usually based on human feelings scenario. Social existence of people is based on the video teleconference scenarios, which are expressed, only by the mimics and voice. Fully understanding body movements and communication patterns plays a vital role in teaching – learning scenarios. Body movements, especially head movements give contextual clues to get the information in conversations [1]. Body language is always an important factor in face to face communication, so two main structures have risen about the distance learning outside the campus. One of them is learner's pleasure and the other is academic control and e-learning [2]. These two approaches provide discipline in e-learning [3].

The attending students seem to be more successful in student based learning process and it is stated in detail that the unattending students have not been successful or pleased. Differences in the success levels and priorities between two groups with different internet based open University backgrounds have been detected [4].

The use of video conferencing according to the genders is aimed to find out the differences between adults' learning principles. The theoretical basis of this study is the andragogy theory of Knowles (1980). The aim is to provide motivation, student participation and experience, determine students' needs and prepare students for learning. The use of video conferencing according to the genders is chosen by Knowles among the adult learning principles. Researchers should do further studies with a larger sample from different institutions and look at other adult learning theories regarding gender differences. Girls and boys should have same opportunities in technology assisted teaching and learning process [5].

The main aim in distance learning is not to eliminate face to face education but to provide equal opportunities in education. It is used to improve the growing employment shift and facilities. E-learning is a part of distance learning [6]. It is a technique used to benefit from the experts in a more economical way. The purpose is to use the infrastructure of the technology and use the experts' service in a broader and cheaper way. Distance learning systems are rarely used on their own. Using only the distance learning does not provide the desired success.

Distance learning can be used to provide equality of opportunity for those who live in rural areas [7]. These people are communicated in mostly two ways; online or by video conferencing [7]. The material and method used in distance education may have positive or negative effects on total learning [8].

New ideas and suggestions are being produced in order to improve the quality in distance learning programs in higher education level. Distance learning has recently become an indispensable part of the global education system. Every institution is trying to present their distance learning programs in the market, however high quality distance learning programs are still needed [9].

Delone and McLean models are used in successful learning. Success is determined as the six golden factors in this model [10-12]. These are, the quality of the system, the quality of the information, the user, the proficiency level of the user, individual effect and the effect of the organization. That there are other factors to affect the students' learning is given in the bibliography [13]. Also, the ideas on how to assess the success in distance learning are given in the bibliography [14].

Distance education is used in medical teaching for different purposes [15-18]. The success, failure, benefits and performance of the distance learning has been discussed widely. The six golden rules [19] need to be fully applied and student needs need to be met in a system so that distance learning could be successful [20]. Success can only be gained this way.

Gender inequality is very obvious in some universities and faculties. However, distance teaching can provide supporting environment for female academicians to develop. Distance education is widespread in the world and the new strategy is important for women who apply from new areas. Distance learning has increased intrapersonal sensitivity, understanding, open-mindedness, good listening skills and cooperation compared to traditional female relationships [21]. Whether distance learning is consistent with the pedagogic goals of critical learning and the connections in between has been researched [22].

## II. THE AIM METHODOLOGY AND FINDINGS OF THE STUDY

This study is limited with the classes that third grade students at Hoca Ahmet Yesevi University medical faculty follow through video teleconferencing. The sample which is the 92% of the third year students is chosen randomly and consists of 64 female and 35 male students. A seven stage questionnaire has been given to the sample group as well as the observation technique.

Before the process is initiated, the medical school students were informed. After that, a meeting was held in the conference hall at the determined date and time and the questionnaires were given to the students to complete between 30 to 60 minutes. The data was classified and analyzed afterwards. Young doctor candidates were given the opportunity to benefit from well developed academicians' knowledge and experience. The analysis of some data is given below.

## III. FINDINGS OF THE STUDY

When the answers to the question "What is your Turkish language level?" are analyzed, boys are found to be 40,00% good, 48,57% medium and 5,71% low and 5,71% bad. Girls are 20,37% good, 65,62% medium, 7,86% low and 6,25% bad. The "good" level of boys are 100% better than girls; the "medium" level of girls is 35,21% better than boys; the "low" level of girls are 37,65% lower than boys and the "bad" level of girls is 19,96% worse than boys. In general, the language competence level is 88,57% for boys and 85,99% for girls. Boys are approximately 3% more successful than girls in Turkish language competence.

When the answers to the question "What is your general academic success level?" are analyzed, the

academic success is found to be 11,43% “very good”, 80% “good”, 8,57 % “average” in boys. The academic success level for girls is 18,75 “very good”, 64,00% “average” and 3,12% “low”. According to this data, the “very good” level of girls is 64,04% more than boys and the “good” levels of boys is 20% more than girls. However, the success of boys in general is 9,84% higher than of girls.

When the answers to the question **“What is your success level in video teleconferencing classes?”** are analyzed, boys have 20% “very good”, 71,20% “good”, 8,57 % “average” and 14,42% “low”. These rates are 31,25% “very good”, 50,00% “average”, 9,37% “low” and 9,37% “bad” for girls. In general, boysa re found to be 12,35% beter than girls.

When the answers to the question **“How many teleconferencing classes did you take?”** are analyzed, it is found that 45,71% of boys took one, 20% of boys took two, 8,57% of boys took three, 14,28% of boys took four, and 14,42% of boys took five lessons. The attendance rates of girls are 35,25% one, 50,00% two, 5,30% three, 4,20% four and 5,25% five. In taking one class boys are 29,67% higher than girls, in taking two classes girls are 250% higher than boys, in taking three classes boys are 61,69% higher than girls, in taking four classes boys are 240% higher than girls and in taking five classes boysa re 52,31% higher than girls. It can be concluded that girls mostly want two classes however boys tend to take one.

When the answers to the question **“Did teleconferencing classes meet your expectations?”** are analyzed, 37,14% of boys said that they did, 34,28% said they did not and 28,57% said they did not have an idea. These rates are 47,14% “yes”, 34,28% “no” and 18,57% “no idea” for girls. It is seen that video conferencing is not enough to meet the needs of neither girls nor boys. The reason fort his needs to be deeply investigated and the source of the problem needs to be found.

When the answers to the question **“How did you make choice of your teleconferencing classes?”** are analyzed, 40% of boys took them as compulsory classes, and 60% took them as elective. In girls, this rate is 72% compulsory, 28% elective. The rate of girls taking the course as obligatory is 75% more than the boys. The rate of boys taking the course as elective is 53,33% higher than girls. It can be concluded that girls took these classes under pressure and this is not suitable with the student based learning principles.

When the answers to the question **“How do you find the rate of attendance to teleconference classes ?”** are analyzed, 20% of boys said “good”, 22,85% “average”, 40% “low and 17,14 “no idea”. Girls answered the same question as 12,5% “good”, 34,37% “average”, 37,50 “low” and 15,62% “no idea”. It can be concluded that girls attend more classes than boys.

#### IV. CONCLUSION

Yesevi University which was founded as Turkish – Kazak partnership symbolizes the togetherness of the history and culture of the two nations. Economical or academic insufficiency cannot be shown as a reason in such a university founded to build the future. The findings of this study are:

1. The attendance rate differs for boys and girls. The attendance rate is below 50% for both girls and boys. However, the exams show a better success rate. This assessment technique may not be well fit, or another assessment method should be used for video conferencing classes.
2. The classes are taken as compulsory by more girls than boys. This is not suitable for student centered learning.
3. It is determined that video conferencing does not meet the needs of boy sor girls. The reasons for this are that they do not have the class notes in advance, that they do not have the expert to ask for the repetition of the class or to direct their questions, and that the Turkish terminology level is low.

According to this study, it is observed that the six golden rules of distance learning has not been applied. The use of the national language Russian as academic language and the use of western terminology in Turkish teleconference medical education are the reasons of this failure. The differences between the Soviet and Western education systems that the use of two different languages brings up have effect on the failure. In order to minimize the failure, technical terminology needs to be standardized and the application should be more broadly used. Moreover, an assistant expert needs to be put to work in the process of instructor or student replacement. If these issues are fixed in a short time, the system will be successful.

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