

EDUCATION IN POST-PANDEMIC ERA

Prof. Dr. Fethi KAYALAR



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Editor in chief: Berkan Balpetek

Cover and Page Design: Duvar Design

Printing : December -2023

Publisher Certificate No: 49837

ISBN: 978-625-6585-73-7

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PREFACE

The pandemic period has shown even more clearly that online or hybrid education models can only aid face-to-face interaction. The issue is more than just a teaching-oriented transfer. The deficiency in education can be eliminated with compensation and some programs. However, it is necessary to consider the losses produced by this period beyond the boundaries of the curriculum. Many socialization elements such as peers, location, teachers must also be taken into account. An online teaching process limited to home continues without many components. In virtual classroom environments, not every course has the opportunity to be taught in the same way and be productive. Even if it is assumed that all students benefit from virtual education opportunities without any problems, this situation cannot be ignored. Again, primary school, secondary school, high school or university education each has its own special aspects. For this reason, even if the pandemic is completely overcome, compensation for this extraordinary period should not be evaluated solely focused on education.

This book includes learning and teaching models that teachers should apply to compensate for students' learning limitations during the Pandemic period. Many applications, especially blended learning and its sub-models, the advantages of distance education during the Pandemic period and the inadequacies encountered in this regard, education of immigrant students, education efforts and strategies in the New Normal Era, and home education applications, are presented to the readers in sections. I believe that this book will be very useful to anyone working on education practices during the pandemic period.

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CHAPTER 1

Blended Teaching and Learning Model during Pandemic

1. INTRODUCTION

With the development of technology and the discovery of the internet, the extraordinary increase in the ease of access to information has raised the possibility that face-to-face learning environments will decrease in importance over time. Today, humanity is experiencing important social changes. In this new era called the information society, the developments in the field of internet and information technologies have created greater effects than those of the Industrial Revolution on society. As a matter of fact, developments in internet and information technologies affect all areas of life. There are very important changes in production, service, trade, entertainment, learning and management styles. The most important of these changes is perhaps those in the field of education (Kayalar, 2020; Akgül, 2008). The main goal of educational activities is to make individuals creative, productive, with problem solving skills, and able to produce new products as they learn. Innovations in the Internet and information technologies offer individuals the opportunity to access information, to reveal their individual products, and to make the opportunities to present and disseminate them cheaply and easily. As a result of the reflection of the developments in science and technology in education, the developments in the field of education move from being teacher-centered to being student and learning-centered.

Learning is seen as a concept that can occur not only in schools and certain centers, but in every stage and space of life (Koşar, Çiğdem and Coşkunserçe, 2009; Usta, 2007). Internet technology is one of the leading technologies that change the understanding of education. The idea of using the Internet for teaching purposes is to provide a large number of the data, easy access to information and rich communication environments. The Web, which is one of the most important components of the Internet that can be used for teaching purposes, enriches the teaching environments both visually and auditory and adds multidimensionality to education (Gülümbay, 2005). Web-based education or online education is of great interest due to its effectiveness and developments in Information Technologies (Sohn, Park and Chang, 2008). The developing information and communication technologies have created the opportunity to move the interactions and applications that cannot be realized in the classroom out of the classroom with the flexibility of time and space. However, when the characteristics of traditional face-to-face education and e-learning activities are examined separately, e-learning, which is independent from the place and group education, is an approach that is not preferred

by students at the undergraduate level and there is no significant difference between the two types of learning due to the weakness of removing the individual from the socialization process. Online learning environments are internet-based, and face-to-face interaction is very limited (Koşar et al, 2009; Orhan, Altınışik, Altun and Kablan, 2004; Wang, 2003).

2. BLENDED LEARNING APPROACH

Blended learning can be defined as combining face to face education and internet / mobile based learning. Students have the opportunity to choose where (at school, at home or between the two) and when (during class hours, nights or weekends). But the teacher decides on the degree of this choice and which of the elements that make up the student's education online and which one will be completed in the classroom. Today, many teachers are not even aware that they practice blended learning. Naturally, they always did what they did: Ask students to do individual work (eg homework). The only difference was that students' individual work was supported by the online environment. Teachers allow students to organize and manage activities where they can browse, chat with them, share information, ask questions, use learning materials, and complete their work online.

There are also more digital resources available for use in education. These resources are educational videos and interactive educational games. It includes apps that allow students to make videos, animations, web pages, podcasts, music and more. These kinds of resources help students to increase their interest and most importantly their performance. Blended Learning describes four different concepts.

1. Mixing or combining different forms of web-based technology for an educational purpose such as virtual classrooms, self-education, learning together, video, audio or text.

2. Combining different educational approaches such as a structuralist, behavioral, and cognitive approach to provide the best learning outcomes, with or without educational technology.

3. Combining different educational technologies such as videotape, CD-ROM, web-based education and films with face to face instructor-guided applications.

4. Mixing or combining educational technology with current tasks to create a harmonious effect between learning and study.

Blended learning is a good way for an institution that wants to start e-learning, as it will positively affect both students, staff responsible for education, and the profit of the institution. Thanks to mixed learning, organizations can ensure that their employees move from traditional classroom training to e-learning step by step, making change easier to accept.

Working in a blended environment helps educators and education designers gain the skills needed for e-learning in small increments. As training professionals develop their e-learning skills, they can turn training into online. Many institutions have spent a significant amount of money on classroom training materials and do not want to throw this money into the street. With blended learning, organizations can use existing educational materials to supplement and support them, rather than replacing them with online ones (Driscoll, 2002). To switch to e-learning using blended learning, it may be useful to implement the following applications:

- Accessing tests and exams over the internet. In this way, the education department can both automatically calculate the scores and monitor and report these scores more easily. In addition, first of all, measuring tools such as test and exam over the internet helps the users to step into the new system step by step.
- Creating discussion boards online. Thus, students have the opportunity to contact their classmates to ask questions, exchange views and send resources to each other after training.
- Ensuring that source materials are available. Linking to reference materials related to the courses allows students to explore the topics in more depth. In addition, students are thus free from the obligation to stick to information that will become outdated after a few months.
- Submitting preliminary work online. Preliminary studies posted online both reduce costs and allow tracking whether students are prepared.
- Providing instructor support to students. Students may need the help of real people who answer their questions, help them develop strategies in individual learning, or only provide moral support.
- Using beneficial tools that help students organize information, review lesson instructions, and access summary information about the lessons requested.
- Creating virtual classes. In the transition from traditional classroom education to e-learning, the presence of live virtual classrooms can effectively replace the instructors. Thanks to virtual classrooms, students can benefit from the knowledge of specialists, no matter how geographically distant from them.
- Using e-mail and messaging effectively. E-mail is probably the least known among extended learning solutions. However, e-mail is a very powerful communication tool before, during and after learning.
- E- mailing students directly. The e-mails can send new information and additional resources about the curriculum. It can be informed about the advanced levels of the same training, or remind students when they will need to renew their certificates.

These methods, which are handled under the name of Blended Learning and implemented in many organizations that switch to e-learning, will help the new “learning culture” to be adopted by the users much more quickly in the duration of Covid-19 pandemic.

Positive effect of Blended Learning and Teaching in meeting learning needs, reaching more participants and even increasing performance is an accepted fact. If this method, which is a strong training strategy, is well designed. The blended teaching and learning method was born out of the need to deliver more education to more learners in different locations within the existing educational models. The definition of blended learning is from the combination of classroom education and e-learning; evolved into more complex programs containing synchronous / asynchronous learning models. Regardless of the content, the main purpose is; It is the ability of the person to understand the given subject thoroughly, to become self-sufficient, to increase business performance and to support business goals accordingly. The blended education method arose out of the need to deliver a larger amount of education to more learners in different places within the existing education models. The definition of blended learning has also evolved from the combination of in-class training and e-learning to more complex programs that include synchronous / asynchronous learning models. Regardless of the content, the main purpose is to be able to understand the subject well, to become self-sufficient, to increase the working performance and, accordingly, to support learning goals (Woodall,2004).

Blended learning also supports many different informal learning processes. This "process support" feature has become an area that some institutions attach great importance to. In addition, with this method, the traditional role of education has been enriched by developing tools that will help learners reach the information and education they only need in their daily rush. Providing students with the flexibility to make a choice can be considered as another reason for preference.

2.1. The Importance of Blended Learning during Recent Pandemic Covid -19

The main goal in education is to enrich the student's learning. In this context, blended learning, which requires the use of more than one learning approach or instructional technologies, enables the student to learn from different sources and by comparing them through books, web-supported materials and activities by enriching the ways of accessing information.

By eliminating time and space limitations with blended learning, student-student and studentteacher communication and interaction is ensured to be maintained both in the classroom and online. In addition, the student has the opportunity to transform the knowledge into life by asking, discussing and asking the information he / she learned. Blended learning facilitates the transition from teacher-centered teaching

approach to student-centered teaching approach. In this way, the student is able to organize his or her own learning without being dependent only on teacher guidance and increases the selection areas for individual learning preferences.

Blended learning provides a number of processes such as pre-learning and evaluation of the teaching process in the web environment with the opportunities offered by online environments, thus enabling this period to be directed to more efficient education / training processes by shortening the face-to-face learning process. Alternatives for blended learning are increasing, so students can learn according to their needs and expectations. From a corporate perspective, blended learning is a learning / teaching approach with the opportunities offered by e-learning, which is lower cost, easily updated, and eliminates the disadvantages of geographical location. In addition to all the positive parameters of blended learning, there are also some difficulties that may be encountered during the design and implementation phase.

The focus of “blending” is the participation of e-learning technologies in face-to-face learning. To do this, the main requirement is to expand the use of Learning Management Systems (LMS) as an interaction tool and performance support system, and to increase the technology equipped classrooms in schools. Students' needs for guidance and guidance for the use of technological tools should not be overlooked.

In addition, the necessity of having students' self-efficacy in e-learning environments and learning through these environments is the difficulties encountered in the application of blended learning (Graham, 2006).

3. RESULT AND SUGGESTIONS

In blended learning applications, the balance of face to face learning and e-learning may differ from lesson to lesson. Therefore, face-to-face learning methods and strategies are used more predominantly in some courses, while e-learning technologies can be used more in some courses. In another course, both e-learning and face-to-face learning can be used equally (Osguthorpe & Graham, 2003; Singh, 2003). It should be noted that blended learning does not have limited scope, such as the use of some strategies used only in e-learning (discussion forums, mail, content presentation, etc.) in face-to-face teaching and mostly as a supporting tool for face-to-face teaching (Dağ, 2011; Usta, 2007).

Blended learning, which should be considered as an instructional design approach, is a process that should be strategically planned in order to be implemented in a curriculum, or a curriculum or an educational institution (Sharpe et al., 2006; Oblinger, 2006; Mortera-Gutierrez, 2006).. The following suggestions can be presented for the components that should be in realizing blended learning approach and designing.

- Considering the necessity of using more than one learning approach in its design, blended learning should be considered as an instructional design approach.
- Different learning methods such as project-based learning, collaborative learning, role-based learning should be included in blending.
- Considering the e-learning environment and methods, which are one of the main components of blending, the use of the asynchronous and synchronous communication and interaction tools provided by the LMS and these systems will contribute to the more flexible and effective execution of the teaching process independent of time and space. .
- Course materials created for blended learning should be specially designed in different formats such as sound, image and writing, enabling students to learn at their own pace, taking into account students' learning styles.
- Blended learning environment should be enriched with learning activities to be presented by e-learning methods. For example, after a face-to-face course, it will be useful to present the exams that are presented to the student in an e-learning environment, containing questions in different types of questions that they can reach and use whenever they want. E-learning tools such as forums, chat tools, discussion boards, instant message services should definitely be used as learning activities in the learning environment and students' use of these tools should be evaluated within the course.
- After deciding on the application of blended learning, it is necessary to raise awareness of students about this issue and to carry out studies to increase their motivation and self-efficacy.

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CHAPTER 2

The Importance of Blended Learning during the Period of Global Pandemic

INTRODUCTION

With the development of technology, the 21st century is known as the age of information and communication technology (ICT) " or "digital age" or "information age" because technology has progressed at an unparalleled rate and has influenced every area of life, hence education. In today's world, called the age of information and communication, radical changes are taking place in the lives of individuals under the name of “digitalization”. In the words of Friedmann (2006), "in our flattened world", digital age technologies offer the opportunity to reach anything desired instantly, bringing the life standards of individuals to a different dimension. At the same time, it is becoming inevitable to keep up with this rapidly changing and evolving era. Digital technologies, which are in many areas of daily life, cannot be expected to remain outside of the education system. Technological materials and digital media seem to be becoming more and more involved in educational processes every passing day.

Educational environments have also been one of the areas under the influence of the digital age, and the convenience provided by technology in obtaining and using information in education has caused the understanding of education to gain a new dimension. These developments have led to the change and development of the education system, which is moving towards a constructivist approach throughout the world. Therefore, the diversity of the methods used by educators has become inevitable in order to make educational environments more interactive, to increase students' motivation levels and to increase success rates. Although the digital age has affected individuals' lifestyles, it has also led to a decrease in the impact of traditional teaching and learning paths, especially on the new generation of students. Computer aided education platforms have started to be used due to the positive contribution of computers, one of the most important tools that support the learning and teaching process, on education.

21st century students who grew up with technology, which Mark Prensky (2003) describes as “digital natives,” are individuals who know and express themselves and their environment through technology and digitality. For decades, the principal mission of applied linguists and researchers in this area has been to develop better methods and techniques. Therefore it would be right to conclude that advances in English Language Teaching in recent history have accelerated. Language teaching in the twentieth century was marked by constant change and

evolution and the emergence of often conflicting philosophies for language teaching (Richards & Rodgers 2001). It is seen that these students are at a much higher level in digital literacy compared to their parents and teachers. The most common tool used by these students, who contribute to their learning processes with the ever-changing and developing digital age, is the Internet. When the Internet and digital technologies come together, the importance of English, the common language of the whole world, increases. In this case, digitalization is made in the field of education in order to respond to the needs of the new generation students and to keep up with the era. With the rapidly developing technology and digital age, education and training environments have enriched and the concept of “Distance Education” has come to the fore, eliminating the limiting effects of time and space concepts as an alternative to face-to-face education.

Blended Learning through Digital Technologies

In recent years, it has been proven by some researchers (Ivy, 2011) that digital technologies integrated into foreign language education may have negative effects on both educators and students (Chen, Pedersen and Murphy, 2012), but carefully selected and correctly used digital media make foreign language education more interesting and effective (Ohashi, 2015). The main reasons for educators to integrate technological platforms into their lessons are; to ensure the active participation of students in the lessons and to keep their motivation, creativity and attention levels high; it can be listed as enabling students to learn by enjoying and providing them with a more effective and efficient educational environment (Balta & Tzavilkou, 2019). Studies on foreign language education integrated into face-to-face education around the world have shown that distance education offers students the opportunity to be involved in foreign language learning processes (Wang, 2015), without the restrictions of time and space, students are able to plan their own educational processes, it gives flexibility to learning processes because it provides instant feedback that shows offer the opportunity for continuous learning (White, 2003). In addition, it has been observed that digital applications within distance education contribute positively to foreign language learning processes so that students can evaluate their own processes, levels and preparedness (Karasu & Sarı, 2019).

According to Benson (2011), the use of technology-based approaches such as online education will enable the development of foreign language autonomy, which allows foreign language students to take control of their own learning processes. Moving away from the traditional classroom environment and using computer-aided language learning programs brought about by the millennium age

gives students the chance to reduce their dependence on teachers and take control of the process by following and planning their own learning processes (Karasu & Sari, 2019). Moreover, it is emphasized that distance education programs, which include information and communication technologies integrated into face-to-face education processes, enable students to become involved in learning processes by recognizing their own learning styles, stemming from a constructivist approach that adopts a student-centered approach (Eby, 2013).

In addition to integrating technology into education as a necessity of the digital age, it started to turn to alternative teaching methods that will increase efficiency in education due to the COVID 19 Pandemic that spread worldwide in 2020. Blended learning, in which online education and face-to-face training are applied together, is one of these methods. Friesen (2016) found that the word could mean almost any mix of technology, pedagogy and even job tasks in the early days of blended learning. Procter (2016) characterized blended learning as the compelling combination of distinctive modes of conveyance, models of educating and styles of learning. Graham (2006) notes that the true sense of blended learning is best expressed by the concept of blended learning as the combination of face-to-face instruction with online instruction. By combining conventional and online instruction, which provides learners with versatility, performance, and comfort, blended courses seek to build a modern learning experience (Stein & Graham, 2014). Face-to-face instruction and online instruction have existed in the past as two very different and separate modes of instruction, according to Graham (2006); the first addressed the needs of learners in a teacher-directed context, while the second was used in self-directed learning environments. These two different styles are merged through blended learning. Neumeier (2005, p. 164) claimed that “the most important task of a design for Blended Learning is to find the most successful and efficient combination for the individual learning topics, contexts and goals of the two modes of learning”.

Blended Learning for Language Learners

In language teaching, skill development is an important area that should be surveyed to see the effectiveness of blended learning in language acquisition. On the one hand, as reported by Klimova (2008), blended learning provides language learners contemporary information technologies with intriguing teaching and learning sources, for example effectively available materials, instant feedback, flexibility in studying time and place. Traditional face-to-face instruction, on the other side, is a sort of requirement for practice and input in ability development, for this reason blended learning is the middle of the road approach. Also, many studies (Shih, 2010; Grgurovic, 2011; Adas and Bakir, 2013; Ghazizadeh and

Fatemipour, 2017) have indicated that blended learning can be used successfully to improve the language skills of language learners. For example, reading, writing, speaking and listening skills of language learners may be improved by using blended learning rather than face-to-face or entirely online learning. Instead of traditional or online learning, blended learning can be used greatly because it facilitates a greater sense of interaction and community than traditional face-to-face or entirely online teaching and learning approaches (Tayebinik & Puteh, 2013). Within the language instructing and learning setting, Neumeier (2005) given a system for planning a blended learning environment. This system comprises of six parameters that recognize the key components in planning a blended learning environment for langugae learning and teaching. These parameters are: integration model, distribution of the content and goals of learning, methods of language teaching, mode, association of learning subjects, and location. For language teachers, each of these parameters is citical to determine if blended learning can be incorporated into their teaching practices.

Moreover, Marsh (2012) noted that the use of blended learning could provide language learners with several advantages over conventional approaches to teaching. Some of these advantages include developing the autonomy of language learners, increasing the interaction and participation of students, offering more individualized language support, encouraging collaborative learning, providing opportunities for language practice outside the classroom environments, and enhancing language skills for language learners. Also, considering the contribution of a high level of motivation to language education blended learning enables further learning experiences to inspire students to engage in and beyond the classroom environments that Senffner and Kepler (2015) have found out that blended learning is a versatile, adaptive and meaningful way of language teaching and learning. In short, the online aspect of blended learning allows langugae students to learn wherever they prefer at any time without being restricted to groups. Besides, According to Riel, Lawless, and Brown (2016) blended learning environments provide langugae learners with online and face-to-face places to meet, interact, and work on practical projects in language classes. Rhem (2012) pointed out that one of the distinctive aspects of blended learning is that it enables teachers to deliver classroom activities in two separate environments: in person and online. Additionally, participating in blended learning courses can encourage learners to improve other certain skills. King (2009), for instance, indicates that students taking blended courses have the ability to use digital media and learning skills of the 21st century to improve abilities in information literacy and critical thinking skills which have critical importance in langugae learning processes.

Blended Learning for Virtual Education

Knowledge has become the most important element that determines the competitiveness and development levels of societies in today's economy. In the transition to information economy, development of human resources by using information technologies in every field from education to health and lifelong education are of primary importance. While developing and changing technological structures enable the development of common solutions in global education, they also cause the expectations from individuals to increase rapidly and the quality of education to be evaluated within international standards (Erbarut, 2003).

New approaches should be used in order for student-teacher communication, which is the basic element of face-to-face education, to take part in virtual education. Virtual education technology is developing rapidly to offer distance education as an alternative to face-to-face education. Thanks to the virtual education, students can complete the education program in a geographic location far from the center of the institution that provides education (Kayalar and Kayalar, 2018).

One of the main approaches in the distance education process is to reach the learning resources beforehand, to support the student's self-learning and to make them ready for the lessons. These resources can be pre-loaded reading materials, lecture slides, as well as pre-voiced presentations or video lectures. Here, the goal is for the student to come ready to attend the face-to-face discussion sessions or lectures to be held simultaneously in the classroom or remotely, and gain the maximum benefit.

In blended education systems, if all courses are to be held remotely and simultaneously (synchronous), it becomes difficult to use methods such as an inverted classroom that will help distance education items and similar technology to support learning. This causes a distance from coeducation. In remote simultaneous (synchronous) lectures or seminars, students might lose their concentration more quickly, shift attention and interest due to surrounding stimuli, inability to control the whole class on the screen, disconnection slowdown problems, difficulties in using the question-answer method, and similar reasons. . For this reason, it is recommended to plan two lessons in a day, followed by two lessons in 1 hour break.

Recommendations

It is recommended to associate synchronous lessons directly with a student activity in order to benefit from any synchronous asynchronous course applications to be made remotely. In applications to be synchronized over the

Internet, the student must be ready for the lesson and the courses should be associated with student activities. In synchronous encounters, the topics should be reviewed with experts. It can be organized as a question-answer panel discussion session. Uniform narration of lecture slides should be avoided but for in exceptional cases. Lesson slides should be uploaded to the training system by voicing and monitoring by students. Measurement and evaluation should be planned in a way that supports learning. Formative evaluation elements and multiple evaluation methods should be included. Student contribution and participation must be included in the assessment.

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CHAPTER 3

Distance Learning Process in Turkey during Pandemic

INTRODUCTION

The coronavirus epidemic suddenly and rapidly affected the lives of people living in almost every country on earth. According to Suminar (2020), the pandemic can reduce economic activities to certain percentages and this will undoubtedly affect every area in our lives in the future. In addition to these, the closure of the borders of Europe and North America disrupts the service sectors such as transportation, tourism and entertainment.

Distance education can be defined as a system in which teachers and students in different physical spaces interact with the help of various communication technologies and perform teaching-learning activities in order to provide educational services to wider audiences and to ensure equal opportunities in education (Yalın, 2001; Arrivals, 2015).

Advantages and Disadvantages of Distance Education

As a precaution for the rapid spread of coronavirus, the first option that comes to mind to continue educational activities in order to protect the safety of people is to benefit from today's technological facilities. Technologies such as television, radio, internet, and smartphones are very important concepts in our lives in terms of supporting face-to-face education as well as making education sustainable in the period when face-to-face education is not possible. One of the advantages of these technologies, which are so important in our lives, is that they allow people to continue their education without being bound to certain places due to the epidemic that is constantly on the move or we have recently experienced. These technologies enable students to continue their education even remotely.

Problem Statements

What are the opinions of teachers and students about distance education and English language teaching during the pandemic process?

Answers to the following questions regarding this problem situation will be sought.

1. Sub Problems

1. What are the advantages and disadvantages of distance education during the pandemic process?
2. How is applied to teaching English through distance education in Turkey?

Purpose of the Study

The purpose of this study is to determine how schools conduct distance education and English courses as a result of the interruption of education in schools during the Covid 19 pandemic process, and to reveal the views of teachers and students about the process.

Importance of Research

This research was carried out to determine the course of the advantages and disadvantages of the pandemic through the process of distance education in Turkey, to identify how the implementation of English language teaching. In order to achieve these goals, the opinions of teachers and students involved in the distance education process were consulted.

Limitations

This research is limited to 15 teachers working in Erzincan in the 2019-2020 academic year and 30 students who continue their education with distance education in the second term of the 2019-2020 academic year.

METHOD

Research Model

Qualitative research technique was used in this study, which was conducted in order to determine the general views of teachers and students about the process during the pandemic process and to evaluate English teaching in the distance education process. Qualitative research is the research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed for revealing perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2011)

Research Group

The research group consists of 15 randomly selected English teachers working in Erzincan province in the 2019-2020 academic year and 30 students studying at primary, secondary and high schools. All teachers and students agreed to participate in the study voluntarily. It was important to have an equal number of participants in each level type. 5 of the teachers in the study group work in primary school, 5 in middle school and 5 in high school. 10 of the students participating in the study study in secondary school, 10 in secondary school and 10 in high school. The teachers working in Erzincan and the students attending

their classes through distance education were selected as the study group due to the easy accessibility due to the fact that the researcher was working.

Findings About Teachers' Socio-Demographic Features

Table 1. Distribution of Teachers by Demographic Characteristics

| Variable | Category | Frequency | Percent |
|------------------------|-------------------|-----------|---------|
| Gender | Male | 7 | 33,2 |
| | Female | 8 | 66,8 |
| Duration of experience | Less than 5 years | 10 | 56,4 |
| | Over 5 years | 5 | 43,6 |
| Type of School | Primary | 5 | 24,8 |
| | Secondary | 5 | 39,1 |
| | High School | 5 | 36,1 |
| Total | | 15 | 100,0 |

Data Collection Tool

The aim of the research on pandemic through this process how to do distance learning and distance education in Turkey is to evaluate the teaching of English. For this purpose, the data related to the research were obtained through the interview forms applied to the teachers and students in the distance education process. Different interview forms were used for teachers and students. For students studying at primary education level, a simple language was used in the interview forum. Interviews were conducted with middle school and high school students and teachers involved in distance education through open-ended questions.

The first part of the interview form applied to teachers and students consists of closed-ended questions to determine the demographic characteristics of teachers and students.

Analysis of Data

In the study, the data were collected by using a semi-structured interview form, and the opinions of teachers and students regarding the distance education process were collected by phone and e-mail. The researcher classified the responses given to the semi-structured interview form and subjected the data to content analysis.

FINDINGS AND INTERPRETATION

In the study, the opinions of students and teachers regarding the distance education process were determined by subjecting them to content analysis. The study findings were evaluated under four headings. In this part of the research, first the findings obtained from the analysis of the data are presented and then the comments are given.

A. Students' Views on the Distance Education Process

In the study, the following findings were obtained after analyzing the responses of the participant students to the question "What are your thoughts about distance education activities implemented in Turkey in the process of Pandemic?" with content analysis technique

While 20 of the students stated that they did not encounter any problems in the distance education process, 10 of them stated that they had difficulties from time to time in the system while entering the classes, they had difficulties in getting used to the system, they had low motivation due to the inability of the whole class to distance education and therefore they had difficulties in the transition to distance education.

While 25 of the students participating in the study stated that they found distance education enjoyable, 5 stated that the time to look at the screen increased during the distance education process and they were uncomfortable with it.

Twenty-seven of the students participating in the study stated that they miss the school and want to continue their education in schools. 3 high school students stated that continuing their education remotely or in a school environment did not make any difference for them and they were satisfied with the process.

1. Opinions of Students Receiving Education in Primary Education Level

"I can express myself better in the lessons at school, I can participate more in the lessons"

"I need face-to-face education to learn math."

"Distance education makes it easier for me to learn, I find distance education more fun"

2. Opinions of Middle School and High School Students

"I think only some lessons can be done through distance education"

"During the distance education process, I was able to follow my own development better and focus more on the lessons I need to study."

"I think distance education is as effective as face-to-face education and it contributes to me"

"I cannot reach my teacher whenever I want and as a class, we are experiencing technical problems in the system."

"I'm worried about future exams and I'm afraid of the virus."

B. Teachers' Views on the Distance Education Process

All of the teachers participating in the study stated that they have never had distance education experience before.

While 10 of the teachers stated that they needed technical and technological assistance while transitioning to the distance education process, 5 of them stated that they did not encounter any problems during the distance education process and they could easily adapt to the process.

Teacher opinions are given below.

"I think it will be effective for students if distance education is combined with face-to-face education."

"Distance education has been beneficial for students in the process, students have been able to continue their education."

"In the future, distance education may be preferred to face-to-face education because it is a comfortable method for both teachers and students."

"I spent more time preparing materials in the distance education process, which enabled me to develop myself as a teacher."

C. Students' Views on English Language Teaching in the Distance Education Process

In the study, "What are our thoughts on English language teaching during the pandemic process?" After analyzing the responses of the participant students to the question with the content analysis technique, the following findings were obtained.

While 25 of the students stated that they did not encounter any problems in their English lessons, the lessons were conducted as in the school environment, the lessons were more fun than the school environment, 5 students stated that they experienced technical problems such as sound quality in English teaching through distance education, not knowing how to participate in the activities, face-to-face education in English. They stated that they found the teaching more useful for them. Student views on distance learning English instruction during the pandemic process are given below.

"English lessons are more fun and my interest in English lessons increased thanks to the materials my teacher used."

"Sometimes I have trouble attending classes and that creates problems in my participation in activities."

"I like that English lessons are taught through distance education because it is no different from the lessons taught in the school environment."

"I cannot reach my teacher at any time in distance education, which makes it difficult for me to do my homework."

D. Teachers' Views on English Language Teaching in the Distance Education Process

In the study, "What are our thoughts on English language teaching during the pandemic process?" After analyzing the responses of the participant teachers to the question with the content analysis technique, the findings below are reached.

12 out of 15 English teachers participating in the study stated that they found the use of distance education useful in English teaching, that they could easily perform speech activities, they did not experience any problems in the process, and that they could benefit from distance education in English teaching in the future, while 3 English teachers were more. They reported that they spent time, some students did not have internet access and therefore could not attend classes, and they found face-to-face education more useful in English teaching.

"As an English teacher, I find the EBA live curriculum sufficient for my lessons, but unlike the classroom environment, students can be more timid when attending classes in distance education."

"I prepare various materials such as presentations and videos before the distance education lessons. These enrich the content of the lesson. "

"The EBA live curriculum offered to us by the Ministry of National Education is very suitable for English education, I can easily carry out group discussions and speaking activities with students."

"I think the EBA live curriculum contributes to students' English language acquisition. It offers us an interactive environment like the classroom environment."

"I give students weekly online quizzes and writing assignments. It became easier for me to correct the mistakes of the students in the lessons conducted through distance education. "

"Some students have problems with the internet, which causes problems during the activities in the lessons."

"Students have trouble following instructions in English lessons because they have just gotten acquainted with distance education, and this affects how the classes work."

CONCLUSION AND RECOMMENDATIONS

In this study, we benefited from the opinions of students and teachers participating in the distance education process. The data related to the study was subjected to content analysis through the semi-structured interview form. The results obtained in the study were evaluated under four headings: students' views on distance education, students' views on distance education, students' views on

teaching English through distance education, and teachers' views on teaching English through distance education.

One of the striking results of the study is that realization education activities through distance education allow teachers to develop their professional competencies and to use technology actively in courses. Teachers exchanged ideas with their colleagues while transitioning to the distance education system and wanted to use new tools to use in courses. Through distance education, teachers had the opportunity to follow the progress of students more closely.

One of the important results obtained in this study for the evaluation of educational activities in Turkey in the course of the outbreak, which affects the motivation towards the course the students of distance education and students' computers, is that it increases the time they spend with tablet or phone. Based on these results obtained from the study, the following recommendations can be made.

- Training activities in Turkey during Pandemic should be assessed taking into consideration of the living conditions in this period.
- The Ministry of National Education should organize workshops in which academicians, teachers and student representatives can participate in order to increase the quality of distance education, which is necessarily applied in extraordinary situations such as epidemics and natural disasters.
- The Ministry of National Education should establish an e-learning system for all educational levels and the fields of study and disciplines involved in these levels and make updates every year in the light of scientific data for its development.

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CHAPTER 4

Lifelong Learning during the Pandemic Period

1. INTRODUCTION

With the start of the pandemic process, the foundations of the distance education system were laid and a new education system was created. Students, parents and teachers found themselves in a situation they were not used to before. In a sense, a digital transformation began with the start of this process.

Upon examining the relationship between economic and educational parameters and the effect of Covid-19 on education system in Turkey, we can talk about the existence of a strong bond. Distance education has led to the prominence of socio-economic inequality. That is, the right to education and access to education is significantly affected by COVID-19. If we look at the overall picture, we can say that the pandemic will cause above-average damage to education.

The pandemic process has also led to changes in education. In this article, the effects of the pandemic process on education and students will be discussed and the parameters that can affect the new system to be implemented will be presented. Nowadays, the concept of “21st century digital literacy” has emerged. Digital Literacy is defined as the skills that must be possessed in order to live, learn and work in a society where access to information is provided through digital technologies such as internet platforms, social media and mobile devices. In fact, reforms in the field of education had begun before the pandemic process, but the pandemic process accelerated and made these reforms mandatory. The education area has begun to be built to adapt to the 21st century skills.

1.1. Lifelong Learning

Lifelong Learning covers all kinds of learning activities that an individual participates throughout his life in order to improve his knowledge and skills. Lifelong learning is not limited to schools. It can happen at home, at work, in all areas of life; It is one of the basic concepts that shows that learning can be sustained without any obstacles, regardless of age, social, economic status and education level.

The concept of lifelong learning has emerged in line with the needs of the age, in order to keep up with the rapidly developing and changing social and cultural life, and has become an important indicator in terms of education level and employment conditions in developed and developing countries.

With the development and gaining importance of lifelong learning, education has emerged as the basic component of all educational activities including both school education and out-of-school education, regardless of time and place. In the Lifelong Learning Memorandum announced by the European Union Commission in 2000, it was mentioned that the following six basic strategies are necessary for the definition and dissemination of lifelong learning, and the general framework of lifelong learning in the 21st century was determined:

- New basic skills for all,
- More investment in human resources,
- Development of innovations and new methods in education,
- Appreciating and certifying all kinds of education,
- Reviewing the guidance and counseling services
- It has been determined as bringing education closer to the learners as much as possible, using information communication technology to reach those with difficulty in access, lifelong learning approach for local and regional-based initiatives, multi-purpose learning centers, and utilizing information networks for the learning society.

The lifelong learning system, which started to be established with the Lifelong Learning Strategy Document for the period of 2009-2013, is aimed to have a more systematic structure in line with national and international approaches with the Lifelong Learning Strategy Document and Action Plan for the 2014-2018 period. The National Lifelong Learning Strategy Document for the Period of 2014-2018, prepared to increase the effectiveness and efficiency of the lifelong learning system, includes:

- Creating lifelong learning culture and awareness in the society,
- Increasing lifelong learning opportunities and presentation,
- Increasing access to lifelong learning opportunities,
- Development of lifelong guidance and counseling system,
- Developing a system for the recognition of prior learning,
- Development of lifelong learning monitoring and evaluation system

1.2. The effect of Pandemic on Lifelong Learning

The Covid-19 outbreak continues to adversely affect all aspects of life in the world. In this context, it was the first time that education was affected on such a global scale for the first time, and education institutions at all levels from pre-school to higher education were rapidly closed in most countries. It is now known

that over a billion students at all levels worldwide are moving away from traditional educational settings (Bozkurt, 2020; Kayalar, 2020).

In Article 42 of the Constitution of the Republic of Turkey, the statement of “No one shall be deprived of education and training” is made emphasis on the right to education. During the pandemic process, some groups, most of whom were disabled children and refugee children, could not benefit from these rights. The most important reason for this was that educational services for disabled and refugee students were different. Students with disabilities are offered the choice to attend either special education schools or public schools as mainstreaming students. There are two options for refugee students: temporary schools and public schools (Yıldız and Vural, 2020; Çelik and İçduygu, 2018; Yamamoto and Altun, 2020)).

During the pandemic process in Turkey, while continuing education with the EBA and TRT channels, it is seen that these two groups are at a disadvantage in addition to the negatively affected students. After all, distance or digital education was not considered for special education schools and temporary education schools, so these students were deprived of their educational rights, while students attending private schools received different education from public school students in this process. These students, whose numbers are quite high, were able to access education through some platforms. In addition, the inadequacy of the courses on the EBA and TRT channels will create an educational difference between the two student groups because this three-month process has an important place in the education life of students.

1.3. Measures Taken Against Adverse Effects of Covid-19 on Lifelong Learning

Especially university and vocational high school students have compulsory practical courses and internships. Even if distance education continues, if no alternative is developed for this group of students, they will not be able to complete their education or have to take a break. However, a system can be developed to eliminate such training problems. Simulations can also enter the artificial intelligence education life, and thus practical courses and internships can be done through simulations. In addition to these, digital systems such as platforms, channels, websites can be developed and integrated into education.

Education in Turkey during Pandemic is now carried out using technological means such as remote and the TV or the internet. The state and all educational institutions and organizations have put forward their opportunities in order to provide individuals with access to these opportunities. While these changes previously caused discomfort in individuals to some extent, these new solutions

brought to education over time during the pandemic period showed us once again the contribution and importance of the much-needed concept of lifelong learning to education. Although it is known until now, COVID-19 has been a relatively catalyst in the worldwide use of lifelong learning to seek innovative solutions in a short period of time, making change in education mandatory, albeit temporarily (Göral, 2020).

In this temporary education process, individuals, while staying at their homes, left aside the limiting views such as education in the classroom, active teacher, and passive student, which are seen in traditional education methods, and entered the process of getting to know themselves (Wiederhold, 2020; Williamson et al, 2020; Zhu and Liu, 2020). Now, all individuals can experience an active and independent learning process by determining what, when and how they will receive education from their homes, and on the other hand, they have started to benefit from equality of opportunity in education thanks to access to countless resources available in this critical period. Again, in this period, we see that learners and solution providers really experience the concept of “learning anywhere, anytime” in digital format. Traditional face-to-face learning is complemented by new learning methods, from live broadcasts to educational influencers and virtual reality experiences, and learning for both tutors and learners is supported by technological resources. Not only that, but these days when it is compulsory to stay at home, learning is being tried to become a habit integrated into daily routines. Especially adults who try to keep their children at home either create educational activities for their children or involve their children in the jobs they do or have to do sometimes housework and sometimes professional activities. For this reason, both adults and children can experience learning as a true lifestyle in this process. Just like lifelong learning aims.

In this period, we also see public-private sector training partnerships that are the basis of lifelong learning approach. While the role of states in education is decreasing, the roles of relevant social partners are increasing. Over the past few weeks, various stakeholders, including governments, publishers, education professionals, technology providers, and network operators, have been coming together to form learning consortia and coalitions as a workaround to the crisis. In China, the Ministry of Education has set up a group of various components to develop a new cloud-based, online learning and publishing platform and to develop an educational infrastructure led by the Ministry of Education and the Ministry of Industry and Information Technology. With examples like these, it is clear that educational innovation is gaining attention beyond typical state-funded or non-profit social projects.

RESULT AND SUGGESTIONS

In recent years, much more interest and investment in education solutions and innovation from the private sector has provided huge resources for lifelong learning. On the other hand, it should not be forgotten that lifelong learning uses technological resources as a tool and aims to adapt the service to the learner in a random manner. Although most of the lifelong learning initiatives undertaken to date are limited in scope and relatively isolated, the pandemic may pave the way for larger cross-sectoral coalitions to form around a common educational goal. Otherwise, socioeconomic inequality will unfortunately manifest itself in education, as long as access costs do not decrease and access quality increases today. The digital divide among learners will widen further if education is determined by those who access the latest technologies. In this regard, the lifelong learning approach following technology but not dependent on technology should be adopted and should not be seen as an alternative or temporary plan only in critical periods, but should be given great places in the foundation of the education system.

The basic starting point of lifelong learning for social transformation is the need for individuals to reach awareness that will develop their skills to plan deeper, more realistic and suitable for their personal realities. For this, they need to ask in-depth questions, work to improve their self-awareness, rediscover career goals and objectives, and shape their visual, verbal and virtual presence according to the sector.

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CHAPTER 5

Educational Troubles of Immigrant Students during the Recent Global Pandemic

1. INTRODUCTION

Due to its geographical location, Turkey has faced large-scale migration movements throughout history, including mass asylum movements. With the mass migration influx from Syria after 2011, according to official figures, there are 4.100.000 Syrians, 1.500.000 immigrants and refugees from Afghanistan, Iraq and other countries as of 2022 in Turkey. The number of studies on migration, which is one of the most important phenomena affecting millions of people on a global scale, especially in Turkey, is increasing day by day, and many actors are active in the field of practice and knowledge production.

After the start of the COVID-19 pandemic and the first case in Turkey, important regulations came to the fore in the field of education, as in every other field, and many changes and regulations were implemented by the Ministry of National Education in the process. In March 2020, after the face-to-face training was suspended for a while at the first stage, the distance education system was put into operation through the EBA under the coordination of the Ministry. Depending on the course of the pandemic throughout the country, in the first year, decisions were taken and put into practice for different education levels from time to time, both by the Council of Ministers at the central level, by the Governorships and Provincial Pandemic Boards. While some levels completely transitioned to the distance education system, some levels continued face-to-face education; in some cases, a hybrid model was advanced. Finally, according to the measures announced on April 13, 2021, with the exception of 8th and 12th grades, primary, secondary and high school levels were completely switched to distance education. It was announced that face-to-face education will continue in pre-school. It was also announced by the relevant authorities that there may be changes in practice depending on the course of the epidemic.

It is known that before the pandemic, refugee children had problems in accessing education due to language problems, lack of knowledge, and socioeconomic difficulties. With the pandemic, it is observed that these difficulties have deepened for many refugee families. According to the study, the main reason for children to continue education only face-to-face is the inability to access distance education due to the inadequacy of communication tools. In addition to the lack of technical equipment, the barriers to accessing distance education are listed as the language problem, lack of knowledge on using EBA,

the lack of suitable physical environment to follow the lessons at home, and the inability of children to communicate with their teachers and school. These results show that the socio-economic difficulties and language problems that refugee children were already facing before the pandemic continued during the pandemic period.

2. THE REPORTS BY NATIONAL AND INTERNATIONAL SOURCES

The “Sectoral Analysis of the Effects of the Covid-19 Epidemic on Refugees in Turkey” report published by the Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM) states that 70% of immigrant and refugee children enrolled in school in pre-pandemic period are still enrolled in school and 48% of children enrolled in school could not benefit from distance education. More than half of the families of children who have difficulties in participating in distance education stated the inadequacy of technical facilities such as television and computers as the reason for not benefiting from distance education.

While 64% of the children included in the study carried out by Kızılay in 17 provinces had television and internet at home, only 2% did not have television and internet. Technical deficiencies are at the forefront of the difficulties experienced by the children who follow the courses on television and smart phones. In the report, it is stated that the children are not able to listen to the lessons from time to time due to technical difficulties such as the old/small television, the connection signal of the internet according to the places where the residence is located, and the internet speed/disconnection problems. Again, in the report of the Kızılay, it is seen that 32% of the children who do not follow the lessons cannot follow the lessons due to technical deficiencies such as television, internet, smart phone, while it is seen that 9% of them cannot follow the lessons due to the language barrier. It was stated by their families that 8% of the children who do not follow the courses have lack of technical knowledge about EBA access and they have problems in terms of obtaining passwords and syllabus.

In the study carried out by Save the Children in Istanbul and covering 1051 children, it was observed that 66% of school-registered Syrian children and 86% of school-registered Afghan children switched to distance/online education via television or mobile application. It was revealed that 73% of Afghan families found these regulations productive for their children, while 40% of Syrian families found these regulations productive for their children.

With the declaration of a pandemic by the World Health Organization (WHO) after the coronavirus COVID-19 outbreak, formal education was suspended in Turkey within the scope of the measures taken, and distance education was

started. While two years are behind in distance education, the Ministry of National Education (MEB) announced that face-to-face education will continue two days a week in the second semester of the 2020-2021 academic year, and distance education will continue on the other days. However, the distance education process that had to be experienced further deepened the “digital gap” and existing inequalities (Küçüksen and Sayın, 2020). As of 2022, face-to-face education has started, but the negative effects of the two-year pandemic process on refugee and migrant students have begun to be observed very closely.

The United Nations High Commissioner for Refugees (UNHCR) pointed out in its report that half of the refugee students in the world were cut off from education during the pandemic process. The report emphasized that there is an even more serious danger especially for refugee girls. In the report, which stated that refugee girls' access to education is at a lower level than boys, it was noted that when girls arrive at secondary education, school enrollment rates are reduced by half compared to boys. UNHCR estimates that half of refugee girls in secondary education will not be back in school when schools reopen. The separation of refugee students from education life also strengthens the possibility of their involvement in working life due to the economic losses during the pandemic process (Baltalı, Hüsünbeyi, Aydın, Akar, Köprülü and Doğan, 2021).

In the reports, it has been determined that the most common barriers to accessing distance education services during the pandemic process are language barrier, lack of television, internet access, lack of technical equipment such as smart phone, computer, tablet, home environment not suitable for regular education and lack of information about distance education services. . Reports revealed that more than half of refugee children have access to television and smartphones and are able to follow lessons online. However, it has been determined that nearly half of the refugee children do not have sufficient technical equipment at home, they live in families that do not have sufficient knowledge of using the systems, they have difficulty in following the lessons and they cannot benefit from distance education. It has been seen that the biggest problems experienced by children who can follow online courses are old or small television and internet speed problems.

In the light of the findings in national and international reports, it has been determined that the majority of the refugees obtained information about the Covid-19 epidemic primarily from television and then from other media. It has been determined that most of the refugees face job loss with the pandemic process. It has been revealed that they have difficulty in meeting their basic needs such as rent, food, diapers and baby food, milk and clothes, as their expenditures and payments are affected. It has been revealed that refugees in particular have

difficulties in meeting their basic hygiene needs and have difficulties in maintaining their hygiene practices and taking necessary health measures. It has been determined that the curfews in Turkey, especially during the pandemic process, cause families with disabled and elderly individuals to have difficulties in accessing markets as well (Küçükşen and Sayın, 2020).

The reports indicate that the main obstacles to accessing distance education in the Covid-19 period are lack of equipment such as television, internet access, smartphone, computer, tablet, language barrier, lack of information about distance education, crowded home environment. It has been revealed that the biggest problems experienced by refugee children, who have access to television and smart phones and can follow the lessons online, are problems such as old or small television and internet speed problems.

Although there are very limited studies addressing vulnerabilities and psychosocial well-being such as social violence, neglect and abuse, disability and chronic illness, in national and international reports, it has been determined that negative coping methods such as physical, economic and psychological violence, increase in close partner violence, exploitation, sexual abuse and early marriage were used during the pandemic process. It has been determined that the existing gender inequalities in particular have deepened with the Covid-19 epidemic, and the domestic labor of women has increased significantly with adverse health and economic conditions. This situation reveals the necessity of conducting more detailed studies with samples with different sensitivities and risks in our country and in the world.

Undoubtedly, one of the groups most affected by the measures taken and restrictions imposed within the scope of the pandemic is the individuals displaced due to war, conflict and humanitarian crises. Refugees face more risks and difficulties compared to the general population during the global epidemic and similar processes due to their psychosocial support needs and difficulties in accessing health services. In particular, difficulties in accessing information due to language barriers, exacerbation of current difficulties in accessing livelihoods and financial difficulties, additional health risks of living and working together, deficiencies in housing, food and hygiene conditions, and access to basic rights and services, interruptions and physical barriers to accessing facilities, especially health care units, are among the main reasons for these sensitivities.

In the process of combating and responding to the Covid-19 epidemic, it is essential to develop quality actions and intervention tools that will respond to the sensitivities and needs of refugees, to global combat goals, human rights and international standards.

3. ACTIONS NECESSARY FOR THE NEEDS OF REFUGEE STUDENTS

The national and international institutions and organizations should prevent the refugee children at school age from leaving behind the education. Their duties should include;

- Establishing partnerships based on provinces by reaching out to stakeholders from different segments such as municipalities, Provincial Directorates of Agriculture and Forestry, Chambers of Industry and Commerce and the private sector, in order to find solutions to the problems of children, such as malnutrition, access to healthy food, and access to education and educational equipment,
- Establishing new collaborations for access to livelihoods as well as social assistance and support provided to ensure and facilitate access to basic needs for asylum-seeking families,
- Organizing activities focused on the development of age- and culture-sensitive coping mechanisms in order to enable children to cope with their negative emotional states,
- Developing and strengthening existing policies and establishing possible collaborations to remove barriers to children's access to health services,
- Allocating additional financial resources to systematically monitor evaluate and report changing conditions and needs to relevant stakeholders by conducting regular field surveys in pilot provinces to be determined depending on the course of the pandemic process,
- Reviewing the current policies and practices in the light of the difficulties and needs brought about by an extraordinary process such as the pandemic in order to support both the access to the right to education and the psychosocial well-being of refugee children,
- Conducting informative studies for children and parents on the support mechanisms that children can apply for their psychosocial well-being,
- Establishing psychosocial support mechanisms that families may need within the scope of COVID-19 pandemic measures, in order to ensure the continuity of intercultural interaction, to support social cohesion, and to carry out studies for children to continue their education life,
- Developing various mechanisms and organizing awareness-raising actions and activities for families in order to strengthen the cooperation between teachers, guidance services and families in schools, Public Education Centers and other educational institutions in the cities with a high refugee population,

- Carrying out improvement works to remove the barriers to their access to these mechanisms and establishing a hotline for parents and children in schools, with the support of guidance services,
- Informing asylum seeker families with written and visual materials about the institutions and organizations that should be contacted if children are exposed to bullying in the online education environment,
- Presenting education modules suitable for children's age and development through different online platforms in order to improve children's Turkish language skills and to support school courses,
- Dissemination of public service announcements in order to remove the obstacles to families and children's access to support mechanisms, except for content related to EBA TV and other educational tools,
- Carrying out information and awareness-raising activities especially for refugees,
- Preparing written brochures and posters by educational institutions on this subject,
- Carrying out the necessary work in cooperation with community leaders, school administrations, headmen and associations,
- Increasing the social cohesion of refugee children after the pandemic, as the communication of children who cannot access distance education with school, teachers and peers is negatively affected,
- Conducting social cohesion studies for the re-establishment of peer-to-peer communication,
- Establishing possible and new collaborations to create additional financial resources for children and their families at risk of dropping out of school due to the pandemic, and maintaining and strengthening existing policies and cooperation,
- Conducting information seminars for refugee families on hygiene rules and other issues that children should pay attention to at school, regarding the change in the education model and the transition to face-to-face education in some periods within the scope of normalization plans.

4. CONCLUSION

Ensuring that all school-age refugee children continue their education should be our priority. As we brought to the agenda in the pre-pandemic period, it is of great importance that refugee children who continue their education are supported in their mother tongue so that they can access the same opportunities as their peers and increase their academic success. For this purpose, it is necessary to

carry out studies to ensure that more children can access the educational materials that have already been prepared, and to produce new educational materials.

In addition, in order to eliminate the inequalities that become more evident in the distance education period, it is necessary to eliminate the lack of technical equipment such as the internet, television, tablet and computer of refugee children. Informing teachers with refugee students in their classrooms about the special needs of children, as well as providing psychosocial support for refugee students' socio-economic problems and adaptation problems are of paramount importance. In some studies conducted with teachers with refugee children in their classrooms, teachers stated that they do not feel competent in the education of refugee children, that they do not organize their educational environments in line with the needs of refugee children, and that they do not think that the curriculum is sufficient for the education of refugee children. In addition, they stated that refugee children should be supported in terms of learning Turkish and their participation in school support courses should be ensured in order to solve the integration problems of refugee children (Baltalı et al, 2021).

While carrying out these studies, it is necessary to look at the concept of integration from a holistic perspective, and to work on the adaptation not only of refugee children to school, but also of teachers and other students in the classrooms of refugee children. For this purpose, psychosocial support studies on adjustment in these classes will be of great benefit.

The economic difficulties experienced by their parents are at the forefront of the factors that cause refugee children to leave their education life. The majority of the refugee population in Turkey live in cities and in adverse conditions. One of the groups most affected by the Covid-19 process has been the refugee population. According to the results of many studies, while the majority of refugees had difficulty in spending rent and food expenses in the pre-pandemic period, there were also refugees who lost their jobs and income with the pandemic. Due to the economic difficulties experienced by their parents, many refugee children are away from education because they have to work or help with domestic chores in order to contribute to the family income. For this reason, it is important for parents to participate in working life, to have a regular income and to be supported socioeconomically in order for children to continue their education. In addition, parents have almost no opportunity to help their children with their studies due to the language barrier. Children are trying to continue their education without any adults who can help with their studies.

Although there are children who can speak Turkish fluently among refugee children who continue their education, they do not understand the lessons as well as their native Turkish peers. For this reason, bilingual learning materials should

be developed that will allow refugee children to receive education in their own language in their classrooms. In addition to school lessons, refugee children need to be supported with studies to help them learn Turkish language and lessons. Again, teachers who have refugee students in their class need to be informed about the special needs of these children. Studies should be carried out to reorganize the curriculum to include refugee students and to enable teachers to benefit from translation support in meetings with refugee children's families and parent meetings. Finally, with the reopening of schools within the scope of normalization steps, it would be appropriate to inform refugee children and their families in their own language (Baltalı et al, 2021).

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CHAPTER 6

A La Carte Learning Model in Distance Education during the Pandemic

1. INTRODUCTION

The development of science and technology further encourages reform efforts in the utilization of technological results in the learning process. The effectiveness of learning is determined by many factors such as, teaching materials, learning methods and media. Effective learning environments are prepared in order to ensure learning, which is considered one of the most strategic elements of the information society.

With the use of Information and Communication Technologies (ICT) in face-to-face learning environments, blended learning has emerged and it has been an opportunity for students to learn outside the classroom in interaction with their teachers and other students. In this way, students gain experiences in lifelong learning and learning to learn in present information society. One of the most important consequences of the information society is change and transformation. The information society has begun to change the habits left over from the industrial society and even the habits it produces with the acceleration of change.

In a study conducted by the NSBA, the changes in knowledge are summarized as follows.

- Knowledge doubles every two to three years, 7000 scientific articles are published every day.
- High school graduates are exposed to more information than their grandparents faced in a lifetime.
- While only 15% of professions required faculty education, today almost all professions require faculty education.
- In the next 30 years, changes are expected to be equivalent to the changes experienced in the last 300 years.

As a necessity of living in the 21st century, it is necessary to have literacy skills in order to follow such a rapid change in information. It can be said that literacy skills form the basis of 21st century skills. Instead of teaching approaches such as behaviourist, objective and cognitive approaches, learning approaches such as constructivism and connectionism have been brought to the fore. Due to its importance, there has been a strong conceptual diversification for learning such as online learning, mobile learning, virtual learning, flexible learning and blended learning (Alexander, 2010; Garrison and Kanuka, 2004).

Combining different teaching methods to ensure effective learning has been around for many years. For this purpose, teachers mix and use different teaching strategies in classrooms. The technology interpretation of "mixing" is blended learning, which gained significant momentum in 2001. Although blended learning is not a new concept, its potential has emerged with e-learning.

2. BLENDED LEARNING

Blended learning, which has been presented as an effective instructional design approach in recent years, is the use of different knowledge transfer methods together and in some cases within the scope of a learning method. Blended learning is the combination of two separate learning/teaching models, traditional face-to-face learning system and distributed learning system, with emphasis on computer-based technologies. In face-to-face education, technology is used in the classroom, but its use outside the classroom is more limited (Bryan and Volchenkova, 2016; Launer, 2010; Singh, 2006).

In order for the students to understand the lesson better, activities and opportunities should be provided that will enable them to improve themselves at any time after the lesson. In addition, there was a need for applications that enable students to communicate with their teachers and friends about the lessons, to talk simultaneously and to exchange ideas. These opportunities are offered to learners by distance education. For this reason, distance learning, which offers more flexible learning environments and methods in terms of time and place, and the opportunities it provides to learning environments, has been combined with face-to-face education (Rogers, 2001; Graham and Dziuban, 2008; Caner, 2012).

Blended learning is primarily expressed as the mixing of web-based technologies (virtual classrooms, self-teaching education, collaborative learning, video, audio and text streaming) to achieve an instructional goal. Secondly, using a different conceptual approach, combining various educational approaches such as behaviorism, cognition, constructivism to produce the most appropriate learning outcomes with or without using instructional technologies is expressed as blended learning. Thirdly, using face-to-face education under the guidance of a teacher and combining different formats of instructional technologies (video, CD-Rom, web-based learning, distance learning technologies, etc.) is blended learning. Fourth and lastly, blended learning is defined as combining and blending real work tasks and learning technologies to create a harmonious effect for learning.

Blended learning does not have a limited scope, such as the use of some strategies such as discussion forums, mail, content presentation, which are used only in e-learning, in face-to-face teaching and mostly as a tool to support face-

to-face teaching. Blended learning, which should be accepted as an instructional design approach, is a process that should be strategically planned in order to be implemented in the realization of teaching for a course, in the dimension of a curriculum or an educational institution (Beaver, Hallar and Westmaas, 2014)

Blended learning focuses on achieving the highest achievement by matching the right learning technologies and applying the learning objectives, with the right personal learning style to equip the right skills to the right person at the right time.

The principles hidden in this definition include some important points such as

- The focus is on learning goals rather than sharing method.
- Many personal learning styles need support to reach large audiences.
- Each individual participates in the learning event with different information.
- In many cases, the most effective learning strategy is just what is needed at that moment.

There are main elements associated with blended learning such as psychological, technological, theoretical, communication and management system. Blended learning interacts with computer assisted learning, web based learning, electronic learning, learning management system and learning platform. In addition, there are other areas in which all these elements that blended learning is related to are also related to each other. For example, computer-assisted learning is directly related to behaviorism, computer-assisted applications, lifelong learning, and Web-assisted learning, and developments here change by affecting computer-assisted learning. Web-supported or face-to-face learning approaches can be used in the school environment, inside and outside the classroom (Vogel and Classen, 2001; Zhao et al., 2005). One of them can be done or there may be a few of them.

What is important here is the planning to be decided with the participation of other experts in the company of the instructor. In addition, it is the rational evaluation of the school's opportunities and strengths. The blended learning approach to be applied will have many benefits for both the student and the teaching staff, as well as the educational institution and its effectiveness.

We can briefly explain some of the benefits of the blended learning approach as:

- it increases learning effectiveness and makes the richness of learning permanent,
- it is convenient in terms of time and cost,
- the results take place at the most appropriate level,
- and collated studies occur immediately.

In addition to these, the application of the blended learning approach includes learning wealth, access to information, social interaction, management of learning and so on. It leads to important results. It is understood from these explanations that, in general, this learning approach provides diversity, cooperation and communication density in terms of individual learning, individual speed, listening, reading, seeing and application. In addition, it can be said that feedback has a positive effect such as speed, freedom in the learning environment, saving in time and learning costs (Hastie, Hung, Chen and Kinshuk 2010).

Of the sub-models of blended learning, A La Carte Learning Model and Enriched Virtual Learning Model have outstanding benefits and advantages in education during the recent Pandemic.

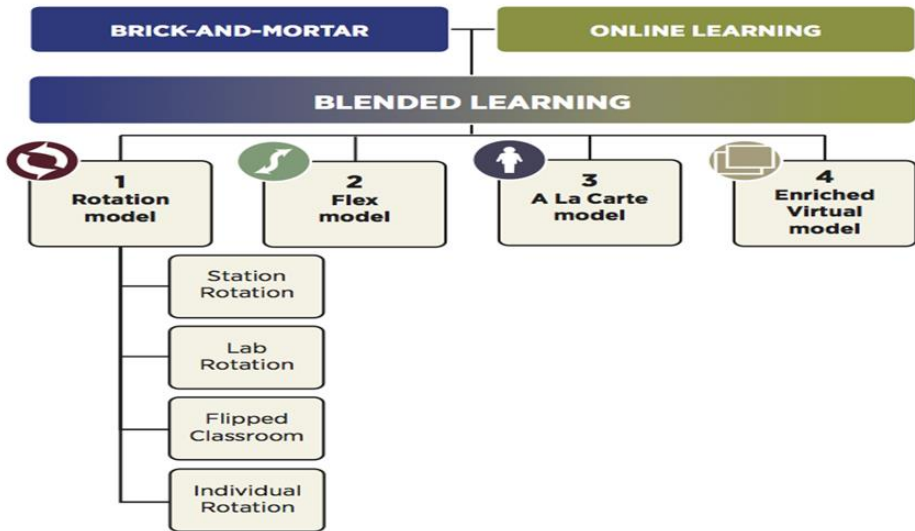
3. A LA CARTE LEARNING MODEL

A La Carte model, which is one of the Blended Learning models, is the model where students choose one or more courses that support the courses they take face-to-face completely online, and the course and the teacher are completely online. In the Enriched Virtual model, on the other hand, students complete most of the lessons online at home or outside of school, and receive face-to-face training at school as needed. In this model, students mostly work independently using digital learning materials, but get help when needed (Sibold 2016).

When the sub-models of Blended Learning are examined, it appears that each model has its own advantages, and it is necessary to use the most appropriate model according to the learning skills of the students. We have determined that A La Carte Learning Model and Enriched Virtual Model are the most appropriate model for high school students who have difficulty in fixed programs and fixed courses, as it gives them a great opportunity of choosing the best courses according to their interests. We have the conclusion that the sub-models of Blended Learning such as A La Carte Learning Model and Enriched Virtual Model should be applied in the process of Distance Education in order that the learners could be successful and get academic achievement during the recent Pandemic (Yang, Smola, Song and Wilson, 2014).

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation as shown in Table.

Table 1: Chart of Blended Learning



A La Carte Learning Model is a program in which students take one or more courses entirely online with an online teacher of record and at the same time continue to have brick-and-mortar educational experiences. Students may take the online courses either on the brick-and-mortar campus or off-site. This differs from full-time online learning and the Enriched Virtual model because it is not a whole-school experience.

An a la carte model, as the name implies, is a class that a student can choose to take entirely online to accompany other experiences they have at a traditional school or learning center. The teacher of record for the a la carte course is primarily an online teacher. Students may complete the learning activities either at school or at home. This differs from full-time online learning because it is not the only learning experience a student will have as they are still enrolled in traditional teacher-led classes as well (Yang, Z., Smola, A., Song & Wilson, A. G. 2014).

In a study, it is argued that the A-La-Carte demonstrates and consolidates face to face education with online course. Students take a portion of the courses online to enhance the part taken in the classroom. It should be possible in the classroom or wherever. Through this medium, teachers can grow the scope of study assets that students learn so as to help their inspiration and at last customize students' learning way.

The A-La-Carte Model gives students a chance to take an online course notwithstanding the central subjects, giving students greater adaptability over their timetables. For instance, students can take online seminars on organs of

speech, unadulterated vowels, diphthongs, consonants and intonation. Likewise, corporate preparing may gigantically profit by the A-La-Carte demonstrate by sparing the worker's time and endeavors. Rather than going to in-class addresses, they can take an online course while driving to work or in the solace of their own home. This model is learning prominence both in the educational and professional workplace since it offers students the chance to control their time, spot and pace while acing their abilities and information.

3.1 Enriched Virtual Learning Model

Enriched Virtual model—a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the A La Carte model because it is a whole-school experience, not a course-by-course model (Vijayakumar, Tamilarasan and Harshini, 2020).

The Enriched Virtual model, by definition, is rather straightforward: the backbone of student learning is online and the student is only required to attend brick-and-mortar school on designated days. Thanks to technology, learning is happening anywhere, anytime, and (sometimes) at varying pace. The required face-to-face time within this model typically serves two main purposes:

- 1) enrich students' learning experiences with group-based work or teacher-led instruction, for example, and
- 2) hold students accountable via regular in-person check-ins with their teachers and advisor(s).

This model isn't flashy; it's quite operational in nature. In the Christensen Institute's research, early adoption of this model emerged among fully virtual schools that shifted to blended learning to provide stronger supports for students who otherwise struggle to stay on track. It's worth noting, however, that this blended model is considered disruptive: it provides learning opportunities not governed by seat time like traditional instructional models, but instead determined by the degree to which students control time, path, pace, and in some cases, place of their learning.

Today, this model is still fairly niche among traditionally brick-and-mortar public schools; few schools tout their "Enriched Virtual" model at conferences or in articles. But when you take a look at schools leveraging this model, their

Enriched Virtual practice is pretty exciting in that it has the potential to benefit an increasing number of today's students: without Enriched Virtual's disruptive blended-learning structure, scheduling flexibility, off-campus learning experiences, opportunities to explore emerging passions, and more, wouldn't be feasible for schools to provide.

4. CONCLUSION

Many reasons for choosing an enriched virtual model or an à la carte model are the same. Both models allow you to support student-centred learning, develop self-management skills, and personalize learning through a wider range of course options. They can be used to accelerate credit accumulation, resolve timing constraints, or support basic learning skills.

Often these models are used with “non-traditional” students. For example, over-age under-credited high school students that have had interrupted academic progress, may need courses that don't fit into their traditional schedule. These models also help in rural areas where some students commute to school too long.

The course should be identified at the school in order to get started with the a la carte model or enriched model.

Replies for these questions should be found;

- Are there gaps in your course offerings?
- Have students become disengaged in the required courses?
- What are the interests?
- Do you have students who are far below grade level and need an additional course to meet their needs?
- Who will monitor student progress?

Both the a la carte and enriched virtual models are closer to online learning in the spectrum of blended learning and are more often used in higher grade levels. They are classified as blended learning because they still include limited face-to-face time with a teacher. An a la carte model often has mostly traditional face to face classes with an online course supplement whereas the enriched virtual model is mostly online with intermittent face-to-face interactions.

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CHAPTER 7

Parents' Views on Distance Education During the Pandemic Process

INTRODUCTION

The coronavirus, which started in China in December 2019 and then affected the whole world, was declared as a pandemic all over the world by the World Health Organization from the 11th of March onward. This virus is transmitted by droplet and contact and can threaten human life depending on the age and immunity of the patient. In order to prevent the spread of the epidemic, the countries with cases were decided to close the environments where people were together temporarily and then completely when they could not stop the progress of the epidemic. One of these closed environments was schools with a large number of students. Despite the closure of the schools, the education was continued through distance education so that children do not stay away from courses and educational environment. The use of applications such as EBA in our country has gained an advantage in preparing and applying distance education. In the early days, some students experienced some problems in distance education, such as some infrastructure problems, inability to access technological devices, and inadequacy of plan programming in the education program. In this study, suggestions were made to take precautions for the problems in distance education by using the parents' opinions in case of not being able to end the pandemic or experiencing such an extreme situation again in the future.

Coronavirus

Infectious diseases have led to the shaping of social life throughout human history, and today an infectious disease called coronavirus has emerged (1). Coronavirus disease (COVID-19) is caused by SARS-COV2 and represents a major global public health concern, the causative agent of the disease that can threaten human life. It is suggested that Covid-19, which is thought to be transmitted to humans from animals in the live animal market in Wuhan, China, is probably animal-based. The coronavirus spread rapidly to many countries and was officially declared as a pandemic by the World Health Organization on March 11, 2020, causing the death of approximately 7.000 people in Turkey and 1 million in the World. (2). The transmission of the Covid -19 virus from person to person has required to isolate people carrying the virus in treatments. Various measures have been taken around the world in order to prevent this epidemic and to reduce its contagiousness from person to person. Measures have been taken

and considerable efforts have been made to reduce and protect vulnerable populations, including children, healthcare professionals and the elderly (3).

Coronavirus is a disease that primarily targets the respiratory system of humans (4). The first coronavirus patients started to be seen in China in December 2019 (5). It has been concluded that Covid-19 spreads not by being transmitted from a patient to many people, but by a patient carrying the virus infecting the virus to various places in the hospital through various mechanisms (6). As of January 30, 2020, coronavirus cases have started to be seen in different countries (7). The lethality of the disease varies according to the immunity and age of the patient, and the rate of lethality is higher in patients over 70 years of age, patients with chronic diseases and patients with low immune systems (8). The transmission of Kovid-19 from person to person has caused the virus-carrying patients to be isolated. No vaccine or drug for coronavirus has yet been found (6).

Coronavirus in Turkey

The first cases in Turkey coronavirus has been seen on March 11, the first death from the virus-induced been seen on March 17. The number of cases has reached 5000 in a few weeks, the case fatality rate is not as high as 2.2%. The reasons for the low mortality rate can be shown as the high population of young people in our country and not exceeding all hospital capacities (2). Two strategies are supported in order to control the epidemic. The first of these is suppression and the second is reduction. In the suppression strategy, the number of cases quickly reaches a peak and begins to decrease. In the reduction strategy, it is aimed to slow the spread of the epidemic and to alleviate the health effects of the epidemic (15,16).

Since the virus is transmitted to people by droplets and contact with an infected object, maintaining physical distance and using proper masks is an important way of protection. In the management of the epidemic, fillation studies have been carried out to quickly find, quarantine and treat contact patients. Various regulations have been implemented to reduce social distance, and measures such as the prevention of travels, public transportation, meetings, and closure of workplaces have been taken (17). Most countries have taken similar measures to control the disease. Since the emergence of the first case, flights were stopped, schools were closed, workplaces such as cafes, restaurants, cinemas and theaters were closed, work from home was applied and intercity travels were prohibited. In our country, the Pandemic Scientific Board has been established by the Ministry of Health and recommendations have been made on the measures to be taken (2).

Education in the Coronavirus Process

Since the beginning of the epidemic, 187 of 191 countries have taken stricter measures by interrupting education throughout the country, while the remaining 4 countries (USA, Canada, Russia and Australia) have interrupted education regionally (9).

Social isolation is one of the most important issues in minimizing contagion in the Covid-19 outbreak. Social state policies should not ignore the necessities of the period and social life. For this reason, education policies have been reviewed all over the world and urgent measures have been taken to keep up with the pandemic process. First of all, educational institutions were closed completely or regionally, then education was supported through distance education. Distance education has been introduced through the internet channel, through television. In this way, the foundations of distance education were laid (10).

Schools interrupting education due to the epidemic caused social and economic problems. Although this situation affected every segment of the society, people who were not in good financial condition more. Sudden interruption of education, insufficient planning and programming in distance education, inability of students and parents to have sufficient information in the course of this situation, in other words, the uncertainty of the situation caused some difficulties in accessing the channel environments of distance education. This situation can be improved if each state provides its own adequate infrastructure (11).

This disease, which occurs all over the world, will bring innovations in education. Since this epidemic is seen at a later time in our country compared to other European countries, it has saved time and preparation for the distance education process (12).

The first item on the agenda since the emergence of the first case on March 11 has been whether educational institutions in which the bulk of people's activities are carried out should continue or not. Since March 16, 2020, education has been suspended for 3 weeks in preschool, primary school, secondary school and higher education institutions. Later, with the rapid increase in the number of cases in our country and the realization that the pandemic process will take a long time, institutions that provide formal education have completely switched to distance education with this 3-week interval. As of March 23, education has begun to continue on television or through internet. The Ministry of National Education said the following during this process:

“It is very important for our families to cooperate with us. We provided the necessary infrastructure on a national scale; We will enrich education with the participation of our parents. We will tell you the whole process regarding distance

education with simulations on weekdays. We will convey how to watch the lessons, which channels you can receive broadcasts, the use of Education Information Network (EBA) with sample videos. " (13).

Based on this statement, there are no problems with the realization of distance education in the country. However, the family also has a duty in evaluating this distance education process as correct and useful. In order for the family to participate in the education process, publications were made in EBA that parents can also attend.

Method

In this study, which aims to examine the opinions of parents who continue their education remotely after the covid-19 epidemic that emerged in March 2020, a case study, one of the qualitative research methods, was used. Case study is the examination of one or more events within the scope of their reality. Case studies are preferred because they allow us to examine unusual situations and make comparisons between situations (14).

Universe of the Research

The universe of the study consists of 13 parents with 15 students attending primary, secondary and high school in Erzincan. 2 of the parents of the students have finished primary school, 3 middle school, 4 high school and 4 undergraduate graduates. 3 of the students study in primary school, 4 in secondary school, and 8 in high school.

Collection of Data

Within the scope of the research, the data were collected through a form consisting of two parts, demographic information and semi-structured interview questions. Within the scope of demographic information, data about the parents' education level, the gender and age of their student were collected. As part of the semi-structured interview form, the following questions were asked to the parents: How do you spend your time at home? Do you think your child gains efficiency from the distance education process? Can you explain why ?, What are the things you want to add or change to the distance education process ?, What are the advantages and disadvantages of distance education to your child's lessons ?, What changes did the Corona virus create in your life? Prepared questions were sent to the parents via the online form, as it was not possible to meet face to face.

FINDINGS

In this section, the answers given by the parents to the research questions are analyzed. During the pandemic process, which is an extraordinary event, opinions about home environment and distance education were evaluated as positive and negative.

We asked parents of students "How do you spend your time at home?" The following opinions were given in positive terms to the question:

(1. The education of the parent is primary school, the student is in primary school): «... I support my child's education, we do housework.

(Education of the 2nd parent is middle school, his student is in high school): «... chatting with my family, watching the news, solving puzzles. '

(The education of the 3rd parent is undergraduate, the student is in middle school): «... we spend as a family playing games, watching the news, doing housework.

The opinions of 3 of the parents interviewed were given, which we can evaluate as positive. It is observed that parents who had to spend their time at home during the pandemic help their children with their lessons, spend time playing games with their children, communication at home increased more, and solidarity while doing housework. For the positive results of the pandemic, it can be said that it increases the interaction in the family, thus strengthening family ties. The different activities carried out in the family, the increase in the time spent physically with the family, the division of the burden of housework among the family members are positive behaviors to create the construction of common values in the family.

We asked parents of students "How do you spend your time at home?" The following opinions were given in a negative way:

- (Education of the 1st parent is high school, the student is in primary school): "... We end the day by eating, discussing with the people at home, watching TV and working on the phone all the time."

- (Education of the 2nd parent in primary school, the student attends primary school): «... watching television, working on the phone and computer, doing housework.

- (Education of the 3rd parent is undergraduate, the student is in secondary school): «... working in the garden, watching television, on the phone, spending time on the Internet.

- (Education of the 4th parent is high school, the student is in high school): "... since I am a civil servant, I go to work during the day, watch TV in the evenings, solve puzzles."

Considering the negative opinions given about the time spent at home, it was seen that the parents spent their time at home watching TV, using the phone and computer. In this process, the increase in time spent with technological devices may cause technology dependency. Parents who increase the time they spend with technological devices can also be the wrong role models for their children. Increasing communication with the virtual world may lead to decreased interaction with the family.

We asked the parents of the students “Do you think your child gains efficiency from the distance education process? Can you explain why? » Some of the positive answers given to the question are as follows:

- (Education of the 1st parent is middle school, the student goes to high school): «... yes, I think it is productive even if there is no school. '
- (Education of the 2nd parent is secondary school, the student goes to high school): «... in such a case, distance education is efficient in terms of lessons, but the home environment is not very good if it is crowded. '
- (Education of the 3rd parent is primary school, the student goes to primary school): “... yes, at least attends classes.”

Parents who think that distance education is efficient, although the schools are closed due to the indispensable situation, think that it is efficient in terms of continuing the lessons with distance education in order not to keep students from the lessons. They stated that the lessons were efficient but there were distracting factors during the lesson in the home environment. The number of people in the house stated that each child had problems due to the lack of their own computer and study room.

«Do you think your child gets efficiency from the distance education process? Can you explain why? » The negative answers to the question are as follows:

- (The education of the 1st parent is high school, the student goes to primary school): “... No, because the subjects on TV are very simple and insufficient, the child does not study at home because there is no teacher pressure.”
- (Education of the 2nd parent is undergraduate, the student goes to high school): «... I think it is not efficient, it is only good for them to assign homework during this process.
- (Education of the 3rd parent is secondary school, the student goes to middle school): «... I think it is not productive that the environment cannot be created with the teacher.
- (4. Parent's education is high school, student attends primary school): «... no, lessons are often repeated. Topics are handled insufficiently. »

- (5. Parent's education is undergraduate, the student goes to middle school): «... at each grade level I would upload subjects to EBA in turn, I wouldn't take long breaks.

- (6. Parent's education is undergraduate, the student goes to secondary school): «... Extension of the course duration, Turkish translations must be available in English lessons.”

- (7. Parent's education is undergraduate, student goes to high school): «... It would be better to have a lively educational environment as a classroom. '

- (8. Parent's education is primary school, the student goes to primary school): «... There should have been explanations in Turkish because we could not understand English.

- (9th parent's education is high school, student goes to high school): «... I wish the follow-up of this process was more detailed.

Among the things parents wanted to change in distance education, the reason for the inefficiency of education was the duration of the lessons, which they mentioned. It is thought that the training will be more efficient by increasing the duration of the lessons and shortening the interval given. One of the other suggestions made is to conduct distance education live with the teachers who attend the lectures of the student. It is thought that if the student has a lesson with the teachers he / she has already connected and interacted with, it will increase the student's interest and motivation in the lesson and the lesson will be more beneficial. It is also among the suggestions that the subject order applied at the school should be uploaded in units to the program to be broadcast in order for the lessons to progress in a certain order. Not using Turkish words in English lessons and speaking English completely created difficulties for both parents and students in understanding. It has been said that using it in Turkish words and sentences in English lessons can be more useful. Other parents stated that they were satisfied with the education and that they did not want to make any changes.

What are the advantages and disadvantages of distance education to your child's lessons? The answers to the question are as follows:

- (1. Parent's education is high school, student goes to primary school): «... No advantage. The disadvantage is that the lessons do not work as before, he forgets, and since the homework is too many, they are only for show.

- (Education of the 2nd parent is undergraduate, the student goes to high school): «... The advantage is that he can study because he is always at home, the disadvantage is that he spends a lot of time using the computer at home, he does not study.

- (Education of the 3rd parent is high school, the student goes to primary school): «... There is no advantage, the disadvantage is that the lessons are constantly repeated and the child gets bored.

- (The education of the 4th parent is secondary school, the student goes to high school): «... The advantage is that he can study all day at home, the disadvantage is he constantly plays with the computer, he does not study.

- (5. Parent's education is secondary school, the student goes to high school): «... The disadvantage is that the student cannot gain efficiency from the lesson.

- (6. Parent's education is primary school, the student goes to high school): «... advantages, the student does not forget the school and does not miss lessons.

- (7. Parent's education is undergraduate, the student goes to secondary school): «... It has no advantage, the disadvantage is completely lost from the lessons, it got into a vacation mood.

- (8. The parent's education is undergraduate, the student goes to middle school): «... the disadvantage is that he does not study at all, he constantly plays computer games, the advantage is that I can see that he does not study at all.

- (9. The parent's education is high school, the student goes to high school): «... The advantage is that the lessons are repeated, the lessons are not early as in school, the disadvantage is that there is no interaction with the teacher during the lesson.

Based on the opinions of the parents, we can say that the disadvantages of distance education are more than its advantages. It was concluded that the students did not show much interest in distance education during this period of their stay at home, spent most of their time playing games on the internet, and entered the holiday mood. Parents see it as a disadvantage that their teachers give too much homework due to the fact that children are always at home. It was thought that teaching lessons in front of a computer or TV decreased the efficiency of the lesson. As an advantage, it is seen that children who are constantly at home can devote more time to their lessons, preventing them from being disconnected from the school and lessons despite the adverse conditions, being able to attend classes at any time they want, and attend the missed lessons at the appropriate time.

RESULT

The corona virus, which started to affect the whole world since December 2019, has caused negative situations in all countries and humanity in matters such as economy, psychology, health, education. After the first corona virus was seen on March 11 in our country, all schools and courses took a short break on March 16. However, since the progress of the epidemic could not be prevented, this

period was extended further, and then it was announced by the Ministry of National Education that face-to-face education was terminated for the 2019-2020 period. In this interim period, the lessons continued with distance education so that the students do not fall behind from the lessons and leave the school. In our country, distance education has been started to be implemented by television and computer since 23 March and ended on 19 June. MEB stated that it is the second country after China that started distance education for millions of students nationwide due to the corona virus epidemic.

The strategic plan of the MEB 2019-2023 covers lifelong learning and distance education for private education institutions. In the 2023 vision, there is the aim of "Digital Content and Skill Supported Transformation in Learning Processes". In line with this purpose, goals such as preparing teachers' own content videos, personalizing education in digital environments and online workshops are included. The EBA application, which was developed within the scope of the "FATİH" project, which started to be implemented in 2010, was prepared in 2011 and updated in certain periods in 2012 to support school lessons and provide equal opportunity in education. The last update to EBA came at the beginning of 2020. In this way, our country was prepared for the transition to distance education in a short period of 10 days. For the distance education videos, shootings were made from Ankara and Istanbul, and 221 activity videos were prepared with a total of 2 thousand 358 lecture videos. In addition to lecture videos, art, sports, science and counseling activities and parent generation have also been included in distance education (18).

In the study, the opinions of parents about distance education during the pandemic process were examined. Parents stated that their children, who had to spend all their time at home, increased their time with technological devices more than necessary, and they spent time as if they were on vacation. Stating that the distance education videos are very short and they constantly talk about the same issues, the parents stated that their children do not enjoy watching the videos and find them boring. Based on these opinions, it is seen that distance education does not continue in accordance with the curriculum and there are deficiencies in content. Today, although students' high technology inclination enables them to evaluate the distance education process more efficiently, students could not evaluate this correctly. Even though we have encountered such an extraordinary event, it was regarded as a chance by the parents to be able to continue education. The digital learning process, which is created with a rapid adaptation process, is seen as a great advantage for children not to forget school and not to break away from school and lessons. The repetition of the lessons at different times during the day provides an opportunity for students who cannot attend the course. It has

also been found that there are disadvantages such as lack of teacher-student interaction in distance education, not being able to get instant help about the subject that the student does not understand, having difficulties in planning a program in people who do not have the habit of working on their own, and not being able to establish a connection between teacher and student. Students who have to spend most of their time at home should be more conscious about distance education. The follow-up of whether the courses are attended regularly should be checked by the school or the Ministry of National Education, an absenteeism system can be applied. The fact that the time of the uploaded videos is at the same school and in these intervals can enable the students to move more in the school discipline. In order for students to be willing and not bored while participating in distance education lessons, the topics covered should be progressed in accordance with the curriculum and the difficulty of lectures should be arranged in accordance with the curriculum. Conducting the lessons live with the teachers who teach the child's own lessons on certain days and times of the week may increase the participation of the students in the lesson. Of course, parents have a duty to ensure that students do not stay behind during the distance education process. They should minimize the time their children spend in front of the computer and television, and create activities that they can do with their children without technological tools. In this way, they can be prevented from creating technological device addiction and using the device that they attended in distance education lessons negatively.

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CHAPTER 8

Post-pandemic Educational Efforts and Strategies in the New Normal Era

1. INTRODUCTION

Although the Covid-19 pandemic has changed many aspects of life for every human being without us even realizing it, the presence of this covid pandemic has made people more creative and innovative at doing things. One of them is in terms of education. With the existence of the Covid-19 pandemic, it has indirectly taught every student how to use or take advantage of communication tools that they may not have known until now. In addition, with the Covid-19 pandemic, every educator can be more creative in using existing learning environments so that existing learning looks more interesting and students become more enthusiastic to participate in the learning process. The Covid-19 Pandemic is not only changing life in society but also changing education systems all over the world. What we really feel is such a change that those of us who used to work face-to-face (Offline) are now accustomed to working remotely (Online). By implementing an online education system, it will certainly have a huge impact on the development of students' knowledge and interest in participating in learning. In addition, educators need to be able to innovate more so that the learning material they convey can be well received and understood by students. Because we know that if educators only give explanations and assignments to students, this will of course cause students to get bored and make it difficult for them to understand any given learning material (Can, 2020; Setiawan, 2020; Mukhtil, 2021).

2. THE NEW NORMAL ERA

The emergence of this pandemic certainly has an impact on many sectors of life, both social and economic. In dealing with a pandemic like this, of course the government needs many policy interventions in various sectors. Many countries seem very slow in dealing with this pandemic. From the moment it emerged, they were comfortable enough to underestimate the existence of the Pandemic. After the first cases emerged, the governments tried to design the necessary policies such as Physical Distancing, Social Distancing, Large-Scale Social Restrictions to the recently implemented New Normal policy.

Education is the provision of information to students, which is based on observations and facts showing that information technology developments and breakthroughs will continue going forward (Işık and Bahat, 2021). Therefore, it

is not difficult to predict that one of the tests of management's proficiency and reliability in the future will be its ability to take advantage of these technological developments. The corona virus outbreak has had an impact on important sectors in all countries, one of which is the education sector. Currently, educational services and processes, especially learning activities, are carried out online (in a network) so that learning activities can continue even though we have experienced the Covid-19 pandemic.

Distance learning with online media that utilizes technological advances is considered ineffective, because there are various problems caused by limitations such as infrastructure, parents who have difficulty monitoring the child's distance learning activities and lack of understanding of the child's subject matter, and so on. One thing to note is the quality of education tends to decline. Improving the quality of education in the New Normal Era is very important.

3. PLANNING OF EDUCATION IN POST-PANDEMIC PERIOD

An activity should start with a plan. Planning is at the forefront of what needs to be done in various fields as well as in the field of education.

Planning is defined as a policy processing activity to determine the intended results. Planning can also be interpreted as an effort to reach goals by taking into account the resources they have.

Educational planning is the application of logical thinking, which is the change phase of activity based on rational thinking through systematic and thematic analysis to make the results more effective and efficient and to match the needs and goals of students and society.

Educational planning is an initial capital whose goals can be directed to support other social interests. Educational planning is an activity in which there is a management process and is structured in an orderly system so that it can provide support for the socio-economic development of a nation, as well as being a bridge between the expectations of students, parents, the community and the government in achieving educational goals.

Educators and education workers are two different professions. After the coronavirus epidemic, the first thing that both educators and education workers had to do was to develop and plan a new management strategy in the field of education. In this case, an update is needed to overcome the problems experienced in the field of education after the corona virus epidemic. Educational planning is an activity aimed at obtaining tools and techniques for setting priorities, so there will be more focus on educational development need as the planned needs are targets. Student success in the teaching and learning process is affected by various factors. In general, it is known that there are two factors,

internal and external. The most decisive factor is primarily the influence of the students themselves, that is, 70% of student success. Next, we can list factors such as motivation to learn, perseverance, interest and attention, work attitudes and habits, physical and psychological health, as well as students' abilities. It is the quality of instructional administration that is greatly affected by external factors.

Recent Pandemic affected the education system and educational management all over the world. The most obvious change is in learning activities that were originally carried out face-to-face to virtual or online where there are various obstacles experienced by students and educators. Teaching and learning activities are communication between teachers and students. When face-to-face, the material is received directly. It's different if it's online, there will be obstacles whether it's network disconnection or voice is not clear, material can't be conveyed.

As for students, going to school in the midst of a pandemic has become their own suffering. Because apart from being forced to devour so many learning targets at home, they also have to deal with new teachers who don't know how to educate and teach in terms of mental and ability in this period. Meanwhile, for educators and schools, this does not lighten their burden. Even this leaves them with a lot of thought because there is little support for facilities, including the readiness of human resources to adapt to a complete online learning system. In the world of education, management has a very important role in the performance of an institution. The performance of an educational institution will be able to function smoothly and at maximum level if it implements the management functions correctly. Also, at the planning stage where planning is the first stage to be done in a management, a plan will greatly influence the process and results of management. However, the presence of online learning during the pandemic has paved the way for various education problems in many countries. It also shows how uneven education development in some countries is and the need for in-depth assessment. It is hoped that in the future the development of education will be more evenly distributed throughout all regions in the world, not only the task of the central and regional governments but also various related organizations which cannot be separated from political policies, infrastructure, technological advances and the support of parents and the community so that the process of educating the nations can be optimal.

The success of the teaching and learning process is largely determined by the success of its leaders in managing the teaching staff present in the school. If you look deeper, the educational process during the Covid-19 pandemic has changed drastically compared to previous lesson plans. In normal learning activities,

students carry out learning activities in direct conversation with teachers and friends, who have a great influence on the quality of the learning process; It can be directly processed and evaluated by the teacher to improve the quality and results of the educational process. With the emergence of this epidemic, limitations have occurred that have led to the declining quality of educational processes and outputs.

The success of learning depends on the quality of learning management (Kayalar and Kayalar, 2022). Learning management is an activity that includes three things: a. planning lessons, b. realize learning and c. assessing learning outcomes. Learning success can be achieved if it is determined by the quality of its management. The better the quality of learning management, the more effective learning objectives can be achieved. This demonstrates the need for learning management to achieve quality learning objectives. From the results of the data that has been collected through observations on social media, online media, print media which provide information regarding the decline in the quality of education caused by the pandemic, the educational planning is carried out:

1. Planning

a) Diagnosis: At this stage of diagnosis, planners make problem formulations according to the needs that occur in the community regarding educational needs, starting from the reasons for the decline in the quality of education to other needs that can improve the quality of education after the pandemic.

b) Formulation of Policy: After conducting a diagnosis, the next step is to trigger strategic points that will be used as a solution to existing problems.

c) Estimated Needs: Planners should also take into account the needs that will be carried out in the post-pandemic period, this is important in planning as a benchmark for cost needs and others.

d) Funding: Allocation of funds is also one of the stages that must be carefully considered by planners, bearing in mind that budgetary funds are bound to be limited in the post-pandemic period due to conditions that may not be completely stable.

e) Determination of Priority: Priority determination can be concluded through the diagnosis of problems that have been carried out, from various problems in the field the planner classifies the problems so that needs with higher priority can be done first.

2. Planning Formulation Stage.

At the formulation stage of this plan, all the points in the planning stage will be more focused, so that the solutions offered can be on point. At this stage, the

solution provided should also be in the form of an implementation program that will be implemented.

3. Planning Implementation Stage.

This process is the implementation of the agreed plan formulation.

4. Revision and Re-Planning Stage.

In the implementation process, of course, the process and results will be assessed, so that this assessment can become a benchmark for the success of the planning carried out. If it is deemed unsatisfactory, a re-planning will be carried out so that the need to improve the quality of education in the post-Covid-19 epidemic can be resolved.

The decline in the quality of education during the Covid-19 pandemic was indeed unavoidable, this was due to the impact of the pandemic which had a significant impact on reducing the quality of the country's needs, including education. Therefore, it is necessary to have educational planning activities after the pandemic, as one of the efforts to pursue a decrease in the quality of education during the pandemic.

The post-covid-19 learning planning process can be carried out by following the planning stages such as diagnosing problems, then preparing plans, implementing plans and revising plans.

4. CONCLUSION AND SUGGESTIONS

Learning through online platforms, which has been going on for almost two full years, has brought out many positive and negative outcomes. The positive thing was that students were protected from the high spread of the Corona virus at that time and students could freely learn from various sources, not just focusing on teachers and books. Students can access material from internet sources. However, along with positive things, negative things also become problems that are difficult to avoid, including the lack of students' understanding of the material because there is no detailed explanation by the teacher, students tend to only read the material provided by the teacher without a thorough explanation. This makes students' enthusiasm for learning decrease (Sulistiyorini, 2022).

In the new normal era, the government began to give instructions to educational institutions to re-open limited face-to-face learning. Learning by implementing strict health protocols has begun to appear in all regions in the world, and students are back at school.

The running of limited face-to-face learning again raises new problems, one of which is the low enthusiasm for student learning. This can be seen in the face-

to-face learning process that has taken place. The number of students late for school and the passivity of students during learning activities are early indications that students are still surprised by face-to-face learning, which for the past two years has only studied through online platforms. We, as educators, must really pay attention to this so that it won't be sustainable.

Interesting and effective learning from the teacher gradually makes students want to learn from the teacher. Teachers can apply unique learning methods and arouse students' high curiosity. In this limited learning, the teacher should be able to adjust the lesson hours slightly, but still give the maximum. It's not just a matter of time, students' online learning habits tend to be immersed in face-to-face learning, which makes it difficult to condition students.

When learning online, students only work at home alone without meeting their peers. Therefore, it is difficult for students to be enthusiastic about learning. Based on this, as teachers, we can apply learning that allows students to interact freely with their peers so that students are free to express themselves while learning. Also, learning by interacting with other students based on the teacher's experience can increase student creativity. Students do not get bored and are more free to be creative with their peers. The learning model can be done using the group discussion method.

Group discussions make students interact more often with their peers and not be fixated on the teacher's rules. In order for the discussion process to run well, the teacher should not burden students with certain rules. The teacher should give students freedom in thinking and give appreciation to students' arguments.

As a conclusion, community social activities, including the education world, began to normalize after the Covid-19 pandemic. Educational institutions are starting to reorganize their curricula to return to pre-pandemic conditions. Although the obstacles in the Covid-19 process can be minimized, attention should be paid to the changing conditions of learning. Barriers faced by teachers include curriculum changes, changes in learning approaches and methods, use of learning media, and use of online media. Teachers should get used to teaching using information technologies, and to online media in teaching.

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CHAPTER 9

Digitalized Education due to Covid-19 Pandemic

1. INTRODUCTION

Coronavirus (Covid-19), which affected the whole world shortly after its emergence in the Far East, caused disruptions and changes in almost every sector. The first case was seen in Turkey on March 11. Since then, all relevant units have implemented various decisions in their areas of responsibility. The important decision concerning the education sector was announced on 12th of March. In this decision, it was announced that from 16th March to 30th March, face to face training was interrupted for two weeks. It was suggested by the Ministry of Education that the first week of the two-week break should be spent resting at home.

The Minister of Education stated that with the service they would offer starting from March 23, students would continue their education process from their homes. It was decided to continue training on the internet through TV channels to be opened for three different levels as primary and secondary education over Turkish Radio and Television (TRT) and the Education Information Network (EIN) system. With the increase in the number of cases in the following days, it was announced that the education in schools would not be done until April 30th, and the education would continue digitally in this process. Considering that almost every family is directly or indirectly related to education, this decision taken and put into practice can be said to be accurate.

Rapid developments in information and communication technologies affected the education sector, as in every sector, before the Coronavirus (Covid-19). With the coronavirus (Covid-19) outbreak, the importance of this effect was better understood by all educational circles. With the break in face-to-face education, the transfer of the EBA, which was previously used by the Ministry of National Education (MoNE) to TV via TRT, and the fact that universities and some private schools started to carry out their courses in digital environment by accelerating the digitalization process in education has accelerated. In education which gained speed due to a necessity, the digitization movement should be supported after the coronavirus (Covid-19) outbreak as well.

Digitalization in education brings with it many opportunities. In order for these opportunities to contribute positively to the education system, especially teachers need to adapt to digital education (Henriksen, 2011; Cartelli, 2013; Peicheva and Milenkova, 2017; Milenkova and Manov 2019; Sicilia, García-Barriocanal, Sánchez-Alonso, Różewski, Kieruzel, Lipczyński, Uras, & Hamill.

(2018; Luz; Diaz; Guillén-Aparicio, Tello-Cabello, Herrera-Paico and Collantes-Inga (2019). With the investments and trainings made in recent years, there have been positive developments in the technological infrastructures of classrooms, schools, and technological knowledge and skills of teachers. By spreading these positive developments throughout the education and training processes and supporting the system with digital tools, it is possible to increase the quality both in the process we are in and in the next process. In this process, while supporting technological knowledge and skills of teachers, necessary trainings should be provided to develop interactive content suitable for digital education. Considering that the trainings for the development of digital content of teachers before and during the service are limited, teachers need to be supported at this point. In addition to the support of the system, it would be beneficial for the teachers to direct the trainings they will receive regarding their professional development to these areas. The fact that teachers examine the content offered to students via EIN and give feedback to the system where necessary, will contribute positively to the quality of the education system specifically for digital education.

1.1. Impact of Coronavirus on Education

The Covid-19 outbreak continues to adversely affect all aspects of life in the world. In this context, it was the first time that education was affected on such a global scale for the first time, and education institutions at all levels from pre-school to higher education were rapidly closed in most countries. It is now known that over a billion students at all levels worldwide are moving away from traditional educational settings. Countries quickly began to close this mandatory gap in education with different distance education platforms and are trying to overcome the negative effects of the process on education with minimal damage (WEB 1).

Due to the unexpectedly closed educational institutions and quarantine days all over the world, education has started to be carried out on digital platforms at home and this naturally caught the countries unprepared. While most countries are caught unprepared for mass distance education in this way, the differences in opportunities and digital literacy differences between the different socioeconomic groups present in the countries have also opened up to discuss long-term outcomes of distance education. While the schools are open, it is worried that the differences in academic achievement among children of families with different socioeconomic backgrounds in almost all countries will deepen, especially with the closure of schools, due to the Covid-19 outbreak.

It has been known for many years that families' socioeconomic status and education levels have had a significant impact on their children's academic

success. Reducing the effects of an external factor in education that is out of school and affecting school performance so much is also the most important problem area education systems have to face and overcome. To draw the attention of countries to this problem area, OECD PISA international research has been preparing detailed reports on the countries' performance in this context for years. In this context, the effects of these situations of students with different socioeconomic backgrounds on school performances and differences between students and school success are significantly reduced in countries that stand out in equal opportunities in education. The Finnish education system, which is shown as an example in this context, draws attention by being one of the countries with the least impact of such factors outside the school rather than its place in the PISA ranking (Özer, 2020 WEB 2).

With the break in education at schools, the Turkish national education system is experiencing a process that it has not experienced before. When the summer holidays are ignored, face-to-face education is not the longest and in this actual situation, the difficulties faced by the teachers stand out. The concerns and problems faced by paid teachers in the national education system and teachers working in private schools, which make up about 20 percent of formal education, are an important problem area. Paid teachers working in the national education system charge as much as the hours they teach. In this process, paid teachers who cannot attend classes together with the break given to the lessons cannot receive salaries. With the interruption of the education given in the schools, it is seen that the financial difficulties of some private schools are reflected to the teachers. It will be beneficial to take the necessary steps in order to prevent teachers who are a respected profession and teachers who have such financial problems in the process not to lose their dignity with their students and the society.

In the days of the Covid-19 outbreak, international organizations such as UN, UNICEF and OECD are publishing reports and calling on countries so that the new education conditions that have to be sustained in the home environment do not further increase the existing differences in success in countries and create a new social problem area. For example, in the new report published in April by the United Nations (UN) Education Agency titled 'Covid-19 Spreading Digital Learning While Spreading', Nearly 830 million students around the world do not have a computer that they can use outside of school, and more than 40 percent of these students do not have internet access. On the other hand, scientific research shows that learning losses, especially during the summer holidays, differ according to the socioeconomic levels of the families and the lowest socioeconomic groups are affected negatively from this situation. Therefore, in the Covid-19 outbreak, it is warned that school closures will have a similar effect

if measures are not taken, so the existing differences will deepen and its social cost will increase.

International reports show that two main issues stand out in the fight against the impact of the Covid-19 outbreak on education (WEB 2, 2020). First, the problems that students with lower socioeconomic backgrounds may lack in food support from schools regarding healthy nutrition may result in this process. For this group of students, school has meanings beyond education. Nutrition is just one of them. In many countries, countries take different initiatives so that these support can be sustained in some way, as these students can only get their daily healthy nutrition support in schools. For example, it is seen that multi-stakeholder initiatives for the distribution of daily nutrition parcels to approximately 250 thousand students in Ireland have increased. Particularly, the possibilities of distributing educational material supports along with the nutrition package to this group of students, who have difficulty in accessing online resources, are discussed. The second is the problems that can be caused by differences in home education opportunities maintained in digital environment. On the one hand, not all students have the same study environment at home, but on the other hand, computer and internet access is a separate problem. Considering the economic effects of these processes, the fact that the lower income groups are adversely affected by these conditions brings the risk of the family support, which is limited at home, to disappear completely under normal conditions.

In the second problem area, digital literacy is one of the most important factors that will determine the long-term effects of education entering the digital channel. In this context, since education continues at home, digital skill levels of both families and students directly affect the performance of education. There are serious differences between countries in terms of digital skills. For example, while 44 percent of the population in the EU countries still does not have basic digital skills, it is known that 37 percent of workers in the labour market do not have sufficient digital skills, so different projects are produced to increase digital skills. For example, according to Eurostat 2018 data, while the proportion of people without digital skills is around 2 percent in Denmark, this rate is around 10 percent in Germany, about 20 percent in Ireland and about 30 percent in Greece. Therefore, it is seen that the digital skills of adults, who are expected to support their children's digital education at home, have a very heterogeneous structure. It is also suggested that when students' digital literacy skill differences are added to the result, the most negative effect will be realized in the lower socioeconomic group again, and at the end of this process, the digital divide that already exists in societies will continue in a different way.

1.2. Measures Taken Against Adverse Effects of Covid-19 on Education

In Turkey, the Ministry of National Education (MoNE) gave relatively faster response compared to other countries to combat the Covid-19. After the schools were closed, it immediately offered the support of distance education via television for the students who had problems with internet access. The course contents needed in distance education were rapidly produced for all levels and moved to distance education platforms. While education at all levels is maintained by distance education, the variety in distance education continues to increase every week. Television broadcasts were also made on weekends in the following days, and on weekends, it started broadcasting to support students preparing for the central exam under the transition to high school system and for higher education institutions within the scope of transition to university. It was decided to continue these broadcasts in the summer months. Numerous psychosocial support packages have been developed and implemented rapidly to support students, parents and citizens in the field of special education and guidance. On the other hand, while vocational high schools produced all the products needed from the disinfectant to the mask, from the face protective trench to the disposable apron and overalls in this process, they quickly produced many products from the respiratory device to the mask machine, from the video laryngoscope device to the air filtration device. Given the size scale of the students in Turkey for the first time in this context the value of services produced, may be better understood, despite all the shortcomings.

The Covid-19 outbreak affects all sectors including education and profoundly reshapes it. However, the effect of the reshaped education methods is not equal for everyone. In this process, MEB was very active and quite dynamic in terms of education, research and community service in a synchronized manner with all its units. However, as in all countries, the scale of success differences between schools is a known fact. With distance education, it is aimed to increase the readiness of the school so that the students do not leave the education and make compensation of education quickly when face-to-face education starts. Therefore, preparations for the program for compensation are ongoing so that the distance education process does not further increase these differences. Support and training courses are planned to be the main center of compensatory education, especially in order to give more possibilities to students in disadvantaged schools and students who cannot undergo an efficient distance education process due to various impossibilities.

As the measures aimed at controlling the new type of coronavirus (Covid-19) epidemic are being put into practice, and the practices aimed at people's staying at homes in the world, this has led to the transition to distance and virtual

education in primary and secondary schools and universities in many countries (Yüzbaşıoğlu, 2020 WEB 3).

1.3. Measures and Actions taken against Pandemic in the World

Countries try to reach students with online programs or radio and television broadcasts to the extent that their technological infrastructure allows. The Ministry of Education in China, where the outbreak occurred, recommended the transition to distance education in the spring semester, which was planned to start on February 17 in primary and secondary schools, and stated that the necessary equipment would be provided to educational institutions.

Telecommunications and internet companies such as China Telecom, China Mobile, China Unicom, Alibaba, Baidu and Huawei supported the distance education program conducted jointly by the Ministry of Education and the Ministry of Industry and Information Technology in the country.

In the developed cloud learning system, 50 million students can attend classes at the same time, and courses for primary and secondary schools are broadcast on television channels. In addition, universities have prepared an online education program suitable for their own curriculum in the new academic period and switched to distance education.

Distance education takes place in most Asian and Pacific countries. Most of the Asian and Pacific countries, which were the first places affected by the epidemic due to their geographical proximity to China, also initiated distance education.

With the end of the spring holiday in Japan at the end of March, the opening rate of schools remained at 55 percent in 40 administrative districts except Tokyo and the 6 administrative districts. After the state of emergency was declared on 7th of April throughout the country, most of the primary and secondary schools started distance education. In Japan, where the academic year started in April, 78 percent of higher education institutions decided to postpone the start of classes.

In Australia, the second semester of the four-semester education year, which started at the end of January, began on the Internet on April 13, classes were taught online from classes without students. Some of the private and public schools started education through common video conferencing applications such as Zoom, Webex, Microsoft Teams and Google Meet, and in others using online education platforms such as Education Perfect and Compass.

Since the partial curfew began on March 18 in Malaysia, the Southeast Asian country, public schools, private schools and some universities have started distance learning online. According to research by the Ministry of Education of Malaysia on distance education, 36.9 percent of primary and secondary school

students across the country don't have the devices like computers or tablets to follow online classes. Following the decision to extend the ban until April 28, television broadcasts started for primary and secondary school students on April 6. Broadcasts are made on the TV Okey channel established within the RTM of Malaysia state television.

In Indonesia, the Covid-19 epidemic negatively affected the education life of 68 million students. Upon the spread of the epidemic in the country in mid-March, President Joko Widodo called for national education to be continued at home. Because all students and teachers do not have internet access, it is planned to broadcast courses on the state-owned TVRI channel for 3 months.

In Pakistan, where education was interrupted due to the epidemic, education is given through lessons from the newly opened "Tele School" channel. In the Tele School channel, which was established in partnership with Pakistan Ministry of Education and Pakistan Television (PTV) and opened with a ceremony attended by Prime Minister Imran Han, courses are taught for children from the first year to the 12th grade.

It was also announced that education in universities in the country will start on June 1 and that the second term education will be done in a virtual environment if the epidemic continues.

In Afghanistan, where the infrastructure is not sufficient due to long wars and conflicts, students are tried to be reached through public television and radio channels. The students of primary and secondary schools receive education through the lectures broadcasting on the channels of the Ministry of Education of Afghanistan Maarif TV and Maarif Radio and the state-owned television channel RTA. In the country where there are continuous power cuts, it is not yet known how effective this system can be maintained. On the other hand, universities offer distance education over the internet in different ways suitable for their curriculum.

In Syria, where the civil war continues, refugee camps, where the internally displaced are living, are trying to provide distance education to protect the health of children and families, so as not to bring students together in classrooms.

Europe caught unprepared for distance education In Europe, which became the epicenter of Covid-19 after China and before the USA, the epidemic severely challenged the education system as well as the health system. While countries such as Sweden and Iceland insist on keeping schools open while maintaining social distance rules, most of the schools across the continent were closed on March 16. European countries, whose national curricula are quite different, turned to distance education.

In Belgium, especially public schools could not switch to a common distance education system against Covid-19. In Belgium, which could not create an "interactive" education system after the schools were vacated on 13th of March, teachers in primary, secondary and higher education started to send their assignments to students via e-mail.

While the summary of the previous semester is being passed on the assignments that do not include new topics, no attempt was made by the government to establish a platform for students to communicate with their friends or teachers in a virtual environment or to create a platform for lecturing. A distance education system that can be used across the country has not been developed yet.

A fourth of teachers in France were able to switch to distance education. Another country that adopted a system where teachers gave homework to students was France. Despite the fact that all schools, including universities, were closed as of 16th of March, the Ministry of Education could not provide teachers with comprehensive digital programs to continue their classes. Although the Ministry has developed the "My class is at home" application, research has revealed that only a fourth of the teachers use this application. In the news in the French press, it was emphasized that 800 thousand teachers in the country try to ensure the continuation of the education of the students with their own means.

Every state in Germany determines its own system. In Germany, different practices emerged during the Covid-19 era, as each state determined its educational policy. Despite the decision to gradually open schools in the country from 4th of May, some states have decided to partially open schools. "Abitur" exams, known as high school graduation exams until 4th of May, were decided to be held in all provinces. On the other hand, a different path is followed in each state and school on how to provide distance education to students who have to stay at home. These applications include examples of giving homework for students weekly or for several days via e-mail, teachers' lecturing through video conferencing, and students uploading homework on pages created over the internet. German universities are preparing for digital education. It is stated that while the videos prepared allow students to watch whenever they want, some courses will be broadcast live on the internet.

BBC produced course content in the UK. Even though the private schools started attending classes through video conferencing programs with the holidays of schools on the 20th of March in England, students who were educated in public schools could not attend a month. Meanwhile, the BBC produced 14 weeks of course content in line with the curriculum.

In Spain, all schools and universities were closed on 14th of March. While schools are not expected to open again in this school term, normal education is expected to resume only in September, according to developments. Education in primary and secondary schools is continued over the internet with very limited opportunities. In the universities, it is expected that exams will be held and the termination of the education period will be carried out with the more widely used internet education.

Switzerland has implemented a similar system in Turkey. All schools were closed on 16th of March with the “State of Emergency” application. Students continue their education in classes created on the internet.

Distance education practices differ in the USA. The US, the "epicenter" of Covid-19, was caught unprepared for the distance education system as well as the epidemic. Although the first case in the country occurred on January 21, the first decision to suspend education came from Ohio on March 12. After that state, states such as Maryland, New Mexico, Oregon, and Michigan decided to switch to distance learning for a while. According to the data of the US Department of Education, at least 124 thousand of the total of 132 thousand schools, including 98 thousand state schools and 34 thousand private schools in the country, decided to suspend education, and these decisions affected more than 55 million students. In the USA, 34 states and the capital, Washington DC, it was decided to close schools until the end of the academic calendar. 38.6 million students are affected by this decision. In New York, the school's downtime was extended until May 15, but schools are not expected to open until the end of the academic calendar in any US state. As every state and education region in the country follows different curricula, distance education practices also vary across the country. In this period, where teachers preferred current technological environments, the most used applications are the programs that offer multi-video speech such as Zoom, Skype and Google Classroom. Many reports in the US press stated that teachers do not have enough infrastructure to carry out such an education system in a healthy way. In addition, each student's lack of equal internet access and technological devices created a separate discussion topic.

RESULT AND SUGGESTIONS

While the Covid-19 outbreak caused by coronavirus affected all areas of life, it also caused changes in the field of education. With the rapid development of information and communication technologies, the place and time limitations in education have disappeared. Universities started to apply distance education to their students in order not to interrupt their education (WEB 4, 2020).

In the universities in Turkey, various distance education applications and programs are used. For instance, students and academics come together in LMS, a virtual classroom application. Academics are able to share lecture notes, documents, and instructors and students are lecturing live. At the same time, students can participate in live lectures through a different program determined by the university. Students who are unable to attend the course can access the course video and watch the video, share announcements, documents or assignments with STIX developed by the Software Planning Unit.

Along with the speed of development of information and communication technologies, meeting the need for access to information and getting information in a short time removed the place and time limits (Burgess and Sievertsen, 2020; Aesaert et al., 2015). Thus, using different educational applications visually and effectively brought distance education back to our agenda. Today, parallel to the technological advances, preparing the material, sharing and ensuring the realization of an effective concurrent lesson environment will expand and zoom the communication between the demander and the presenter of distance education in the following years.

One of the most important issues in the distance education process is content management. In order for distance education environments to be effective, instructional designers must have the ability to master the theoretical foundations underlying instructional design and to establish a relationship between theory and practice. At the same time, it is very important to share the training materials in content management, to use the correct measurement and evaluation system for sharing rates, and to feed on content that supports learning and teaching activities.

In the near future, algorithms should be produced that design and teach the right learning steps for students of different academic levels. The transformation of existing local and instructor-based dynamism of distance education into a user- and intelligent system-based dynamism should be ensured.

It is stated that the students' being out of the house for a long time and being subjected to social isolation during the closed period of schools may create a varying stress and trauma effect in different age groups (WEB 5, 2020). In order for students to cope with stress, a support action plan needs to be created and implemented both during and after schools are closed.

The teachers in Primary and secondary schools should not rush to use new tools. They should strive to use existing teaching materials, textbooks and online platforms, keep the number of students low during interviews, as keeping the number of participants low will make the interviews more effective. They should try to meet each student at least once a week. They may have students to whom they have never accessed. When schools are opened, the teachers should start

designing the works they need to do with students. They should ensure collaboration among students, and enable students to work together with group assignments using online platforms. They should stay in touch with their colleagues and try to involve the parents in the process. If possible, they should try to involve their students who do not have technological tools at home, who are not actively involved in the distance learning process, with available printed materials and alternative methods.

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Chapter 10

Strategies, Challenges and Opportunities of ‘Teaching from Home’ Learning Method in Tertiary Education during Pandemic

1. INTRODUCTION

Home Teaching or Teaching From Home (TFH) is one of the learning methods to meet the learning outcomes of graduates and courses in a university. One of them is the fulfilment of students' cognitive achievements within the scope of higher education. However, the learning process carried out by a higher education institution should also meet the affective and psychomotor achievements of its students. In this paper, we will try to analyse how home teaching method provides cognitive, affective and psychomotor development for students at universities. The method of Teaching From Home is part of the Distance Learning Program (DLP). With the emergence of the Covid 19 Pandemic, almost all countries in the world, including Turkey, closed schools and decided that students should continue their education at home through Distance Education.

This distance education program has provided many opportunities for Turkish citizens to continue their education at the higher education level without worrying about leaving their families and jobs. One of the methods used is teaching from home. This program is also reinforced by the Ministry of Education's independent learning policy for an independent campus. This new policy has encouraged public and private universities to improve the quality of their education. One of them is home teaching method. The application of the Home Teaching method has also been driven by the spread of the Covid 19 virus, a global and national phenomenon. The Turkish government has imposed a learning in the context of controlling the spread of the Covid 19 virus, i.e. action taken at home and social distancing. Since March 2020, there have been many universities that have implemented a learning process using the Home Teaching method.

2. TEACHING FROM HOME (TFH)

Various phenomena have arisen with the application of this Teaching From Home (TFH) method (Evangelisti, 2013). A learning method in whatever form, including TFH, should provide an increase in the cognitive, affective and psychomotor domains of students within the university. Cognitive domain looks at students' abilities, including aspects of knowledge, reasoning or thinking. In the affective domain, there has been an increase in students' abilities towards

differences in emotion and reasoning reactions. Emotionally, more emphasis is placed on emotional elements such as feelings, attitudes, interests, commitment to morality. While the psychomotor domain is defined as physical skills (Dimiyati & Mudjiono, 2009), there are also those who claim that the psychomotor domain of the students in the creativity stage includes the adjustment of the students' psychomotor domain to the domain of perception, readiness, guided movements, habitual movements, complex movements, and movement patterns (Yaumi, 2013).

Universities are implementing various strategies to implement the TFH program in relation to the challenges and opportunities they face. There have been a lot of challenges and opportunities higher education institutions face when applying the TFH learning method.

2.1. Difficulties in implementing TFH in realizing students' cognitive, affective and psychomotor domains.

The Teaching From Home (TFH) method is not easy to implement. Many public and private higher education institutions face many obstacles or challenges. The difficulty may arise from the readiness of institutions, lecturers and students. From an institutional perspective, the challenges include:

2.1.1. Infrastructure Development

The implementation of TFH method requires the development of a Learning Management System (LMS), Moodle, Google Classroom, Zoom etc. where there are many programs that can be used. However, the development of this Learning Management System requires an IT in Higher Education Institutions. This is someone who understands information and technology (IT) or is an expert in information technology. In other words, someone who understands computer programming. The need for an IT specialist in higher education institutions is essential not only for LMS development but also for the operation, training and maintenance of the LMS program itself. This requires a huge budget. For public universities this is not a problem, but some private universities can be an extraordinary challenge for sourcing and hiring IT staff. The development of this LMS also requires thinking about a set of tools that can be used by a lecturer to achieve 3 areas of education, namely cognitive, affective and psychomotor learners. Thus, the development is not short, it takes a long time, about 1-2 months, depending on the ability of the IT staff to catch up with the needs in the teaching process.

The Teaching From Home (TFH) method is not easy to implement. Many public and private higher education institutions face many obstacles or

challenges. The difficulty may arise from the readiness of institutions, lecturers and students. From an institutional perspective, the challenges include:

2.1.2. Socializing the Learning Management System

The Learning Management System (LMS) infrastructure is not used automatically in universities. Considering that not all faculty and students understand the LMS program, there are many steps to take. Higher education institutions, especially higher education administrators, need to socialize it in order to ensure the interest and motivation of lecturers and students to use this LMS program. These will take days because socialization can start from administration, senate board and private universities also need socialization for fundraisers or fundraising foundations.

2.1.3. Arrangement of Learning Program Education: System Management

In order to use this LMS program, instructors and students need to be trained. Instructor training includes how to create an account, enter teaching materials, enter students who are effective in their courses, conduct web conferences, chat with students, enter assignments, get student participation in the LMS, and evaluate student performance. For lecturers who don't understand IT, this is the biggest challenge for University administrators to implement Teaching from Home. Many conservative lecturers reject the existence of a new system in the teaching process, such as the LMS application in Teaching From Home.

Training for lecturers is not only about understanding with the set of tools in the LMS, but also about the teaching method, the content that must be presented in the LMS when teaching from home. The content and style used should reach the three educational areas mentioned above, namely cognitive, affective and psychomotor learners. This takes time to implement rewards and penalties, if necessary, to encourage enforcement of TFH through the LMS program.

2.1.4. Assurance of students having computers and internet

Not all students come from wealthy families, though a computer or laptop is not a luxury item for some people right now. However, for students from underprivileged families, it becomes too expensive and cannot afford to buy a laptop for the needs of their Home Teaching presence. Moreover, internet security at home is a new issue. Not every family prepares the internet for their family members. This is also a great challenge for a lecturer who will practice Teaching from Home.

3. Higher Education Opportunities in Turkey

Home Teaching Application

Not only from a negative point of view, but with the implementation of Home Teaching practice, many positive things have happened. There are many opportunities available by universities, including:

1. Broader target

With careful preparation for the implementation of TFH through the development of an integrated Learning Management System at universities, it will provide opportunities for people to choose to study at these universities. It is not limited to regional and national areas. The opportunities available to people outside of Turkey will be even greater. People who are already working will also have a great opportunity to choose the university. This is because the working community does not need to leave their job or position to continue their studies to a higher level.

2. Increasing Faculty Member Credit Scores and Functional Positions

Flexible time allows a furnished lecturer to conduct research activities, do community service, write scientific journals, write books, etc. The higher the functional position of a lecturer, such as a professor, the more profit opportunities will be provided to increase the accreditation of study programs and higher education institutions. Of course, this will also provide opportunities to improve a lecturer's well-being.

Higher Education Administrators Implementing Home Teaching

By looking at the opportunities and challenges faced by higher education institutions in the implementation of Home Learning, many institutions have taken strategic steps. The following strategies are aimed at realizing students' cognitive, affective and psychomotor domains.

There are 3 dimensions that must be fulfilled in the application of this TFH method: compliance with system standards, content standards and process standards.

1. Fulfilling Online Learning System Standards

Homeschool learners should still ensure the quality of their learning. In this case, higher education institutions related to the system should also apply to the Online Learning System.

Higher education institutions should ensure that all of the above procedures are followed when implementing an online learning system, one of which is

Home Learning. Of course, to implement the standard system, the institution must ensure adequate funding, the availability of skilled IT staff and teaching staff, and the availability of infrastructure (Darmayanti, Setiani, and Oetojo, 2007).

2. Compliance with Online Learning Process Standards

To ensure cognitive, affective and psychomotor development, a lecturer who is effective in the courses must meet the standards of the online learning process. To fulfill this principle, an influential lecturer must do five important things. First, a lecturer should design his learning before the lesson. The planning that needs to be done in this case is to make a program map, semester learning plans with face-to-face curriculum for each, teaching materials and other rules to be applied in the learning process. An important principle to underline is that it should be based on the concept of student-centered learning, that is, the learning process centered on students' activity. It is also necessary to think about the independence, activity, autonomy, innovation and autonomy of the students conducting their courses.

Second, it is necessary to consider interactive learning designs during learning activities, both between students and lecturers, and between teaching materials and students for these courses. The third thing to consider is the need for multimedia and learning technology other than online, perhaps with social media. Also, the principle to consider is how the distribution strategy is when implementing Learning From Home through electronic or online media. The last thing to be done in the learning process is the need to provide assistance services so that the instructors can foresee the students who do not understand during the material delivery process. Referring to the standard of this learning process will have a positive effect on improving the quality of learning within the scope of higher education (Karwati, 2014).

3. Compliance with Online Learning Content Standards

Content standards in online learning include when implementing Teaching From Home (TFH), which is related to the learning object itself. In this case, learning objects can be in the form of narrative (text), Audio-Visual (Video), graphics, Visual (pictures) or audio, or a combination of several of these objects.

Content in online learning includes how an educator determines Graduate Learning Outcomes and Course Learning Outcomes. Learning outcomes should form the basis for the development of learning materials, assignments, selection of media and assessment and evaluation of all learning materials provided. With this assessment, lecturers will continue to improve their content and teaching methods. Meeting these content standards will result in an increase in the quality

of online teaching, including the Home Teaching practice (Livingstone and Bober, 2006; Jewitt and Parashar, 2011)

4. Conclusion and Suggestions

During the Covid19 Pandemic, the child's learning system had to change temporarily, and children now had to work at home instead of at school. Therefore, the role of parents in accompanying children's learning from home is very important. The aim is to create a safe and comfortable home environment for children to learn. In order for children to learn at home at the maximum level, a number of requirements arise.

A Fun Learning Atmosphere must be created. Sometimes kids find it difficult when they have to learn from home. It is not because children are lazy, but this is affected by the home atmosphere, which can be uncomfortable for children to learn. A less conducive home environment can hinder children's concentration in learning. Thus, children can be more enthusiastic about learning at home, then create a fun learning environment. Teaching kids how to teach should also be fun, without being too nervous. Thus, children can understand what they have learned.

Strong Motivation needs to be instilled. Learning from home seems to be a burden for some children, either because of boredom, because they are more comfortable studying at school, or for other reasons. In order for the enthusiasm for learning to continue, each child's motivation must be strong and these activities must not become a burden. Students can be taught to instill positive thoughts.

A Daily Work Schedule must be created. If the child is bored with monotonous activities while working at home, it may be suggested to the child to make a daily work schedule. Planned activities can adjust tasks given by the teacher or according to the child's ability. While making a program, it is necessary to pay attention to the learning time in order not to cause fatigue.

It is necessary to pay attention to the Protection of Health while reading. The ever-increasing array of tasks sometimes exceeds the time or schedule done, causing children to have to study more. Although children must maintain their health while studying from home, in order to meet the homework collection deadline, children sometimes ignore rest periods during study as well.

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CHAPTER 11

Sub-Model of Blended Learning: Flipped Classroom Model

1. INTRODUCTION

In view of the trend towards increasing student numbers in many countries, new demands are placed on secondary schools and university teaching. It is important to enable optimal learning processes for a larger number of pupils. Innovative teaching and learning scenarios could meet such requirements. Especially in this area, there is increasing talk of the use of so-called "flipped" or "inverted classrooms" (Bishop, 2013; Sun, Xie & Anderman, 2018). With the increasing enthusiasm for such approaches in practice, the interest from a research perspective also grows. Various variables are examined, such as the effects of flipped classrooms on the motivation of learners (Yilmaz, 2017) as well as effects in the context of inclusive learning (Altemueller & Lindquist, 2017), effects on the self-regulatory ability of learners (Sun, Wu & Lee, 2017) or on learning performance (Chen Hsieh, Wu & Marek, 2016). It is noticeable that there is often no clear separation between different educational concepts, such as flipped classrooms, discovery learning or blended learning. Numerous studies on the effectiveness of flipped classrooms come from the higher education sector rather than the school context. This results in insufficient knowledge regarding the effectiveness of the concept in the school context (Lo, Lie & Hew, 2018). Gillette, Rudolph, Kimble, et al. (2018) warn against the frivolous expansion of the flipped classroom concept to teaching and learning rooms in view of the high expenditure of time and resources with simultaneously low positive effects on learning performance. Central statements about possible effects of flipped classrooms are difficult to make on the previous basis - despite some references in the scientific literature. The lack of evidence does not seem to slow down the euphoria of the self-proclaimed "innovation educator", but even to stir it up.

Meeting the diverse needs of individual students has always been a challenge for teachers. With just so many minutes in a classroom or too many hours in a day, teachers struggled to provide talented, average, and vulnerable students and honor all their learning styles. Adding online learning experiences to face-to-face delivery has been a solution to these struggles, and research seems to point to the achievements of these hybrids.

2. BLENDED LEARNING

Blended learning is a teaching method in which online education content is blended with traditional teaching approaches. Computer-mediated activities are

combined to blend the learning experience for students, while requiring the physical presence of teachers and students; students have some control over the time, pace, and location of lessons.

In blended learning (or hybrid learning), the definition and form of implementation vary greatly (Lenz et al., 2016; Zumbach, 2010; Zumbach & Astleitner, 2016). Reinmann (2005) and Kayalar (2020) describe blended learning as a label capable of consensus for teaching and learning concepts that regard digital media as an integral part of learning environments and focus specifically on the added value of digital media for the optimization and expansion of face-to-face learning. The term encompasses a broad field of classroom-related, classic and innovative forms of organization, including media and methods. In general, this form of learning relates to positive aspects of face-to-face teaching and learning and at the same time exploits the advantages of teaching and learning with new media (Lenz et al., 2016). The media that can be used vary greatly, so that the Internet, computer-based training and web-based training, but also audio, handouts and textbooks can only be mentioned here as examples. The organization of learning also varies insofar as phases of self-organized learning alternate with teaching-controlled episodes. In addition, there are various other forms of didactic influence on the learning process, such as trainer-teacher, team learning situation or even peer-to-peer learning. The flipped classroom can be viewed as a special form of blended learning.

Blended learning is used not only for educational purposes but also for professional training. Different blended learning models combine various levels of content distribution and interaction through digital media. The main purpose of blended learning is to provide a better teaching experience. In some cases, blended learning can also be viewed as a more personalized teaching method for better learning outcomes.

2.1. Features of Blended Learning

Osguthorpe and Graham (2003) identified six goals that teachers will adopt when designing blended learning environments. These include Pedagogical Wealth, Access to Information, Social Interaction, Learner Control, Cost Effectiveness, and Easy to Revise.

Pedagogical Richness; in blended learning, as in other learning environments, the main purpose is to move the student's learning level to the upper limit. In the blended learning environment, with the use of online technologies, the student can see the course to be taken on the web in advance and come ready for the course.

Access to Information; another purpose of blended learning is to increase the student's access to information. The purpose of blended learning is for the student to comprehend the content effectively. By getting this web support, you can send additional information about the course, pictures, videos etc. online. elements are available.

Social Interaction; learning is a situation that can occur in a social environment. The student's interest in the course increases as the student shares his / her problems, predictions, opinions and situations related to the subject. Information turns into life. Thus, the student has the opportunity to repeat the information and appropriates the information.

Learner Control; Blended Learning is a design that keeps the student in control throughout the learning period. In other words, it defends that the student's learning authority should still belong to the student. In this way, it enables the student to control himself, to have different options in making personal preferences and making decisions.

Cost Effectiveness; one of the goals of blended learning is to make learning cost effective. The amount of time spent in class for repetition decreases as the level of readiness increases, thanks to the basic knowledge that students acquire from the websites or the skills they have acquired through the exercises on the websites.

Easy to Revise; since blended learning environments are designed and developed by the teachers themselves, the information provided in the online environment can be easily changed at any time, new information can be added or updates can be made on existing information. The teacher does not need to have detailed programming knowledge to be able to do all this. As for the features of Blended Learning, we can count for :

- Blended learning combines traditional teaching with distance education,
- The teaching process continues with a pedagogical approach,
- In the blended teaching process, the teacher aims to increase the opportunities among learners.
- Communication between learner-learner or learner-tutor proceeds differently than traditional teaching.
- The online component becomes a natural extension of traditional classroom learning,
- The role of the tutor is different from traditional teaching.

2.1.1. Sub-models of Blended Learning

Educators have developed 6 submodels for blended learning, and teachers choose between them based on unique student populations. These are “The Face-To-Face Driver Model”, “The Rotation Model”, “The Flex Model”, “Online Lab School Model”, “Self-Blend Model” and “The Online Driver Model”. Station rotation, lab-rotation, and flipped-classroom rotation are to be considered truly blended or hybrid classrooms while individual-rotation model borders on a more typical online classroom (Clayton, 2013).

The Face-to-Face Driver Model works best in a variety of classes where students work at varying levels of ability and mastery. Face-to-face model is seen as a structure for students to learn. Planning face-to-face meetings helps students keep track of their time and manage their time (Adam & Nel, 2009; Hall & Villareal, 2015) and is essential to clarify problems as well as providing students with important information (Stubbs, Martin, & Endlar, 2006). While providing a structure, face-to-face blended learning is understood to be flexible in terms of content that must be decided according to student needs rather than a fixed pre-selected curriculum (Adams, 2012; Swart & Wuensch, 2016).

The Rotation Model is really just a variation of the learning stations model that teachers have been using for years. There is a specific program that allows students to spend face-to-face time with their teachers and then move on to work online. This model seems to be most popular in Primary Schools. Primary education classes in which students can be divided according to their skill level in reading and mathematics. Therefore, students who perform well in math but are not good at reading can read face-to-face with their teachers before returning to online learning stations for math. Teachers can provide more individual assistance to struggling students according to their needs.

Particularly, the first model that classroom teachers directed is the Rotation Model. This category includes any subject or lesson in which students alternate between learning modalities, of which at least one is online learning - on a fixed schedule or at the teacher's discretion. Often, students alternate between online learning, small group instruction, and pencil and paper assignments in their turn. Or they could alternate between online learning and some kind of whole class discussion or project. The trick is that the clock or teacher announces that it's time to return and everyone moves on to their next assigned activity in the course. The idea of alternating between stations is absolutely not new to education. Indeed, teachers have exchanged groups of students between centers for decades, mainly at the primary level.

Flex Model relies heavily on online education delivery, and teachers act as facilitators rather than primary providers of teaching. This model appears to be

most used and most successful in the non-traditional learning environments. For this reason, it is a teaching method for non-traditional students. Learning materials and instructions are delivered online and lessons are self-directed. The teacher is present on the site. Students work independently and learn to develop and create new concepts in the digital environment. Most of the time they work in computer labs. The programs of the learning methods are individually customized and the enrollment teacher is on site. While most of the instructions are provided online, the student's needs are delivered by the enrollment teacher and adults through activities such as face-to-face support, group projects, small group instruction and individual lessons. This model provides students with a flexible learning environment. They are free to come and leave their learning facilities within the given schedule of the day. The teacher in this model acts as a mentor and places equal emphasis on providing appropriate education to students.

Content and training are primarily made available to teachers via the internet. Students receive individualized training from teachers at school from computers. The teacher transfers the lesson to the group and individually when necessary. Students work with course materials at their own pace online with face-to-face educational support. Curriculum-based online courses are given in the Blended Class.

The Online Lab model provides most, if not all, of the content remotely. This is completely different from online learning in that students come together in a traditional environment to access computers. However, no face-to-face teachers are required. The online lab model allows differentiation in education because every student in the classroom can learn different things at different levels. Also, course options are not limited to the current teaching staff. Therefore, students have access to almost unlimited options in learning and staff are limited to what is required to supervise the facility.

The Online Laboratory Model is more suitable for rural schools. Rural schools are small and poorly populated and may be under-resourced. Such schools do not have many options for students in terms of course offerings, teaching staff, and extracurricular activities. Rural students will be able to connect to a greater learning opportunity with the help of their school's computer lab. They can take a course not offered on campus or join a club with students from all over the world. This represents the online lab model at its best.

Self-blended learning is not full-time online learning. Students self-blend some individual online courses and take other courses at a brick-and-mortar campus with face-to-face teachers. Only certain courses take place online. Students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher. It is not a whole

school experience. Not everyone in the school completes their education in the same way, with the same courses. The courses may be taken on campus or off-site.

Self-inclusion is not ideal for students who lack motivation and support. Students should make great effort without the usual face-to-face communication they receive in the classroom. Self-inclusive learning is generally not suitable for young learners who have not developed discipline and independence to complete classes on their own. Self-blended learning is considered most suitable for high school students.

2.2. Flipped Classroom as a Sub-model of Blended Learning

The concept of flipped classroom has a vague basic structure in terms of the definition of terms. So far there is no uniform model in didactic basic research (O'Flaherty & Phillips, 2015). Rather, there is a wide range of measures, which are summarized under the umbrella term of inverted or flipped learning. There are certainly general core features of flipped learning approaches. Common central aspects concern, for example, a) the preparation of learning content in advance, b) the teacher's view of the learning processes of understanding, or c) the higher-order learning processes within the framework of teaching units (O'Flaherty & Phillips, 2015). The extra-curricular development of learning content usually takes place by means of lectures recorded in advance (podcasts) or other documents (e.g. teaching texts), which are usually made available via digital channels (e.g. through learning platforms). The term flipped classroom is often heavily generalized or incorrectly extended to related didactic models (Fallmann & Reinthaler, 2016; Lenz, Köttgen & Isenhardt, 2016). An explicit demarcation from the didactic generic term of blended learning, as attempted for example by Strayer (2012), is rarely found. According to Bishop (2013), there is no uniform definition of flipped classroom either. The terms flipped classroom, blended learning or discovery learning are often used synonymously.

Lienhardt (2016) criticizes the flipped classroom with regard to the learning culture that learners have acquired. Tendentially characterized by external control by teachers, a change from this subject-centering to more personal responsibility means a significant additional effort for everyone involved. Lo, Hew and Chen (2017) also cite the lack of familiarity among learners with the learning approach as a relevant challenge. For teachers there is a higher burden due to the new curriculum and the increased need for supervision. On the part of the learner, there must be an adequate level of self-directed learning competencies so that they can work independently on the learning material in phases outside of the classroom. Here, too, additional supervision by teachers is indispensable.

Giving students materials to prepare for the lesson has been around since the first phase of learning. But with learning platforms, flipping your classroom is now easier and more efficient. In the traditional teaching model, students learn theory in class and then practice with homework at home. In the inverted classroom model this is reversed. This model better prepares students for work in the classroom. Therefore, teachers can be more effective in class time. A primary school teacher in Norway tried this and he said he was able to talk less in class and deal with more students individually. The teacher adds the theory of the work he will do in the next lesson to the learning platform as homework for the students by making videos. For homework, students watch the video and the teacher runs a quick digital test to check if the students understand the theory. This test analyzes whether any student understands the theory. The reason this information is important is that the teacher can plan the next lesson more effectively and focus more on the areas students need more help. He can understand which student has more difficulty and spend one-on-one time.

Teaching with the inverted learning model makes learning more effective. Watching videos is a low cognitive stage. Everything requires absorption of information and some critical thinking. Other one

On the other hand, completing the tasks requires high cognitive problem-solving skills. Thanks to inverted classrooms, this highly cognitive job is done in the classroom with the help and guidance of teachers, encouraging students to learn beyond what they know. Setting up inverted classes ensures that students are made an environment according to their individual needs.

3. RESULT AND SUGGESTIONS

When examined in the context of combining different learning approaches in addition to the positive effects of blended learning, the design of blended learning environments is related to multiple factors such as the instructor, the teaching designer, the students and the communication / interaction styles between them, the learning environment, the learning content and these effective blended learning design. This is a situation that makes it difficult to achieve (Dağ, 2011).

The following recommendations can be made for the components that should be in the design of blended learning.

- Considering the necessity of using more than one learning approach in design, blended learning should be considered as an instructional design approach.
- Different learning methods such as project-based learning, collaborative learning, role-based learning should be included in the blending.

- Course materials created for blended learning; It should be specially designed for blended learning in different formats (sound, image, writing), taking into account the learning styles of the students, enabling students to learn at their own pace.
- The blended learning environment should be enriched with learning activities to be offered with e-learning methods. For example, after a face-to-face lesson, presenting exams with questions in different question types that are presented to the student in an e-learning environment, which can be accessed and used at any time, will be beneficial for the student to consolidate the knowledge learned. E-learning tools such as forums, chat tools, discussion boards, instant message services should definitely be used as learning activities in the learning environment, and the use of these tools by students should be evaluated in the course.
- After the decision to implement blended learning, raising the students' awareness about this issue and making studies to increase their motivation and self-efficacy are the situations that should be taken into consideration in planning for the successful implementation of blended learning.

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CHAPTER 12

Enriched Virtual Learning Model in Hybrid Teaching Application

1. INTRODUCTION

Today, due to the rapid development of science and technology and global health problems such as the Coronavirus disease 2019 (Corona Virus Disease, COVID-19), the use of technology has ceased to be a choice in many areas and has become a necessity. In particular, the COVID-19 pandemic has led to a rapid transition to the use of remote technologies in working and educational life. One of the areas where technology is most widely used and affected in this process has been in education such as language training, health science education and vocational education.

The knowledge, skills, attitudes and behaviors gained through education become more effective, efficient, systematic and holistic with the use of technology. Some of the traditional (in-class) methods and techniques commonly used in education include narration, question-answer, discussion, problem solving, observation, case analysis, role-playing, brainstorming, group work and educational games.

In cases where traditional education methods are insufficient, new methods and models are needed in education and training in parallel with technological developments. Distance education also emerges as an education system that responds to this need. In this study, it is aimed to reveal the concepts related to distance education, the examples of the use of distance education in language teaching, the methods and tools used in distance education.

Many educators in the educational innovation field are considering redesigning secondary and higher education to better reflect students' 21st century learning needs. Initiatives around the world such as the XQ Super School project and Ministries of Education's Next Generation High Schools are about restructuring the high school experience to include "real world" learning components as well as skills and passion-building opportunities such as internships, project-based learning, robust computer science curricula and competency-based learning systems. Of course, such experiences that foster deeper learning do not fit well with the current structure of traditional schools. Indeed, to integrate these unconventional practices into schools at large scale, massive logistical shifts in where, when, how and in what way a student learns become crucial. Traditional school structures and features, such as 45-minute lessons, age-based groups, and single-teacher classes, are becoming obsolete. Students no longer go to school every day, as new high school designs promote

flexible, student-centred learning and even off-campus experiences. Looking to the future, educational theorists predict that not only will blended learning opportunities continue to increase in schools, but there will also be an inevitable rise of the Enriched Virtual Blended learning model at the High School level.

2. HYBRID LEARNING (BLENDED LEARNING)

The concept of blended learning has different definitions. Powell et al. (2015) argue that the blended learning approach brings together the best elements of online learning and face-to-face and that it is expected to become the most preferred model in the future and become much more common than other models.

In general terms, blended learning describes a learning experience that can be tailored to a particular audience and is not limited by place or time. With this in mind, we can express a broader definition as follows. It is the learning of a part of traditional education and the time allocated for it by controlling their own learning syllabus and speed at any time and place with the opportunities of the online environment. Blended learning as a concept is rooted in online learning and for a student traditional teaching never has; It represents a fundamental shift that has the potential to improve, develop and optimize student learning. (Maxwell 2016)

Although schools have long used computers and technology in teaching, until recently they have never used technology to provide students with a true blend of education that gives them control over their learning. In face-to-face education, technology is used in the classroom, but its use outside the classroom is more limited. In order for the students to understand the lesson better, activities and opportunities should be provided that will enable them to improve themselves at any time after the lesson. In addition, there was a need for applications that enable students to communicate with their teachers and friends about the lessons, to talk simultaneously and to exchange ideas. These opportunities are offered to learners by distance education. For this reason, distance learning, which offers more flexible learning environments and methods in terms of time and place, and the opportunities it provides to learning environments above, has been combined with face-to-face education.

Blended learning is primarily expressed as the mixing of web-based technologies (virtual classrooms, self-teaching education, collaborative learning, video, audio and text streaming) to achieve an instructional goal. Secondly, using a different conceptual approach, combining various educational approaches such as behaviorism, cognition, constructivism to produce the most appropriate learning outcomes with or without using instructional technologies is expressed as blended learning. Thirdly, using face-to-face education under the guidance of

a teacher and combining different formats of instructional technologies (video, CD-Rom, web-based learning, distance learning technologies, etc.) is blended learning. Fourth and lastly, blended learning is defined as combining and blending real work tasks and learning technologies to create a harmonious effect for learning (Kayalar, 2021; Kayalar and Kayalar, 2020; Kayalar and Ağaoğlu 2020; Kazakoff et al, 2017; Schechter et al, 2015).

Blended learning does not have a limited scope, such as the use of some strategies such as discussion forums, mail, content presentation, which are used only in e-learning, in face-to-face teaching and mostly as a tool to support face-to-face teaching (Usta, 2007; Ünsal, 2010). Blended learning, which should be accepted as an instructional design approach, is a process that should be strategically planned in order to be implemented in the realization of teaching for a course, in the dimension of a curriculum or an educational institution.

Blended learning focuses on achieving the highest achievement by matching the right learning technologies and applying the learning objectives, with the right personal learning style to equip the right skills to the right person at the right time. The principles hidden in this definition include some important points such as

- The focus is on learning goals rather than sharing method.
- Many personal learning styles need support to reach large audiences.
- Each individual participates in the learning event with different information.
- In many cases, the most effective learning strategy is just what is needed at that moment.

There are main elements associated with blended learning such as psychological, technological, theoretical, communication and management system. Blended learning interacts with computer assisted learning, web based learning, electronic learning, learning management system and learning platform. In addition, there are other areas in which all these elements that blended learning is related to are also related to each other. For example, computer-assisted learning is directly related to behaviorism, computer-assisted applications, lifelong learning, and Web-assisted learning, and developments here change by affecting computer-assisted learning. Web-supported or face-to-face learning approaches can be used in the school environment, inside and outside the classroom. One of them can be done or there may be a few of them. What is important here is the planning to be decided with the participation of other experts in the company of the instructor. In addition, it is the rational evaluation of the school's opportunities and strengths. The blended learning approach to be applied will have many benefits for both the student and the teaching staff, as well as the

educational institution and its effectiveness. We can briefly explain some of the benefits of the blended learning approach as: it increases learning effectiveness and makes the richness of learning permanent, it is convenient in terms of time and cost, the results take place at the most appropriate level, and collated studies occur immediately. In addition to these, the application of the blended learning approach includes learning wealth, access to information, social interaction, management of learning and so on. It leads to important results (Osguthorpe and Graham, 2003).

It is understood from these explanations that, in general, this learning approach provides diversity, cooperation and communication density in terms of individual learning, individual speed, listening, reading, seeing and application. In addition, it can be said that feedback has a positive effect such as speed, freedom in the learning environment, saving in time and learning costs. Of the sub-models of blended learning, A La Carte Learning Model and Enriched Virtual Learning Model have outstanding benefits and advantages in education during the recent Pandemic.

3. ENRICHED VIRTUAL LEARNING MODEL

Enriched Virtual model—a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the A La Carte model because it is a whole-school experience, not a course-by-course model (Hunsinger, 2019).

According to Jenny White (2019) the Enriched Virtual model, by definition, is rather straightforward: the backbone of student learning is online and the student is only required to attend brick-and-mortar school on designated days. Thanks to technology, learning is happening anywhere, anytime, and (sometimes) at varying pace. The required face-to-face time within this model typically serves two main purposes:

- 1) enrich students' learning experiences with group-based work or teacher-led instruction, for example, and
- 2) hold students accountable via regular in-person check-ins with their teachers and advisor(s).

This model isn't flashy; it's quite operational in nature. In the Christensen Institute's research, early adoption of this model emerged among fully virtual schools that shifted to blended learning to provide stronger supports for students who otherwise struggle to stay on track. It's worth noting, however, that this blended model is considered disruptive: it provides learning opportunities not governed by seat time like traditional instructional models, but instead determined by the degree to which students control time, path, pace, and in some cases, place of their learning.

Today, this model is still fairly niche among traditionally brick-and-mortar public schools; few schools tout their "Enriched Virtual" model at conferences or in articles. But when you take a look at schools leveraging this model, their Enriched Virtual practice is pretty exciting in that it has the potential to benefit an increasing number of today's students: without Enriched Virtual's disruptive blended-learning structure, scheduling flexibility, off-campus learning experiences, opportunities to explore emerging passions, and more, wouldn't be feasible for schools to provide.

Many reasons for choosing an enriched virtual model or an à la carte model are the same. Both models allow you to support student-centred learning, develop self-management skills, and personalize learning through a wider range of course options. They can be used to accelerate credit accumulation, resolve timing constraints, or support basic learning skills. Often these models are used with "non-traditional" students. For example, over-age under-credited high school students that have had interrupted academic progress, may need courses that don't fit into their traditional schedule. These models also help in rural areas where some students commute to school too long.

The course needs should be identified at the school in order to get started with the a la carte model or enriched model. Replies for these questions should be found;

- Are there gaps in your course offerings?
- Have students become disengaged in the required courses?
- What are the interests?
- Do you have students who are far below grade level and need an additional course to meet their needs?
- Who will monitor student progress?

Both the a la carte and enriched virtual models are closer to online learning in the spectrum of blended learning and are more often used in higher grade levels. They are classified as blended learning because they still include limited face-to-face time with a teacher. An "a la carte model" often has mostly traditional face

to face classes with an online course supplement whereas the enriched virtual model is mostly online with intermittent face-to-face interactions.

Blended Learning

- Students learn in part through online learning and are in control of where, when and how they study during their learning.
- Devices are used to take advantage of the individualization opportunity.
- Classrooms are fundamentally changing teaching to provide an integrated learning experience.

Technology Assisted Learning

- Students use technology to do the same job at the same place, time and speed while learning.
- Devices are used to support traditional teaching
- Classes are supplemented to enrich the traditional learning experience.

4. CONCLUSION

Distance education, which has become widespread in our country and in the world with the COVID-19 pandemic, can be offered synchronously (interactively) or asynchronously (non-interactive), without time and place restrictions. It is seen that distance education is not sufficient in subjects such as clinical applications and laboratory modules for applied sciences such as Language Education and Science Education. For this reason, a mixed education model in which online and face-to-face methods are used together is recommended for applied sciences (Kozan et al, 2021). When the national and international literature studies in which the blended education model is used in Language Education are examined, it is seen that Enriched Virtual Learning Model, which is a type of blended education, supports pedagogy and positively affects the learning outcomes of the students, so it is more recommended than other models. It is recommended to use and disseminate tools such as online course materials, discussion boards, simulation, videos, mobile technologies and social media platforms to facilitate learning in virtual language teaching.

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CHAPTER 13

Challenges in Educational Activities far from School during the Recent Pandemic

1. INTRODUCTION

The age we live in is called the age of information, science and technology. The developments in science in accordance with the requirements of the age have led to the emergence of different alternatives as well as traditional education methods. Distance education method is one of these alternative methods. The relationship between distance education and the technology used in education is a very strong one. Letters were first used in distance education, and then distance education began to be continued with technologies such as radio, television, computer and internet that entered our lives (Cabi & Ersoy, 2017). The distance education method, which brings together educators and students from different fields, provides benefits for the effective use of time. Distance education is spreading rapidly in the higher education level. Universities at the higher education level are educational institutions that play a major role in the development of societies. These educational institutions offer practical training on the profession, as well as professional knowledge, in order to train an expert workforce in their field. In this sense, distance education is one of the methods used to gain professional knowledge and experience to university students. In this way, the student has the opportunity to attend the course he wants, whenever and wherever he wants. However, apart from the benefits it brings, distance education also brings many problems with it. Problems increase especially in cases where the transition to distance education is fast and there is not enough information about this process.

Distance education, which has qualified applications today, started for the first time in the world with the announcement of shorthand lessons in the Boston newspaper in 1728. While teaching using communication tools such as radio, television and mail at the beginning had a one-way information transfer feature, this transfer has become a two-way process with the use of the internet (Ak, Oral and Topuz, 2018; Etilioğlu and Tekin, 2020). Many benefits such as low cost, independence of time and place, equality of opportunity have been achieved with the educational materials offered in electronic environments. Distance education is widely used in the world with various methods suitable for the technological

trend of the period. The tools used in distance education are changing with the development of technology. The internet is a widely used distance education tool today. Computers, phones and tablets are tools that enable internet use.

The need for lifelong learning and unprecedented technological innovations in communication has pushed distance education approaches to the forefront of educational practice (Garrison, 2000; Kataoka and Mertala, 2017; Figaredo and Álvarez, 2019). Distance education has created a favorable opportunity for students to learn at any time or anywhere. Universities that provide distance education offer this education method in order to meet the demands of those who cannot receive face-to-face education, who want to go back to school, and those who want to receive vocational and personal education at an advanced age. Other student groups who prefer distance education are students living in rural areas, children who are sick or hospitalized, gifted children, families traveling and students who have problems in regular classes. Visual, written and verbal communication needed by students and educators in different places can be provided via the internet. In this way, the student can attend the course he/she wants whenever he/she wants. This situation provides benefits in terms of effective use of time. Distance education is spreading more rapidly, especially in higher education. It can be said that while distance education provides many benefits to users, it can also cause some disadvantages. For example, a student researching in an uncontrolled virtual environment will reach some harmful and unnecessary information. This will cause both loss of time and information pollution. The lack of clear ethical rules based on computer use also leads to crimes with virtual content. (Mupinga, 2005; Günter, Güneş, and Demir, 2012; Cırık, 2016).

2. EDUCATION IN THE PERIOD OF PANDEMIC

Schools in 194 countries were closed throughout the country in the second half of the 2019-2020 academic year due to the COVID-19 outbreak. In Turkey, education was suspended in schools in the second week of March. Immediately after the interruption of education in schools, the continuity of learning was tried to be ensured by using distance learning tools and opportunities urgently. The infrastructure and facilities of all institutions across the country have been mobilized to prevent the epidemic, to minimize learning losses while the epidemic continues, and to ensure the continuity of learning.

It is clear that the pandemic, which is accepted as a global problem, reveals many deficiencies in the education system. It can be said that these deficiencies are factors such as access to computers, supportive environments, unbalanced distribution between resources and needs (Schleicher, 2020). According to the

results of Emin and Altunel (2021) from the PISA database, a “digital distinction” has emerged between students who have and do not have digital devices and schools that have similar technological equipment and lack this equipment. Consequently, the risk of inequality of opportunity has come to the fore. Students' access to distance education differs according to factors such as the country/region of residence, family and age (García and Weiss, 2020). According to the report published by OECD, students who are supported by their parents and willing to learn are more advantageous in finding their way to alternative learning opportunities even though schools are closed. Students with disadvantaged conditions generally faced negativities in the distance education process (Schleicher, 2020). Many teachers had to meet the distance education process, which they were unfamiliar with, to understand the application and realize the demands of the digital environment, since they did not have to use it before. On the other hand, some students try to cope with problems such as their parents' ignorance about the process and lack of access to the necessary technology and internet in the distance education process (UNESCO, 2020).

3. DISTANCE EDUCATION DUE TO PANDEMIC

Distance education applications provide students with many advantages in terms of accessing information sources, education and evaluation methods. However, individuals may tend to exhibit unethical behaviors in distance education environments (Akbulut, Odabaşı, and Kuzu, 2008). This situation is explained by the concept of “psychological distance” in the US Department of Justice report. Accordingly, when interacting face-to-face with others, the consequences of inappropriate and unethical behaviors are faced, but since there is no face-to-face relationship in distance education, the behavior becomes less personal, thus making it easier to use information technologies in a way that harms others (Gearhart, 2001).

In distance education, teachers and students attend classes using networks of personal computers or other devices. Thus, depending on the characteristics of the tools used, the way of accessing resources also changes. At this point, it should not be forgotten that the distance education process brings with it the risks inherent in the internet (Reamer, 2013; Yılmaz & Aksoy, 2020; Koç, 2020). For example, distance education environments support undesirable discourses and multiple relationships due to the uncertainty of online sites, causing physical, cultural and linguistic boundaries to be crossed. As can be seen, not using the internet correctly in distance education is one of the important education problems.

When the literature is examined, it has been seen that various studies have been conducted on the distance education process during the pandemic period (Alan, 2021; Chahin-Dörflinger, 2020; Graumann, 2020; Jones and Sharma, 2020; Işık et al., 2021; Korkmaz and Toraman, 2020; Marek, Chew and Wu, 2021; Smiley et al., 2020). The topics covered in these studies are generally related to determining the needs of educators regarding distance education during the pandemic, and the development of distance education in schools with the evaluation of teachers and principals. In addition, the effects of the Covid 19 process, the future of online learning in the post-Covid 19 period, classroom transformations and organizational problems of the school, the experiences of teachers, students and families were evaluated in these studies. Apart from these studies, it has been observed that the difficulties and opportunities of the transition to online education have been examined through the evaluations of educators in different countries. In a study conducted by Özdoğan and Berkant (2020), various evaluations were made by taking the opinions of provincial national education directorate officials, school administrators, teachers, school psychological counselors, faculty members, students and parents in the Covid 19 pandemic. As a result of these evaluations, the problems of plagiarism were examined under the title of ethical problems, and a solution was suggested that ethical rules should be determined in order to combat these problems. A study by Köksal (2013) focused on the ethical principles that academicians should follow in distance education. Despite these studies, it has been seen that there is a need for research that comprehensively reveals the ethical problems experienced in educational institutions during the pandemic period.

4. THE PANDEMIC AND BLENDED LEARNING

The Pandemic crisis has brought to light the importance of the physical space provided by the school, as well as the fact that the school is not the only place where education takes place. While education systems are responding to the Pandemic crisis with distance education, in fact, seeds for the future have been planted for the recovery, flexibility and restructuring of the system. Today, it is expected that the decisions and investments made to enable and maintain the learning of students outside of school with distance education will create a normal that will blend the space and time where learning takes place, at school and outside of school. Therefore, in order to be prepared for a new crisis, countries have started to focus on blended learning models that blend face-to-face education and distance education, taking into account the flexibility of education to be everywhere at any time. In the simplest definition, blended learning, which is a combination of face-to-face learning and online learning experience, and the

delivery of some of the lessons through distance learning can reduce the number of students in the school and a solution can be produced for the lack of physical capacity of the school and the classroom. The capacity problem of the schools can be solved within the framework of social distance by dividing the students into groups and by switching to a transformative model, some of which will receive distance education at school.

5. CONCLUSION

The negative effects of school closures on students' social and emotional development, behavior, economic future and academic success have been revealed by many studies during the COVID-19 process. It is known that these effects will be much more severe for disadvantaged students, those with learning difficulties and students whose self-learning skills are not sufficiently developed by using distance learning tools. Primary school students are among the groups that will be most affected by the closure of schools. Although distance learning contributes to the learning process, the difficulties of acquiring literacy and basic skills using distance learning tools are well known for a student who has just started primary school. However, face-to-face education will be more effective than distance learning in gaining skills at all levels and supporting the social and emotional development of students.

The limited communication and interaction of students with their peers in distance learning will also negatively affect their development. In this process, we need to approach education in a more pragmatic dimension in terms of students' development and learning, rather than approaching and criticizing education in a paradigmatic dimension. We know that distance learning can be very effective in cognitive learning, especially through live-interactive online courses. However, when we evaluate this effectiveness together with the limitations of distance education in acquiring many professional skills, it is clear that distance learning cannot replace face-to-face education.

Each country has taken various measures within its own means to continue learning at the level of K-12, vocational and technical education and higher education. Some decisions taken in this process have made the measures more inclusive, more qualified and more applicable (TEDMEM, 2020).

For K-12:

- Identifying students with access barriers and providing the necessary technological device and internet connection
- Broadcasting on TV channels to reach more students, and delivering printed resources to students who do not even have access to TV.

- Making plans for students who need special education
- Collaborating with various institutions and evaluating existing resources by acting proactively during the creation of learning resources
 - Creating distance learning plans and sharing these plans with the public.
 - Defining the duties and responsibilities of students, parents and all personnel working at the school (teachers, administrators, IT personnel, nurses, etc.).
 - Creating different programs for different education levels and sharing daily or weekly study schedules for students.

For Vocational and Technical Education:

- Continuation of theoretical courses through distance education
- Continuing the skills training in the workplaces as much as possible by taking the necessary precautions; postponed/compensated when it is not possible to continue
 - Economic support of students within the scope of apprenticeship and internship training

For Higher Education:

- Establishment of support centers at universities, making plans, preparing and sharing instructions, both for the management of the distance education process and for the ongoing campus activities.
 - Strengthening the digital infrastructure, establishing an effective communication network
 - Identifying students with access barriers and providing the necessary technological device and internet connection
 - Guidance to faculty members on both distance education and assessment and evaluation.
 - Ensuring the continuation of laboratory, clinical study and practice training by creating appropriate conditions

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