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ENSURING SOCIAL JUSTICE AND STUDENT MOTIVATION THROUGH DISTANCE EDUCATION: LEARN AND EARN MODEL

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ABSTRACT

Distance education is one of the ways of ensuring social justice in higher education for students who do not have the opportunity to access higher education. By providing flexibility of time and location, distance education offers a particularly important opportunity for individuals who face economic, geographical, or other barriers to accessing higher education. However, especially disadvantaged students have limited opportunities for distance learning. In many countries around the world, a considerable proportion of the population does not have access to the internet or a personal computer. Many students who have access to distance education and start a distance education program drop out for various reasons. In this article, increasing access to higher education through distance education and how to overcome absenteeism problems in distance education are discussed. This study, which review the literature and proposes a model, is descriptive in nature. A learn and earn model was proposed to ensure students' motivation to learn. In the learn and earn model, the focus is on how to assess student achievement and how to finance the preparation of teaching content and cash payments to students. In distance education, the income generated by the elimination of expenditures in traditional higher education systems is the main financial source of the model. Other sources of finance for the learn and earn model are a collaborative budget of governments, international organizations, and the private sector.

Keywords: Distance education, social justice, motivation, learn and earn model.

INTRODUCTION

Higher education is one of the most key factors for the development and prosperity of a society. In addition to providing individuals with personal development and employment opportunities, higher education institutions contribute to society and economic development through scientific research and innovation. Considering this logic, nations are seeking to increase their higher education capacities both in terms of quantity and quality. However, the level of development of countries cannot be measured only by economic indicators. A country's level of prosperity is closely related to how its resources are distributed among individuals (UNESCO-IESALC, 2020; Kaynak, 2017). Higher education is one of the factors that will enable students from economically and socially disadvantaged groups to move up to higher socioeconomic levels. Nevertheless, it cannot be asserted that there exists an unequivocal equity in the admittance to higher education in the present day. Poverty, geography, ethnicity, gender differences, disability, etc. are barriers to equitable access to higher education (Kazu, 2018).

Distance education offers important opportunities for students who cannot access face to face higher education. Distance education offers temporal and locational flexibility, while at the same time providing access to higher education for students who face economic, geographical, or other social barriers. Today, distance education offers lifelong learning and self-improvement opportunities not only for disadvantaged individuals but also for all members of society. The advantages of distance education are increasing day by day with the impact of developments in information technologies on teaching technologies. The increase in the efficiency of distance education systems causes traditional education systems to be questioned. The significance of distance education in the realm of higher education is on the rise, particularly in institutions of higher education that conduct comprehensive evaluations of cost and effectiveness (Akyürek, 2020; Moore & Kearsley, 2011).

Despite the myriad benefits associated with distance education, it is not always the case that all students are able to reap the rewards of this educational modality. To benefit from distance education in the modern sense, students must have access to the Internet and a device that can connect to the Internet. Currently, a considerable number of students across various regions of the globe are deprived of the privilege to engage in distance education. Furthermore, among those who are fortunate enough to have access to such opportunities, there exists a dearth of proficiency and drive with regards to maximizing the benefits of distance learning (Demirbilek, 2023; UNESCO-IESALC, 2020).

This article proposes a model for achieving social justice in higher education through distance education and motivating students who have access to distance education to successfully complete the distance education program. To achieve the successful realization of the learn and earn model, a research study was conducted which involved the formulation of six fundamental questions. The article presents the findings of this research by providing answers to these questions. In the process of formulating the research questions and answers, a

literature review was conducted, international reports were examined and the observations of the author working in the distance education application and research center were used.

Research questions

1. Can distance education ensure social justice in higher education?
2. Is it possible for individuals who lack access to traditional forms of higher education to partake in distance education opportunities?
3. What is the extent of absenteeism that is observed among students enrolled in distance education programs?
4. What are the factors that can motivate students to continue distance education?
5. What is the learn and earn model for distance education. How are student achievements evaluated in this model?
6. What can be done about the provision of teaching content, delivery to students and financing in the learn and earn model?

METHOD

This study, which review the literature and proposes a model, is descriptive in nature. The questions of the study were developed based on the author's experience and knowledge. After the questions were formulated, some adjustments were made to the questions by taking the opinions of three faculty members who experts in the field are. The findings of the study were shaped around the research questions. Literature studies were utilized in the formulation of the findings. Logical analyzes were made within the framework of the data obtained and recommendations were made. Ethical approval statement is deemed unnecessary for the present review article.

FINDINGS and DISCUSSION

In this section, the research questions are addressed within the framework of literature review and various applications of the model respectively. The findings shaped around the research questions are discussed based on the literature review and the author's observations and experiences.

1.Can distance education ensure social justice in higher education?

There are many reasons why students cannot access higher education. Poverty is at the top of these reasons. Families cannot send their children to university because they cannot finance university fees and living costs. Many students try to contribute to the family budget by quickly entering the working life instead of university education. Especially rural students prefer not to go to university after graduating from high school because they are seen as labor force in farming and herding. Some students do not have access to higher education because they live in an area far from higher education institutions. Even if some students in undeveloped or underdeveloped regions reach higher education, they are disadvantaged by the differences in

the quantity and quality of higher education institutions. Individuals with disabilities or those afflicted with communicable illnesses encounter challenges when attempting to gain entry to institutions of higher learning. The female demographic is faced with a disadvantage in regard to the attainment of higher education. This is due to a variety of reasons, including but not limited to the societal norm of not sending girls to university, early marriage, and pregnancy. Furthermore, because of prevailing economic downturns, political upheavals, and armed conflicts in diverse regions across the globe, a multitude of refugee learners face insurmountable barriers in their quest to attain tertiary education (UNESCO-IESALC, 2020).

According to a UNESCO report, between 2000 and 2018, the rate of enrollment in higher education worldwide increased from 19% to 38%. Higher education enrolment rates have almost doubled, but there are still large disparities between regions. While 77% of high-income families have access to higher education, in the world's poorest societies this rate is around 10% (UNESCO-IESALC, 2020). According to data from the Organization for Economic Cooperation and Development (OECD), countries such as Japan, the United States, and the United Kingdom exhibit higher rates of participation in higher education, as compared to Turkey, where the public sector is predominantly responsible for financing higher education. This phenomenon can be elucidated by insufficient fiscal means or erroneous apportionment of said means (Özek & Akbaşlı, 2021).

The level of development of countries cannot be measured only by economic indicators. The welfare level of a country is closely related to how its resources are distributed among individuals. The distribution of social resources and services amongst individuals constitutes the focal point of social justice. Higher education services are one of the means of ensuring social justice in education. In this respect, governments, institutions, and society must have strong commitments to ensure that higher education is accessible to all (UNESCO-IESALC, 2020; Kaynak, 2017).

Governments invest in higher education due to its long-term economic and social benefits, even though it is not mandatory by law (Erçetin et al., 2020). The United Nations has asserted that the provision of high-quality education to individuals is a key instrument for achieving sustainable development on a global scale. In accordance with this objective, the organization actively advocates for the promotion of equal and accessible lifelong learning opportunities for all. The United Nations is actively engaged in the pursuit of generating and propagating Open Educational Resources (OER) within the domain of Higher Education. To this end, it provides guidance and impetus to governmental bodies, educational establishments, academic staff, student groups, quality assurance agencies, and accreditation organizations (Butcher, 2011).

While education holds paramount importance for women to assert their individuality in society, it is unfortunate that women constitute a significant majority of the population that is bereft of conventional education on a global scale. Women who are unable to access traditional in-person educational opportunities often opt for distance education as a means of self-improvement. In this regard, the advantages of distance education for

women's education are important, as it eradicates spatial constraints and affords greater temporal flexibility (Demiray, 2013).

2. Is it possible for individuals who lack access to traditional forms of higher education to partake in distance education opportunities?

For learners who are unable to participate in traditional classroom education to engage in distance learning in its contemporary form, they must possess a sufficient internet infrastructure and a computer to access the course material. Nevertheless, the vast majority of students, particularly those domiciled in rural locales, are devoid of these amenities (Han & Demirbilek, 2021). Distance education can be more expensive for students than traditional face-to-face education due to program fees and the cost of devices such as computers and internet access needed to follow courses. Students who do not have the financial resources to cover these costs may not benefit from distance education (Chaloux, 2008).

According to UNICEF (2020), in 71 countries worldwide, less than half of the population has internet access. In most countries in Africa, less than a quarter of the population has internet access. UNICEF has stated that inequalities in access to internet infrastructure, educational tools and technology required for distance education could lead to a global education crisis. Due to the COVID-19 pandemic, approximately 1.2 billion school-age students have struggled to adapt to the distance education system, but the desired level of efficiency has not been achieved. In this respect, distance education, which has various advantages in terms of providing equality of opportunity in education, has itself become a source of new inequality. The analysis of data from 14 countries indicates that students who possess the ability to connect to the Internet from their domicile have a greater proficiency in fundamental reading abilities compared to those who lack such access.

To reduce this inequality, UNICEF, in collaboration with Microsoft and Cambridge University, launched a global education platform for children and youth affected by the COVID-19 pandemic. During this period, UNICEF partnered with Telenor telecommunications company in rural areas to provide free access to educational materials to 600,000 mobile phone users who could not access distance learning through these platforms, including TV, radio, and online platforms. Lessons that were recorded offline in Somalia have been uploaded onto tablets that are powered by solar energy, making them accessible to students. Additionally, lectures were broadcasted on both television and radio. Furthermore, educational content was disseminated through social media platforms like WhatsApp and Facebook (UNICEF, 2020).

3. What is the extent of absenteeism that is observed among students enrolled in distance education programs?

Although distance education has many economic advantages over face-to-face education. These advantages can be realized when students enrolled in distance education graduate. Distance learning has historically always had a lower completion rate compared to face-to-face education. Full-time on-campus institutions in the UK have a

graduation rate of 82%, while the UK Open University, a well-respected institution, has a graduation rate of 54.9 (Woodley & Simpson, 2014). At the UK Open University, prospective students have the opportunity to enroll approximately one year prior to the commencement of their coursework. It has been observed that nearly 13% of those who opt for early registration ultimately decide to cancel their enrollment prior to the start of classes. Furthermore, it has been noted that a considerable proportion, namely 38%, of those who do commence their studies, ultimately opt to withdraw from the program after failing to submit their initial assignment (Simpson, 2004).

During the period of the pandemic in Turkey, higher education was executed via remote learning, as was the case across the globe. After the two earthquakes of 7.8 and 7.5 magnitude centered in Kahramanmaraş on February 6, 2023, education in all universities across the country was again carried out by distance education. The author, who works at the Distance Education and Application Center, also teaches online courses. According to the author's observations, while the level of participation of students in live courses was high in the first week or two of the distance education periods, the flexibility in the attendance requirement significantly reduced the number of students attending the courses.

Students who lack sufficient motivation in distance education may discontinue their studies (Simpson, 2008). More specifically, those who lack intrinsic motivation and self-regulatory skills may face difficulties in successfully completing their programs. Nevertheless, withdrawal from a program should not invariably be deemed an indication of student inadequacy. Students who feel that distance education programs do not meet their expectations or labor market needs may drop out. Students may also drop out due to insufficient efficiency from the distance education system, lack of guidance, orientation and technical support, the way exams are conducted and similar reasons. Students' inability to devote enough time to their studies due to their extracurricular responsibilities, students' financial problems and worries about their tuition debts cause many students, especially from poorer backgrounds, to drop out of their education (UNESCO-IESALC, 2020).

There are various measures that can be taken to ensure student retention in distance education. Informing students via e-mail, teachers communicating directly with students, etc. However, it should not be forgotten that every step to be taken in this regard will bring a certain cost. Identifying and proactively addressing the needs of students who are at risk of dropping out is an effective approach towards mitigating institutional costs.

Encouraging and motivating such students to persist in their academic pursuits can yield significant benefits for both the individual and the institution (Simpson, 2004).

4. What are the factors that can motivate students to continue distance education?

The consensus among educators is that having sufficient motivation for learning is crucial for achieving academic success. It is argued that a student who is sufficiently motivated to learn can learn independently without the need for much external support, overcoming situational and time barriers (Simpson, 2008).

Although there are different approaches to how students can be motivated in the education and training process, the oldest explanation of human behavior is hedonism. According to this theory, which can be traced back to Greek philosophers, organisms tend towards things that give pleasure and away from things that cause pain and suffering (Yücel & Gülveren, 2005). The learning process can be a source of pleasure for some students and a source of misery for others. Motivation theories generally focus on how individuals can be motivated and take individual differences into account. Content and process theories of motivation emphasize that motivating individuals may differ depending on internal and external factors. While content theories emphasize the reasons that initiate the behavior, process theories focus on how the relevant behavior will continue. Behavioral theories posit that the attainment of motivation to learn is feasible through the influence of external stimuli. This theory accords immense importance to the outcomes. It asserts that behaviors that are reinforced or incentivized are more probable to be replicated in the future (Ertmer & Newby, 1993). According to Maslow's hierarchy of needs, people first take action to meet their physiological needs, which are basic needs. An individual cannot move to the next step without satisfying these needs. Therefore, individuals must be able to satisfy their basic needs in order to demand higher education (Maslow, 1943).

Motivation theories posit that the primary catalyst for an individual's motivation is the least fulfilled need. Maslow's hierarchy of needs highlights that individuals who have met their fundamental needs are propelled by factors such as affection, reciprocation of love, forging connections, accomplishing objectives, and attaining social status (Dönmez, 2013). Students know that higher education is one of the ways to realize these needs. With this motivation, students prefer to enter higher education after high school instead of working in a job and earning money. Students make this choice despite incurring the costs of higher education and sacrificing available opportunities. The driving force behind the long-term investment of students and their families is the desire for a successful career and higher income in the future.

In contemporary times, students try to cover the costs of higher education either through grants or loans. Public institutions, diverse foundations, and the private sector provide scholarships for accomplished students. Typically, these scholarships are available to students who have completed no less than one academic semester at the university level. Students who maintain a grade point average that surpasses a particular threshold

throughout a semester are eligible to apply for these scholarships (Eyüpoğlu et al., 2015). However, the scope of students availing themselves of non-repayable scholarships is considerably restricted. It is not feasible for all individuals to have equivalent access to student loans. Students who are apprehensive about securing employment prospects in forthcoming times are disinclined to acquire these loans, and banks are hesitant to provide them.

Qayyum et al. (2019) reported that students who need financial support (scholarships) to complete their education are twice as likely to continue their education compared to students with lower financial need. At the conclusion of the study, it was found that providing financial aid, even in insignificant amounts, to students with

high financial need is positively related to the retention of these students. In short, providing students with merit-based financial aid, even in small amounts, helps them to stay in university (Olbrecht et al., 2016). However, the financial aid available to support students in higher education in the US is generally targeted at formal education students. Financial aid for distance learners is very limited (Chaloux, 2008). Financial backing granted to students engaging in distance education can serve as a critical impetus for undertaking and persisting in the program.

5. What is the learn and earn model for distance education. How are student achievements evaluated in this model?

The learn and earn model proposal in distance education aims to promote social justice and student motivation in higher education. The main objective of this model is to connect disadvantaged students with educational content produced by university and private sector professionals, especially in areas where the demand for skilled labor is high. It is a model proposal that provides cash payments to students who can learn the content offered to them and prove their learning. The steps that can be taken for the Learn and Earn model to work in a successful way can be listed as follows. The aforementioned procedures are established through a collaborative effort between representatives from institutions of higher education and the private sector.

- First of all, the human resource profile required by today's labor market is determined.
- The content of the distance education program is created, or existing content is updated.
- Learning goals are set for students, making concrete what they need to achieve.
- Guidance is provided to enable students to choose a distance education program according to their interests.
- Students earn points or badges as they reach their end-of-unit goals.
- Students who successfully complete the distance education program are awarded a certificate. The earned certificate is a prerequisite for students to take the assessment exam for which they can receive a cash payment.
- Cash payments are made to students based on the results of online or face-to-face exams conducted by independent, accredited institutions. A summary of the steps of the learn and earn is presented in Fig.

1

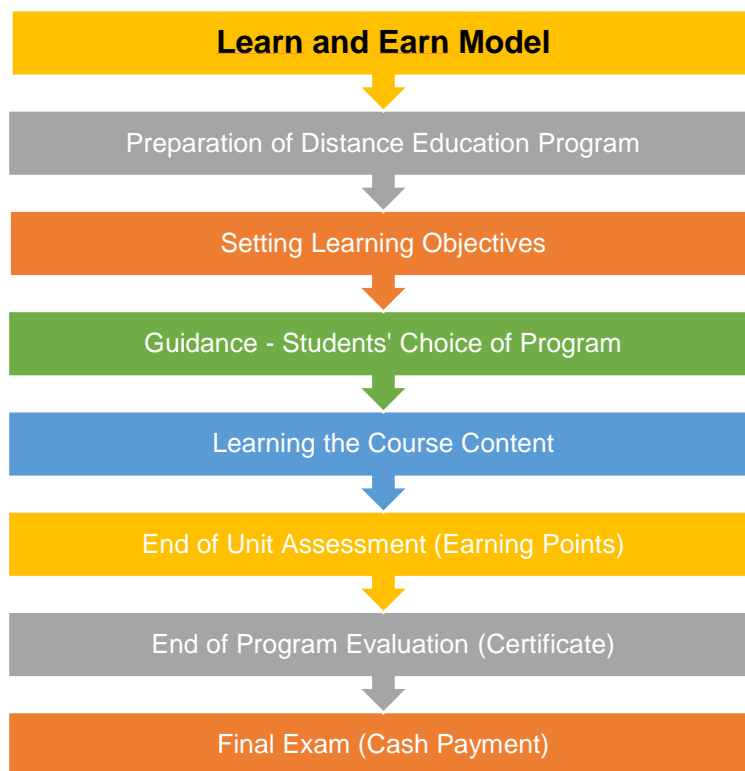


Fig. 1. Steps of the learn and earn model for social justice and student motivation through distance education.

If the final evaluation of the learn and earn model is to be executed in the form of an online examination, supplementary precautions may have to be implemented to prevent academic dishonesty and related issues. Analyzing the data obtained from distance education platforms can be used to evaluate the student's performance during the process. Data such as students' attendance rates, interactions, exercise, and quiz results can be used to monitor students' progress and intervene when necessary. In this model, the assessment of student achievement by accredited organizations is important in terms of reliability.

6. What can be done about the provision of teaching content, delivery to students and financing in the learn and earn model?

Compared to traditional educational approaches, distance learning offers a high degree of cost-effectiveness for both students and companies or institutions (EADL, 2023). In face-to-face education, the majority of costs (about 2/3) are spent on teaching staff. In face-to-face education, as the number of students increases, new classes are opened and the need for teaching staff increases accordingly. This increases variable costs. In distance education systems, as the number of students increases, the variable cost and therefore the average cost decreases. The initial cost of setting up distance education infrastructure and digital educational content may be high, but distance education is much more cost-effective overall than face-to-face education. Compared to face-to-face education, distance education has high fixed costs but low variable costs (Bartley & Golek, 2004; Tezcan, 2000). Traditional physical infrastructure (campus) construction costs and maintenance expenses are eliminated in

distance education. Expenditures on printed textbooks, physical teaching aids and materials and their updating are eliminated. The main source of finance for the learn-and-earn model is that expenditures on face-to-face education systems are made directly to distance learners.

A large part of the costs in distance education is the digital education content. The most practical way to reduce the costs of digital course content in distance education is to use open educational resources (OER). OER are increasingly being used to freely share, adapt and develop. OER are key to addressing the challenges related to the learning and development needs of all societies in this century (UNESCO-ICDE, 2014). World universities provide many opportunities to access distance education content. MIT Open Learning Library, one of the pioneers of OER, has a wealth of free educational content from MIT OpenCourseWare, MITx, Coursera, EdX, courses from all fields. In these courses, students can receive live teaching support and learn by interacting with other students in discussion forums. This always-on course content can be downloaded and reorganized. OER can include video lectures, textbooks, lecture notes and sample exams with solutions. There are no barriers or limitations for students to access the teaching content.

In conjunction with open educational resources, Massive Open Online Courses (MOOCs) which provide free, widespread education underscore the significance of an open learning environment. Advocates of MOOCs contend that it is essential to eliminate the obstructions that exist among learners, educators, and academic materials. MOOCs present themselves as an accessible educational tool with no prerequisites, enabling anyone to partake in them at any given moment. This facet of MOOCs highlights their informal nature. However, it is important to note that MOOCs operate as a structured system that offers courses with defined objectives. Participants are subject to evaluation upon completion of the course and may receive certificates of participation and achievement because of their efforts. Courses accomplished via distance education are deemed commensurate to those pursued within the parameters of the European Credit Transfer System (ECTS), akin to face-to-face courses (Aydın & Çebi, 2020; Bozkurt, 2020; Jansen & Schuwer, 2015).

Coursera, EdX, Khan Academy, Udemy, Udacity are some of the most well-known MOOCs today (Bağrıaçık Yılmaz, 2020). In Karaman et al., (2020) study, it was stated that Khan Academy, Udemy, and EdX platforms are the most suitable MOOCs as a result of the analysis made by using criteria such as the number of students participating in the courses, different language options, types and numbers of certificates given at the end of the course, and institution and university collaborations.

Policies created by distance education organizations need to be supported by governments and intergovernmental global actors such as UNESCO (Toprak et al., 2019). The World Bank's report states that today, private, and public universities tend to close their physical campuses and create online campuses, and that the World Bank will support the financing needed for this transformation in higher education, especially in disadvantaged regions. In this direction, it encourages policy makers to offer distance learning solutions especially for disadvantaged students. The International Distance Education Commission, a non-profit

organization, was established with the aim of promoting and advancing distance education programs. Its primary objectives include promoting distance education programs in developing nations and establishing a scholarship fund for low-income students in underdeveloped nations. Additionally, the Commission conducts auditing activities aimed at enhancing the quality of distance education programs. All institutions participating in the quality assessment program are responsible for awarding scholarships twice a year for each audited course. These scholarships are specifically offered to students from developing and underdeveloped nations (CODE, 2023). UNICEF (2023) employs a wide range of social policy instruments to enhance school enrollment rates and guarantee the consistent attendance of children around the globe, utilizing conditional education grants. In the conditional education program, monetary support has been extended to families since 2003 provided that their children maintain consistent school attendance. The amount of financial assistance varies based on the student's age, gender, and grade level. In 2017, the program was broadened to encompass school-aged refugee children under temporary/international protection in Turkey. The program is financially backed by the European Union, Norway, and the United States. UNICEF's endorsement of in-person education, from preschool to high school, could be emulated for distance higher education.

Although higher education in most countries of the world is publicly funded, governments support private sector initiatives to alleviate the economic burden (Erçetin et al., 2020). In sectors with a high degree of technological intensity and intense competition, the private sector takes it upon itself to generate customized teaching content aimed at equipping the human resources necessary for the business world. Additionally, they establish their own certification programs to cater to their specific human resource needs, while also providing financial backing for direct access resources. For example, of this can be seen in OpenStax College, which was established by Rice University and is funded by several prominent foundations and companies, including Google and the Bill & Melinda Gates Foundation (MIT OpenCourseWare, 2023). In recent years, there has been a notable increase in the provision of learning content by employers. The training provided by these employers is specifically designed to enhance the skill set of their employees, with emphasis placed on the practical application of these skills within their respective job roles. This approach is distinct from the traditional academic pursuit of broad-based degree programs. For some employers, it is a more convenient and cost-effective option to finance university programs or to offer direct financial assistance to students, as it enables them to tailor the training to meet their specific human resource requirements. Studies have indicated that individuals who successfully complete certification programs are inclined to remain employed with the organization that funded their training (Chaloux, 2008).

OER and MOOCs need to be financially supported so that students can benefit from distance education content free of charge. There are various models that can be applied for financing OER and MOOCs. These models include endowment model, membership model, donations model, contributor-pay model, sponsorship model, institutional model, governmental model (Downes, 2007). Of these models, the most appropriate for the learn and earn model would be a combination of the sponsorship model, the institutional model, and the governmental model.

Underdeveloped countries, which lack the ability to train and equip their human capital to meet contemporary demands, can teach students how to make use of this free material. They could use the funds they would have spent on building face-to-face educational institutions to help students access distance learning courses and pay cash payments to successful students. Disadvantaged students, especially those residing in rural areas, may need more assistance than other students. To fully exploit the potential of contemporary distance learning, students need access to electricity, an internet connection and a device that can connect to the internet. However, in many regions, most students lack these amenities (UNICEF, 2020; Han & Demirbilek, 2021). In light of this consideration, the provision of solar devices fueled by solar energy may be necessary in areas where electricity is not available. Additionally, collaboration with enterprises such as Starlink, which offers satellite internet services, can be established to cater to regions devoid of internet access. Fintech companies using blockchain technology and digital wallet applications such as Ripple, Stellar, CELO can be an alternative for payments to students who cannot access traditional banking services.

CONCLUSION

Distance education is an important opportunity for successful and meritorious students who cannot access face-to-face higher education (Chaloux, 2008). Various institutions and organizations around the world conduct studies and provide financial support to make distance education opportunities available to large masses. However, students who access distance education are not sufficiently motivated to continue distance education (UNESCO-IESALC, 2020; Woodley & Simpson, 2014; Simpson, 2004). Research shows that small grants to students who need finance to complete their education increase the level of student retention (Qayyum et al., 2019; Olbrecht et al., 2016). Similarly, in this study, it is argued that the learn and earn model will motivate students to start and complete a distance education program.

In the learn-and-earn model, instructional contents and learning objectives to be created in cooperation with higher education institutions and private sector representatives will be delivered to students through distance education. MOOCs and OER will be used in the creation and updating of instructional content. For students who complete the content offered to them, process evaluation will be conducted with the opportunities of LMS software. Students who successfully complete the course must take the final exam in distance or face-to-face exam centers audited by independent institutions to receive cash payments.

Implementation of the learn-and-earn model in distance education for all departments and all students may not be possible at scale or may not receive sufficient financial support. However, governments may need to coordinate employer-based assistance, provide tax exemptions to companies for these learning supports, and enlist the support of international aid organizations, especially in sectors with high human resource needs.

SUGGESTIONS

This study, which proposes a model for student motivation in distance education and ensuring social justice in education through distance education, is theoretical. Qualitative and quantitative research articles are needed to obtain the views of higher education stakeholders on the applicability of the learn and earn model.

RESEARCH LIMITATIONS

The model proposed in this article is based on the author's observations and experiences. The author supported the model proposal with literature studies. In this respect, difficulties and negativities related to the implementation of the model may have been ignored.

ETHICAL TEXT

This article does not require ethics committee approval. In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. The responsibility for any problems that may arise with the article belongs to the author.

Author(s) Contribution Rate: The author's contribution rate is 100 per cent.

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