TÜBA-HER
Yükseköğretim
Dergisi
TÜBA Higher Education Research/Review

Perspectives of Faculty Members on Distance Education

Öğretim Elemanlarının Uzaktan Eğitime Bakış Açıları

Miray Doğan[1] iD , Hasan Arslan[2] iD
[1]Faculty of Education, Çanakkale Onsekiz Mart University, Çanakkale, Türkiye
[2]Faculty of Educaiton, Çanakkale Onsekiz Mart University, Çanakkale, Türkiye

Özet

Bu çalışma, Çanakkale Onsekiz Mart Üniversitesi öğretim üyelerinin uzaktan eğitime bakış açılarını incelemektedir. Araştırmada elde edilen verilerin incelenmesinde nitel veri analizi yöntemlerinden içerik analizi yöntemi kullanılmıştır. Öğretim üyeleri, uzaktan eğitimin esneklik, zaman yönetimi ve verimlilik gibi avantajlarının olduğunu belirtmişlerdir. Uzaktan eğitimin motivasyon ve sosyal etkileşim eksikliği gibi dezavantajlara sahip olduğunu ileri sürmektedirler. Bununla birlikte yüz yüze eğitimin yerini tutmadığını da belirtmişlerdir. Öğretim üyeleri uzaktan eğitim derslerini tasarlarken derslerinin öncelikle internetteki ilgili web sayfalarından ve meslektaşlarının yardımından yararlandıklarını belirtmişlerdir. Yükseköğretim kurumlarında uzaktan eğitim sistemine geçiş sürecinde öğretim üyelerinin görev ve sorumluluklarının yeniden planlanması, dijital araçların ve teknolojik altyapının tanımlanarak zenginleştirilmesi, destek ve geri bildirim sağlanması önerilmektedir.

Anahtar Kelimeler: Uzaktan eğitim, Fakülte üyeleri, Lisansüstü öğrenciler

Abstract

This study examined the perspectives of the faculty members of Çanakkale Onsekiz Mart University on distance education. The content analysis method, one of the qualitative data analysis methods, was used to analyze the data obtained in the research. Faculty members stated that distance education has advantages such as flexibility, time management, and efficiency. On the other hand, they argue that distance education has disadvantages, such as a lack of motivation and social interaction. However, they also stated that face-to-face education is not a substitute. While designing distance education courses, they primarily benefited from the relevant web pages on the internet and the help of their colleagues. For transiting to the distance education system in higher education institutions, this study recommends rescheduling faculty member duties and responsibilities, defining and enriching digital tools and technological infrastructure, and providing support and feedback..

Keywords: Distance education, Faculty members, Graduate students

Technological developments and innovations affect all areas of social life and institutions. Higher education is one of the organizations affected by these developments. The increasing number of students in higher education has led to new searches to meet the information needs of the 21st century. Arslan (2019) defined the university as an institution with a wide range of duties, powers, and responsibilities, such as producing information and technology, conducting scientific research, disseminating scientific data, and contributing to national and universal development. In this context, technology affects every aspect of university education, such as changing teaching and learning programs. Hence, higher education institutions can be responsible for making students more qualified for a rapidly changing society.

Additionally, universities should expand students' awareness of sociocultural and economic development and develop their cognitive habits to transform them into efficient, mature, and independent learners (Çalışkan & Zhu, 2021). According to the report of universities without borders, a vision for 2030 (2021), educational institutions such as universities are no longer constrained within a traditional classroom. Instead, the virtual campus will make the university ubiquitous and accessible from everywhere. The report further defined that it (virtual campus/university) will improve access for all to participate in research and learning, enhance cooperation, and explore new, innovative ways of pursuing university missions. With the development of educational technologies, using computers and the internet as tools in education and training, computer-based learning, web-based learning, online learning, e-learning,

open learning, and blended learning have been identified with distance education (Siraz, 2021). As distance education continues to grow, more faculty and academicians will be required to prepare curricula and teach in this environment (Chiasson et al., 2015). In this context, universities are concerned with the creative efforts of faculty members to increase undergraduate and graduate students learning efficiency in distance education. Indeed, students with active learning and development can be considered a domain duty of higher education. In a study by Koloğlu et al. (2016), faculty members who take or would take an active role in the distance education process should have information about the process operation, benefits, limitations, and achievements. Thus, universities have stated that the products of faculty members and graduate students should be generated in a supportive research environment (Belavy et al., 2020). Faculty members provide incentives for graduate students' mentoring research activities, assessment, and performance advancement (Santoso et al., 2021). Therefore, it is necessary to consider the opinions of the faculty members who give lectures about distance education, and their recommendations should be followed. It is possible to see many studies on the benefits of distance education, as Sadeghi (2019) explains that distance education balances both school and work commitments in that some students complete a class while simultaneously pursuing additional work because the hours at which lectures can be performed are flexible, as most distance learning programs allow students to study at their location. In this sense, Beytekin (2021) stated that distance education allows students to develop themselves in the field they want with the opportunity for lifelong individual and independent learning. Additionally, distance education offers flexibility and diversity regarding age, environment, and method of learning and teaching in higher education.

Distance Education in Higher Education

Technological developments, e-learning, web-based learning, and distance education have rapidly become widespread in higher education (Akdemir, 2011). A higher education system that teaches advanced-level skills provides lifelong learning opportunities, prioritizes using and applying knowledge rather than acquiring knowledge, and gives importance to research and development should be established. The academicians who teach using the traditional classroom environment must fully adopt the technological developments of the information age (Tran, 2016). Distance education is not a new way of teaching. It has evolved and progressed over the last 300 years in parallel with innovations in communications technology, and distance learning continues to grow in popularity today (Kentnor, 2015). From the 1990s onward, the internet has been used to develop distance education or virtual instruction programs, which have been slowly but steadily adopted by ever-expanding colleges and universities (Deflem, 2021).

The idea of a distance-teaching university assumes the opposite course of a campus-based university (Rosenblit, 2005). New behaviors and roles that academicians should adopt have emerged due to the special needs characteristics of distance education, which is becoming increasingly crucial in 21st-century university environments. Distance education has moved educational materials to interactive virtual environments. In other words, technological advances have made the available both economical and practical in higher education. The economic advantages of distributing scarce resources, geographically and temporally, to students in remote locations provide a broader market for distance education (Totaro et al. 2005). Distance education, which takes place in a different environment than traditional education, is a planned learning and teaching method that requires the use of specially designed teaching techniques and materials, communication between parties through various technologies, and specific administrative arrangements (Moore & Kearsley, 2005). Distance education lectures can be synchronous or asynchronous. In the synchronous lesson, the postgraduate students and the faculty members communicate in the virtual classroom environment. In this method, students can ask questions simultaneously and their demands regarding incomprehensible issues. In addition, they would share and discuss with each other. In the asynchronous course, the students can access the systems over the internet whenever and wherever they want and follow the lesson. Some studies have noted that students' satisfaction with distance education is an essential link between their easy access to distance education and their level of use. Additionally, the ability of students to attend classes comfortably from wherever they want significantly affects their satisfaction (Aksoğan & Duman, 2020). The COVID-19 pandemic has disrupted education systems globally, affecting most students the most. It has increased inequalities and exacerbated a preexisting education crisis. School closures have ranged from no closures in many countries to more than an entire school year. Lack of connectivity and devices excluded at least one-third of students from pursuing learning remotely (UNESCO, 2021). On the other hand, the COVID-19 pandemic has presented an opportunity to rethink assumptions about education in general and higher education (Rapanta et al. 2021). COVID-19 has caused the closure of university campuses worldwide and the migration of all learning, teaching, and assessment into online domains. This impacts the academic community as they are frontline education providers (Watermeyer et al., 2020). Additionally, in a study, Yakut and Icbay (2021) identified that during the outbreak of COVID-19, school stakeholders and students experienced bewilderment and psychological difficulties. Although this closure was expected to be short-lived, it took a long time. Additionally, researchers have found that these findings reveal a new and challenging situation. A new model was needed to continue education; it has become the distance education model. Therefore, universities should create unique teaching and learning models to prepare for a crisis (TEDMEM, 2020).

The pandemic accelerated this process, experienced it with exemplary applications in education, and provided some benefits (Aksoğan & Dumanlı, 2020). Higher educational institutions with millions of students have emerged in timeless environments, and students and faculty members are freed from the burden of gathering at a specific time and class. Individuals began to learn at their own pace, saving much time and money, and remote students paved the way for equal opportunities. In addition to the advantages of distance education, some constraints include limited social interaction among learners, incompatibility with learning some individuals' styles, and the necessity of technological literacy (Gunduz & Bozkus, 2013). A study by Totaro et al. (2005), based on their analysis of the respondents' attitudes, clearly showed that faculty members perceive students to find distance-learning courses very desirable, despite shortcomings perceived by the faculty themselves: the lack of instructor-student/student-student interactions. Shambour & Hashem (2021) claimed that vital differences are found in the dimension scale of distance education effectiveness regarding academic degree and the academician's role in supporting virtual classrooms and traditional experience dimension scales. The European Commission's General Directorate of Education, Youth, and Culture surveyed the impact of COVID-19 on European universities with 114 higher education members. According to the data obtained from the study, more than half of HEIs have provided distance learning opportunities for their students at a high rate. In addition, many higher education institutions have started implementing online courses for all their students. More than half of the graduating students participated in distance education. Furthermore, departments must inform faculty members and graduate students about the importance of distance education and the development and improvement of their skills in higher education (European Commission, 2020). Distance education provides students with new opportunities for accessible and lifelong education. Distance education has become an important topic of interest in educational communication and technology (Simonson & Schlosser, 2009). As higher education institutions implement distance education classes, they encounter the need to implement training programs for faculty members. According to the perspectives of academicians on distance education, the inability to fulfill the requirements of the distance education system due to the current course load is the resistance to technology and the need for digital pedagogy (Misican et al. 2021). Hence, faculty members create new ways to manage and support distance education programs (Williams, 2003). Distance education faculty members can be seen as entrepreneurs who permit innovative changes, have creative ideas, and follow routes to achieve at university. If universities want to succeed in distance education, they must consider faculty members' perspectives on distance education. For this reason, only knowing the student's perspective is insufficient.

In this regard, in the efficiency of distance education, it is necessary to take the views of all stakeholders on this issue. In this context, this research aims to examine the perspectives of distance education through faculty members' experiences. The experiences and perceptions encountered by these faculty members should play essential roles in how universities can improve their distance education. During the COVID-19 pandemic, higher education has gained a different quality, and long-term distance education activities have been conducted for the first time. The thoughts of the faculty members who took an active role in these activities about the process. In distance education, the academician can be seen as an essential part of the system. For this reason, it is important to determine the distance education perceptions of the instructors for a more effective distance education program. The results of such a study can help meet the needs of stakeholders with in-service training, eliminate the negativities in the planning processes, and organize a more effective distance education. The academicians' main activities are preparing educational materials, answering student messages, determining and controlling assignments, following projects, and managing discussion topics. Instructors should also be motivated so that they can educate students through distance education. The instructor's perspective will teach the related lecture through distance education, which is essential in learning the lectures. The prerequisite for the instructor to be able to teach through distance education is that faculty members should be digitally literate. In addition, lecturers guided by the classical and distance education systems should consider the differences between processing. Therefore, the course should be prepared with the curriculum topics and course content accordingly. The view of lecturers on the distance education system can be vital for the system's overall success. In this sense, it is essential to define faculty members' perspectives and experiences to assist students in achieving meaningful and positive learning and establishing a successful distance education. It depends on the efficiency and productivity of faculty members, creating a large part of their identity, technology literacy, textbooks, research, and distance education.

Method

This study determined faculty members' perceptions of distance education with a qualitative research method. The study design was within the framework of the phenomenology pattern. The phenomenology pattern focuses on phenomena we know but does not understand in depth and detail. Phenomenology studies aim to reveal an individual's experiences, perceptions, and meanings regarding a phenomenon (Creswell, 2007). In this study, easily accessible case sampling, one of the purposive sampling methods, was used. Purposive sampling increases the relevance of information obtained from a small sample.

Therefore, the participants in this sample are informative people about the phenomenon that the researcher wants to explore (Patton, 2002). Thus, the researcher chooses a close and easy situation to access (Creswell, 2013). In this context, the participatory participants of 10 faculty members work at Çanakkale Onsekiz Mart University. Ten faculty members were purposely selected based on their experience and willingness to participate in the study. In addition, ten faculty members from different academic disciplines were chosen for this qualitative research study based on ten years of experience with distance education at a public university in Çanakkale, Türkiye, in the 2022 academic year.

Data Analysis

Before collecting data, researchers received ethical approval from the Çanakkale Onsekiz Mart University Ethics Committee. After obtaining permission, because of the COVID-19 pandemic, semistructured interviews were sent via e-mail. All data were transcribed after the data collection process. Then, the data were collected and sorted into codes, subthemes, and themes. The views of the faculty members were analyzed with the content analysis method, a qualitative research method. By comparing the themes created by the researchers, the agreed-upon and not agreed-upon themes were determined. Validity and reliability are the two most important criteria used to ensure the credibility of research results (Denzin, 2017). An independent researcher review checked the results' validity and reliability. The aim was to find a correlation between the results and the participants' views. The researcher emailed the reports to the participants to confirm the authenticity of the study, and their comments helped check the applicability of the findings (Bryman, 2016). The texts obtained in terms of the validity and reliability of the research were proven to the interviewed academicians, and the research findings were presented when the participants' opinions were deemed necessary. While present in the results, each participant was given a code. It is coded as P1…P 10 for faculty members. In this study, two researchers and an expert made an evaluation, and these evaluations were compared. During the preparation of the interview questions, two academicians who are education experts were consulted (Patton, 2002). The interviews included four questions and were administered by e-mail after explaining the research aim. Faculty members' experiences and perceptions of distance education's future may guide universities. The interview questions were as follows:

1. What advantages and disadvantages do you see in teaching distance education?
2. What helped design your distance education courses?
3. What effect does distance education have on graduate student learning?
4. To what extent does distance education strengthen the relations between faculty members and students?

Results

In this section, the findings obtained from the answers given by the participants to the semistructured interview questions are presented.

▨ **Table 1** Presents participants' views on the advantages and disadvantages of distance education.

Themes	Subtheme	Codes	F
Advantages	Efficiency	Ease of time and space	5
	Flexible	An increasing number of graduate students	8
	Time management	Preparation of online materials, Time-saving	8
	Strengthen communication	Greater student engagement	4
	Develop their technical skills	Increasing digital literacy	9
	Individualist	Individual greater responsibility	9
Disadvantage	Inequality	Limited technological knowledge	4
	Physical problems	Lack of application	3
	Boredom	Lack of interaction	4
	Decreasing the attendance of the postgraduate students	Lessons being instructor-centered	6
	Lack of social interaction	Distracting students from the campus atmosphere	8

▨ Table 1. What advantages and disadvantages do you see in teaching distance education?

This section will mention the conclusions in line with the research framework's themes, and interview questions discuss advantages and disadvantages.

As seen in ▨ Table 1, the opinions of the interviewed faculty members can be divided into the advantages and disadvantages of distance education. As can be understood from the faculty members' responses, the advantages of the distance education system are more time and space characterized by the flexibility offered by its independence. The system's benefits are that it provides lecture opportunities that students can adjust at any time and according to their operational tempo. It provides flexibility to study from anywhere, which is time-saving and economical. In addition, time and space independence is offered flexibility and individuality, and it is an effective educational technology that provides independent learning opportunities. In a study by Chiasson et al. (2015), researchers concluded that there is no need for a physical space for distance education.

In this context, participant 5 of the faculty members expressed their views: distance education provides an educational opportunity independent of time and place. It allows students to access course resources whenever they want. It ensures that all activities related to the course can be stored in a digital environment. It will enable individualist education. P- 5

On the other hand, there are disadvantages to distance education. According to the opinions of faculty members, the inequality of opportunity in education due to insufficient technical tools and infrastructure and limited technical knowledge is one of the disadvantages. In addition, only some faculty members have adapted to online learning. Additionally, students' absenteeism and unwillingness to attend classes regularly are significant concerns in distance education. According to another study, a lack of social interaction and feedback means that the distance education system reduces productivity because it creates a disconnect between students and academics (Oliveira et al. 2018).

◼ Table 2. What helped design your distance education courses?

◼ **Table 2** Presents the answers to the question, what helped you design your distance education courses gathered under the theme of experience from the participants.

Themes	Subtheme	Codes	F
Experience	Individual experience	Content and material preparation	9
	Technical help	Digital pedagogical knowledge	7
	Colleagues support	Monitoring and support	8

As seen in ◼ Table 2, the faculty members gave the answers to the interview questions on this theme, and the frequencies of these answers are presented. Faculty members stated that they primarily benefited from related web pages on the internet while designing their distance education courses. In addition, faculty members defined that individual experiences and colleague support, when necessary, are more beneficial. The study of Chiasson et al. (2015) expressed that faculty members need hands-on experience as they enter distance education for the first time. In addition, learning to use technological tools proficiently takes time. In a study paralleling our findings, Anderson et al. (2001) stated that faculty members need the most experience for distance learning course design. On the one hand, they must design lessons, environments, and resources to help students learn. On the other hand, they should implement the designed lesson plan with agile transitions between roles such as orchestrator and facilitator. These tasks are performed through individual experience and colleague support. In this context, one of the faculty members' views is as follows: I have been working at the Distance Education Research and Application Center since 2014.

Before the pandemic, I took part in many levels of distance education, such as content development and system management. Therefore, it was easy to design my distance education courses with my experience. This process was an advantage for me to know student demands and work in technology. P-10

◼ Table 3. What effect does distance education have on graduate student learning?

◼ **Table 3** Presents the participants' opinions on the effect of distance education on graduate students' learning under the theme of flexibility.

Themes	Subtheme	Codes	F
Flexibility	Discipline	The learners are responsible for their learning	8
	Freedom	Possibility of repeat	9
	Time	Independent of time and place	9

◼ Table 3 shows the opinions of the faculty members regarding the effect of distance education on the learning of graduate students. The effectiveness of graduates of the distance education system is more time and space characterized by the flexibility offered by its independence. In this sense, the flexibility offered by distance mode is configured as a great advantage. Graduate students want lecture opportunities to adjust according to their own working space and time; studying anywhere at any time they want is one of the factors that makes distance learning courses successful. Additionally, working from anywhere, being time-saving, and having a low cost constitute the system's practical aspects. Oliveira (2018) defined that many graduate students look for distance education lectures to avoid exposing themselves to the rigidity required in physical classroom courses. Fawns (2019) claimed that online learning and teaching involve a diverse array of tools, resources, pedagogical approaches, roles, organizational arrangements, forms of interaction, monitoring, and support with many possible combinations of substitution and integration. In this context, in the opinion of one lecturer, distance education is a concept that has gained popularity in recent years. Distance education programs have helped many students who are missing or unable to attend full-time courses achieve their educational goals. The most crucial benefit of distance education is that it allows students to access a wide range of learning tools with minimal financial resources. Online training has been made even more interactive with videoconferencing training. This improves the ability to acquire and retain knowledge on a particular subject. However, distance education limits social interaction. It involves complex technologies and is perceived negatively by some employers.

Any student wishing to enroll in a distance education diploma or degree should weigh the pros and cons to determine if it is a good option. Overall, distance learning can be an excellent option for working students. Thus, working students can learn as they earn. P-3

▪ Table 4. Does distance education strengthen the relations between faculty members and graduate students?

▪ **Table 4** Presents the question of whether distance education enhances the relationship between faculty members and graduate students gathered under the theme of positive and negative.

Themes	Subthemes	Codes	F
Positive			
Freedom	Content-rich courses	Providing personal learning opportunities	6
Productivity	Easy access to resources	Access to different teaching methods	8
Negatives			
Communication	Missing nonverbal communication	Reduces social interaction	9
Motivation	Lack of energizing relationships	Live lessons as being instructor-centered	8

As seen in ▪ Table 4, the answers to how distance education strengthens the relations between faculty and graduate students were grouped under two positive and negative views. Digitization of communication is an advantage in that it facilitates instant access. Strengthened communication can mean maintaining relationships. Graduate students have accepted that distance education can efficiently be independent of time and space. In this context, in the opinion of one of the faculty members, the online communication tools offered by distance education facilitate communication between faculty members and students. A student who may be shy about asking questions in the classroom can ignore this anxiety in synchronous lessons, attend classes, and establish healthy communication with the lecturer. However, distance education hinders honest communication between faculty members and students by establishing face-to-face eye contact—p 8. According to the answers to the question, although distance education has positive aspects, it does not replace face-to-face communication. Although it has positive sides, a study by Oliveira et al. (2018) defined the opposite side of distance education. For example, in face-to-face classes, graduate students can have the opportunity to ask questions at the exact moment they appear. However, it can be challenging, which only happens slowly in distance lectures, causing graduate students to save their questions for the following course.

In this context, in the opinion of one of the faculty members, learning in a brick-and-mortar institution allows students to personally meet and interact with people from different locations. On the other hand, distance learning only limits students to classes and learning materials based online. Students can interact through chat rooms, discussion, and video conferencing education, but the experience differs from a traditional campus. P-7

Conclusion, Discussion, and Recommendations

This study aims to reveal faculty members' views on the distance education system. As a result of the interviews with the faculty members who teach online, the paper shows that faculty members have positive and negative opinions about distance education. Aksoğan and Duman's (2020) research is similar to our study. They reported that academicians have both positive and negative views on distance education. In particular, the opinions of female academicians on distance education are more favorable. They claimed that age, experience, and title did not affect views on distance education. It has also emerged that most academics need help finding technical support in distance education. Education is an essential element that must continue under all circumstances. Studies have found that there is a need for education in general, and distance education in particular has changed how faculty members experience and interpret it (Sercemeli & Kurnaz, 2020). The popularity of distance education faculty members creates challenges for educators inappropriately guiding and advising a larger volume of nontraditional. In that case, distance education can be as successful as formal education and accepted by all segments. It is seen in research that some universities have faced many challenges in transferring the entire learning process from traditional to distance education, especially those who do not have experience in online courses (Shambour & Hashem, 2021). In practical lessons during the pandemic process, distance education has been successfully evaluated from the student perspective. The studies highlighted that the need to adapt to change states that an efficient course environment can be taught with document support (Misican et. 2021). In this context, faculty members' readiness and willingness to participate in this process by believing that distance education would be an acceptable form of education were ready to address the importance of university support in their experience to take a good look at their decisions, answers, and actions (Beytekin, 2020). Universities should encourage collaborations to inspire faculty to partner with others in their discipline or with faculty in other academic departments.

Another dimension of cooperation includes partnerships with institutional informational technology staff and faculty members (Chiasson, 2015). Watermeyer et al. (2020) claimed that academicians' reactions to the move to online delivery found that most respondents felt confident or strongly confident in their ability to facilitate online teaching and assessment and considered their institutions to support the move to online delivery. One positive effect of the coronavirus pandemic is that it forced universities to innovate rapidly to adapt to unprecedented challenges affecting their studies. The COVID-19 pandemic first introduced virtual teaching to deliver higher education in the spring of 2020 when face-to-face teaching was abruptly stopped during the 2020-2021 academic year. Although the physical classroom will undoubtedly have an important place in education after the pandemic subsides, distance education should be used longer and more widely (Deflem, 2021). As a result, monitoring the current trends in education systems at the global understanding of where the national outlook is similar and different can enable policymakers to make more effective decisions in process management. As in the rest of the world, Türkiye has been affected by the pandemic crisis in all areas of life. The significant damage of the pandemic crisis in education is nonnegligible. However, these effects can support the debate on strengthening the education system, especially through quality and equality, and accelerate remedial interventions. Based on our findings, although faculty members have negative opinions about presenting their lectures entirely online, their awareness of distance education should be increased and guided. Distance learning has been around for a long time, given the almost exponential growth of online lecture offerings. The objective for faculty members and faculty is to develop courses for which the level of quality is preserved. Therefore, digital pedagogy must be available, given the different forms of teaching and learning online classes from face-to-face education. In addition, continuous improvements should consider the feedback of students and faculty members (Totaro et al. 2005). As a recommendation for future studies, for universities to make the distance education process more successful, preliminary studies should be done, and the instructors' thoughts, wishes, and suggestions about the process should be considered. Therefore, arrangements can be made for distance education to use more effectively. Since some disadvantageous situations exist in distance education, various academic studies have examined their reasons. Future ameliorations in university should reduce these advantages. Within the scope of the study, conducting orientation studies related to distance education for faculty members is recommended. In addition, faculty members working in higher education should have in-service training on technology literacy and digital pedagogy. After the COVID-19 pandemic, higher education institutions replanning the duties and responsibilities of faculty members in the transition process to the distance education system, definition, enrichment of digital tools and technological infrastructure, support and feedback, and training should be provided.

References

Akdemir, Ö.(2011). Yükseköğretimimizde Uzaktan Eğitim. *Yükseköğretim ve Bilim Dergisi 1*(2), 69-71

Aksoğan, M. & Ç. Duman, M. (2020). Research on academician opinions on distance education in the Covid-19 process. *Naturengs, Covid-19 Special Issue*, 38-49.

Anderson, T. Rourke, L. Garrison, & D.R. Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks.5*(2) 1–17.

Arslan, H. (2019). *Yükseköğretimin Yönetimi*. Ankara: Anı yayıncılık

Beytekin, O. F. (2021). Transformation of Higher Education into new normal. *Higher Education Studies Journal, 11*(3) 125-133.

Belavy, D. L., Owen, P. J. & Livingston, P. M. (2020). Do a successful ph.D. outcomes reflect the research environment rather than academic ability? *PLoS ONE*, (14) 15.

Bryman, A. (2016). *Social Research Methods* (5th ed.). London: Oxford University Press

Çaliskan, A. Zhu, C. (2021). Organizational culture barriers and facilitators for instructional innovations at the faculty of education. *Eurasian Journal of Educational Research*, (92) 137-166

Chiasson, K., Terras, K. & Smart, K. (2015). Faculty perceptions of moving a face-to-face course to online instruction. *Journal of College Teaching & Learning*, *12*(3) p. 231-240.

Creswell, J. W. (2007). *Qualitative inquiry ve research design: Choosing among five approaches*. Thousand Oaks: Sage.

Deflem, M. (2021). The Right to Teach in a Hyper-Digital Age: Legal Protections for (Post-)Pandemic Concerns. Society. *58* (3) p. 204–212.

Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods* (3rded. online). Abingdon: Routledge

European Commission (2020). European Universities Initiative Survey on the impact of COVID-19 on European Universities. Retrieved January 4, 2022.

Fawns, T. (2019) Postdigital education in design and practice. Postdigital Science and Education.1(1) p.132–145.

Gunduz, Y. & Bozkus, K. (2013). Uzaktan Egitim Yonunden Egitim Liderligi [EducationalLeadership through Distance Education], Egitim Yonetimi Forumu, Egitim Yoneticileri ve Uzmanlari Dernegi & Balikesir Universitesi 3-5 Ekim 2013, Burhaniye, Balikesir.

Kentnor, H. E. (2015). Distance education and the evolution of online learning in the United States. Curriculum and teaching dialog, 17(1), 21-34.

Koloğlu, T. F., Kantar, M., & Doğan, M. (2016). Öğretim Elemanlarının Uzaktan Eğitimde Hazırbulunuşluklarının Önemi. *Açıköğretim Uygulamaları ve Araştırma Dergisi (AUAd) 2*(1) p. 52-70.

Misican, Ö. D.,Üstün, A.G., & Çavuş, V. (2021). *Pandemi Sürecinde Uzaktan Eğitim Sistemine Geçmek Zorunda Kalan Akademisyenlerin İş Tatmini* Üzerinden *Sisteme Bakışı*. Çizgi Kitabevi Yayınları.

Moore, M.G. & Kearsley, G. (2011). Distance education: a systems view of online learning (what's new in education) (3rd ed.).Boston, *MA: Wadsworth Publishing*.

Oliveira, M. M. S. Penedo, A. S. T. & Pereira, V. S. (2018). Distance education: advantages and disadvantages of the point of view of education and society. *Dialogia*, 29, p. 139-152.

Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks: Sage.

Rapanta, C. Botturi, L. Goodyear, P. Guàrdia, L.& Koole, M. (2021). Balancing Technology, Pedagogy and the New Normal: Post-pandemic Challenges for Higher Education. *Postdigital Science and Education*, *1*(3) p. 2-29

Rosenblit, G. S. (2005). Distance education and e-learning: Not the same thing. *Higher Education*, *49*(4), p.467–493.

Sadeghi, M. (2019). A shift from classroom to distance learning: Advantages and limitations. *International Journal of Research in English Education*, *4*(1), p. 80-88.

Santoso, B. Fahrizal, I. Marsofiyati, A. (2021). Does The Role of Supervisors Determine Doctoral Students'Success? *Jurnal Pendidikan Bisnis dan Manajemen*, 7 (3), p. 147-158

Sercemeli, M. & Kurnaz, E. (2020). Covid-19 pandemi döneminde Öğrencilerin uzaktan eğitim ve uzaktan muhasebe eğitimine yönelik bakış açıları üzerine bir araştırma. *Uluslararası Sosyal Bilimler Akademik Araştırmalar Dergisi*, *4*(1), p.40-53.

Shambour, M. K. Y. Abu-Hashem, Muhannad A. (2021). Analyzing lecturers' perceptions of traditional vs. distance learning: A conceptual study of emergency transferring to distance learning during the COVID-19 pandemic. *Education and Information Technologies. 16*(1) 1-21

Simonson, M. Schlosser, L. A. (2009). *Distance Education: Definition and glossary of Terms*. 3rd Edition. Information Age Publishing.

Siraz F, (2021). The literature review changes in research trends regarding distance education before and during the COVID-19 pandemic (2017-2020). *Pegem journal of education and instruction. 11* (4), 82-99.

TEDMEM. (2020). *COVID-19 sürecinde eğitim: Uzaktan* öğrenme, *sorunlar ve* çözüm önerileri (TEDMEM Analiz Dizisi 7). Türk Eğitim Derneği Yayınları: Ankara

Totaro, M. W. Tanner, J. R. Noser, T. Fitzgerald, J. F. & Birch, R. (2005). Faculty Perceptions of Distance Education Courses: A Survey. *Journal of College Teaching & Learning*, *2*(7), 13–20.

Tran, B. (2016). Educational Experiences with Traditional, Online and Hybrid Learning Environments *Journal of Education & Social Policy. 3*(3) p. 60-63

UNESCO. (2020). COVID-19 educational disruption and response. Retrieved from 8 December 2021.

UNESCO. (2020). *"School closures caused by Coronavirus (COVID-19)"*. Retrieved 12 January 2021.

The WHO-convened global study of origins of SARS-CoV-2: China Part". World Health Organization. 30 March 2021. Retrieved 31 March 2021.

Watermeyer, R. Crick, T. Knight, C. & Goodall, J. (2020). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. Higher Education.

Williams, P. E. (2003). Roles and Competencies for Distance Education Programs in Higher Education Institutions. *The American Journal of Distance Education*, *17*(1), 45–57

Yakut, S. İcbay, M. A. (2021). Okul Yöneticilerinin Salgın Sürecindeki Yönetim Deneyimleri ve Çözüm Önerileri. *International Journal of Science and Education*, *4*(3), 128-156.