



(Derleme Makalesi / Review Article)

## Education System Changing With Covid-19 Outbreak In The World, New Normalization In Education And Precautions Taken

Dünya’da Covid-19 Salgını ile Değişen Eğitim Sistemi, Eğitimde Yeni Normalleşme ve Okullarda Alınan Önlemler

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2. distance education
3. new normalization

### Anahtar Kelimeler

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### Abstract

With the Coronavirus outbreak globally, the changing education system new normalization in education and precautions taken in schools. It is a review work. The spread of coronavirus disease has disrupted the education of more than 1.7 billion students worldwide. Primary schools, secondary schools and universities have moved into Distance Education. The Coronavirus outbreak has been a prerequisite for teachers to massively adapt all classes to distance learning to maintain educational continuity of the same quality. Even if some teachers and some classes were prepared to face this situation, a large majority had to adapt their appropriate teaching and learning without training in a brief period. Distance Education is a digital platform. It includes academically appropriate lectures, content that allows students to repeat exams, videos that support the entire process, animations for different age groups according to different levels of teaching. It is an independent environment with distance education that will support the entire process of students and a platform where they can apply a student-centered teaching model outside of school.

### Öz

Dünya 'da Koronavirüs salgını ile değişen eğitim sistemi, eğitimde yeni normalleşme ve okullarda alınan önlemleri belirlemektedir. Bir derleme çalışmasıdır. Koronavirüs hastalığının yayılmasıyla Dünya çapında 1,7 milyardan fazla öğrencinin eğitimi kesintiye uğradı. İlkokul, ortaokul ve üniversiteler, uzaktan eğitim sürecine geçmiştir. Koronavirüs salgını, öğretmenlerin eğitim sürekliliğini aynı kalitede sürdürmek için tüm sınıfları kitlesel olarak uzaktan eğitime uyarlamaları için bir ön koşul teşkil etti. Bazı öğretmenler ve bazı sınıflar bu durumla yüzleşmeye hazır olsalar bile, büyük bir çoğunluk çok kısa bir süre içinde eğitim almadan, uygun öğretim ve öğrenimlerini uyarlamak zorunda kaldı. Uzaktan Eğitim bir dijital platformdur. İçerisinde akademik olarak uygun konu anlatımları, sınavlar öğrencilerin tekrar yapmasına imkân tanıyan içerikler ve bütün bu süreci destekleyen videolar farklı yaş gruplarına farklı öğretim kademelerine göre animasyonlar yer almaktadır. Öğrencilerin tüm sürecini destekleyecek uzaktan eğitimle bağımsız bir ortam ve öğrenci merkezli öğretim modelini okul dışında uygulayabilecekleri bir platformdur.

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## INTRODUCTION

Education is a process that lasts from the birth of an individual until his death. This process gives individuals a variety of knowledge, skills, attitudes and values. This learning process causes noticeable changes in the behavior of the individual. A change in behavior in an individual occurs through his own life. Life can be defined as the traces that remain in the individual due to the individual's interaction with his environment (Ertürk, 1979). According to the Basic Law of National Education No. 21739, adopted in 1973, the modern Turkish education system consists of two main parts: non-formal and formal. Formal education consists of preschool education, primary education, secondary education and higher education. Non-formal education, on the other hand, offers people the opportunity to study by the general goals and basic principles of National Education, except for formal education. When we come to the present day, education is carried out remotely with the change of the education system. The concept of distance education is the technologies that the teacher and the student use in classes with the help of distance learning tools in the same online environment where they are located at different times and places. From the definition of distance education, the possibilities of education are reduced; various types of education, inequality of opportunities for individuals. It offers the benefits, limitations and essential opportunities of distance education, such as reducing costs, increasing qualifications, providing a rich educational environment, and many ways. This educational system increases the communication between the teacher and the student, and group work only complicates learning because time cannot be set decently (Yalçınkaya, 2006). Distance education activities in Turkey were held for the first time in 1927 in a meeting environment where educational problems were discussed. By 1956, Ankara University Faculty of Law Research Institute of Banking and Commercial Law started distance learning by letter. In 1960, it was conducted by the Ministry of National Education in the form of a trial education letter. In 1982, this task was performed by the Higher Education Institution (YÖK) at Anadolu University.

On the other hand, in the world, the first beginning of computer-based education began in the USA in the early 1980s. The reason for this is to fix the shortcomings of the television tool. The instrument on which the first studies were carried out was the Mainframe. Because Mainframe computers are difficult to use, it has created a turning point in distance learning with the discovery and production of PCs. It is almost a revolution in technology. The advent of PCs has strengthened the quality and availability of distance learning. As of March 2020, the need for distance education has increased even more with the coronavirus pandemic. In the following years, it is seen that the studies developed on computers will be involved more often.

Considering the steps taken in the new normalization of education after the pandemic, this was first given priority because the physical, mental and social development of children aged 0-6 years covering the preschool education period was the fastest period. During this period, it is necessary to guide the child to develop his abilities and skills, warn him about the surrounding events, provide him with an intellectual mood, monitor what the child is doing and thinking, consolidate his correct behavior. This is also possible with well-educated parents or in a preschool educational institution that implements planned education. In this context, our country has successfully carried out its first critical step in the new normalization in these institutions. Primary education, on the other hand, is the cornerstone of the education system. At this stage of education, the child is given the essential knowledge and skills necessary to live in harmony with other people in society and to lead their lives better. In the first stage of primary education, children reading, writing, reading comprehension, the primary language, using basic mathematical operations, TRT EBA basic information about important social and natural events on TV and online (Zoom), it is seen that in environments in developing countries such as Turkey is executed successfully (Beatty, 2014; Maloney & Joshua Kim, 2020). At the secondary level, bureaucracy, industry, services, and agriculture in these institutions need the mid-level officer, secretary, master, skilled workers, technicians, medical officer, nurse, clergy, etc. As such, it plays a vital role in training human resources. In the process of distance education, secondary education institutions have carried out their studies on solutions such as openness, accessibility and flexibility in education (Ertürk, 1979).

In high schools, Anatolian high schools and science high schools, especially in large settlements, have carried out the necessary studies to prepare students for higher education to become more qualified so that student success does not fall in online (Zoom) environments. On the other hand, higher education institutions play an essential role in forming a productive and creative workforce that will ensure various professions necessary for developing a country. For universities to train the workforce of this nature, it has carried out their work in cooperation with various economic institutions and the service sector. Universities are the source of culture and education, free thought, the centers and focal points of this thought (Versan, 1988).

Distance education is a field that is influenced by researchers in different disciplines and on different samples from primary school to university. However, it is understood that the studies conducted in distance education are mostly at

both national and international levels, but there are limited numbers in the summer of the national field. It is thought that this study will contribute to increasing distance education studies in our country, and this study will shed light on subsequent studies. In addition, this study will contribute to better adapting distance education to educational programs and conducting it more effectively. In this context, the study aimed to determine the educational system that has changed with the coronavirus outbreak globally, the new normalization of education and the measures taken in schools.

### Aim Of The Study:

The educational system, which has changed with the coronavirus epidemic globally, determines the new normalization of education and school measures. Within the framework of this purpose, he has sought answers to the following sub-objectives.

1. What is the historical development of distance education from the past to the present in the world?
2. How has the education system undergone a change process with the arrival of the coronavirus pandemic in the world?
3. What Coronavirus measures are implemented in schools in the world's new normalization of distance education?

### METHOD:

The process of collecting existing records and documents related to the work to be done, coding them according to a specific system, and reviewing them is called document analysis. Document analysis is also defined as documentary observation or documentary screening. In the documentation process, a researcher first finds the available resources for his / her purpose, carefully reads each resource notes the necessary information and performs some evaluation operations based on the notes he/she receives. In this process, the most critical issue is that the researcher understands the information in the sources in the sense that they want to be described in the source and uses it accordingly. Synthesizers made through document analysis can classify all works made in this field according to specific characteristics. As a result of this process, it is not easy to reach new information or discover in this way, but based on what has been done more, general trends, alternative thoughts, and ideas become a little clearer (Kaptan, 1998).

### FINDINGS

Applications in the field of Distance Education are presented below under the heading ‘Historical development of distance education in the world from the past to the present, the change of the education system with the advent of the coronavirus pandemic and the Coronavirus measures implemented in schools in the new normalization of distance education.’

Below, some distance education concepts are tabulated and expressed.

**Table 1. Concepts of Distance Education**

DISTANCE LEARNING	DISTANCE EDUCATION TOOLS
Resource-Based Learning	printed or electronic books, pictures, audio, video, software, etc
Technology-Based Learning	Technology tools
Distance Learning	
E-Learning	
- Simultaneous (senkron)	
- Separate time (asenkron)	Computer networks
- Blended Learning (b-learning)	
Computer-Based Learning	
Online Learning	
Internet-Based Learning	web, email, Telnet, FTP
Web-Based Learning	HTTP, HTML, web browser, URL
M-learning (m-learning)	desktop computers, mobile phones, WAP, GPRS, etc.

## History of Distance Education:

The historical development of distance education in Turkey and the world is schematized below.

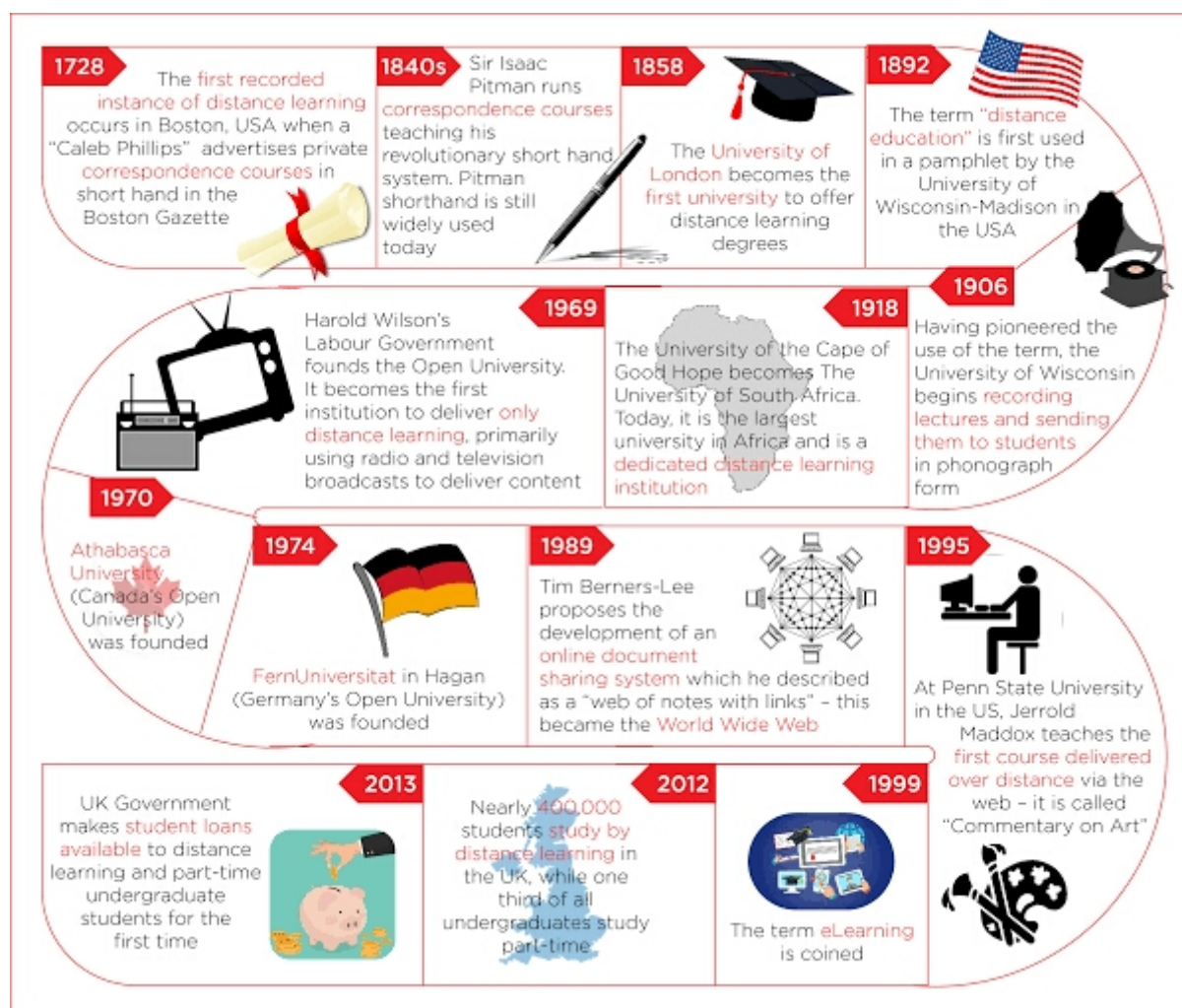


Figure 1: Historical Processes of Distance Education in Turkey and the World by Years (URL-1)

Below, the historical development of distance education belonging to Turkey and the world is tabulated and expressed.

Table 2: The Historical Development of Distance Education in the World

YEARS	ESTABLISHED UNIVERSITIES	DISTANCE EDUCATION TOOLS	COURSES GIVEN
1728		The Boston newspaper letter	Stenografi (spoken words special a type of writing used with signs and fast typing)
1840	ABD University	Penny Post	off-campus courses
1856	Berlin University	Letter	-
1873	Cambridge University	encouraging work at home	Home learning courses
1883	Wesleyan University New York University		
1890	Chicago University Avustralya Queensland University	Letter Radio	an off-campus training program professional, academic and general courses
1920	Wisconsin University Columbia University	the first educational television program	
1933	Iowa State University	World the first educational television program	
1946	Güney Afrika University		Division of External Study
1950	ABD University	Letter	
1967	İngiliz Open University	Home İnternet	for military purposes
1985	National Technology University	Movies	

YEARS	ESTABLISHED UNIVERSITIES	DISTANCE EDUCATION TOOLS	COURSES GIVEN
1993-1999	Capella University Jones International University	Computer-aided training	Feedback via the Internet or interactive training

When Table 2 is examined, the beginning of the historical development of distance education on Earth In 1728, the Boston newspaper opened shorthand courses by letter. By the end of the ninetieth century, education began in Great Britain, France, the USA and Germany. In 1840, shorthand was taught using the "Penny Post." in 1856, the Frenchman Charles Toussaint and the German Gustav Langenscheidt founded the "school of education by the letter" in Berlin. in 1870, Illinois Wesleyan University opened a "homeschooling program." By 1883, William Rainey Harper Chautauqua opened the University of New York, teaching by letter. In 1880, Thomas J. By the 1890s, when Foster was opening homeschooling courses, the "School of Learning by International Letter" was established. In 1914, tuition by letter was legalized in the United States. In Wisconsin in 1920, Great Britain, Germany, Scandinavia, the former USSR countries, Australia, New Zealand, South Africa, Japan international organizations such as UNESCO and includes National Higher Education Association (NUCEA) by establishing a home-study course are held. By the end of between 1930 and 1999;

- school radio in 1930
- the world's first educational "television program" at Iowa State University in 1933
- more than 400 Tv programs in 1939
- On the 15th of February 1946, the University of South Africa (UNISA) became one of the first 11 significant universities offering distance education by opening a course at the university under the name "Division of External Study."
- the first military-purpose distance learning activities in the USA in 1950
- In 1967, the "British Open University" was opened. in 1985, the National Technological University was established, and by 1993 the "Capella University" was opened.
- Internet usage started in 1994. In 1999, Jones International University was accredited for distance education by the "North Central Association."

**Table 3: Historical Development of Distance Education in Turkey**

YEARS	ESTABLISHED UNIVERSITIES	DISTANCE LEARNING TOOLS	COURSES GIVEN
1933-1960	Ankara University Faculty of Law Banking and Commercial Law Research Institute	teaching by letter	Law courses
1974-1983	Distance Education Faculty Middle East Technical University İstanbul University, Bilgi University, Sakarya University, Trakya University, Eastern Mediterranean University, Firat University, Mersin University, Yaşar University	School Radio and TV School	
1998		Information Communication Technologies Certificate Program	Asynchronous Training Based on the Internet
1999-2000		the Internet is called the e-Exam based trial exam service	
2000-2003		e- Exercise	
2003-2004	Anadolu University	e-Book e-Television	
2004-2005		e-Consulting and e-Audiobook e-learning	

When Table 3 was examined, teaching courses were given by letter in 1934. By the 1950s, Ankara University Faculty of Law, Bank and Commercial Law Research Institute organized letter-teaching practices with middle-level professional groups. In 1961, on the other hand, letter education was started by the Ministry of Education and the first steps of distance education were spread in the fields of formal and non-formal education. By 1974, on the other hand, the Higher Education Center for Teaching by Letter was established. Then he received the post of a Non-Formal Higher Education Institution. In 1982-83, the law on distance education, which entered into force with the Law on Higher Education No. 2547, opened the an of Open Education affiliated to Anadolu University. By the 1990s, the "School Radio and TV School," which supported distance education affiliated with the Ministry of Education, went on air.MEB Institutions that provide distance education to individuals by the General Directorate of Educational Technologies:

- in 1992, an Open education High School was established, which awarded a secondary education diploma.
- with the establishment of 1997, it was launched in 1998 and became the 6th, 7. and eighth. An "Open Primary School" was established, which provides education including grade levels, a primary school diploma, a "Vocational and Technical Open Education School" was established, which issues a certificate in electrical installation.
- from 1999 to 2000, it has been providing an internet-based exam service called "e-Exam." Dec 1999-2000 academic years have been offering an online exam service called "e-Exam."
- "e-Exercise" in the academic years 2002-2003
- in the 2003-2004 academic years, textbooks were published as" e-Books "and television programs as" e-Television."
- by the academic years 2004-2005, "e-Consulting and e-Audiobook "services were offered.

### Distance Education Models in Turkey and Around the World

Below, distance learning methods belonging to Turkey and the world are tabulated and expressed.

**Table 4.** Methods of Distance Learning

Interactive Distance learning			Non-Interactive Distance Learning	
Simultaneous (Synchronous)	Synchronous Education Examples	Asynchronous (Asenkron)	Asynchronous Education Examples	Student-Centered Non-Interactive
Based on computer technologies	* Traditional classes (fixed locations) * Interaktive TV (fixed locations) * Audio conferences (Flexible locations) * (online) Chat Sessions (* (Flexible locations)	<b>a) Based on computer technologies</b> a.1) WWW applications accessible via computer networks a.2) Applications accessible in a CD environment a.3) Applications accessible through computer networks	*HTML (Hypertext Markup Language) applications based on *VRML(Virtual Reality Modelling Language) applications based on	Letter, CD-ROM, materials such as videotapes or broadcast from TV
Satellite-connected teleconference	Traditional classes (fixed locations) * Interaktive TV (fixed locations) * Audio conferences (Flexible locations) * (online) Chat Sessions (Flexible locations)	<b>b) Distance education with video</b>	* Learning sites (Fixed locations) * Individual PC, office and home (Fixed locations)	

The interactive distance learning model has two types;

**In the Simultaneous learning model;** In the One-Way Passive approach, courses are taught simultaneously. Students do not ask questions. If it is in a Bidirectional Active approach, students ask questions at the same time.

**In the non-interactive learning model;** Tools and materials prepared by the course instructor in the non-interactive model;

- Audio and visual effects course materials
- accessibility of students through the Internet
- ability to quickly find out questions and answers by e-mail
- it allows providing the necessary infrastructure.

### c. Reorganization of Council of Higher Education

Decisions taken on the new normalization process in higher education in the global pandemic;

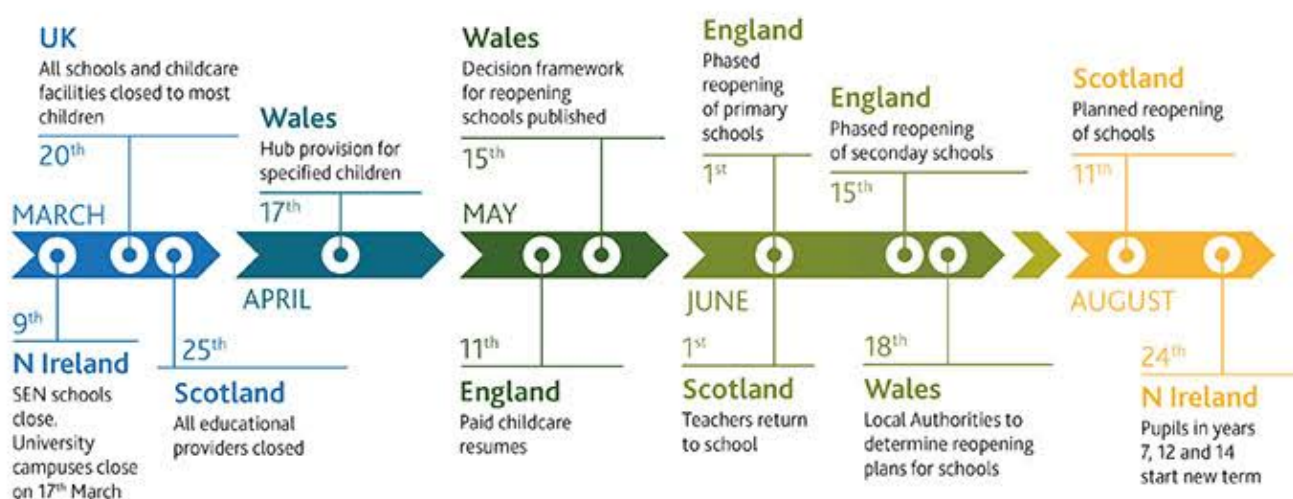
**Table 5.** Decisions, Applications and Recommendations for Distance Education in a Higher Education Institution (YÖK, 2020)

Distance Education Decisions	Applications and Recommendations
a) Distance learning activities carried out in emergency conditions when the Covid-19 global pandemic has begun and distance learning activities in the new normal and subsequent process that the epidemic continues are expected to be different from each other.	➤ It is necessary to emphasize that the "emergency distance learning" practices that are mandatory during the global pandemic period are different from the distance learning that was planned and presented as an essential option. Therefore, distance education, which will be applied in the process and the continuation expressed as the "new normal," should be structured and structured distance education as much as possible.
b) Blended learning applications can be included in the new normal process in which the epidemic continues even though its effectiveness is decreasing.	➤ The number of students and the physical infrastructure of a certain number of students can be accepted, and it can be seen that participation in the course can also be ensured with the offline application at the same time.
c) In addition to in-class training, online applications can also be carried out to support face-to-face classes.	➤
d) Emphasis should be placed on developing enriched content.	➤ In addition to in-class training, some activities (course note sharing, article printing/homework, exercise and resource sharing, etc.) are carried out in face-to-face classes.) it can be carried out through OYS (Teaching Management System) and live course systems, supported by distance learning applications at certain weeks or specific rates every week.
e) It should be ensured that universities maintain the technical infrastructure of distance education at certain standards.	➤
f) Steps should be taken to improve the distance learning competencies of the teaching staff.	➤ Entry is pre-loaded into the system for the use of students, the opening of the course material and in-class training more efficient use of time-based on "reverse" is similar to the online application-aided methods in concurrent and students prepare for class and class for the efficient use of time can be achieved face to face or online courses.
g) Structuring and organizational structure should be developed in distance education.	➤
h) Extracurricular online activities should be planned..	➤ In addition, in face-to-face teaching courses, non-simultaneous (asynchronous) activities and shares can be used more in distance learning applications within the scope of Article 5 of the Procedures and Principles related to Distance Learning in Higher Education Institutions. Materials such as lesson videos, animations, graphics, short stories can increase students' desire to learn.

- i) With the decision to be made by the authorized boards of higher education institutions, up to 40% of the total ECTS credits that must be taken for graduation in the program or the total number of courses that the student must take can be given by distance learning.
- j) Considering the regional and local course of the epidemic, the number of students in the relevant formal program and the infrastructure opportunities, our universities should plan distance learning processes to provide theoretical education of the relevant programs and support their practical education.

Below, coronavirus measures that will be implemented in schools in the new normalization of distance education in Turkey are schematized.

### Timetable of policy developments across the UK since March 2020



**Figure 2:** Distance Education Activities in Turkey with the Advent of the Coronavirus (Covit-19) Epidemic (URL-2)

With the advent of the coronavirus, the transition to distance education in Turkey is being coordinated by the Ministry of National Education (MEB). According to the Ministry of Education data, more than 7 million students and more than 1 million teachers teach live from the EBA.

#### Coronavirus measures to be implemented in Ministry of Education schools

1. A healthy diet and regular sleep should be taken care of; an active lifestyle should be adopted by exercising.
2. In schools, including during the winter months, classrooms and other indoor areas should be ventilated frequently.
3. Hands should be washed frequently to prevent infection.
4. When coughing or sneezing, the mouth and nose should be covered with a handkerchief. If symptoms persist, students should rest at home.

Below are the coronavirus measures implemented in schools in the new normalization of the world's distance education.





**Figure 3:** Distance Education Activities on Earth with the Advent of the Coronavirus (Covid-19) Epidemic (URL-3)

Below, the steps taken by all countries in the fight against coronavirus (covid-19) in the new normalization of distance education are schematized.

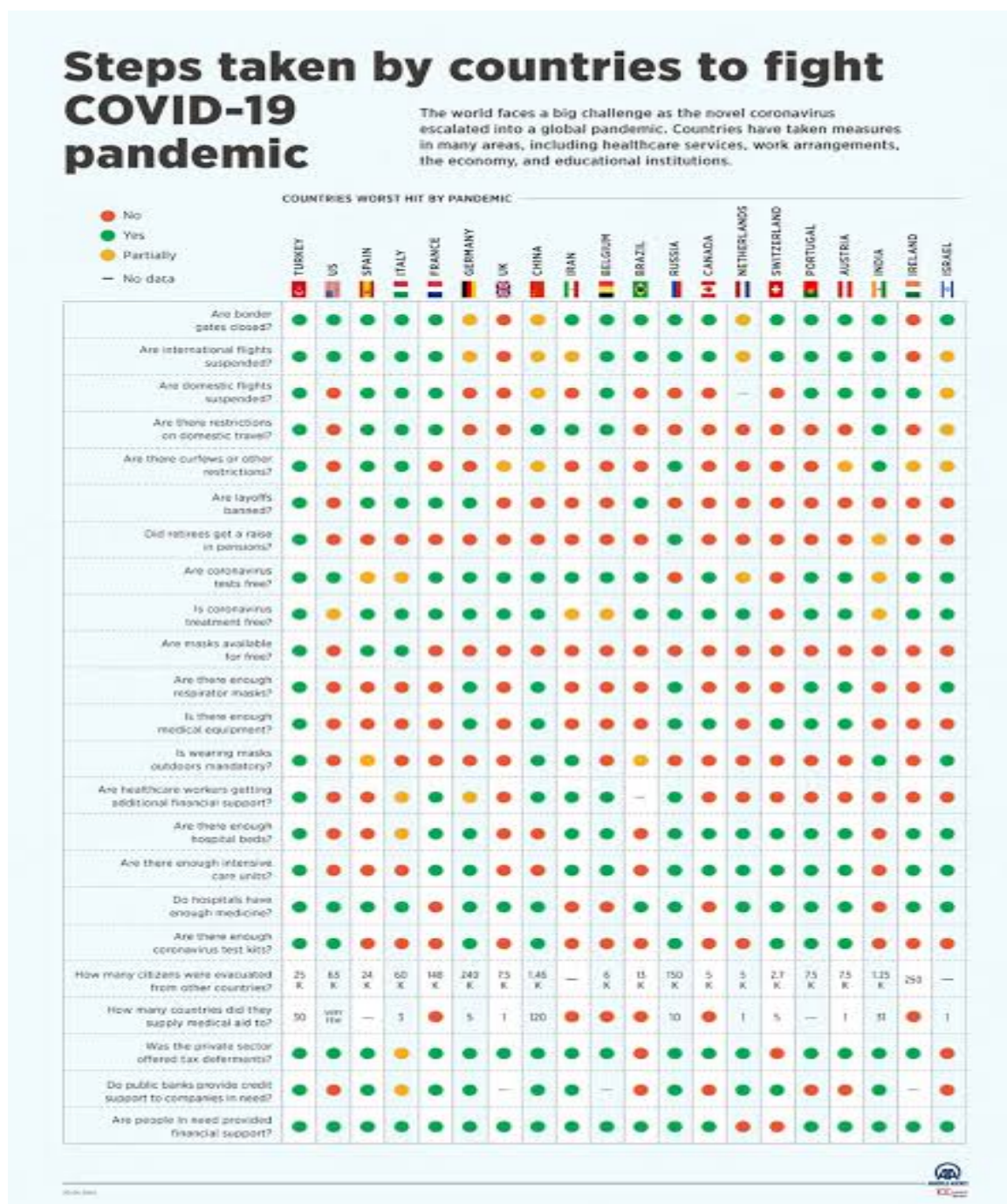


Figure 4. Measures Taken by Countries After the Coronavirus Outbreak (URL-4)

## Distance Education Activities and Measures Taken in Schools After the Outbreak of Some Countries in the World

With the closure of schools in China with the epidemic, more than 270 million students have been provided with the opportunity to learn remotely and online (online) from their homes (Bozkurt ve Sharma, 2020). Similar to Turkey, courses for primary and secondary schools were broadcast on television channels. Distance education applications with a long and well-established history in Turkey also date back to very ancient times of human history, but they are based on a history of about 300 years (Bozkurt, 2017; Bozkurt & Sharma, 2020; Bozkurt vd., 2020; Hodges vd., 2020; Huang, Liu, Tiili, Yang & Wang, 2020; QAA, 2020). April and May in China, schools were gradually reopened at the secondary and high school levels with the outbreak brought under control and the pace slowed down. The number of students in the classrooms was limited. In order to prevent transmission, the students' fever was measured at the

entrance to the school. Attention was paid to social distancing and masking. With the help of mobile phones, tablets and computers, green codes were used that showed that the students were healthy. Experts noted a high probability of an increase in cases in autumn and winter in China. As a result of the measures taken, it was announced that schools did not need to be closed (Bozkurt vd., 2020; Bozkurt ve Sharma, 2020; Gupta & Goplani, 2020).

After the United States became the new center of the epidemic, face-to-face education was dec in schools. At the beginning of April, cases in the USA exceeded 300 thousand. By the end of April, on the other hand, the cases numbered in the millions. Distance education in the USA was conducted on such platforms as "Zoom and Google Classroom." Starting in August, schools in the United States began to reopen in some states. In some regions, online education was continued. According to the study conducted after the reopening of schools in the USA, it caused a 90% increase in cases in children. More than 200 students, teachers and school staff in some states tested positive for Coronavirus, which led to their quarantine. He reported that although the opening of schools in some regions led to an increase in infection rates, they were stable in face-to-face education. The National Education Association (NEA), one of the largest trade unions and professional groups in the United States, stressed that the process of reopening schools in the fall should be egalitarian and fair. The institution has published a program due to possible disruptions in this process (Anderson 2020; Zimmerman, 2020; Coeckelbergh, 2020; Daniel, 2020). The first case in Germany was detected on January 27, 2020. The first death was reported in March. Starting from March 13, with the increase in cases, face-to-face training was dec in schools, distance education was switched to. In April, schools were partially opened in some regions in Germany. After the summer break, he started studying in schools all over the country. The issue of whether children wear masks at school has also become a topic of discussion in Germany. Some schools in the region state that it should be worn only during recess, while in some regions, it was mandatory to wear a mask in classrooms. However, because the opening of schools in Germany is thought to increase the number of cases, schools have been closed again in some states. In Berlin alone, 38 schools sent students and teachers home due to the increase in cases.

Moreover, in some schools, there have never been any cases. Besides paying attention to social distance and hygiene rules in small groups, teachers and students in Germany are also offered free tests. Schools in Britain reopened at the beginning of September. The proportion of students attending school against the risk of transmission of the coronavirus outbreak was found to be close to 90 percent. However, recently there have been positive cases in some schools. 284 University students at the Royal Wootton Bassett Academy were sent home to rest for a 14-day quarantine.

On the other hand, some institutions acted more wholly and cautiously closed schools after positive cases in the process; schools created short-term breaks and hygiene points. As a result of the measures taken, the British Government has not recommended masks in the classroom environment. However, it featured different practices in Ireland and Scotland. Italy has become one of the most affected countries by the epidemic. Since March, Italy has been found to have surpassed China, the center of the epidemic, with increasing death rates and daily case numbers. In March, face-to-face training dec schools were suspended. After a break, the schools reopened again on September 14. In order to ensure social distancing, classroom availability in schools has been reduced. It was made mandatory for students and teachers to wear masks. However, before the schools were opened, 13 thousand cases were detected in tests conducted on teachers and school staff (Mintz, 2020).

Back-to-school in South Africa first started in June. An increase in cases was also detected with the opening of schools. Gradually, with an increased risk of infection, schools were closed again. With the reduced risk of infection, all schools began to reopen again in August. In Japan, on March 2, schools were closed, and on March 24, schools were reopened, and in early April, this decision was left to local governments. By the beginning of May, 40 percent of schools had opened. During this time, it was seen that he published guidelines on issues such as airing schools in Japan, maintaining social distance, taking fever measurements, and using masks in Japan. Both with low case numbers and a low death rate, Japan has been cited as an example of great success in controlling the epidemic. The new academic year in Russia began in September with measures. In the measures taken in schools in Russia, parents were not allowed to enter the school, parent meetings were held on the Internet. In schools, students and teachers were not required to wear masks. It was noted that if a case of Coronavirus is detected in schools, those who come into contact

will be quarantined for two weeks. Classrooms and dining halls were disinfected twice a day. South Korea reopened schools in May 2020. However, with the increase in cases, he soon closed schools again. The opening date of the schools, which are expected to open in June, has been postponed again due to cases. In South Korea, which reopened its schools in August, schools were closed once again when the infection rates of teachers and students increased. Finally, the Korean authorities announced that distance education would continue until September 20. Bans were also relaxed in Israel, and controlled social life was introduced at the end of May. However, the growing number of coronavirus cases in the country has brought up quarantine again. Israel became the first country to go into full quarantine. A three-week quarantine took place in Israel, which began on September 18 and will last for three weeks. It was noted that people could not go more than 500 meters from their homes, and only pharmacies and bakeries would be open. People stayed in these places for a short time. October addition, schools were also closed again. With the opening of schools in Canada, tests are planned to be conducted every day for 5 million students following experts' warnings. The case increases in the three most significant states in the country attracted attention (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski ve Mouza, 2020). In Croatia, on the other hand, a mask suit was mandatory for students and teachers. He began to take the necessary measures in all schools. Each region made its own decisions on the opening of schools in Spain. The measures and conditions applied varied by region. The best example of this is the mandatory mask for children over six who started school in the Andalusian region. In the Aragon region, this condition was applied when social distance disappeared (Bozkurt & Sharma, 2020; Bozkurt vd., 2020; Hodges vd., 2020; Huang, Liu, Tlili, Yang & Wang, 2020; QAA, 2020).

## DISCUSSION

The worldwide coronavirus pandemic has significantly affected the development of the education system in all countries. It has been seen that it creates a storm effect almost all over the world (Lorenz, 1972). The coronavirus epidemic in mid-March 2019 almost affected the whole world. The epidemic's effects are health, political, economic, educational, etc. it occurs in many areas. The education system has also changed our perspective on education in many different dimensions due to this changing effect, giving it a global dimension (Bozkurt ve Sharma, 2020; El Maarouf, Belghazi & El Maarouf, 2020). The developments in education worldwide after the Coronavirus show that a new normalization has been achieved in the education system (Zhao, 2020). Among the problems that we face in education in Coronavirus are the negative situations caused by technology dec online education through distance learning. Another situation is encountered in face-to-face training (Mishra, Koehler, & Kereluik, 2009; Rushby, 2013; Tervšs, Suoranta, Tervšs, & Churcher, 2020; Weller, 2020). Distance education is carried out by a comprehensive plan and a specific purpose. In addition, we can talk about two types of technology. These are concrete (computers, tablets, mobile phones, etc.), and abstract technology (educational games, methods and approaches, etc.) can be expressed as (Bozkurt, 2020). The new normalization in post-coronavirus education has a complementary effect on eliminating the problems in both technology areas in education. During the new normalization process, education was also planned to reach a broad audience by providing access to students remotely via live lesson tools, computers and tablets. When we evaluate it from another point of view, it needs to provide a supportive and intertwined learning environment within the scope of social learning. Although the distance education system does not have a single purpose (O'Keefe, Rafferty, Gunder, Vignare, 2020; Tervšs et al., 2020), it covers dec learning opportunities and a systematic and planned understanding obtained by combining interrelated concepts (Anderson, 2003; Anderson, 2009; Moore & Kearsley, 2012). The month of March since the emergence of Coronavirus in the transition to distance education teachers, simultaneous (Henriksen, Creely here & Henderson, 2020) timeless as and Es (Lowenthal, Borup, West, & Archambault, 2020) cognitive prominence in the field when receiving the content of the course, the ES-timeless welcomes a meaningful learning experience (Degges-White, 2020; Wiederhold, 2020). It is necessary to consider that distance education is not limited to online tools but is also used in offline activities and materials. Distance education courses provide active participation of students and teachers in courses online from different course content and different access points. It is of great importance in making information permanent. The current globalization of distance education that has arisen within the framework of the Coronavirus is showing a global impact by internalizing new technologies, population growth, and politically changing educational institutions, as well as new developments in digital transformation (Aktan, 2007). Coronavirus usually covers the entire educational system, while in particular, it covers the Higher Education Institution. This situation is considered to support the impact of educational institutions on mental transformation and not only on a technology-based infrastructure for the future (Brooks & McCormack, 2020).

## RESULTS AND RECOMMENDATIONS

The coronavirus epidemic has affected all levels of education in the world, as a result of this epidemic, in many ways, both socio-economic and political, in all areas of the education system in the world. The new normalization in education with distance education has made it possible for teachers and students to switch from face-to-face education to online practice.

When preparing course content in distance education, attention should be paid to the use of concrete and abstract technologies and the availability of simultaneous and simultaneous learning activities appropriate to the student level that should be included in the content.

The tools that teachers use in classes, such as mobile phones, computers and tablets, should be such that they support the educational process.

In the results obtained from the research results, it is seen that as a result of the coronavirus outbreak, the necessary health measures should be taken in many areas, especially in education.

Due to the coronavirus epidemic, hygiene, masks and distance rules should be made in all Ministry of Education and Higher Education boards.

Distance Education is a digital platform. It includes academically appropriate subject descriptions, quizzes, content that allows students to repeat, videos supporting this process, animations for different age groups according to different teaching levels. It is an independent environment with distance education that will support the entire student process and allow students to apply the student-centered teaching model outside the school.

Distance education in the coronavirus process covers the entire educational process. October addition, distance education is essential in terms of being unlimited in time and space and student-centered. In this sense, systems that are simultaneously timeless are the essence of the work.

When we evaluated the psychosocial dimension from the point dec view, education was provided between the teacher and the student simultaneously through life lessons.

The Ministry of Health has determined that for students not to be infected, hands should be washed frequently, and hands should be washed with soap at the time of coughing and sneezing.

It has been determined that Turkey has shown great success in YvñK in distance education. Distance education applications in Turkey can be considered as the most significant investment in the future of education.

## Ethics Committee Approval Information

### Ethic Statement

"Changing the education system with the Coronavirus (Covid-19) Outbreak in the world, and receive education in the new precautions taken titled " The study of the writing process, scientific, ethical and citation rules were followed; any tampering has been done on the collected data, and all that will be encountered ethical transgressions "International Journal of Economics and editor of"no all responsibility belongs to any academic publication, and the authors of this study declare that I have not been submitted for evaluation to the environment.

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