

Working Life and Distance Education in Covid-19 Pandemia One of The Epidemics Seen in World History¹

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Abstract

Various epidemic diseases have been seen throughout human history. These diseases have brought about enormous changes affecting humanity. These epidemics, whose effects continue to be seen even after years, have brought about historical paradigm changes with radical formations and even caused many countries to be erased from history. The last of the outbreaks emerged in Wuhan Province of China in December 2019 and the effects were seen all over the world in a short time. The epidemic has affected all life in a wide range, especially working and educational life. Due to the epidemic, all countries in the world have taken various measures and implemented practices they have never tried before. With this study, all epidemics in human history were discussed in order. The changes these epidemics caused by the period of their existence have been revealed. The current situation of the Covid-19 epidemic, whose effects are still ongoing, has been expressed in terms of its effects on working life and economic life. The situation of distance education, which started to be carried out all over the world with the Covid-19 epidemic, was also discussed in this context. Since such a widespread pandemic was seen nearly a century ago, it is important to evaluate the Covid-19 pandemic. This study has been a review study that provides information to guide researchers in terms of revealing the effects of epidemics by making a comparative comparison and expressing their current effects.

Keywords: Epidemics, Working Life, Economy, Distance Education.

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Dünya Tarihinde Görülen Salgınlardan Birisi Covid-19 Pandemisinde Çalışma Hayatı ve Uzaktan Eğitim

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Öz

İnsanlık tarihi boyunca çeşitli salgın hastalıklar görülmüştür. Bu hastalıklar insanlığı etkileyen çok büyük değişimleri beraberinde getirmiştir. Etkileri yıllar sonra bile görülmeye devam eden bu salgımlar radikal oluşumlarla tarihsel paradigma değişimlerini meydana getirmiş ve bir çok ülkenin tarihten silinmesine dahi yol açmıştır. Salgınların sonuncusu Aralık 2019 tarihinde Çin'in Wuhan Eyaleti'nde ortaya çıkmış ve kısa bir süre içinde tüm dünyada etkileri görülmeye başlanmıştır. Salgın, çalışma ve eğitim hayatı başta olmak üzere geniş bir yelpazede tüm hayatı etkilemiştir. Salgın nedeniyle dünyadaki tüm ülkeler çeşitli tedbirler alarak daha önce hiç denememiş oldukları uygulamaları hayata geçirmiştir. Bu çalışma ile insanlık tarihinin gördüğü tüm salgımlar sırasıyla ele alınmıştır. Bu salgımların bulunduğu dönem itibarıyla hangi değişimlere yol açtığı ortaya konulmuştur. İçinde yaşanılan dönem içerisinde etkileri hala devam etmekte olan Covid-19 salgınının günümüzdeki durumu, çalışma hayatına ve ekonomik hayata olan etkileri ile ifade edilmiştir. Covid-19 salgınıyla tüm dünyada icra edilmeye başlayan uzaktan eğitimin durumu da bu bağlamda ele alınmıştır. Böylesi yaygın bir pandeminin yaklaşık yüzyıl önce görülmesi dolayısıyla, Covid 19 pandemisinin değerlendirilmesi önem arz etmektedir. Bu çalışma salgın hastalıkların etkilerini mukayeseli bir karşılaştırma yaparak ortaya koyması ve güncel etkilerini de ifade etmesi bakımından araştırmacılara kılavuzluk yapacak bilgiler sunan bir derleme çalışması olmuştur.

Anahtar Kelimeler: Salgın Hastalıklar, Çalışma Hayatı, Ekonomi, Uzaktan Eğitim.

Introduction

There have been huge epidemics throughout the history of the world. In these epidemics, significant loss of life and property was experienced (Özdemir, 2005). Historical epidemics have brought about great changes in many areas (Mc Neil, 2007). The last of these epidemics is the covid-19 pandemic that emerged in Wuhan, China in December 2019 and spread all over the world in a short time. About a year has passed since the Epidemic emerged. During this time, 1,680,330 (WHO, Coronavirus disease (COVID-19) Situation Report, 20.12.2020) all over the world. In Turkey, 18 097 people have lost their lives (Ministry of Health, Covid-19 Disclosure Report, 20/12/2020).

With the epidemics, all areas of life, especially work and education, have been affected. New regulations had to be made in both working life and education (T.R. Presidency Official Gazette.2020; MEB, 2020; YOK, 2020). It is important to examine historical epidemics both in terms of their affecting the sectors and in terms of creating paradigm changes. Therefore, it is seen that the consequences of the epidemic are discussed separately in many different studies such as economy, working life, education and human psychology (Urgan, Atar and Erdoğan, 2020).

The effects of epidemics on economic life, working life and education will be evaluated within the scope of the literature with this study in a general framework. From the years when epidemics were first seen in history until today, they are handled with chronological order effects. When the situation was evaluated with the Covid-19 Epidemic, the area most affected by the relationship between work and economy was the education sector. All over the world, 1.576.021.818 students had to start distance education instead of face-to-face education (Can, 2020, p. 12). The fact that this number of students started distance education suddenly triggered many changes. From this point of view, the study will reveal the general effects of world epidemics and the impact of the Covid-19 epidemic on the economy, work and education sectors will be expressed in the context of distance education.

Historical Epidemics

Epidemic diseases are expressed as pandemics. The pandemic that defines the contagious disease in ancient Greek, "pan" corresponds to the word "all",

"demos" to "people". The concept of pandemic is defined as the general name of epidemic diseases that spread over a wide area such as a continent and the entire world surface and show their effect (Parıldar, 2020, p. 19).

Considering the history of humanity, epidemics are very common in certain periods. These diseases have caused radical changes in history by killing millions of people. As of the beginning of human history, mass deaths caused by epidemic diseases were perceived differently from other diseases. The diseases that arose in ancient Greece were described as the wrath of the gods. Mass epidemics around the world have also been included in the topics of religious books. In the Torah, leprosy, barber's itch, malaria, tuberculosis and plague are mentioned. The Torah lays down the basic rules in preventive medicine and contains very strict orders and sermons to prevent epidemics (Özdemir, 2005, p. 15-16).

The Revelation in the Bible mentions the Four Horsemen of the Apocalypse. 4. Equestrian is a plague riding a pale and bloodless horse. Plague and death are equated. It expresses the diseases that are stated to have the power to kill the fourth part of the world with "creatures of the earth" of various shapes and sizes (Nikiforuk, 2008, p. 15). Epidemic diseases are also mentioned in the religion of Islam. Epidemics can go beyond individual dimensions and become a global disaster. In the period of the Prophet Mohammed, infectious diseases that pose a danger to the general public were pointed out. His instructions, "If you hear that there is a plague in a place, do not go there, do not leave that area if there is a plague in your place" show that there was a kind of quarantine practices (Kılıç, 2020, s. 34).

These epidemics have sometimes been the precursor or sometimes the result of many changes that concern all humanity (Mc Neil, 2007, p. 430-431). According to Mc Neil (1976), historical processes are expressed according to epidemics. In this sense, history is told with an ongoing struggle between humans and microbes (Artvinli, 2020, p. 43). Although the origin of epidemic diseases goes back to old times, it is stated that the first known epidemic was seen in Hittite Civilization in the 14th century BC. In the light of the information obtained from the tablets found, it was revealed that the epidemic lasted about 20 years. From the accounts of Thucydides in the ancient period, it was revealed that the plague epidemic was seen during the Peloponnesian Wars in 430. This epidemic has killed 30% of the people of Athens. Likewise, Smallpox, which emerged in the 4th century BC, caused

Alexander the Great's failure in the Indian Campaign (Elçi, 2020, p.1). Historical epidemics, listed in chronological order, Antoninus (Galen) epidemic, Justinian plague, black plague, chickenpox transmitted to American Indians, Cocozit epidemics, cholera epidemic, 3rd plague epidemic, typhus epidemic, Spanish flu, Asian flu, HIV (AIDS) epidemic (Atar, Urgan and Erdoğan, 2020, p. 265). The years of emergence and number of deaths of these epidemics are given in the table below.

Table 1. The Largest Epidemics in World History(Aktan, 2020)

Name of the Epidemic	Appeared in the Year	Death Toll
Antoninus Epidemic (Galen)	MS 165-180	30% of the Roman Empire
The Plague of Justinian	541	40% of the population of Constantinople.
Black Plague	1346-1353	30% - 60% of the European population
Contagion of Chickenpox to Native Americans	15.yy	90% of all Native American population
Cocozit Epidemics	1520-1576	15 Million People
Cholera Epidemic	1852-1860	1 Million People
The Plague Epidemic	1855-1859	12 Million People
Typhus Epidemic	1914-1918	3 Million People
Spanish Flu	1914-1918	50-100 Million People
Asian Flu	20.yy	4 Million People
HIV (AIDS)	20.yy	36 Million People
Covid-19 Epidemic	December 2019- continues	1.680.330 People

It is understood from the table above that epidemic diseases have caused the deaths of millions of people. These epidemics have radically affected human life with deaths. These changes will be revealed in the second part of the study.

Effects Of Epidemics On Working And Economic Life

The effects of epidemics throughout the history of the world can be handled in many ways. Of course, its most comprehensive impact requires addressing together with health and economy. Epidemics spread to any part of Eurasia or Africa with the transport of microbes with the world trade. It is stated in both Chinese and Roman records that a series of epidemic diseases decimated society. When the data of the Roman Empire between the years 500 BC and 100 AD are examined, it is stated that they are affected economically due to the population decrease due to epidemic diseases and they are experiencing difficulties. In fact, this low population has been one of the reasons for the collapse of the Roman and Han Empires after AD 200 (Mc

Neil, 2007, p. 261-262). So much so that, according to Mc Neil (2007), the population, which was 50 million in the American land in 1500, decreased to 4.5 million by 1650. In addition, the Central Asian nomadic Turkish Kalmuk Federation was erased from history due to smallpox (Atar et al., 2020, p. 265).

It is inferred from the historical works that the damage caused by epidemics all over the world is also valid for the Ottoman Empire. While the 1914 Ministry of Health's budget was being discussed in the Deputy of the Ottoman Parliament, in a speech by Kangiri Deputy Fasil Berki Bey, the damage suffered by the Ottoman population from epidemic diseases was pointed out and it was emphasized that epidemic diseases were common and deadly in the Ottoman Empire compared to European countries. : `` (...) Our population is gradually decreasing, people are devastated by malaria, syphilis, tuberculosis, many diseases such as scarlet fever, measles and smallpox all over the country."While one in fifteen thousand people get sick from a flower in Germany, eighty-five percent of thirty-four-year-old men are sick in our country. Many are losing their eyes. This time, when I arrived, I saw that people and children died from flowers in Kure, Rize (...). Today, there is even a death in this country from a non-epidemic disease in Europe. (...) Tuberculosis in many places gnaws the country. For example, because Trabzon is shallow, the people of Trabzon travel to Russia, trade there, do business, stay in bad places, their health and bodies are destroyed. All of them are disabled when they are in their hometown" (Özdemir, 2005, s. 91), which shows the current situation for that period. As a result of these epidemics, allowance was allocated in the budget. A sample allowance amount is given below (Özdemir, 2005, p. 94):

Table 2. Amount of Appropriations Allocated for Sanitary Works from the Ottoman State Budget (Özdemir, 2005, p.94)

Fiscal year	Allowance Amount
1912-13 fiscal year	No allowance
1914-15 fiscal year	12,755,830 kuruş
1915-16 fiscal year	15,255,006 kuruş
1916-17 fiscal year	24,126,998 kuruş
1917-18 fiscal year	36,026,488 kuruş
1918-19 fiscal year	47,774,208 kuruş

When it comes to today's Epidemics, the last epidemic is the coronavirus pandemic that emerged from Wuhan City in China in December 2019 and spread all over the world. As a result of this pandemic, countries have had to take many measures for economic and social life. Working life has been shaped according to this pandemic, and this has had many socio-economic effects. According to a report on this issue, with a simple calculation based on the reduction in short-term electricity consumption due to the epidemic, it can be said that the estimated 30-day GDP loss could be approximately 63.5 billion TL under the assumption that the economy will slow down by 20%. The decrease in electricity consumption also points to a serious decrease in GDP. Considering the long-term effects of the epidemic, the economic loss may be higher than these short-term estimates. In addition, due to the epidemic, there may be a decrease in growth rate, increase in unemployment rate, increase in inflation rate, deterioration in the balance of payments, deterioration in the budget balance and difficulties in external financing (Demir, 2020, p. 12).

Historically, when major epidemics are examined, it is seen that a new era has come to an end with paradigm changes. These cycles are system changes whose wide-ranging effects are felt all over the world. At the end of the great plague epidemic, the mercantilist system was adopted. Thus, the effect of states on economies has increased. Synchronized with the First World War, the Spanish flu marked the beginning of a new economic and social era. After the Covid-19 epidemic that emerged as of 2019, it is predicted that economies will exit the liberal system and evolve into a system where states will be effective again. It is also predicted that this system will transform capitalism and digitalize its institutional structures. Thus, the changing system will make itself felt in every element that constitutes the economy by changing consumption behaviors (Sarı, 2020).

The Covid-19 Epidemic caused a great shock since the intermediate goods market was also dependent on China, since it started in China. This represents the primary cause of the global demand shock. The epidemic and similar major social events brought along economic, social and political transformations as stated above. The borrowing that occurred in countries during the Covid-19 epidemic has almost exceeded the level of the 1929 Great Depression. If these effects continue to be prolonged, a new global political and economic transformation will occur. In fact, it was seen that the

current economic system was insufficient to deal with global problems. Based on this, the Covid-19 Epidemic forces all sectors, the supply chain, the tourism sector and the oil market to radical changes. Economic management has to make changes in their policies (Demirdöğen and Yorulmaz, 2020, p. 20-21).

The projections of the Epidemics that create paradigm changes in daily life also bring about changes in people's daily routines. All people who are capable of understanding the Covid-19 epidemic happening all over the world feel the effects of these changes. Working life has been redesigned with flexible working systems and home working systems (Urgan et al., 2020, p. 447). Likewise, system change has become obligatory in education life. In this context, distance education systems, which are applied in a limited way, have spread to the general. The role of distance education applied in epidemics will be discussed in the study. Because education constitutes one of the basic steps of all working life and economic life.

Distance Education

Distance education is an alternative system for education due to its ability to reach the masses. This system started in 1721. On this date, it was announced in the Boston Newspaper that distance education will be carried out by letter for "Shorthand Lessons". Distance education applications for shorthand education began in England in 1840 (Başaran, Doğan, Karaoğlu and Şahin, 2020, p. 369). Implementation of distance education in higher education in Turkey was initiated in 1974. In 1947, "Higher Education Center by Letter" was established. Open Education Faculty was established within Anadolu University in 1981 with the law numbered 2547 (Gökçe Toker, 2008, p. 3).

Distance education is carried out through various methods. The main purpose is to deliver training activities from one point to many points. In this sense, computer-based education, online education, electronic education and distance education methods are distance education methods (Kırık, 2014, p. 77).

The Covid-19 pandemic has affected education systems around the world, causing widespread school closures. According to the data of the United Nations Educational, Scientific and Cultural Organization

(UNESCO), schools have been closed in 188 countries as of 7 April 2020. This situation constitutes 92% of the student population in the world. This ratio corresponds to 1.576.021.818 students. UNESCO reveals supportive practices to eliminate the negative effects of school closures (Can, 2020, p. 12). Advantages and disadvantages of distance education are a topic that is constantly being discussed. However, it is a fact that there is no other alternative due to the pandemic. In terms of the system implemented in the pandemic, when the number of students is considered, it is seen that various deficiencies have occurred. However, efforts are made to solve these deficiencies and various alternatives are put forward (Bozkurt, 2020, p. 118).

The pandemic experienced deeply affected the education sector along with the health sector. In order to reduce the risk of disease transmission, non-formal education is suspended and various alternative measures are implemented, as stated above. According to the United Nations data, 770 million people were affected due to the closure of schools and educational institutions during the epidemic process (Düşünceli, Arı, Evren and Kavak, 2020, p. 15).

Conclusion

Historical epidemics have set milestones in human history. What these points mean are paradigm shifts, especially in social and economic areas. The most characteristic of these changes are the transition to the mercantilist system after the great plague epidemic, the transition to the liberal system after the Spanish flu (Sarı, 2020). There are similar predictions for the Covid-19 Epidemic, which is the last epidemic in the world and whose effects are still ongoing. The effects of the Covid-19 epidemic have been seen in every country in the world and have affected many sectors. Economic recession comes first among these effects. Both in Turkey and the world economy recession risk has been demonstrated by many studies. (Demirören and Yorulmaz, 2020, Sarı, 2020; Elçi, 2020; Demir, 2020; Urgan et al., 2020; Atar et al., 2020).

While the economic contraction was predicted and its effects were beginning to be seen, especially the changes in working and education life affected large masses. Flexible and remote working styles and distance education methods have taken their place in daily life. Trying to deliver distance

education to large masses quickly brought along some advantages and disadvantages (Afşar and Büyükdoğan, 2020; Düşünceli et al., 2020; Başaran et al., 2020; Bozkurt, 2020; Can, 2020; Kurnaz and Serçemeli, 2020). Such pandemics have revealed the necessity of addressing many factors together at every stage of education, especially the family. This requirement results in the development and revision of distance education applications in terms of educational infrastructure opportunities (Bozkurt, 2020; Can, 2020).

In this process where the effects of Covid-19 pandemics continue, it is of great importance to take measures to prevent the recession in all sectors. In this sense, basic problems such as food, housing, financing of businesses are priority problems. In addition to theoretical courses regarding education, solutions such as simulation programs should be implemented urgently for courses that require practice. On the other hand, society needs motivation. During the pandemic period, activities that will keep people away from thinking about the disease should be implemented. These times are more difficult especially for children and the elderly who cannot go out. Therefore, there is a particular need for systems that will provide activities that will provide morale to all segments of the society, especially children and the elderly.

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