

**EXPECTATIONS FROM THE UNIVERSITY AND FACULTY WEB-SITES  
IN ORIENTATION PERIOD****Aytekin ISMAN\*****Mubin KIYICI\*\*****Onur ISBULAN\*\*\*****ABSTRACT**

The purpose of this research is to determine what the teacher candidates expect from the university and faculty web-sites who have recently been placed in the university and what kind of information they search. The research was figured as Phenomenological Research. The research was carried out with the teacher candidates who had recently been placed in a state university, in the first week of the commencement date of the education, using a semi-structured interview form. When the expectations of the teacher candidates from the university and faculty web-sites who enrolled in the university were analyzed, it was detected that students delivered opinions on the faculty photographs, information about the instructors, general information, university location, departments, announcements, course contents, postgraduate education opportunities and regulations. When the teacher candidates who have recently enrolled in the university, besides general visitors, are concerned, inclusion of the general information, in other words introductory information about university on the web-pages of the university and prominent design of the site in a manner to attract the visitors will facilitate the access of the visitors to such information.

**Keywords:** Orientation, University web-site, Faculty web-site, Teacher candidate

**ÖZET**

Bilgi ve iletişim teknolojileri bireylerin yaşam döngüsünü değiştirmesinin yanı sıra bireylerin alışveriş, bilgi arama, okuma yazma alışkanlıklarını da değiştirmektedir. İnternetin yaygınlaşması ile bilginin yayılma hızı katlanmakta ve bireyler bilgi arayışlarını internet üzerinden arayışa yoğunlaştırmışlardır. Üniversite, ilköğretim okulu, ortaöğretim okulu vb. eğitim veren kurumların web siteleri kurumların vizyonunu yansıtmakta ve geliştirilen web siteleri sayesinde kurumlar öğrencilere, öğretmenlere, akademisyenlere ve velilere hizmet sunmaktadırlar. Birçok öğrenci herhangi bir okulu tercih etmeden önce kuruma ait olan web sitesini incelemekte ve ilgili okula yerleştikten sonra da okulun sitesinde bilgilere ulaşmaya çalışmaktadırlar. Özellikle üniversite öğrencileri herhangi bir üniversiteye yerleştikten sonra üniversiteye ait web sitesine göz atmakta ve web sitesinden çeşitli bilgiler edinmeye çalışmaktadırlar. Bu bağlamda site üzerinde yer alan tanımlayıcı bilgiler öğrencilere büyük yardım sağlamakta ve bu tür bilgiler

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oryantasyon döneminde yer alan öğrencilerin fakülte ve üniversiteye aidiyet duygusunu pekiştirmektedir. Bu araştırmanın amacı üniversiteye yeni yerleşen öğretmen adaylarının üniversite ve fakülte web sitelerinden beklentilerini ve ne tür bilgileri aradıklarını belirlemektir.

**Anahtar Kelimeler:** Oryantasyon, Üniversite Web Siteleri, Fakülte Web Siteleri, Öğretmen Adayları

## INTRODUCTION

Communication technologies provide various conveniences in each area of our lives and make the life more effective and faster to live. It was provided to access the information instantly from anywhere particularly through the development of internet technology and it was tried to adapt such development to the educational systems. Besides, institutions within the educations systems started to use the internet effectively, many institutions such as universities, high schools, elementary schools many sub-institutions affiliated to the Ministry of National Education took part in the internet with their own web-sites. Most of the web-sites and different portals across the world provide information source for teachers, managers, students and families (Akpınar & Bayramoğlu, 2008).

Any web-site should be designed in a manner to literally reflect features of the institution to which it belongs. When it is taken into consideration that many companies around the world sell their services and products online, it is inevitable for the universities to provide their services online (Meritt, 1996). Visiting a web-site of any university is actually the best way in learning about a university (Miller, 2000). Therefore universities should take into account the expectations of the students while organizing their web-sites. University web-sites draw attention as a primary source especially for the students who have recently enrolled in the university and who are in the orientation period.

Ceyhan (1995) defines the orientation education as a private and quite short-term educational program prepared by the authorities available in the work and school environment so as for the person starting a new work, school and university to get accustomed to the environment, work and school. Orientation education can assist in developing familiarization process for the new-comer student in the university and forming feeling of belonging and psychologically being ready to be a student. There appear some malfunctions in providing orientation service professionally by the universities. Both deficiency of personnel and the fact that the existing personnel are lack of knowledge, tools and equipment cause some problems in providing the orientation service to all the students (Kulaksızoğlu,1989; Şahin et al., 1989; Gülerce, 1989; Yeşilyaprak, 1989; Akt: Kutlu, 2004).

University web-sites gain importance in case that the orientation services are not fully provided. Students can be acknowledged about the university before coming to the university, acquire information about the university, visit it visually, and learn about the course programs. Many similar issues can be collected hereunder.

A research conducted reveals that;

- The candidates at the last class of a high school who will prefer the university may exclude it from their lists in case that the university websites do not help them to access the respective information.
- Students get disappointed when they could not access the information about the university.
- They make preference watching the videos on the university web-site before preferring the university,

(Noel-Levitz, 2010).

As it is understood from this research, university web-sites are a component having great importance in the period of preference. Students can evaluate the universities on the base of web-sites and form their preferences depending on such web-sites which are a window to the external world. University websites are important for the students who have previously visited the site, before making university preference, but it is of same importance for the students who have not yet started the school after having been placed in the university, do not know what kind of environment they will encounter and wonder very much.

Kutlu (2004) explains the five most important expectations of the students who have recently been placed in the university as follows:

- New-comer students demand a layout plan demonstrating departments and units of the university and a leaflet including some general information introducing the university and environment to be provided in the course of enrollment.
- New-comer students express that it will be useful to provide information about the opportunities such as dormitory, credit, scholarship etc. provided in and out of the university and conditions to utilize such opportunities.
- New-comer students demand to be provided with introductory information about the respective sciences and academic programs by cooperating with the department in which they have been replaced.
- New-comer students demand to be provided with information about the various regulations, disciplines and academic issues together with the latest changes which concern them.
- Students enrolling in the university who come from the country demand and expect functional student information offices be opened at proper locations in order to arrive at campus and the places where the enrollments will be made and adequate personnel be employed at such locations during the enrollment period.

Orientation programs in which such expectations are taken into consideration and web sites will increase the dependency of students to the university and eliminate the environment of uncertainty occurred before starting the school. When the fact that orientation programs are more expensive and disadvantages of expert requirement are concerned, conducting such orientation programs over web-sites will reduce the cost. The reduced cost opportunities together with the opportunity of rapidly accessing much more students will be ensured via university web-sites. Students can utilize such orientation activities provided with the web sites since there are not any differences in use of internet among the students in respect of age, gender and academic background (O'Hanlon, 2002; Akt: Lou, Shih, Liu, Guo, & Tseng, 2010).

A well-designed web-site is the start point of a good orientation. A university website should be designed in order to realize the human-computer interaction in an effective and productive manner. An introductory animation or guidance will be useful for the visitors using the site for the first time to learn the site (Morrell et al., 2001). The web-sites should be accessible for everyone. It should be noted that 8% of the visitors are disabled and respective measures should be taken for those who have difficulty in seeing, hearing and acting. Due to the restrictions in time, balance and sources, designers can not design separate sites for all the users. Therefore it is essential to design an effective web-site conforming to the software and hardware used by the target audience of the web-site (Evans, 1998). The home page of the web-site prepared should be designed peculiarly and make a positive impression on the visitors who are entering into site for the first time. Design of the home page should meet the expectations from a home page and general features available on the site should be specified on the home page (Nielsen & Tahir, 2002).

However not only design of the web-site but also meeting the expectation of the students who are in the orientation period is an inevitable part of the orientation period. Satisfaction of the information students looking for after having been placed in the university shall illuminate the way for that process.

The purpose of this research is to determine expectations of the teacher candidates from the university and faculty web-sites who have been newly placed in the university and reveal the information they search in the university and faculty web-sites.

## METHOD

This research was figured as Phenomenological research since it aims to determine people's opinions and views of regarding a situation. The goal of phenomenological methods is to study the meanings of phenomena and human experiences in specific situations, and to try to capture and communicate these meanings in empathetic and lucid ways (Berglund, 2006). Phenomenology more

than enable the researcher to see from the perspective of participants; it offers a way of understanding the sensemaking framework that each individual has developed over time, which shapes their responses to events and experiences (Daymon & Holloway, 2002).

Daymon and Holloway (2002, 153) stated that at the core of phenomenology is the study of people's worlds along with their subjective experience of their personal, everyday lives. They characterized phenomenological research as below;

- Researchers consciously suspend, or bracket, their own assumptions so they can see through the eyes of participants,
- Sample sizes are usually small
- In phenomenological research, you try to make sense of a phenomenon according to participants' own terms, identifying the essence or 'real' meaning of the phenomenon under investigation.

In phenomenology, foundational question is "What are the meaning, structure and essence of the lived experience of this phenomenon for this person or group of people" (Patton, 1990). Phenomology as a method looks at the lived experiences of those who have experienced a certain phenomenon (Lichtman, 2006). The central features of a descriptive phenomenological research approach are then characterized by the following components (Todres, 2005):

1. The researcher gathers detailed concrete descriptions of specific experience from others.
2. The researcher adopts the attitude of the phenomenological reduction in order to intuit the intelligibility of what is given in the experience.
3. The researcher seeks the most invariant meanings for a context.

### **Sample**

For the research, appropriate sampling method was utilized as the sample of the research. The research was conducted on the teacher candidates in Faculty of Education of Sakarya University in 2010-2011 Academic Year.

### **Data Information Collection Process and Data Analysis**

Data forming the basis of the research in the research period was collected through data collection tool titled "Expectations of the Students in the Orientation Period from the University and Faculty Web-Sites". The data collection tool is composed of total 6 questions. Students were requested to

prefer one of the options for the first four questions whereas their expectations from university and faculty web-sites were questioned in the last two questions.

At the stage of the data analysis, responses of the students to the open ended questions and other questions were entered into an account statement program. Responses provided to the open-ended questions were read by two researchers and themes were formed and categories were later formed through the themes.

After the themes and categories were formed, responses given by each student were re-read and it was determined which category they fall into. After determining the categories and themes of each message the data analysis stage was finalized forming tables included in the findings and interpretations section of the research.

## FINDINGS AND INTERPRETATION

**Table 1.** Distribution of the gender variable

Female	126
Male	74

Distribution of the participating teacher candidates by gender variable is seen in the Table 1. As seen in the Table 1, 126 of the participating teacher candidates are female while 74 of them are male.

**Table 2.** Distribution of the departments variable

Primary Teaching	88
Psychological Counseling and Guidance	27
Turkish Language Teaching	44
Teacher Training for Mentally Retarded	41

Distribution of the teacher candidates participating in the research by departments in which they study is seen in Table 2. 88 of the participating teacher candidates study in the department of Primary Teaching whereas 44 teacher candidates in the department of Turkish Language Teaching, 41 teacher

candidates in the department of Teacher Training for the Mentally Retarded, 27 teacher candidates in the department of Psychological Counseling and Guidance.

**Table 3.** Visiting university web site when students first enrolled in the university

I visited	176
I did not visit	24

Distribution of the teacher candidates participating in the research by their visits to the university web-pages in the days when they first enrolled in the university is seen in Table 3. While 176 teacher candidates participating in the research visited the university web-page in the days when they first enrolled in the university it is seen that only 24 of them did not visit the university web-page in the days when they first enrolled in the university. With reference to the said finding, the fact that the persons and units conducting the university web-pages and providing content to the same form special information pages for the students enrolled in the university during the days when university examination results are announced will strengthen the feature of information provision covered by the objectives of the web-sites.

**Table 4.** Visiting faculty web site when students first enrolled in the university

I visited	130
I did not visit	69

Distribution of the teacher candidates participating in the research by their visits to the faculty web-pages in the first days when they enrolled in the university is seen in Table 4. According to the results of the research, it was determined that 130 teacher candidates participating in the research visited the faculty web-page in the first days when they enrolled in the university while 69 of them did not visit the university web-page in the first days when they enrolled in the university. This research result being parallel with the states of visiting the university web-pages reveals that it is necessary so as for the faculty web sites to

design informative pages for the candidates who recently win the university during the first days when the university examination results are announced.

For the research data collection tool, teacher candidates were asked what kind of information they researched in the web page of the university during the first days when they enrolled in the university and requested to fill an open ended form. As a result of the analyses conducted within the scope of the research, categories regarding the information researched by the participating teacher candidates in the university web page were provided in the Table 5.

**Table 5.** Categories in the university web site

University General Information	108
Enrollment Processes	72
Education	55

After thematizing the categories as regards the information researched by the participating teacher candidates in the university web page, it was tried to gather the themes under the categories. Although 200 students took part in the research, response number was determined as 235 since a response given by a teacher candidate can be evaluated under several theme and category. At the end of gathering under categories, 3 categories were formed. The category of the university general information was formed with total 108 students' expressions upon the examination of the responses provided by the students. The category of the enrollment processes was formed with 72 expressions while education category was formed with 55 expressions.

When the categories were examined, there emerges the category of University General Information covering the conditions and situations such as getting acquainted with the university from physical aspect, understanding the location of the university, following the university news and learning about the social life in the university as a primary purpose of visiting the university web pages. Teacher candidates visit the university web pages secondarily for the conditions and situations such as learning required enrollment documents, enrollment fees and carrying out the pre-enrollment transactions. Such explained conditions and situations are gathered under the category of Enrollment Processes. As the last category for visiting the university we pages, Education category was determined. The issues evaluated under the category of the Education compose of learning course contents, academic calendar, getting information about the student exchange programs.

Themes falling into the University general information category which are formed through the responses provided when the teacher candidates participating in the research were asked the reasons for visiting the faculty web-pages in the first days when they enrolled in the university are seen under the themes specified in the Table 6 University general information category.

**Table 6.** Themes falling into the category of University general information

General Information	30
University Photographs	20
Instructors	18
University News	13
Departments	11
University Location	10
Social Activities	6
Contact Details	4
Social Life	2
Academic Units	1
Library	1
Clubs	1

The theme formed with the most responses under the category of University general information is general information theme. Students stated that they visited the university web page for the purposes to get acquainted with the university they enrolled in, get information about the physical opportunities, get to know about the history of the university, awards enrolled in by the university etc. in the first days when the they enrolled in the university. The direct quotations from the responses written by the students are provided below.

*“...what university includes, in what kind of system it runs ...”*

*“To see the university I enrolled in...”*

*“...I follow the news about the achievements of our university, announcements concerning us made by the register office...”*

*“...history features, existing departments and address of the university...”*

The theme formed with the second most responses under the category of University general information is university pictures. Teacher candidates stated that they researched university pictures on the university web-pages in order to get acquainted with the campus before coming to the campus in which they will study. Direct quotations from the responses given by the students are as follows:

*“... I looked at the visual materials (photo) in order to get preliminary information about the university...”*

*“I looked at the pictures of the campus...”*

*“...at the pictures of the university...”*

The participating teacher candidates stated that they visited the university web page, rather in order to get information about the instructors after looking at the university pictures.

*“...learn the names of the instructors giving the courses...”*

*“...I searched course instructors...”*

*“...I researched educational levels of the instructors...”*

The participating teacher candidates stated that they visited the university web page in order to follow the university and announcements regarding the enrollment. University news theme was formed through the responses given by the teacher candidates. The responses given by the teacher candidates in respect of this theme are provided below.+

*“...I visited for the news published by the university...”*

*“I utilize the web-site for the announcements...”*

*“... I looked at the up-to-date announcements...”*

Other themes formed in line with the responses evaluated under the university general information category were determined as departments, location of the university, social activities, contact details, social life, academic units, library and clubs theme. Teacher candidates' views utilized in forming these themes can be sampled as follows:

*“...university faculties, departments, location and position of the university...”*

*“...location of the university faculties, departments of the university...”*

*“...sportive activities, social activities...”*

*“...I searched the social activities...”*

In line with the responses given by the participating teacher candidates, themes evaluated under the category of the enrollment processes are provided in Table 7.

Table 7. Themes falling into the category of enrollment processes

Enrollment	34
Pre-Enrollment Processes	32
Tuition Details	6

The theme formed with the most responses under the category of the enrollment processes is the enrollment theme. While forming the enrollment theme, teacher candidates' demand to learn required documents for the enrollment and the searches for enrollment guidance became the determinant. The direct quotations from the responses written by the teacher candidates are provided below.

*“...for the documents and details regarding the enrollment...”*

*“...dates of enrollment, details regarding the enrollment...”*

*“...I visited in order to learn whether there is anything I do not know about the enrollment...”*

Another factor leading the teacher candidates' to visit the university web site is the publication of the pre-enrollment form over the university web site and demand of the university from the students to fill the pre-enrollment form over the internet before coming to the campus for the enrollment. Responses provided by the teacher candidates are as follows:

*“...I filled the student pre-enrollment form...”*

*“...I make research for the pre-enrollment...”*

*“...I only visited in order to fill the pre-enrollment form...”*

Teacher candidates stated that they visited the web page of the university in order to get information about the tuition fees, due dates of tuition installment, bank details during the first days when they enrolled in the university. The direct quotations from the responses given by the teacher candidates are provided below.

*“... I looked at the announcements regarding tuition fee in the student affairs section...”*

*“I followed the due dates of the tuition installments...”*

*“...tuition fees in the student affairs section...”*

**Table 8.** Themes falling into the category of Education

Course Contents	16
Academic Calendar	16
Student Exchange Programs	10
Education	7
Double Major	2

The last category formed with the responses given by the teacher candidates to the question: “what kind information do you look for in the university web page” is education. Course contents, academic calendar, student exchange programs, education and double major themes fall into the category of the Education.

16 responses by which the teacher candidates who newly enrolled in the university stated that they visited the university web page in order to learn about the courses and course contents they will study during the their educational period were determined among the responses of the students and course contents theme was formed through the said 16 responses. Students’ responses utilized to form the course contents theme are as follows:

*"I got information about the course program and course contents and reviewed the topics lectured in the courses..."*

*"...course program and course contents and lecturing styles..."*

*"I got information about the course contents..."*

*"...I looked at information such as course programs and course contents by means of the student information system..."*

*"I got information about the course program and course contents and reviewed the topics lectured during the courses..."*

The second theme formed in line with the responses given by the teacher candidates was determined as the academic calendar. The teacher candidates stated that they researched the academic calendar on the university web-pages in order to learn the issues such as the commencement dates of the courses, midterm exam and final terms and got such information from the academic calendar.

*"...academic calendar, student affairs..."*

*"...I followed the academic calendar..."*

*"...academic calendar of the university..."*

Another group coming into prominence under the category of the education among the responses given to the question: "what kind of information did you look for on the university web page when you newly enrolled in the university" by the teacher candidates who recently enrolled in the university is the details regarding the student exchange programs such as Erasmus Farabi etc. Teacher candidates stated that they looked for the information about the students exchange program conditions and programs. The direct quotations from the responses given by the teacher candidates are as follows.

*"...I looked at the conditions required for the Erasmus program..."*

*"I looked for the Erasmus and Farabi programs..."*

*"...I tried to get information about the Erasmus program..."*

The last two themes determined under the category of the education are education themes formed with the reposes which do not fall into the scope of the foregoing determined themes and double major theme. Teacher candidates stated that they visited the university web-page for the purposes such as looking for the opportunities provided by the university, lateral transfer possibilities, and course notes. Education theme was formed depending on such views. Samples of responses given by the teacher candidates in respect of these two themes are as follows:

*“...I visited the web site in order to look at the course notes and information about the university...”*

*“Student academic calendar, attendance details, student numbers, graduates, buildings containing the faculty, dormitory details...”*

**Table 9.** Categories in the faculty web site

Faculty General Information	97
Education	87

The teacher candidates participating in the research were requested to answer the question: for what kind of information they visited the faculty web-pages in the first days when they enrolled in the university. The fact that teacher candidates do not visit the faculty web pages as much as the university web pages is understood on the basis that they left that open ended question blank. 184 responses from the responses written by the teacher candidates were collected under 2 categories. The categories acquired through the responses given by the teacher candidates are faculty general information and education. Themes coming into prominence under the category of the faculty general information are faculty pictures, getting information about the instructors and general information whereas Themes coming into prominence under the category of education are course programs, course contents, and general information about the courses.

Themes forming the category of the faculty general information and students responses associated with the themes are provided in the Table 10. Seven themes were formed under the category of faculty general information.

**Table 10.** Themes falling into the category of Faculty general information

Picture	32
Instructors	31
General Information	12
Ranking	9
Departments	6
Announcement	4
Activities	3

As seen in the Table 10, teacher candidates who newly enrolled in the university looked for the picture of the faculty in which they would study on the faculty web site. The quotations from the responses given by the teacher candidates are as follows:

*"...Of course, I also looked at the pictures of the faculty's pictures..."*

*"...I looked for a photograph album..."*

*"...I accessed the photographs of our faculty over this web site..."*

*"...I acquired general information about the faculty and looked at the pictures..."*

In line with the views of the teacher candidates who newly enrolled in the university, the second theme formed under the faculty category is instructors. The teacher candidates tried to access details regarding the instructors over the faculty web page since they wondered about the instructors who would enter into their courses during their education period.

*"...I looked for the course instructors..."*

*"...information about the instructors..."*

*"...information about the academic staff..."*

*“...I accessed the information about our instructors’ academic career...”*

Another theme which was formed in line with the views of the teacher candidates who newly enrolled in the university and falls into the faculty category is general information theme. General information theme was formed utilizing the responses that teacher candidates stated that they looked for the faculty general information. The direct quotations from the responses written by the teacher candidates are provided below.

*“... I looked for the faculty general information...”*

*“... I visited the site to get acknowledged with the faculty...”*

*“... I looked for the information regarding the faculty operation...” Also I looked for the faculty before coming to the university...”*

Other themes formed under the category of faculty general information is location, departments, announcements and activities. While responses such as location of the faculty, social opportunities available around the faculty were taken into consideration in forming the location theme, students’ responses that I looked for information about the other departments in the faculty were taken into account in forming the departments theme. Students’ responses which were taken into consideration while forming the themes are as follows:

*“...departments available in the faculty, location of the faculty...”*

*“...information about the department...”*

*“... I looked at the address details of the faculty...”*

*“I review the announcements and news pertaining to the faculty...”*

*“... I looked for the information regarding the faculty announcements...”*

Seven themes fall into the category of education formed questioning the information searched by the teacher candidates when they visit the faculty web page. Six categories gathered under the education category are seen in the Table II.

**Table 11.** Themes falling into the category of Education

Course Program	48
Course Contents	29
Academic Calendar	8
Postgraduate Education Opportunities	1
Course Notes	1
Regulations	1

The theme which was formed under the education category through the information researched by the teacher candidates who recently enrolled in the university when they visited the faculty web page and formed using the most responses is the course program. The teacher candidates looked for the course programs visiting the faculty web page after enrolling in the university. The direct quotations from the responses given by the teacher candidates are sampled below.

*“...for the applied course program...”*

*“...course programs of their own department...”*

*“...I only visited in order to look at the course programs ...”*

*“...I look at the course programs and the courses I would take...”*

It was determined that teacher candidates who are about to enrolled in the university mostly looked for information regarding the topics to be lectured in the courses after researching the courses programs. Course contents theme was formed depending on responses received. Students' responses utilized to form the course contents theme can be sampled as follows:

*“...I researched the course contents of the department...”*

*“...I took a look at course contents and the information regarding the instructors...”*

*“...I looked at the course contents...”*

It was determined that teacher candidates who are about to enrolled the university mostly looked for academic calendar after researching the courses programs and course contents. It is estimated that calendar researches of the teacher candidates arise out of the need to learn the dates of the mid-term exams, finals together with the holiday periods.

*“I only looked for the dates and times for the midterm exams and finals...”*

*“... I looked at the academic calendar...”*

*“...commencement dates of the university...”*

*“Dates of the exams...”*

Themes formed through one student response under the education category are post-graduate opportunities, course notes and regulations. Students' responses utilized in forming the themes are provided below:

*“...master of science, doctorate opportunities...”*

*“...I looked at the course notes and courses details entered by the lecturers...”*

*“...I looked at the regulations...”*

## **CONCLUSION AND RECOMMENDATIONS**

This research was conducted to determine expectations of the teacher candidates from the university and faculty web-sites who have been newly placed in the university and to reveal the information they search in the university and faculty web-sites. It was determined that the most information researched by the teacher candidates on the university and faculty web-sites who newly enrolled in the university are the remarks about the enrollment processes, enrollment guidance, and pre-enrollment processes. It is suggested that the people and units preparing web-sites and providing contents specialize web-sites through featuring information pages regarding the enrollment transactions in the first days when the university examination results are announced. At the stage of the web-site specialization, it can be suggested to place information about enrollment transactions at the top of the news and/or announcements section, enrollment links at the top of the menus and to make a prominent design thereof.

The teacher candidates who newly enrolled in the university visit the university web sites in order to get information about the university. When the teacher candidates who have recently enrolled in the university, besides general visitors, are concerned, inclusion of the general information, in other words introductory information about university on the web-pages of the university and prominent design of the site in a manner to attract the visitors will facilitate the access of the visitors to such information.

Teacher candidates visit the university web sites in order to get information about the instructors, course contents, course plan and programs as well as academic calendar in respect of their educational periods. Provision of the pages giving introductory information about the instructors and inclusion of course contents, course plan and programs as well as academic calendar by the university web sites will ensure to satisfy the website-related expectations of the teacher candidates who newly enrolled in the university.

According to the research results when the information searched by the teacher candidates on the faculty web-sites who newly enrolled in the university are examined it is seen that the most information researched are course programs and course contents. Inclusion of information such as course programs and course contents into faculty web-sites will satisfy the curiosity of both new-comer teacher candidates and those who have been studying. Making such information accessible through links placed on the home page in the first days when the university examination results are announced will facilitate the access to the information since the teacher candidates who newly enrolled in the university are stranger to the websites.

Teacher candidates who newly enrolled in the university look for the faculty pictures on the websites of the faculty in order to get acquainted with the faculty where they will study. Inclusion of related picture gallery into the faculty websites and making such gallery accessible from home page will facilitate practicability of web-sites and access to information.

Teacher candidates of a state university who have newly enrolled in the university as the working group since this research aims to determine expectations of the teacher candidates from the university and faculty web-sites who have been newly placed in the university and to reveal the information they search in the university and faculty web-sites. It is suggested to carry out researches including teacher candidates into the work-group who study at the other departments of faculties in order to determine satisfaction levels of the students' expectation from the university and faculty websites as well as researches to be characterized as task-based in order to determine the practicability of university and faculty web-sites.

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**GENİŞLETİLMİŞ ÖZET**

**Problem Durumu:** Bilgi ve iletişim teknolojileri bireylerin yaşam döngüsünü değiştirmesinin yanı sıra bireylerin alışveriş, bilgi arama, okuma yazma alışkanlıklarını da değiştirmektedir. İnternetin yaygınlaşması ile bilginin yayılma hızı katlanmakta ve bireyler bilgi arayışlarını internet üzerinden arayışa yoğunlaştırmışlardır. Üniversite, ilköğretim okulu, ortaöğretim okulu vb. eğitim veren kurumların web siteleri kurumların vizyonunu yansıtmakta ve geliştirilen web siteleri sayesinde kurumlar öğrencilere, öğretmenlere, akademisyenlere ve velilere hizmet sunmaktadırlar. Birçok öğrenci herhangi bir okulu tercih etmeden önce kuruma ait olan web sitesini incelemekte ve ilgili okula yerleştikten sonra da okulun sitesinde bilgilere ulaşmaya çalışmaktadırlar. Özellikle üniversite öğrencileri herhangi bir üniversiteye yerleştikten sonra üniversiteye ait web sitesine göz atmakta ve web sitesinden çeşitli bilgiler edinmeye çalışmaktadırlar. Bu bağlamda site üzerinde yer alan tanımlayıcı bilgiler öğrencilere büyük yardım sağlamakta ve bu tür bilgiler oryantasyon döneminde yer alan öğrencilerin fakülte ve üniversiteye aidiyet duygusunu pekiştirmektedir.

**Araştırmanın Amacı:** Bu araştırmanın amacı üniversiteye yeni yerleşen öğretmen adaylarının üniversite ve fakülte web sitelerinden beklentilerini ve ne tür bilgileri aradıklarını belirlemektir.

**Araştırmanın Yöntemi:** Araştırma Phenomenological Reasrch olarak desenlenmiştir. Araştırma bir devlet üniversitesine yeni yerleşen öğretmen adaylarıyla öğretimin başladığı ilk hafta yarı yapılandırılmış görüşme formu kullanılarak gerçekleştirilmiştir. Araştırmanın örnekleme uygun örnekleme yöntemi kullanılarak seçilmiştir.

**Araştırmanın Bulguları:** Elde edilen bulgulara göre üniversiteyi yeni kazanan öğretmen adaylarının üniversite internet sitelerinde en çok aradıkları bilgilerin kayıt işlemleri hakkında açıklamalar, üniversiteyi tanıtıcı bilgiler, üniversite resimleri, üniversite haberleri, bölümler, kütüphane bilgileri, öğretim elemanları hakkında bilgiler, öğrenci değişim programları, ders içerikleri, ders plan ve programlarının yanı sıra akademik takvim bilgilerinin olduğu sonucuna varılmıştır.

**Araştırmanın Sonuç ve Önerileri:** Üniversiteyi kazanan öğretmen adaylarının fakülte web sayfalarından beklentileri incelendiğinde fakülte resimleri, öğretim elemanları hakkında bilgi, genel bilgiler, fakültenin konumu, bölümler, duyurular, ders programı, ders içerikleri, lisansüstü eğitim imkanları ile yönetmeliklerle ilgili görüş bildirdikleri tespit edilmiştir. Üniversite web sitelerini hazırlayan ve içerik sağlayan birey ve birimlerin üniversite sınavının açıklandığı

ilk günlerde kayıt işlemleri ile ilgili bilgilendirme sayfalarını ön plana çıkaracak şekilde üniversite web sitelerinin özelleştirilmesi önerilmektedir. Web sitelerinin özelleştirilmesi aşamasında kayıt işlemleri ile ilgili bilgilerin haber ve/veya duyurular bölümünde en sütte yer alması, web sitelerinde yer alacak kayıt linklerinin menülerin en üst bölümünde yer alması ve dikkat çekici şekilde tasarlanması önem arz etmektedir. Genel ziyaretçilerin yanı sıra üniversiteyi yeni kazanan öğretmen adayları düşünüldüğünde genel bilgiler bir başka deyişle üniversiteyi tanıtıcı bilgilerin üniversite web sayfalarında yer alması ve site ziyaretçilerinin dikkatini çekecek şekilde tasarlanması site ziyaretçilerinin bu bilgilere erişimini kolaylaştıracaktır.