“SUPPORTING THE DEVELOPMENT OF YOUNG PEOPLE BY TENNIS SPORT AND CAREER ORIENTED APPROACH”

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INTELLECTUAL OUTPUT – 2
“Training Tennis Sport Players: Digital Learning”

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PREFACE

Our country is making a rapid progress in sports, especially tennis, as in every field. As the Turkish Tennis Federation, we deliver these services to every individual of our country in our own areas of responsibility, with the principle of delivering these services in a healthy and reliable way.

As in every other discipline, tennis in particular, is a sport in which our nation is advancing quickly. As the Turkish Tennis Federation, we provide these services in our respective spheres of influence to every citizen of our nation with the aim of doing so in a safe and dependable manner.

Since the day we opened a new page in our work in 2019 and started to be involved in European Union projects, we have expanded many of our activities in this field as well, enabling our young people to meet the sport of tennis and we continue to do so. As the name suggests, our "Support and Career-Focused Approach to the Development of Youth with Tennis", which includes this booklet, is one of the important missions of our Federation. While giving importance to the tennis journey of young people, we also gave special importance to the concept of dual career, which the European Union also attaches great importance to, and we signed this project and started to reach its products.

We have extended many of our activities in this area as well, allowing our young people to experience tennis, since the day we started a new chapter in our work in 2019 and began to be active in European Union programs, and we will keep doing so. As the name implies, one of the key goals of our Federation is to "Support and Career-Focused Approach to the Development of Youth with Tennis," which includes this booklet. We signed this initiative and began to advertise its products while also attaching special importance to the concept of dual careers, which the European Union also values significantly. We achieved this while also attaching importance to young people's tennis journeys.

Thanks to our project, we enabled many of our young people to meet tennis and participate in tournaments, and through our project activities, we had the chance to convey to our professional youth the career opportunities of our Ministry of Youth and Sports, the Turkish National Agency and even many valuable institutions and organizations of our country.

Through our project, we enabled many of our young people to play tennis and participate in tournaments, and through our project activities, we had the chance to convey to our professional youth the career opportunities of our Ministry of Youth and Sports, the Turkish National Agency, and even many valuable institutions and organizations in our country.

In this booklet, we have shared the results of the analyzes that have been made for about 2 years on what is effective in the selection of athletes, and what psychological factors can cause in our project, which took place in a difficult time like Covid. It is certain that the valuable results mentioned in the document will open new horizons for our studies.

In this booklet, we have shared the results of the analysis that has been conducted for about 2 years on what is effective in the selection of athletes and what psychological factors can cause in our project, which took place in a difficult time like COVID. It is certain that the valuable results mentioned in the document will open new horizons for our studies.

On this occasion, I'd lke to take this opportunity to share my deepest thank to **Mr. Dr. Mehmet Muharrem KASAPOĞLU** Minister of Youth and Sports and all the staff of Ministry of Youth and Sports, to **Mr. Faruk KAYMAKCI** Ambassador, Deputy Minister of Foreign Affairs and Director for EU Affairs, to **Mr. İlker ASTARCI**, President of the Turkish National Agency, to **Yunus DUMAN, Bilal BALCI** and **Arzu ÇETİN**, our project experts from various periods who have shared their support since the first stage of the project funding, to **Dr. Lect. Ziya KORUÇ** from Hacettepe University Faculty of Sport Sciences, Department of Exercise and Sport Sciences, Exercise and Sport Psychology and all our project partners.

Cengiz DURMUŞ
President – Turkish Tennis Federation

This output is created under the Intellectual Output studies of the Project by the partners and reflects mutual opinions of the partners. It should not be considered as the output sole by the Turkish Tennis Federation as the project coordinator.

LEARNING

Digital Education Environment

The training that is educated in today's educational institutions is being developed to study in education schools. Another is the use of indicators and tools in technology. In the education system, the system is on its way. The latest video projectors, smart boards, mobile gadgets, e-books, downloadables, accessible audio images networks, and social networks consist of events that influence digital events. What can be made useful and transformed for the teaching of the changing generation can be taught ? Made from this framework, it seems that digital is a necessity rather than a condition. The issue of digital transformation in education, which is considered by the Institute of Digital Competition (International Management Power Institute, 2017), which can be measured by the main development power of the improvement of the performance of the country's economies as "knowledge", "technology" and "readiness for the future", gains greater importance. One of the important questions to be questioned is the design of the future of education by choosing and applying one of them, without accepting planning as a part of the education process.

Training that provides ease of use until 1922 US use can be used for training-oriented training. The use of the Internet by the use of computers and the use of this potential in education and usage areas. In this way, it will be used in teaching. This will be within the scope of the training. Merrill and Wilson (2007) cite the event as the only common focus on the idea that drives learning a new purpose. At the same time, preparing collections; Emphasizes that

utilitarian innovations will become a kind of fetish with magical powers (Merrill & Wilson, 2007).

By questioning technology in education, digital transformation is only new or 150 Journal of University Research 2020; 3(3) Targeting the use of Digital Transformation in Education in Turkey in the Society 5.0 Process because it is popular; Ensuring improvement with the target group, environment and facilities needs to be intensified. In the purchase of information about a digital handmade tool and general information, on how to design schools, physical training of education will not be given. It is discussed in various circles that our educational models in this book and that it does not fully respond to our times. Gustafson (2002) will use more than just the way schools are designed to be attractive to those who are too much to benefit from comprehensive education as they can benefit from its wide-ranging features. Digitally rich learning and pedagogical lifespan for learning will continue to increase.

https://www.ilkeanaliz.net/2021/09/04/egitimde-dijital-donusum-harmanlanmis-ogrenme/

As Garrison (2000) emphasizes, this century represents a period in which operational problems (teaching and learning) are at the forefront rather than structural constraints (geographic distance). Access to endless sources of information in libraries in different parts of the world without the problem of geographical distance is one click away. Social networks, web pages, discussion forums, and distance education, which allow information exchange, can be easily accessed via smartphones. Concepts such as three-dimensional printers, cloud technologies, robotic applications, mobile technologies, augmented reality applications, the Internet of things, and artificial intelligence represent an unprecedented change in the field of technology. However, designing the learning process is a field that requires expertise, and awareness of the need to use different theories, methods and technologies in the teaching process (Garrison, 2000) is increasing. In the process of digital transformation in education, the demand for digitally rich learning environments and pedagogically sound learning experiences will continue to increase, as emphasized in the Horizon 2019 report.

In the 21st century world, which is guided by the ideas on the basis of globalization, digitalization, and the digital information society, education is "a process that ensures continuous learning, knowing information, being knowledgeable, producing information, living with information" and "in the information society, individuals are creative, questioning, thinking and producing. People are expected to be". Changes in our view of the world lead to changes in our understanding of learning and teaching; which lead to the emergence of different paradigms in the field of education. Learning is multidimensional; it is a process that takes place throughout life, in the depth of life and in the breadth of life. The multidimensional nature of learning has resulted in the emergence of nonlinear asymmetric learning approaches in digital

environments and online networks. Theories such as Connectivism (Downes) and Rhizomatic Learning (Cormier) suggest that learning is not a linear and mechanical process; It means that the learner connects to networks in line with his own learning needs or creates his own learning networks. Learning is a multidimensional process that continues throughout life, in the breadth and depth of life (Blaschke). In the digital information age, the social profile has changed, and as a result of this change, there have been changes in the roles of learners and teachers (Dede, 2005). Educational institutions also had to reposition themselves in this transformation process. The change in learning processes is actually from teaching to learning; It also shows that there is a transition from a teacher-centered understanding to a learning-centered understanding. Education is not just a process that takes place between four walls, it is actually a lifelong process. This understanding necessitates the teachers to adopt roles that enrich the knowledge, facilitate the learning process, and guide the learners in the process of accessing the knowledge, rather than transferring the knowledge. In the information age, it has emerged as a fact that learners contribute to the learning ecology as not only the receiver and consumer of information, but also the producer.

Along with digitalization, virtual online projections of the physical offline world have also begun to be created, and with this trend, the concept of the digital twin (El Saddik) has emerged. In addition to digital twins, digital online ecosystems have begun to be used for educational purposes as individuals begin to express themselves with digital identities they create in online environments. “The biggest feature of ecosystems is that they adapt themselves to create a sustainable system. Online learning ecosystems have a similar structure. Learners form the network structure by communicating and interacting with other living and non-living

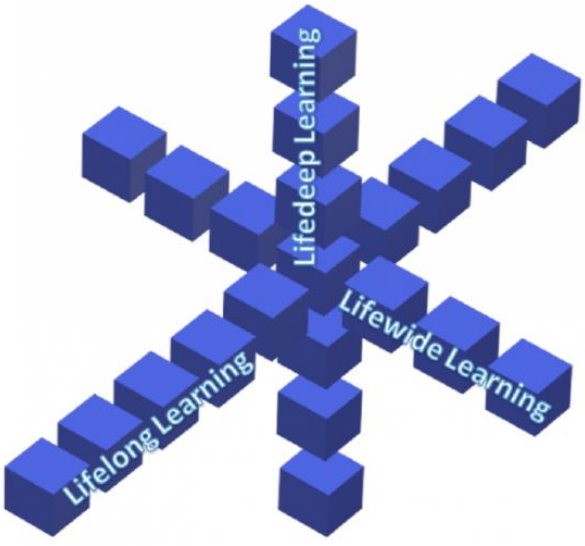
beings in an ecosystem. Knowledge is an important raw material and dynamic in learning ecology. The purpose of learners in this ecology is to access information, to feed on information and to survive in this way. Relationships in ecology are often established to meet a need; production and consumption is actually a reciprocal cycle, but which ecological elements will emerge and interact is determined by the interactions that take place in the chemistry of these elements and in the nature of ecology" (Bozkurt, 2019a, p. 129). With these features, digital online environments have led to the emergence of the concept of digital citizenship, which can be defined as participating in an online society. The nine elements of the concept of digital citizenship are as follows in the context of three themes:

● Respect for yourself and others: digital access, digital law, digital courtesy.

● Educating yourself and others: Digital communication, digital literacy, digital commerce, .

● Protecting yourself and others: Digital rights and responsibilities, digital health and well-being, digital security.

Lifelong, lifewide and lifedeep learning. (Blaschke vd., 2021)



What Kind of Digital Tool Should We Have?

It is important to realize the need for digital transformation in institutions and organizations at the center of education and to deal with it consciously during the implementation process. In this process, strategies should be determined and a road map should be drawn. Therefore, what kind of transformation will take place in the formal-informal learning process in the digital transformation process in Turkey; The approaches and preferences of educational institutions in the adaptation phase to this process are important. The existence of digital transformation in education is accepted in our country, and it is seen that various initiatives such as "Movement to Increase Opportunities and Improve Technology (FATİH) Project", EBA applications, "Digital Transformation Project in Universities" at the K12 level for transformation (MEB, 2020a; Şener & Gündüzalp, 2018) . Within the scope of out-of-school education, the Experimental Technology Workshops, Design-Skill Workshops, 81 Cyber Heroes in 81 Cities, and TEKNOFEST, the world's largest technology festival attended by many public and private sector institutions, draw attention. At the same time, the initiatives taken at primary, secondary, high school and university levels in Turkey during the pandemic process announced as of March 2020 have important value within the scope of digital transformation in education.

With digitalization, many different tools have been used in education. However, which of these tools we will use depends on the purpose we have determined. When choosing a digital tool, its suitability to achieve our purpose should be considered. The applications that are widely used in the digital transformation process in education in the world or whose awareness has increased recently are as follows:

Massive Open Online Courses: Massive open online course platforms that aim for unlimited and open access over the web and offer learning opportunities to users from all over the world are among the digital transformation applications. Coursera, Khan Academy, edX can be given as examples of the most widely used of these platforms, which are one of the distance education models. Khan Academy was founded in 2006 as “Free education for everyone, everywhere, at world standards!” It offered the opportunity to publish the lessons in the Education Information Network (EBA) with the Turkish name. In this way, the content of Khan Academy's Turkish platform can reach many schools across Turkey. Besides mass online course platforms, there are other digital education applications that support learning and provide new opportunities. These are iTunes U, which offers various opportunities for teachers to conduct lessons with their students, Mendeley, a reference management tool and academic social network, Hopscotch, an application that shows the logic of children's learning and coding, Duolingo, a foreign language teaching application, Photomath application that allows to solve mathematical equations. , the YouTube site that provides access to many educational content, My Study Life and Studios applications that facilitate instructional planning, Learnist that provides access to many educational resources, Sololearn that teaches various programming languages, TED that brings together various conferences, an application developed for teaching programming and software. Udacity can be listed as Lynda, an application that aims to teach print and web design.

https://www.kirac.k12.tr/dijital-egitim-platformu.html

Mobile Learning: It is the realization of learning by using mobile communication tools. It can be used to support teaching in learning environments, as well as for distance education. One of the most important advantages of mobile learning, which aims at continuous access to the learning process, is that it eliminates time and place limitations with its understanding of learning anytime and anywhere.

Maker Spaces: It is a place where learners can come together to learn how to use materials and tools, and to develop creative projects. One of the main purposes is to produce together by making use of technology in maker workshops, which is said to be a constructivist movement.

Flipped Classroom: In the flipped classroom, which is one of the blended learning models, the learner is expected to access information from digital environments outside of the classroom. In the classroom, activities such as discussion and practice are carried out under the guidance of the teacher.

Wearable Technology: It can contribute to the learner's natural interaction with his environment, being creative and innovative. Learners can access information more easily without any barriers. Smart watches, virtual reality glasses and Google Glass are examples of wearable technologies that can be used in learning environments.

Adaptive Learning Technologies: Provides a learning environment suitable for the learner's characteristics. Using advanced algorithms to assess student level, this technology continuously measures the student's knowledge level, trying to design the best learning path to help them progress.

Games and Gamification: Games used in learning environments provide an enjoyable interaction environment to achieve the learning goal or to gain a skill. Gamification that incorporates game mechanics such as rewards and competitions into the learning environment can contribute to creating an interactive learning environment. In the digitalized world, attractive learning environments can be created for learners with games and gamification.

Analytic Technologies: In the digital world, users create a digital information resource called big data. Personalized learning environments can be created by analyzing all the data obtained from the learner and learner-related environments from this information source.

The Internet of Things: This technology, which is based on the communication of objects with each other, allows learners to access learning materials more easily, and teachers to measure their students' learning in real time. The use of IoT technology in education can strengthen student-teacher connections and collaboration.

Natural User Interfaces: A system that provides human-computer interaction that the user operates through actions related to daily human behavior. It can be operated in several different ways, depending on the purpose and user requirements. Examples include touch screens, gesture recognition, speech recognition, eye control, and reading nerve signals.

Bring Your Own Device: With the widespread use of mobile devices such as laptops, tablets and smartphones, it is a type of approach in which learners and teachers will participate in the learning environment with their own devices. With this system, the learner and the teacher can use the digital device they know, love and are used to.

3D Printing: Students can develop their creativity by making the models they have designed in digital environments concrete using 3D printers. Teachers can make the subject easier to understand by taking 3D printins of the subjects they will teach in the lesson.

https://miesofficial.com/blog/dijital-donusum-nedir/

Tablet Computers: These are technological devices that learners can easily access digital course materials on and use both in and outside the learning environment, thanks to their functionality.

Artificial Intelligence: It refers to programmed machines that exhibit features related to the human mind such as learning and problem solving. Powered by digital information sources called big data, artificial intelligence uses machine learning to complete tasks. Individualized learning environments can be created by using this technology in educational environments.

Next-Generation Learning Management Systems (Next-Generation LMS): Cloud-based e-learning models such as personal learning environments and open learning networks are valuable for digital transformation and innovation in education. New generation learning management systems can increase learning motivation with social media integration and gamification dynamics.

Affective Computing: It aims to establish the appropriate balance between emotion and cognition in the design of technologies for human needs. Emotional computing, an interdisciplinary field encompassing computer science, psychology, and cognitive science, can offer better learning opportunities by detecting the learner's emotional state from facial movements, tone of voice, dialogues, and choices.

Mixed Reality: It is a technology that includes virtual and augmented reality technologies and combines real -world and digital elements. With the use of mixed reality in education, the learner has the opportunity to create the things they dream about and experience them in both virtual and real worlds.

Robotics: Robot design is a multidisciplinary field. The use of robotics in education, which is accepted as one of the best practice examples of STEM, can contribute to the problem-solving abilities of the learners and their interest in technology.

Quantified Self: The digitized self, which deals with self-knowledge through numbers, offers the individual the opportunity to follow himself with devices that use the Internet of Things, such as smartphones and wearable technologies. With the educational use of this technology, it can help learners create and follow their own study plans, and teachers can design personalized learning environments for their students.

Virtual Assistants (Virtual Assistants): Virtual assistants using artificial intelligence are software that try to answer users' questions and requests. Siri, Alexa and Google Assistant used on smartphones are examples of this technology. The inclusion of virtual assistants in educational practices can contribute to the individual learning of students.

Blockchain: It is a distributed database that provides reliable transfer of data on the Internet without a central server. Although the concept of blockchain first brings to mind digital money such as Bitcoin, the use of this technology in the field of education can contribute to increasing the efficiency of educational organizations by enabling the digitization of educational credentials such as degrees, certificates and diplomas.

Video Editing

Video, which is the richest multimedia element, is frequently preferred especially in education and training environments. With the effect of online video content produced by users making video sites the most visited sites in the world, social networking platforms bring video content

to the fore, causing the average individual to host many videos in the storage unit of their mobile device or in the cloud. As storage areas and Internet connection speeds increase exponentially, per capita data consumption increases in parallel with this situation. However, as the technological features of mobile devices and other video recorders increase, the size of the recorded multimedia content also grows. Videos with different compression technologies (MPEG, MOV, FLV) are produced and their size often fills the storage capacity of our mobile devices or computers. In this case, cloud computing solutions are put to work and more free space is left in the storage areas of mobile devices. There is a need for video editing in terms of storage and data consumption control. If necessary, unnecessary parts of the videos should be cut, if possible, the size should be reduced by compressing them without losing quality. At this point, video editing and design tools are needed. Another reason for this need is to prepare videos with effective educational content. Today, where information and content are bombarded, hundreds of video content are encountered in daily life. Video editor and design tools are also needed for video content that can attract the attention of learners, increase their motivation, and enable them to see the course content without getting bored. Mobile phones with advanced information processing capacities have enabled mobile learning to become permanent in our lives by allowing learning anywhere, anytime.

Videos can be embedded in learning management systems as well as distributed over content management systems and web portals. Utilization of video in e-Learning processes;; Video creation has become easier with the technological development of sharing tools and platforms. In addition to this, it is possible to mention four main trends that trigger the use of video in e-Learning processes: (a) those related to cognitive processes, (b) open course

materials, (c) massive open online courses, and (d) increasing prevalence of distance education worldwide. Video is frequently used as e-learning content. We can list the common video usage patterns in e-Learning processes as follows:

• Recording and publishing the lessons held in the classroom

• Lecture videos

• Recording and broadcasting the screen

• Recording and publishing of interviews with subject area experts or presentations made by subject area experts

• Case study videos

• Impression (how to) videos

• On-site shooting of real events

It is the recording and broadcasting of the lessons, recording the lectures made on the board in the face-to-face lessons and sharing them electronically. Its advantage is that its cost is low in terms of both material and time. The disadvantage is that the course durations are long and the course designed for face-to-face lectures does not appeal to distance education learners.

Video Production Processes

The video production process consists of pre-production (pre-production), production (production), and post-production (post-production). Pre-production is all the phases the video goes through before shooting; determination of learning objectives, scenario formation,

interaction design, selection of accessories, costumes, actors, venues, storyboard drawing, writing of texts, etc. includes processes. Production is the stage where the video footage is taken. Post-production encompasses the editing, editing, and editing phases after filming has finished. Making the videos prepared for e-Learning suitable for the Internet (size, format, compression compatibility, device compatibility) is also carried out at this stage.

Video Creation Workflow

Identifying Learning Goals

In order for the video to achieve the desired educational purpose, its pedagogical requirements must be met. In this context, the first step of educational video preparation is to determine the learning objectives. First, "What will the learner learn from this video?" It is necessary to ask the question and determine the learning objectives accordingly. Mager's (1984) principles can be used as a guide in writing learning objectives. The more clearly and clearly the learning objectives are set, the easier it can be evaluated whether the video prepared has achieved its purpose or not. At this point, it is important to set a learning goal and keep the video as short as possible. Setting more than one goal in a video and keeping the video long in this context will cause the learner to get lost in the subject.

Determining the Target Audience

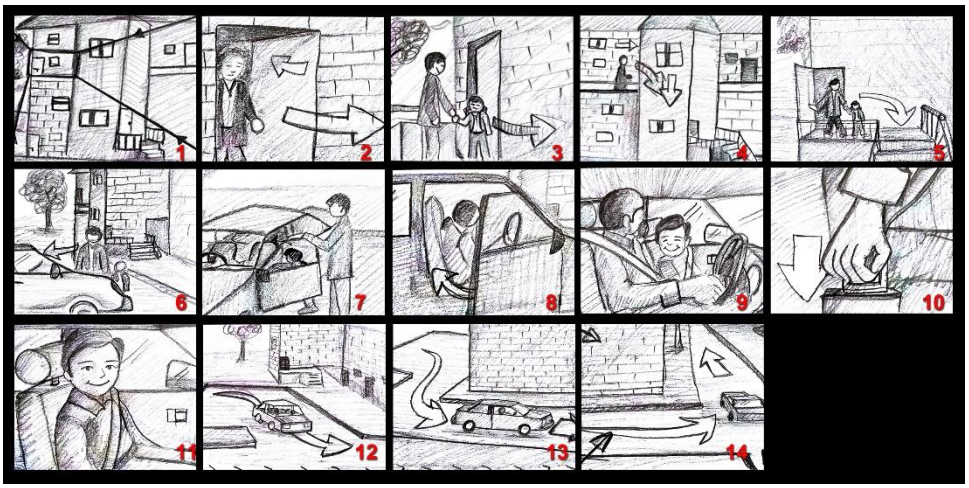
Who your target audience is; It is important because it is decisive on variables such as your users' prior knowledge, computer literacy, and field jargon. The video you will prepare for medical professionals on the same subject will be different from the video content you will prepare for the general public who does not have any prior knowledge of this subject.

Brainstorming and Scripting Process

In order to achieve the learning goals in brainstorming, how to visualize the subject is studied and a scenario is created. This is the stage where instructional design is made. Which stories will be used, approaches to be used to capture the target audience, interaction design, interviews, graphics, speakers, actors, experts, how to make an application, visiting places, camera angles, music, narratives are all facts and situations that need to be pondered over at this stage.

Creating a Storyboard

The storyboard serves to create scenarios and shooting plans after the brainstorming phase. Doodles, photographs taken or colored pictures made to visualize the ideas in our minds. It is not a problem if the storyboard is not professional in terms of drawing or graphics, but the narrative should be clear. The purpose here is to show how to draw plans and show the process. Storyboards do not have a standard format, they can be shaped according to purpose.



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Writing the Texts

When the storyboard was created, the story of the scenario became ready in a visualized way. The next step is to write the speech texts. Since the main flow of the subject is explained through visuals in the video, the texts should be considered as supporting elements of these visuals. Questions to be included in the videos should also be created at this stage to ensure interaction.

Planning the Shoot

At this stage, the equipment and venues to be used in the shooting, the actors to be used, the permits and licenses to be obtained are planned and necessary adjustments are made. Plan B is prepared for possible problems.

Taking the Shot

After the planning phase, the shooting phase starts. Shooting is done by following the prepared text and storyboard. Recording of Camera Images This processes includes the process of keeping the records of the shots, making the controls, creating the metadata and preparing the shots for the editing stage.

Editing

The shots are edited as planned on the storyboard. If the planning is done properly, there is no need to shoot again at this stage. After the video is finalized, the subject area expert makes the final checks. If the video subject area receives the expert's approval, it is made ready for the distribution process. If not, reshoots are made.

Compressing and Rendering

The next step after editing the video is to render it compressed and ready for presentation as e-learning material. At this stage, it should be decided which compression (codec) software (the most common ones are QuickTime, Windows Media, DivX) to be used and the appropriate file format (the most common ones are FLV, .MP4, .MOV, .AVI) should be selected.

Embedding the video inside the e-learning application

The video, which is compressed and made ready for publication, is uploaded to the learning or content management system and published in the relevant part of the course and tests are created. The questions placed in the video are also associated with the video by writing the necessary codes at this stage. The learner-video interaction is created by the learning or content management system at this stage.

Explaining the requirements for learners to access the video

Since every compression format does not work in every internet browser, instruction should be provided on how to access the videos in case the learner cannot access the video. At the last stage, this instruction should be prepared and it should be explained which compression software is needed in cases where it does not come with the internet browser by default or is not found on the computer, and the supply and installation of this software.

Using Zoom, one of the most effective tools

Using Zoom in Distance Education

Schools that switch to distance education should have distance education systems using applications such as Zoom. Systems integrated into the school education platform or EBA allow education to continue uninterrupted.

Benefits of Zoom in Distance Education

There are many systems available when teaching via computer. However, due to the benefits of Zoom in distance education, Zoom has been the most preferred system especially during this epidemic period.

Easy to Install and Use

Zoom is set up and ready to use in just a few seconds. Downloading this video conferencing tool is sufficient to connect to the distance education infrastructure available at the school. All remaining operations can be performed via the Zoom interface.

A Single Platform Offers Many Functions

The platform is used not only for distance education, but also for organizing meetings and handling all kinds of video conferencing. In addition to the video call, there is also the possibility of voice-only calls. In the classroom environment, students can connect to the online class only with video by turning off the audio feature to prevent too much noise.

Provides the Opportunity to Connect from Different Devices

Among the benefits of Zoom in distance education is the possibility of connecting from different devices. Teachers and students can connect to the system using devices such as computers, smartphones and tablets. This offers flexibility to teachers and students.

Allows Education to Happen Without Disruption

Zoom allows training to continue without a hitch, thanks to its video calling feature. When necessary, teachers can ensure the participation of students by sharing course materials through the system. Thanks to the benefits of Zoom in distance education, the education that is important for everyone can continue without interruption.

Content Creation and Copyrights

Copyright gives the creator complete control over the use and distribution of the original work. Copyright Law has five rights for a copyright holder:

1. The right to reproduce the copyrighted work.

2. The right to prepare derivative works based on the work.

3. The right to distribute copies of the work to the public.

4. The right to make copyrighted work publicly.

5. The right to display copyrighted works to the public.

Fair use is an exception and is also the limitation of copyrighted rights to the creator for a part of the work. The purpose of fair use is to provide limited use if it is in the public interest. Criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research are not copyright infringement (Source: 17 USC Section 107).Fair use isn't a black or white kind of thing. Here are four factors that determine whether the use of an image is considered "fair".

• Intended use: educational, non-profit, scientific, reporting, review or research

• Type of use: Factual content (courts are often more protective of creative work)

• Amount and Materiality: Using only a small part of the image, or using only a small thumbnail or low resolution version of the image.

• Market effect: you did not purchase or license the copyrighted work

If your goal is to create professional content, using a low-resolution image is probably not ideal. On the other hand, if you're reviewing a movie or book, it's good to know that adding a picture of the movie or book won't get you in trouble.

Learning Management Systems

Organizing the information given on the web through a system is an administrative activity that enables teachers and students to access the system and information. The abbreviation of this concept, which is known as a Learning Management System in English, is LMS. For this reason, in most distance education platforms, the term LMS is mentioned in the web address of the platform that students and instructors access. What are its features?

LMS software; It ensures the systematic and planned progress of presenting, sharing and organizing tools and materials, assignments given within the framework of information, exams given, feedback given to exams, reporting exam and homework results, recording and keeping features. There are numerous paid and free samples of closed and open source software available.Furthermore, the included SCORM packages improve the usability of these systems.. The most important features of LMSs can be expressed as follows.

https://ogem.atauni.edu.tr/2020/05/07/ogrenme-yonetim-sistemleri/#page-content

1) moodle

Moodle is a free and open source distance education system. It is web-based and the language used is PHP. It is a completely free platform and can run on Linux and Windows systems. In addition, Moddle has support for 150 countries and 70 languages.

Its main features are;

● Course catalog (Lessons and sharing of courses)

● Announcements (Lesson or important announcements part)

● Calendar (a calendar with schedules)

● Tests (Making multiple choice tests and quizzes)

● Homework (Scheduled sharing and uploading of given assignments)

● Grade Book (checking areas such as quiz, exam, absenteeism)

In addition to these, it also includes many features such as Dashboard, Live chat rooms, Blog application, Reporting, Roles. Of course, in order to use the moodle system, it must be installed on the servers provided by the institution.

2) Google Classroom

It is a virtual classroom application that teachers use. It is a distance education system that allows teachers to easily give and organize assignments, provide feedback, and communicate easily with students.

With Google Classroom, virtual classrooms can be created and students can register for these virtual classrooms with a separate class code for each class. In these classrooms, spaces can be opened to evaluate and answer them by creating announcements, assignments, questions. It also allows for the development of classroom practices through the development of activities.

3) Sakai Lms

It is a free open-source learning management system designed specifically for higher education. It is a collaboration and learning environment developed with academic, commercial and individual participation under the Sakai Foundation organizational structure. On this platform, which has features such as announcements, diaries, agendas, discussion, chat, news and participant list;

- Curriculum
- Lesson creation

➢Homework/evaluation

➢ Private file sharing

➢ Note

➢ It has features for many education systems, including tests/quizzes.

4)Base LMS

It is a system that enables us to manage educational organizations from a single center, to monitor the training and development of users, to measure and evaluate statistics and reports, and to provide in-class training.

5) Vedubox

Vedubox is an e-learning and communication system with many features such as online training, courses, exams, meetings in a personalized system. One of the most beautiful aspects is a system unique to Turkey. There are Turkish engineers in its infrastructure.

Vedubox's biggest feature is that it has high technology, so it allows you to use multiple options at the same time. A ready-made system, 100% cloud technology, no installation, no cost, unlimited capacity, as well as online training management, content presentation, live lessons, meetings, surveys, exams, messaging, etc. It has many features such as

6) Epsilon distance education system

The Epsilon distance education system is a location-independent education system that offers live lessons to students over the internet as distance education software. When we look at the working system in general;

- Advanced folder management
- Test system
- Video watch history
- Exam system
- Multiple video and homework file upload system
- Lesson calendar

It is a system with many more features such as homework system and feedback system.

7) ALMS

It is a teaching and distance education management system. This system meets all YÖK-compliant requirements. It shares the support burden of UZEM. They lighten the workload to avoid complexity. It saves time and money. In this system, you can create exams, make-up exams, online exams, smart videos and give feedback. It also has coursework and grade work automation for students.

8) Perculus

It is a virtual classroom platform that enables distance education via computers and mobile devices. In this system, there are many options such as file sharing, picture sharing, video sharing, as well as audio and video conversations. Thanks to the separate tabs on the online education board, the whiteboard can be removed, thus providing opportunities to create a common platform. Surveys and live chats are among the many features of this system that we cannot count in private chats. Taking extra attendance for students provides an educational environment in accordance with YÖK regulations.

9)Atutor LMS

It is produced for the purpose of distance education and is offered free of charge. It is also supported by UNESCO. If we talk about its features, it has many features such as homework, multiple language options, file manager, announcements, forums, groups, surveys, virtual classroom support, whiteboard application, messaging , and student tracking.

Using Youtube Videos

Youtube, which we all know, can be used not only to publish the videos we have, but also to create videos. It contains many of the features we need to create a good video lesson. Cut videos, add links and audio where needed, add subtitles or in-video text, etc. Many features make our job easier. In addition, there are features such as slowing down, accelerating, adjusting color and light settings, adding transition effects in the section we want in the videos.

To take advantage of these features of Youtube, you must have a Google account. Then, you can prepare training content by going to the Video Manager page and uploading new videos or using the above-mentioned features over existing videos.

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Evaluating Online

We all need people who will give us feedback. That's how we improve. (Bill Gates) We all need people to give us feedback. This is how we can evolve.

Evaluation Tools

Multiple Choice Tests

Socrative: It can be used for all of the diagnostic, formative, and prescriptive assessments. It has a nice reporting system. It eases the workload of the teacher.

Kahoot: It's fun. It is an application used by many people. It is particularly suitable for multiple-choice, rank-based assessments.

Wordwall: Evaluation combined with gamification. It is an application that students will love and enjoy. It is well suited for formative assessment.

Learning Apps: Similar to Wordwall, it enables students to both have fun and learn with gamification. It is a tool for teachers to use in formative assessments.

Question answer

Tricider: It is a tool suitable for formative assessment that will develop students' critical thinking, such as discussion, question-answer.

Mentimeter: It is a very pleasant tool to use with many different types of questions. Although it is suitable for many topics, it is a very useful tool for online measurement and evaluation such as question-answer, discussion, interaction.

True False

Typeform: It is quite suitable for formative evaluation. It is a useful tool that allows you to use different techniques as well as true-false techniques.

Quizizz: It is a similar tool to Kahoot and the Socrative tool. It is based on gamification. It is a suitable tool for students on their own, teacher-controlled, activity-only formative and level-determining types of assessment.

Short answer

Quiz Maker: It is a tool that is very practical to use, has reporting and is used for different types of questions. Formative is also suitable for level-determining assessment.

Online Quiz Creator: Like Quiz maker, this one is suitable for different types of questions.

Long Answer

Google Docs: It is an application that can be used for open-ended, comment, long-answer questions. It is suitable for formative and level-determining assessment. Perfect for instant feedback.

Google Classroom: With Google Classroom, which is a virtual classroom application, it is possible to evaluate open-ended questions. It is suitable for formative and level-determining assessment types in the online assessment and evaluation process.

Gap-filling

Wooclap: It has similar features to the Mentimeter tool. It is interactive and fun. It is well suited for formative assessments that are not concerned with grades. At the same time, you can also run tests where you can get successful or unsuccessful outputs.

Liveworksheets: It is a tool prepared to make a PDF file in your hand interactive. It can be used in formative and level-determining assessments.

Product Selection File (Portfolio)

Edmodo: It is a virtual classroom application where students can exhibit their work and teachers can review these works. It is suitable for portfolio studies used in formative assessment.

Blogger: Commonly known as the digital diary, the Blogger tool can be used by students to showcase their work. With the Blogger tool, which provides both interaction and communication between students, teachers can give instant feedback.

Concept (Mind) Map

Mindmeister: It is a very nice tool for creating concept maps. It allows collaboration. It is suitable for students to provide learning construction. It can be used in formative assessment.

Coggle: Similar to Mindmeister, it is a convenient tool for knowledge construction and to facilitate understanding by dividing knowledge into parts. Teachers can use it in formative assessment.

Brainstorming

Voicethread: It is a tool that can be used for critical thinking skills, exchange of ideas, and learning the student's thoughts on a subject. Suitable for formative assessment.

Answergarden: It is suitable for getting comments and exchanging ideas on a question asked without worrying about grades.

Questionnaire

Polleverywhere: You can evaluate students' processes by preparing surveys with this tool. It is suitable for formative and level-determining assessment.

You can design tests similar to those found on the Apester: Onedio site. By having your students prepare for such tests, you can see the learning outcomes related to a subject.. It is a particularly suitable tool for formative assessment.

Word Cloud

Wooclap: You can create word clouds that allow students to send instant answers to a question you ask without their names appearing. It gives ideas about how much the class has learned about the subject you are talking about and how much they know about that subject

Mentimeter: A tool for creating word clouds in a similar way to Wooclap.

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