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Views of Academic Staff of Physical Education and Sports School on Distance Education in the Period of Pandemic COVID-19

Abstract

The period of Pandemic COVID-19 has removed students and academic staff from face-to-face education. In this study, the view of academic staff off physical education and sports school for distance education, which started to be given during the pandemic period, were examined. Case study pattern, one of the qualitative research methods, was used in the research. The data were collected virtually by interview method. The interview form consists of 13 structured questions prepared by the researcher and checked by the measurement and evaluation experts. The group of the study consists of 15 academic staff, 3 of whom are female and 12 of which are male, selected by convenience sampling that is one of the purposeful sampling method, working at Kırşehir Ahi Evran University School of Physical Education and Sports. Descriptive and content analysis method was used to analyze the data. The data summarized and interpreted through descriptive analysis were coded and categories were created. In the scope of the research; Academic staff and students were faced with a system in which formal education was provided through distance education for the first time throughout the country. In order to make sense of this new situation and ensure its adaptation, the academic staff, who are the executives of educational services in universities, should continue their communication with students.

Keyword: Covid-19, pandemic, distance education, academic staff

INTRODUCTION

COVID-19 is a virus that usually survives for several hours on a smooth surface, although temperature and humidity allow for several days. Disinfectants containing continuous heat, ether, 75% alcohol, chlorine for 30 minutes can disable the new coronavirus. These viruses can be transmitted orally and spread mainly through droplets. The incubation period of the virus is from 1 to 14 days (Zou, 2020). In the durability study, SARS-CoV-2 is more stable than plastic and cardboard on plastic and stainless steel surface and up to 72 hours live virus has been detected after application to these viruses (Neeltje van Doremalen, 2020). The most common symptoms of COVID 19 are fever (87.9%), cough (67.7%), fatigue (38.1%), while diarrhea (3.7%) and vomiting (5.0%) are less common (Guan et al., 2020). The time from the onset of symptoms to the development of acute respiratory distress syndrome was only 9 days among the first patients with COVID-19 infection (Huang and Wang, 2020).

COVID 19, which is transmitted through the respiratory tract, first appeared in Wuhan, China in December 2019 and has spread to many countries of the world, including our country. Covid-19 by the first detected case of the Republic of Turkey Ministry of Health in Turkey are described in March 10, 2020. The first virus-related death in the country occurred on March 15, 2020. For this reason, universities have been on holiday for 3 weeks after March 16 with the decision of the Presidency and the Higher Education Institution. Pandemic in Turkey, tourism, social, economic, political, economic, administrative, legal, military, causing many important effects and consequences of religious and educational fields has led to taking radical decisions. The social isolation call repeated by the Ministry of Health through various channels is made with the slogan "Life fits home" (YÖK, 2020).

It is difficult to make long-term plans in times of crisis like pandemic. The Covid-19 pandemic is also one of these crisis periods. In this process, universities had to start distance education processes for all courses (Durak, 2020). In accordance with the philosophy of lifelong learning, universities have carried out studies to provide individuals with independent education from time and place (Kaçan and Gelen, 2020). In order to develop a positive response towards distance education; courses should be in online (live) environment, and distance education environments should be designed in which teachers and students can communicate and technical problems are minimized (Altun-Ekiz, 2020).

According to Aras and Karakaya (2020) detailed training should be given to academic staff for the effective establishment and implementation of distance education in the field of sports sciences. Support of university administrations is important in completing the harmonization processes of academic staff, raising awareness of students and establishing the necessary infrastructure of the institution. Because it is thought that distance education will have an important contribution to the increase and development of the quality of sports education institutions and universities (Aras and Karakaya, 2020).

While education in primary, secondary and high schools in the country in the field of education is suspended; Spring term courses were canceled at all universities and exams were postponed. Due to the decisions of the Presidency of the Higher Education Council and the tendency of the administration of the universities to give courses in formal education through distance education, the necessary preparations were made and the courses were continued with distance education. Exams were also collected as remote homework and projects. Based

on this, in this study, the wiev of academic staff of Physical Education Sports School in the period of Pandemic COVID-19 about distance education were examined.

METHOD

Research Model

In this study, Case Study Pattern and Interview technique, which is one of the qualitative research methods, was used. Case studies are a research pattern in which the researcher analyzes a situation, often a program, event, action, process or one or more individuals in depth (Creswell, 2014). Interview: Individual or focus group interview (structured, semi-structured, unstructured) is an effective method of data collection to confirm observation and document data and to learn the perceptions, reactions and experiences of the individuals participating in the research (Yıldırım and Şimşek, 2013).

Research Group

The study group of the research consists of 15 academic staff, 3 of them are women, and 12 of them are men selected by the convenience sampling that is one of the purposeful sampling method working at Kırşehir Ahi Evran University School of Physical Education and Sports. Purposeful sampling: Qualitative research can usually be carried out in detail with small samples that are purposefully selected, sometimes even with a single (f=1) sample (Patton, 2014). Ethics committee approval was obtained from Kırşehir Ahi Evran University for this study (04.03.2021, Decision Number: 2021/1).

Data Collection Tools

The data were collected using the interview method. A virtual interview was held with the academic staff determined by the purposeful sampling method. A structured interview form consisting of 13 questions developed by the researcher was used in the study. The questions were checked by assessment and evaluation experts. Research questions are as follows;

1. Did you give distance education before the pandemic Covid-19?

2.Which distance education tools do you use?

3. Which method did you do the midterm exams?

4. How did distance education contribute to students?

5. Has the measurement and evaluation of student success been carried out in distance education systems in a healthy way?

6. Is distance education suitable for theoretical and practical lessons?

7. Do you think that the lessons given in distance education are as efficient as face-to-face education?

8. Have you had trouble adapting to distance education?

9. Would you like to use distance education after the Covid-19 period is over?

10. Do you think that distance education will be common even if the effects of the Covid-19 period have passed?

11. Do you think that the transition from distance to education improves your teaching capacity?

12. Do you find that universities have switched to distance education during the Covid-19 period?

13. You can write your thoughts about the distance education process that you experienced due to Covid-19 period.

Data Analysis

"Descriptive and Content Analysis" methods were used in the analysis of the data. The data summarized and interpreted through descriptive analysis were placed in categories that were coded and created. The reason for choosing content analysis is to ensure that conceptual connections are established in explaining the relationship between the data collected and the objectives of the method in question (Büyüköztürk, 2013). The analysis was completed by editing the themes and codes and interpreting the findings. As a result of the analysis of the collected data related to the research questions, the data collection was terminated when the themes started to repeat each other (Yıldırım and Şimşek, 2013). The reliability formula suggested by Miles and Huberman (1994) (Reliability = Consensus / (Consensus + Disagreement) × 100) was used for the reliability calculation of the study. As a result of the analysis, the reliability rate was found to be 85%. In addition, direct quotations, another reliability criterion, are included.

FINDINGS

Table 1. Demographic information of the participants

Participants' Codes	Gender	Age	Professional Experience	Title
P1	Male	50	26	Lecturer
P2	Male	47	12	Assoc. Prof
P3	Famele	42	22	Assoc. Prof.
P4	Male	27	1	Research Asst. Dr.
P5	Male	45	19	Asst. Prof.
P6	Male	45	20	Asst. Prof.
P7	Male	50	25	Lecturer
P8	Male	43	2	Lecturer
P9	Male	40	12	Lecturer
P10	Male	30	1	Research Asst. Dr.
P11	Male	53	31	Lecturer
P12	Male	41	13	Assoc. Prof.
P13	Famele	34	8	Asst. Prof.
P14	Male	36	10	Asst. Prof.
P15	Famele	34	13	Asst. Prof.
				Frequency
Did you give distance education before COVID-19?		Yes		4
		No		11
What distance education tools do you use?		Document upload and live lesson (synchronous)		12
		Live lesson		2
		Video recording		3
Which method did you do the midterm exams?		Uploading homework		14
		I did not exam		1

*Multiple options can be marked

According to the gender variable of the participants, 3 are women and 12 are men. The age of the participants is between 27-50. Their professional experience is at least 1 and at most 31 years. While 4 of the participants gave distance education before Covid-19, 11 of them did not have distance education experience. Participants were asked "Which distance learning tool do you use?" They gave the answers to document loading and live lesson (f=12), live lesson (f=2), video recording (f=3). "Which method did you do midterm exams?" They gave the answer to the question of loading homework (f=14), I did not take the exam (f=1).

Table 2. Categories, codes and frequency values for students' contributions to distance education

Categories	Codes	Frequency
	Use of technology	2
	Time and space independence	3
	It strengthened their willpower	1
	No contribution	3
Contributions of distance	They learned the continuity of education in any situation	3
education to student	Made an economic contribution	3
	Saving time	1
	They did not go away from the lessons	1
	Literature review gained	1
	They had a different experience	1
	Total	19

"What contribution did distance education provide to students?" was asked to academic staff. The categories, codes and frequency values created for this question are given in Table 3. As seen in the table, the differences given by the academic staff were determined. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *Distance education showed students primarily that the use of technology also works outside of social media. It also showed that education and training could continue simultaneously in such epidemic periods and necessity but by providing space independence.*

P2: *They continued their education under difficult conditions and strengthened their will.* P4: *They learned about the continuity of education in any situation, how the right to education can continue in case of a possible crisis, and how they can continue to improve themselves without losing motivation and adaptation under any circumstances.* P9: *I think that with this application, students are often convinced that participating in the learning process can be done without requiring physical assets. In this way, students generally made their own decisions to attend classes by acting with their own inner motivations. Through distance education, students also reviewed their technology knowledge.*

P3: *I don't think it makes a great contribution scientifically. Because my attendance was very low. In addition, I think there are students who do not attend the class for a short period of time just because the name appears in the system.* P7: *I don't think it contributes.* P8: *I think that it is not very productive for students because of the fact that distance education is not compulsory to continue and the assessment and evaluation system cannot be performed properly.*

P5: *I think the most important contribution of distance education to students is economic. They didn't spend much money and listened to the lessons more comfortably.* P6: *I think it contributes financially. Especially students coming from outside the city did not have to bear the cost of living in another city. I don't think it contributes extra in terms of education. On the contrary, they were not properly trained. Because both teacher-student interaction and student-student interaction did not*

occur.

Table 3. Categories, codes and frequency values for measurement and evaluation of student success in distance education systems

Categories	Codes	Frequency
	Couldn't be done healthy	14
Measurement and evaluation	Made healthy	1
	Total	**15**

"Could measurement and evaluation of student success be made in distance education systems in a healthy way?" was asked to academic staff. As seen in the table, the majority of the academic staff *(f=14)* stated that measurement and evaluation *could not be done in a healthy*. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *Because of the pandemic, the homework was generally incomplete as the students scan their homework on the internet and use the resources they can access. For this reason, a healthy assessment could not be made since there was no healthy homework. Because in a healthy assessment, most of the students would have failed.* P5: *I don't think it's very healthy. Because the lesson hours were short, limited topics could be explained. It is not known how students do their homework because they are tested by homework. We don't know if they did it themselves or did they get help from others.* P9: *Since the distance education system has been put into practice for the first time, I think there are some problems in this regard. Assessment and evaluation activities conducted through homework may have pushed some students to do these homework using the unqualified information available on the Internet. I think that only when measuring and evaluating through homework can cause problems in terms of validity and reliability in the long term when it does not take responsibility for learning on students.* P**10**: *I am of the opinion that measurement and evaluation are carried out in a healthy way with a graded scoring key.*

Table 4. Categories, codes and frequency values for the suitability of the lessons given for distance education

Categories	Codes	Frequency
	Suitable for theoretical lessons	10
Whether the lessons are suitable for	Partially suitable for theoretical lessons	5
distance education or not	Not suitable for practiced lessons	13
	Suitable for practiced lessons	2
	Total	**30**

"Is distance education suitable for theoretical and practical lessons?" was asked to academic staff. The answers given for this question were used as expressions such as *suitable for theoretical lessons (f=10), partially suitable for theoretical lessons (f=5), not suitable for practiced lessons (f=13), and suitable for practiced lessons (f=2).* Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *I think it is not appropriate as the application process cannot be done in distance education. But I think it is appropriate in theoretical lessons and provided that the duration of the lesson is done. Many universities in the world carry out their master's and doctorate programs by doing distance education in this way.* P5: *I think it is suitable for theoretical lessons. It is no different from the classroom environment. But it is not efficient for practiced lessons. Adequate efficiency cannot be obtained especially in technical fields. It was enough for the lessons I taught.* P9: *I think that the suitability of the lessons given in parallel with the distance opportunities provided by the distance education portal should*

be evaluated. In my opinion, while theoretical lessons can be taught more effectively through distance education, I think that the appropriateness of the infrastructure of the present portal should be questioned in our applied lessons which mainly include behavioral philosophy and psychomotor learning.

P10: *Practiced and theoretical lessons can be done online. However, I think that the practiced lessons should be given face to face for 1-2 weeks.* P12: *In theoretical lessons, if distance education lesson hour is increased in the system (60 min. or more). It is not enough to give the essence of practiced lessons. There must be practice in the field.* P13: *Not suitable for practiced lessons, partly suitable for theoretical lessons. Because the theoretical lectures I gave required discussion and question and answer.*

Table 5. Do you think that the lessons given in distance education are as efficient as face-to-face education? categories, codes and frequency values for the question

Categories	Codes	Frequency
Whether distance education is efficient	Distance education is inefficient	13
	There have been cases when it is more efficient or less efficient.	1
	Efficient for theoretical lessons, inefficient for practical lessons	1
Total		

As can be seen in Table 5, the majority *(f=13)* stated that *distance education is inefficient.* Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *It cannot replace face to face education. Because the classroom atmosphere is not in this application. I do not think that education and teaching will be successful without seeing the student face to face, inhaling the same atmosphere, perceiving the student's attitude towards the lesson and the teacher, and not seeing the student's gestures and facial expressions. I do not recommend this practice especially in teacher education.* P9: *I think that distance education is still under development. In my view, the distance education portals as they are in the current form mostly require the student to take responsibility for their own learning, as it minimizes physical classroom management. This can sometimes reduce the efficiency of distance education.* P14: *I do not think. We do not know if they are listening to us because we cannot see the students. There is no mutual interaction.*

Table 6. Have you had difficulty in adapting to distance education? categories, codes and frequency values for the question

Categories	Codes	Frequency
Adapting to distance education	I had no difficulty	12
	I had difficulty	3
	Total	15

As can be seen in Table 6, the majority of respondents *(f=12)* stated that they did not experience any difficulties. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *Since I am not a stranger to practice, I did not have serious difficulties. But trying to fit the lesson in 30 minutes for 2 or 3 hours in the program caused problems in terms of subject and duration. I had no difficulty in using technology and distance education.* P9: *Thanks to the user-friendly interface provided by our university, I had no difficulty in adapting.* P12: *In general, I did not know what I could do in the beginning. I had reservations about getting to the level of the student and understanding the*

lesson. But I adapted in the coming period.

P8: *The long lesson preparation of thelesson materials and the shorter lesson hours caused me difficulty in adapting to distance education.* P13: *had a hard time at first. Giving detailed training about the system. I learned most about the system after the classes and exams were over.*

Table 7. Would you like to use distance education after the Covid-19 period is over? categories, codes and frequency values for the question

Categories	Codes	Frequency
Whether to continue distance education	Yes, I would like to use	8
	No, I do not want to	7
	Total	**15**

As can be seen in table 7, in the responses given, *f=7* of the participants stated that they did not want to use it and *f=8* of the participants wanted to use it after the Covid-19 period was over. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: I *am in favor of using it in some cases, as it provides technological competence and space independence for students and teachers. However, all lessons are not suitable for education.* P2: *Yes, I would like to use it. I would like to use distance education about missing topics, extra information and topics determined in line with students' wishes.* P4: *Yes I would. Because it is a more comfortable method both for the student and for us. It will also be better in terms of students' participation in the lesson, especially for graduate and doctorate lessons.* P8: *I think distance education has now entered our lives. I would like to use it in the future. I think it will be very useful for students who have a dual career in our field, for example, who have difficulties in attending classes.* P13: *No. Because there are no vehicles with sufficient equipment.*

Table 8. Do you think that distance education will become widespread even if the effects of Covid-19 period have passed? categories, codes and frequency values for the question

Categories	Codes	Frequency
Whether distance education has become widespread or not	Yes	14
	No	1
	Total	**15**

As can be seen in Table 8, the majority of respondents think that distance learning will become widespread even if the effects of the Covid-19 period have passed. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *At least I think it will continue as pilot lessons and practices. Because many universities were caught unprepared for distance education, they faced a lack of infrastructure. I think that preparations will be made in order not to encounter such situations again and such practices will continue for the continuity of distance education.* P4: *Yes, I think The new world order and developing technology direct humanity towards this direction. Efficiency of technology and machinery will change human life especially in our world where Industry 4.0 is experienced. Covid-19 style epidemics will continue to be seen in our world in the next period.* P9: *Absolutely. Already before the virus, online education opportunities were improving day by day. Now we are convinced that this is a requirement. I think that new technologies will make the process easier and distance education will start to be used more effectively.*

Table 9. Do you think that the process of transition to distance education improves your teaching capacity? categories, codes and frequency values for the question

Categories	Codes	Frequency
Whether distance education	Yes	7
improves teaching capacity or not.	No	8
	Total	15

As seen in Table 9, in the answers given, *f=7* of the participants think that distance education does not improve their teaching capacity, while *f=8* think that they improve. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *I don't think it has contributed much to me. In addition, the opportunities are limited, the limitation in student attendance has caused my enthusiasm in this practice. P3: Yeah I think. Because science and knowledge are in the process of constant change and development. In this direction, I developed my slides and topics. P9: I think being able to use distance education is knowing a new teaching way. So I think I have improved my capacity in this regard. P5: No. In this regard, the classroom environment is an environment that needs more attention and attention for the teacher. Therefore, the classroom environment is more important in the context of lesson preparation.*

Table 10. Do you find positive that universities have switched to distance education during the Covid-19 period? categories, codes and frequency values for the question

Categories	Codes	Frequency
Whether the transition to distance education	Yes	14
is positive or not.	No	1
	Total	15

Table 11. The Views of the participants regarding the distance education process due to Covid-19 period

P1: *It is necessary to know what distance education is first and you want to take part in this distance education. You have to decide this. Distance education in education by letter. In the job of open education, it is distant education to load the whole load to the student by uploading distance education or asynchronous material. If you want to make synchronous lessons using technology, you must first create your infrastructure, your own software, and provide the necessary support to academic staff. I am going to distance education. You will not be doing this with orders such as apply it like this. You need to have a mobile device and it needs training. Administrators need to find solutions to these problems.*

P3: *I wish the lesson time would be longer. 30 minutes is not enough for one lesson. Also, whether the attendance is continuous or not can be statistically recorded. In addition, the time and day of the lesson can be determined by the instructors. Without time limitation. For example, we should be able to teach at 9 in the evening.*

P5: *What can be done to eliminate the suffering of students who cannot participate in distance education is very important. This needs to be fixed. It should be ensured that the lesson hours are longer. More effective exam systems need to be developed to evaluate students.*

P8: *I think that teachers should be prepared beforehand for distance education. I also think that some students are not able to participate healthily because they are conscious of distance education or have difficulty in reaching the system. I think that the distance education and measurement and evaluation process should be started in this way by establishing strong infrastructures beforehand.*

P9: *The distance education method is ideally a useful tool in education and training. However, determining the needs of students and lecturers (physical, knowledge) will play a direct role in more effective functioning of this process. For example, one of the difficulties I experienced in the process was that some of the students did not have a computer or internet connection. Some lecturers also had difficulty uploading videos or delivering other materials to students.*

P10: *I can say that systematic failures affect the process negatively, even if the number of participants is small and partial.*

P11: *The system started late, there was indecision.*

P12: *Students should be prevented from adding after the assignment date, some additions can be made to the students. Because the student appears in the system in the class, but the rate of attendance and answering the questions remains very low.*

P14**:** *Lesson duration and assessment criteria should be updated.*

As can be seen in table 10, in the responses given, the majority of the participants find that universities have switched to distance education in the Covid-19 period. Some of the answers given by the academic staff participating in the research regarding this question are as follows:

P1: *Not all universities were able to go to distance education. Uploading homework and documents is not remote education. The number of universities that can perform synchronous education was limited. Normally distance education is not suitable for all lessons and all. I do not consider it positive except in cases of necessity.* P5: *Yes, it was very positive. I think it was a nice process in the sense that our university has infrastructure and students are not victims. I think that by eliminating some deficiencies, more effective distance education can be implemented in the future.* P9: *Absolutely. It is pleasing that this new pedagogy is practiced in such an environment, although there are some problems. It will also be very useful for our university to start this process by closely following the current developments and to perfect the future distance education applications.* P13: *Positive. Because little interaction and communication between students and academic staff continued. They were not victims.*

DISCUSSION AND CONCLUSION

The age of the participants is between 27-50. Their professional experience is at least 1 and at most 31 years. While 4 of the participants gave distance education before Covid-19, 11 of them did not have distance education experience. Participants were asked *"Which distance learning tool do you use?"* They gave the answers to *document loading and live lesson (f=12), live lesson (f=2), video recording (f=3).* "Which method did you do midterm exams?" They gave the answer to the question of *loading homework (f=14), I did not take the exam (f=1). "What contribution did distance education provide to students?"* was directed to academic staff. Differences given by the academic staff were determined. These are: *Use of technology (f=2), time and space independence (f=3), it strengthened their willpower (f=1), no contribution (f=3), they learned the continuity of education in any situation (f=3), made an economic (f=3), contribution saving time (f=1), they did not go away from the lessons (f=1), literature review gained (f=1), they had a different experience (f=1). "Could measurement and evaluation of student success be made in distance education systems in a healthy way?"* was directed to academic staff. the majority of the academic staff *(f=14)* stated that measurement and evaluation *could not be done in a healthy. "Is distance education suitable for theoretical and practical lessons?"* was directed to academic staff. The answers given for this question were used as expressions such as *suitable for theoretical lessons (f=10), partially suitable for theoretical lessons (f=5), not suitable for practiced lessons (f=13), and suitable for practiced lessons (f=2).* The majority of the participants *(f=13)* stated that *distance education is inefficient.* The majority of the participants *(N=2)* stated that they *did not experience any difficulties.* In the responses given, *f=7* of the participants stated that they did not want to use it and *f=8* of the participants wanted to use it after the Covid-19 period was over. The majority of the participants think that distance learning will become widespread even if the effects of the

Covid-19 period have passed. In the answers given, *f=7* of the participants think that distance education does not improve their teaching capacity, while *f=8* think that they improve.

Durak et al. (2020) 19 Covid-pandemic period examined in the study by distance education system of universities in Turkey; although the Higher Education Council recommended that the courses be processed synchronously, they stated that the number of universities that can carry out all their courses synchronously is only six, and most of the universities are trying to manage the processes through the previously established learning management system (f=29) and live course software (f=24). Approximately half of the universities followed the course attendance of the students. Participants stated that the education of academic staff in the preparation process of distance education was the most difficult situation. In the study, it was observed that all of the universities in Covid-19 process provided training to the instructors about distance education systems (presenting user manual and / or video).

In the studies of Aras and Karakaya (2020); it is stated that more than half of the academic staff have knowledge about distance education and some of them have no knowledge. Some academic staff stated that distance education will create problems and will not be useful. In the opinions they stated about managing their courses with distance education, it was seen that some academic staff did not want to carry out distance education. However, it was determined that the majority could also be in theoretical lessons and would benefit. They stated that the lessons to be given by distance education will eliminate the problem of time, place and material among the benefits that they will provide for themselves and their students. They stated that the benefits of applying for distance education courses in sports sciences will not save time, and will not hinder theoretical courses and education of national athletes. They reported that, as disadvantages, they would create problems such as difficulties in interaction and not understanding the lessons.

As a result of the Kurnaz and Serçemeli (2020) research, it was observed that academicians did not adopt the distance education system too much and did not experience any problems in terms of their self-efficacy regarding the use of the system. Lack of mutual interaction between students and instructors, failure to present theory and practice together, were determined as negative factors related to distance education in accounting lessons. As a result, it is suggested that blended education methods, which adopt both traditional and distance education methods together, would be more effective in accounting education. Serçemeli and Kurnaz (2020) stated that it is very important for all students to have sufficient access to the internet in terms of applicability of the distance education method using internet and video recordings. When students' perspectives on distance education are analyzed, it is seen that they view this approach negatively. He suggested that at this point, both the advantages of traditional methods and the advantages of distance education methods should be blended together.

In the study, Altun-Ekiz (2020) examined the opinions of the students of physical education and sports school about distance education during the quarantine period; The majority of the participants' opinions on the processes and outcomes of distance education are ineffective. It is a positive reaction that it can be watched regardless of time and place. There are also students who cannot continue regularly due to various problems. Participants stated that they are inefficient for practice lessons, efficient for theoretical lessons and that they are

not very happy about this situation in terms of lack of mutual communication. It has been noticed that factors such as lack of question-answer in distance education, problems in entering the system cause negative reactions.

In Kurtüncü and Kurt (2020)'s studies, most of the students stated that both theory and applied lessons would be insufficient with distance education, they did not think of suspend the study the school, but they thought the school would extend. Problems experienced; "Problems in distance education infrastructure", "not facing education", "limitation of possibilities", "mood caused by the pandemic" and "test anxiety". Solution suggestions are; It has been themed as "improving the distance education infrastructure", "using web-based additional applications", "assigning homework instead of exams" and "accelerated program". In this process, it is recommended to constantly update the distance infrastructure systems of universities for theory courses, to create opportunities for students with limited opportunities, and to repeat the applied courses in an accelerated manner in the next period.

Aktaş et al. (2020) as a result of the study, which examined the attitudes of sports science students towards distance education in isolation days caused by COVID-19 virus; It was determined that the students wanted to follow their lessons remotely due to this process but they did not increase the competence of the exams made with the distance education system and they did not want distance education under normal conditions. It is also determined that the lecturers support the student in this process.

Kaletepe et al. (2020) How do teacher candidates view synchronous distance education? In their studies, it was determined that the majority of prospective teachers attended the classes via mobile phones and used a fixed internet line. It was understood that the method they found most useful in synchronous lessons was oral presentations, in general, pre-service teachers had negative attitudes towards synchronous lessons, they were reluctant to provide online distance education in the future, they did not believe themselves enough and they did not believe that online lessons were the future.

In the scope of the research; the quality and effects of distance education services offered by the Higher Education Council to universities during the pandemic period were investigated in line with the opinions of the instructors, and the following conclusions and suggestions were reached: Academic staff and students were faced with a system in which formal education was provided through distance education for the first time throughout the country. In order to make sense of this new situation and ensure its adaptation, the academic staff, who are the executives of educational services in universities, should continue their communication with students. It is thought that a positive communication process that academic staff will create with their students will facilitate achieving the desired educational goals. Distance education and similar learning technologies have now become a reality of our age. We have witnessed that some stakeholders towards distance education have negative perspectives such as "Is education at a distance?", "I am against distance education." It is wrong to completely refuse distance education. In terms of learning outcomes, distance education should be studied to be as effective as face-to-face education. It is necessary to understand the advantages and disadvantages of both types of education correctly. Therefore, the process should be planned meticulously and factors that may affect learning should not be ignored.

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