Evaluation of Distance Education in Social Studies Lesson in Turkey

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Abstract: It can be said that technology-based developments affect the life of human beings in the field of education as in many other areas. Its effects in the field of education, increasing the variety of technology based materials used in the learning environment, contributing to improving teacher competencies (such as the ability to use smart boards), implementing technology based package applications for meaningful, concrete and permanent learning, accessing many resources related to the course in a technological environment and distance education. It can be glazed. Covid-19 outbreak of the fore distance education in Turkey, as in many other areas of social information it has become remarkable position in the education field. Distance education, which is based on simultaneous and live transmission, can also be given from the recording. It is also used in the transfer of content of work areas that include many disciplines such as distance education and social studies, which bring together teachers, students and instructional technologies in different places through web technology. In this study, which was carried out by İnönü University BAP unit with the project ID number SBA-2019-1755, it was aimed to evaluate the transfer of social studies education study field through distance education in line with the perceptions of social studies teachers. The study to achieve this goal was carried out with a case study model. As a result of the study, field experts made remarkable evaluations on the subject.

Keywords: Distance education, social studies education, evaluation, teacher.

Introduction

Regarding the concept of social studies as a field of study, it can be said that definitions regarding social studies are at the top of the ongoing discussions. This situation has led to different definitions of social studies. Edgar Bruce Wesley (1891-1980), one of the pioneers of the social studies (lesson) movement, defined social sciences as "a lesson that fuses social sciences by simplifying them for pedagogical purposes" at the very beginning of the 20th century (İnan, 2019). The executive team of the National Council for the Social Studies (NCSS) of the USA, which has an important place in social studies education, also said in 1992 that social studies "unite social and human sciences to support competent citizens. It can be said that they define it as a field (İnan, 2019). The absence of an objective definition of social studies may be due to the fact that this field of study covers many disciplines and the different perspectives these disciplines add to the field of study. The information contained in the scope of social diversity due to take place based on the outcomes of events for different disciplines work area in Turkey 4th grade elementary school, middle school 5th, 6th and 7th grades in social studies are taught in the course. It can be said that planning and realizing technology-supported activities in the transfer of these lectures contributed to the increase of the qualification level in the learning-teaching process of the lesson. Because, concretization is very important for meaningful learning in this lesson with more abstract based content. While the concretization process of this lesson requires some preliminary preparations even when the teacher and the student are in the same learning environment, it is a question mark how this lesson is carried out in the remote delivery process due to the covid-19 epidemic. World and Turkey impact area Covidien-19 outbreak, as education is effective on other areas has also affected social information. This influence has made some changes and transformations necessary. At the beginning of these changes, social studies course is given in the form of distance education.

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

Arrivals, 2015; Koçoğlu, 2020.). Since distance education is based on information and communication technologies, there are examples showing that it is applied in different ways depending on the technology that develops in time (Saba, 2001; Turco, 2001; Aydın, 2001; Koçoğlu, 2020). Distance education includes activities such as multimedia based teaching, interactive learning teaching and guidance, keyboard control, time and place independent e-learning, interactive interactive classroom management, digital transfer and exams (Guo, 2010; Guohong, Ning, Wenxian & Wenlong, 2012). On the basis of these activities, it can be said that giving the social studies course through distance education makes it compulsory for the teachers, who are the transmitters of the course, to make technology based transfer. In this study, it is aimed to evaluate the social studies lessons delivered through distance education in line with the perceptions of the teachers who are the teachers of the course.

Method

Research Model

In the process of distance learning social studies in Turkey, including an evaluation was carried out in line with perceptions of teachers working with this case study model. Case study is a methodological approach that involves an in depth examination of a limited system by using multiple data collection to gather systematic information about how and how it works (Chmiliar, 2010 cited in Subaşı & Okumuş, 2017). Merriam (2013) defines the case study as an in depth description and examination of a limited system. On the other hand, according to Creswell (2007) case study; It is a qualitative research approach in which the researcher examines one or a few situations limited in time with data collection tools (observations, interviews, audio-visuals, documents, reports) that include multiple sources, and defines situations and themes depending on the situation. Case study; it is a model in which a single situation or event is examined in depth, longitudinally, data is collected systematically and what is happening in the real environment (Subaşı & Okumuş, 2017).

Participant

In the distance education process, this study is evaluated in accordance with perceptions of social studies teachers in Turkey, was carried out by 42 social studies teachers serving in various public schools in Turkey.

Data Collection Tool

A semi structured interview form prepared by the researcher was used to obtain the findings of the study. While preparing the interview form, attention was paid to the principles of preparation, such as clarity and clarity of questions, from easy to difficult. The questions in this prepared form;

> What do you think are the most important problems you encounter in social studies lessons in the distance education process?
> What are the effects of the distance education of social studies lessons on students?
> What are the effects of transferring social studies course through distance education on teachers?

Analysis of Data

In this study, in which social studies lessons were evaluated in the distance education process, content analysis technique was used to analyze the data obtained in the virtual environment (mail) with semi structured interview form. The responses given by the teachers in the study group were classified as themes around common views and given in the findings with figures.

Findings

Problems Encountered in Social Studies in Distance Education

"What do you think are the most important problems you encounter in social studies lessons in the distance education process?" The answers they gave to the question in the form of themes are given in figure 1 by

analyzing them with content analysis technique. Looking at figure 1, it can be said that the members of the working group faced many problems in this process. It can be said that the solution of these problems is quite difficult compared to the members of the study group, which is a striking point in the study finding. In addition, based on the answers given by social studies teachers to the relevant question, it can be seen in figure 1 that these problems are formed around 3 different themes.
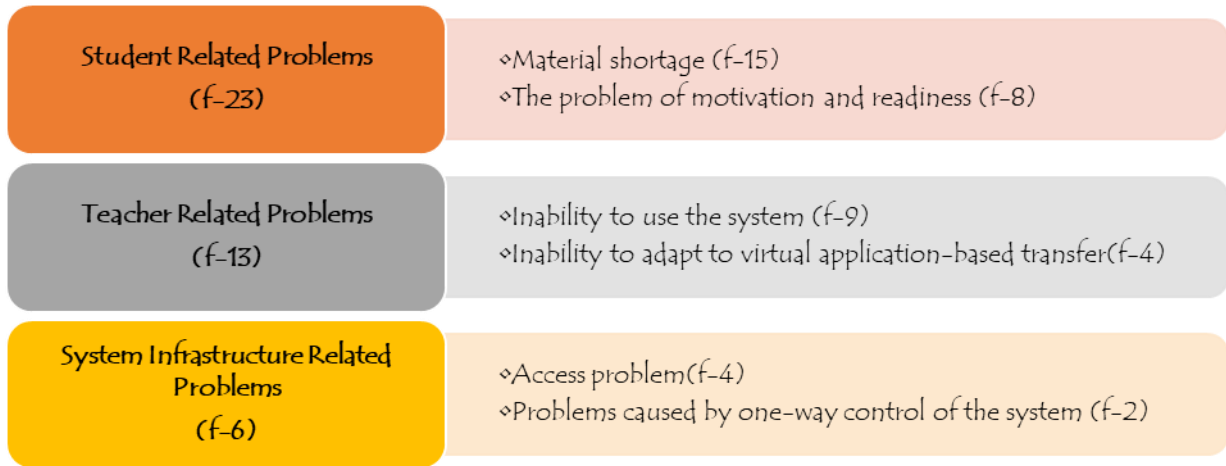

Figure 1. Perceptions of the working group members regarding the problems encountered in the distance education process

The Situation Regarding the Effects of Distance Education on Students of Social Information

"What do you think are the effects of social studies lessons being given through distance education on students?" The answers they gave to the question in the form of themes are given in figure 2 by analyzing them with content analysis technique. Looking at figure 2, it can be said that the members of the study group stated that the teaching of social studies lessons through distance education has positive and negative effects on the student. These opinions are given in figure 2 after being subjected to content analysis
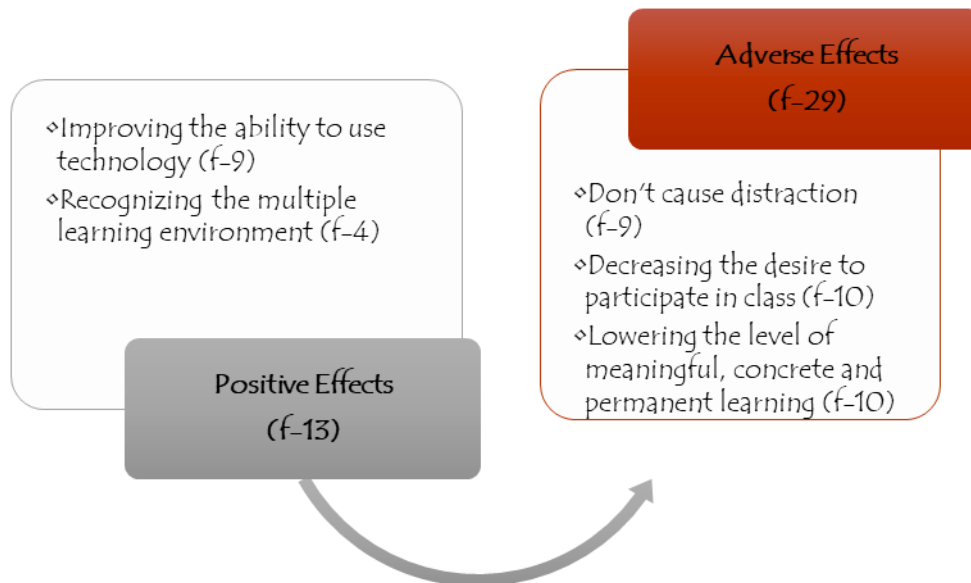

Figure 2. Perceptions of study group members regarding the effects of distance education on students

The Situation Regarding the Effects of Distance Education of Social Studies Courses on Teachers

"What are the effects of transferring social studies course through distance education on teachers?" The answers given by the teachers to this question, which is included in the semi-structured interview form and directed to

the social studies teachers who constitute the working group, are subjected to content analysis and given in the form of striking themes in figure 3. Looking at figure 3, it is observed that the teaching of social studies lessons in the form of distance education has striking effects on teachers.
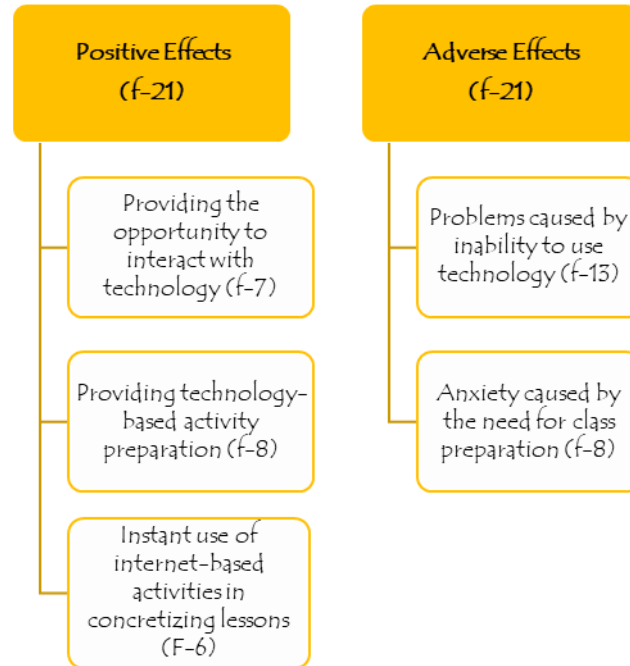

Figure 3. Perceptions of the study group members regarding the effects of distance education on teachers

Conclusion and Recommendations

In the distance education process, in this study, which evaluated according to teachers' perceptions of social studies in Turkey by analyzing the teachers about the content analysis technique available through semi-structured interview form, the findings obtained so into thematic categories 1, 2, and 3. Looking at the figures in which the findings are given in the study;

- That the diversity of the perceptual processes related to distance education in Turkey.
- Teaching social studies courses through distance education creates various problems.
- Teaching social studies courses through distance education has both positive and negative effects on students.
- It has been concluded that the teaching of social studies lessons through distance education has both positive and negative effects on teachers.

Based on these results obtained in the study;

- Activities to improve the proficiency levels of teachers and students regarding the distance education system should be carried out,
- These activities should be diversified in terms of lessons,
- Measures should be taken to eliminate the problems related to internet access encountered in the course of students' participation in the course,
- The advantages offered by distance education to teachers and students should be explained in detail to concrete activities by the representatives of the relevant institutions and units, suggestions such as.

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