Chapter 13

Sub-Dimensions in the Management of Open and Distance Learning

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ABSTRACT

Management is the execution of processes such as financing of institutions, provision of production tools, marketing of produced goods and services, regulation of business processes, determination of strategies, organization of human resources using the most efficient resources. The management of open and distance learning (ODL) institutions can be examined in various dimensions concerning these processes. This chapter describes the financing, marketing steps, information systems, benchmarking, quality, and accreditation processes of the ODL institutions’ management. It is understood that these processes in the management of ODL institutions contain very different components from those in the on-campus educational institutions and have a hierarchical structure within themselves. In this chapter, the management dimension in ODL systems is examined in all aspects, supported by reports from reputable organizations and other studies in the literature.

INTRODUCTION

Even though the vital role of knowledge and information management in organizations has been recognized, education administrators have started to think about how they can use knowledge systems in creating effective learning environments only in recent years. In order to realize what’s expected from educational institutions and improve the educational institutions of the knowledge age, knowledge management approach is included in conducted studies (Memisoglu and Ozsarikamis, 2009). The transformation from data to information, information to knowledge in organizations plays a principal role in shaping how peoples in the organization develops strategies and plans for the future (Yilmaz, 2017). Adaptation of knowledge management by schools which are the source of knowledge in today’s world

DOI: 10.4018/978-1-7998-1408-5.ch013
allows them reach one their main goals that is to guide change and improvement, instead of following the
constant progress in the background (Çelep and Çetin, 2003). Even though there are some studies on the
information technology sector in organizations in the literature to support this idea, literature regarding
information management in educational fields is limited (Almıs, 2010). That’s why this study aims to
demonstrate how knowledge management benefits schools when applied in an ecological framework by
practicing upon the business theories of information management and knowledge management. In that
sense, in today’s world where knowledge is produced in very high-speed, it’s important to analyze and
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Knowledge management can be used to support educational administration (Özan and Erten, 2008).
This in turn will support learning and teaching. The effect of the use of data and knowledge in present
education systems through knowledge management will enable the transformation of schools. Data is
the unconfigured record of operations conducted with regards to corporate objectives. Data is kept in
 technological systems in modern institutions. Data can be defined as unassimilated and uninterpreted
observations, unprocessed facts. Data usually do not constitute a meaning; it can also be defined as the
starting point to reach knowledge. It is the smallest element of knowledge and the building block of
information (Barutcugil, 2002). With knowledge management, schools should be able to analyze the
multiplicity of the data they collected, how data transforms into meaningful information and how in-
formation becomes knowledge. According to Çelep and Çetin (2003), knowledge management creates
opportunities for schools to expand and enrich their information source and allows schools to function
more efficiently in a knowledge society. Some societies may experience distress during the transitional
stage of becoming a knowledge society. Continuing education phenomenon has found itself a field of
application like never before in the past. Thus, educational institutions are evaluated in regard to their
functional fulfillment with the criteria of effective usage of change and knowledge. Change and in-
novation in the world affects educational institutions bidirectionally, both in terms of marketing of the
outputs and in terms of fulfilling the expectations of the inputs (Muratoglu and Ozmen, 2013). Due the
fact that knowledge is consumed and reproduced rapidly in knowledge societies, organizations became
dynamic. Thus, the need for independency of organizations that must adapt to the renewed knowledge,
especially schools, has increased (Friehs, 2004). In knowledge societies, schools should be considered