UP-CLOSE AND SOCIAL RISKS IN DISTANCE HIGHER EDUCATION: A QUALITATIVE ANALYSIS OF EMERGENCY REMOTE TEACHING EXPERIENCES

Dr. Hasan TUTAR

ORCID: 0000-0001-8383-1464
Faculty of Communication, Bolu Abant Izzet Baysal University
Bolu, TURKIYE
Research Methods Application Center, Azerbaijan State University of Economics
Baku, AZERBAIJAN

Dr. Harun SERPIL

ORCID: 0000-0002-6293-9385
Faculty of Education
Anadolu University
Eskisehir, TURKIYE

ABSTRACT

Education is both an institutional process and a set of conscious actions. Since its institutionalization, education has been viewed not only as an act of acquiring knowledge, but also as a socialization process. The traditional understanding of education, which views socialization as the its main purpose in addition to acquiring knowledge and shapes education policies accordingly, has emerged as a multi-dimensional sphere of discussion within "distance education", which has become almost mandatory today with Covid-19. This study aims to examine the problem areas of distance education experienced with Covid-19 by using an interdisciplinary approach in a psychological, sociological, and socio-psychological framework. To examine the subject in-depth and make analytical generalisations, the research reflects the opinions of the main actors, students, and faculty members, as well as the researchers' observations, in addition to the experts on the subject. The data analysis was conducted through the subjective evaluation of the researchers' own experiences and the content analysis of teacher and student opinions. The results reflect that education is not only an activity of acquiring knowledge but also a socialization process, the educational bureaucracy and environment make a significant contribution to the socialization of students, and that distance education can only be used as a supportive model. Education isolated from real life that does not contribute to the socialization processes of students may bring important psychological and social problems.

Keywords: Distance education, higher education, emergency remote teaching, online learning, student socialization, alienation.

INTRODUCTION

Distance education has emerged as an alternative to traditional education problems, and has developed as a teaching method applied to online learning environments specially prepared for communication between practitioners and students (Icten, 2006). According to the United States Distance Learning Association (USDLA), distance education is the delivery of education to distant students with the help of electronic tools such as satellite, video, audio graphics, computers, and multimedia technology. Distance education is a method that makes use of electronic tools, written materials, and printed materials. Distance education is a system that provides education and training opportunities to people independent of time and place by removing time and geographical barriers that cause disruption of education (Mshvidobadze & Gogoladze, 2012; Schlosser & Simonson, 2009; Schoun, 1995; Casey, 2008; Kearsley, 2011; Taylor, 1992; Tapscott, 1996). Distance Learning is an online education technique based on information and communication

technologies that allow the learner, the teacher, and the learning resources to be far from each other. It is characterized by concepts such as learning by correspondence, flexible learning, tele learning, e-learning, and online learning (Bozkurt, 2017). Although the concepts of distance education and open education are used interchangeably, in the current study, distance education has been used in a way to cover all the descriptions except formal face-to-face education.

Education is mental, social and psychological upbringing, maturation, knowledge, and skill acquisition process carried out with various models, including face-to-face, formal, informal, and distance education. Although there have been various discussions on distance education and formal education models before, Covid-19, which emerged in China and spread all over the world, caused a great crisis in the field of education as in other areas of life; however, there have been some heated interdisciplinary debates on the extent to which distance education can replace formal education. The data announced by UNESCO in April 2020 indicate that education was suspended in 192 countries due to quarantine, and more than 1.5 billion students had to stop receiving face-to-face education all over the world. During this period, more than 1.5 billion students were left alone with education in an imaginary (virtual) world disconnected from the real world, with insufficient teaching materials prepared for formal education and a "faulty" education. People have lost their familiarity and normal in the sociology of everyday life, have begaun to be offered an education that is uncertain and suitable for the "new normal". The transition from normal to new normal has arisen with an obligation that did not happen by choice, which continues to cause a Durkheimian anomie. Because of the uncertainty brought about by this "new normal", students face the "inability to grasp the process in its entirety", that is, they experience alienation, which was first expressed by Hegel. In fact, this "new normal" is a multidimensional problematic that has brought along an existential crisis that has become concrete with various adaptation problems. Therefore, the subject needs to be examined with an interdisciplinary approach bringind various fields together, such as psychology, social psychology, and even the sociology of everyday life.

Distance education continues as an education system that isolates people from the real world, and as an alternative education model in which all real-life interactive channels of building a "social person" are closed. Without communicating within a social structure and participating in social processes, the quality of "becoming human" cannot be easily attained. In formal education, the school is not only a place to deliver information, but also the social education institution that makes an important contribution to the socialization process and the most important tool for the interaction of the student with real life. In addition to education, the school functions to ensure the student's interaction with different segments of society and the continuity of culture. It improves the productive capacity of the individual in the real world, and provides knowledge, skills and practical opportunities appropriate to the conditions of the age. Possible channels for a student deprived of the "value"-laden climate of the school to add value alone at home and develop ethical principles are closed. The experience of Covid-19 has once again demonstrated that, detached from everyday life, distance education by itself does not provide the adequate school environment to foster social skills. The most important tool of an education system that develops communication skills between individuals, prevents social exclusion and opens possible channels to be involved in social processes is formal education in which face-to-face communication and social interaction occurs. Open and distance education can be a palliative solution that can only be applied in times of crisis when formal education is not possible, or can be used as an education model that supports formal education. In cases where formal education is not possible, the ground for transitioning to a model that combines access to distance education and the interaction of formal education should be paved.

As an education system that isolates people from real life, distance education is an education model in which all channels of building a "social person" are closed. In this study, with the assumption that what is happening in nature cannot be understood haphazardly and the necessity of thinking based on the collective mind, the theoretical basis of the research is based on the existentialist and progressive scientific theories in education as well as the assumptions of the symbolic interaction theory. In cases where a single theory is not sufficient to fully understand the subject, multiple theories are used to handle the subject in a multidimensional way. According to Kuhn (1962), theories are never alone, they must be supported by certain auxiliary theories. Sometimes empirical data can support more than one theory, and sometimes a phenomenon can be explained by referring to multiple theories. The reason why this study is based on symbolic interactionism

is because of the emphasis on the concepts of "becoming human" and "socialization", one of the important concepts of the theory in question. Symbolic interactionism is undergirded by the assumption that reality can only be constructed socially, that although the basis of social reality is knowledge, society can realize the existence of human beings in society which is a factual and objective reality, that the connection between the psychological and the sociological can only be established by using social processes (Berger et al., 1973).

"Becoming human" is actually not independent of existentialism's assumption that "existence precedes essence", and "human is not being in itself, but being for himself" (Sartre, 2017) because, according to existentialism, man can only find his own self in the social self. Social life consists of social practices, and this can only be possible by using processes such as students, school teachers and education bureaucracy together (Magill, 1991; Gutek, 2004). There is a constant change in life, but when organizing educational activities, commitment to unchanging elements and universal realities must be shown. In addition to imparting knowledge, education should prepare students for life. Another important goal of the school is to ensure that the cultural structure is transferred to the new generations in a healthy way. Instead of prioritizing professions, humanity must be emphasized and taught. First of all, people should be informed about how to be human, which is in line with the basic argument of this research. In the light of these theories, the basic question of the current study is "What are the possible conditions, problem areas, and risks of becoming a human being through distance education rather than using it simply to deliver information?"

The formal education method, with all its results, is a process in which institutional knowledge and consciousness contents are conveyed, and even if distance education allows the transfer of the subject consciousness contents, it does not allow the transfer of institutional practices. Distance education, which is carried out with homework, synchronous or asynchronous lessons, cause minds who are accustomed to the normal of formal education to have adaptation problems because habit change is not a momentary event like a change of thought, but a process of differentiation and transformation that spreads over time. Adaptation of normal education to the "new normal" requires a long transition experience. The replacement of traditional educational methods and techniques by a new educational paradigm requires a painful transition period. Taking away everything that traditional formal education has inherited from its past, replacing it with distance education according to the new normal means losing the ground that constitutes the cultural personality of young minds who are accustomed to formal education and learn the process of becoming an individual in learning environments.

While traditional formal education paves the way for people to transition from individual life to social life on the one hand, it also serves a function that limits the individual's coexistence with society. Students at different stages of education are now surprised by the shifting of the ground on which traditional habits are built. It may take decades to repair this morbid condition and adjust to the new normal. However, traditional formal education was an education designed for "social people". Those who imagine that they grasp this world well with an instrumental mind, even those who know it well enough to abuse it more and more, are astonished at not knowing what direction to go from the edge of a cliff. Today, a calculating, self-seeking, utilitarian, and functionalist "instrumental mind" that looks at everything as added value is no longer enough to avoid confusion. This "instrumental mind", which has long been sacrificing qualities to quantities and ends to means, is not enough to adopt the new normal. In addition to the instrumental mind that views human beings only as a piece of data, today there is a need for an education policy based on "purposeful reason" that not only knows but also understands and thinks, not only grasps but interprets, can make analytical inferences from what he/she sees instead of just being a passive viewer of the reality. Instrumental reason (Adorno & Horkheimer, 2010: 43) is merely a reductionist "technical mind" belittled by Aristotle based on the use of reason for capitalist technological developments. To design post-COVID-19 education policies, there is a need for a purposeful mind that enables the free development of the human being, the construction of the social mind and values as well as the objective mind.

We have now realized that with only the objective use of instrumental reason, as done by distance education, method, analysis, classification, objectivity and logical thinking are not sufficient for education. Clearly, there is a need for an education policy that contributes to the process of existence of the human being and transforms him/her into an individual with a system of values and life principles as a social person, ensuring integration with "meaningful others" in the social world. While the use of reason in formal education makes it necessary to think through objects and live with the world (but not in the world), instrumentalized

distance education consists of an education that embodies human thought within a categorical structure independent of objects and is based on dialogue. How will it be possible for this person, who is being isolated from the world in this search for "new normal" and being educated under virtual isolation conditions in the electronic kiosk of the student and teacher equipped with new media? How can the uncertainty about the solid ground to build on education be overcome in a period in which everything from formal education is being abandoned? The normalization of "normal education" in this "new normal" process, which looks like a distorted photograph of the human essence, is a fundamental problem of all societies.

PURPOSE OF THE STUDY

When the studies on the deficiencies and problems in distance education in the literature are examined, the main problems that arise in distance education are the interaction problems arising from the inability to communicate face to face, insufficient feedback, inadequate professional development support, administrative problems, failure to meet the expectations from education, not designing student study materials for distance education, belonging, lack of feeling, lack of access to library services, lack of experience of teaching staff, problems with creativity in developing course materials, faculty members not seeing distance education courses at the same value as formal education courses, problem of carelessness in the course material (Falowo, 2007; Li, 2009; Yazici, Altas & Demiray, 2001; UNESCO, 2002; Cronje, 2001; Pina, 2008) all of which make distance education controversial. Besides, problems such as the lack of opportunity for the student to socialize in the classroom or between lessons with peer support, the problem of focusing on the subject, and the loss of the feeling of being a part of the community bring further controversy. The answers to the main question of "What are the main problem areas and risks of distance education in higher education institutions that provide formal education with the pandemic" and the following sub-questions were sought:

- What is the impact of distance education on maturation, skills, and socialization?
- What are the problem areas of studying away from the school climate and interaction opportunities?
- Is there a problem with the need for course material, self-disclosure, and success in distance education?

METHOD

This study was designed as qualitative research (case study) to gain an in-depth understanding of student and teacher views in distance education. The case study design was preferred in the research is that this design is suitable for examining current situations based on the opinions of people who have in-depth knowledge. In addition, the case study design was preferred in the research as it is more convenient to reveal the essence of the researched subject and to reflect the event as it is (Hancock & Algozzine, 2006). The current situation, the lack of researcher control over it, and the fact that the examined phenomenon is not manipulated are other reasons for choosing the case study design in the research (Merriam, 1998; Yin, 2014; Tutar & Erdem, 2020). There are different case studies techniques. In this study, the techniques of a collective case study developed by Stake and exploratory case studies developed by Datta were used due to its compatibility with the subject's essence. A collective case study is a case study used in research to examine a few cases with similar characteristics, and it fits the purpose of this research. The collective case technique is a very convenient case study to reveal the unknown general characteristics of particular cases. On the other hand, the exploratory case study was preferred because it is suitable for the research subject to be convenient in cases where there are no clear and specific findings of the subject of the research. The exploratory case study was preferred because it is convenient to obtain information about the operation of a specific program or system, such as distance education.

Participants

Qualitative research is conducted with people who have deep knowledge of the research topic. The sample for the current study was selected according to the purposive sampling technique, which requires the participation of those who have deep knowledge about the research subject. The data were collected through face-to-face interviews.

Table 1. Participant Codes

Participant code (lecturer)		Participant Code (Participating Student-PS)				
P1	P8	PS1	PS8	PS15	PS22	PS29
P2	P9	PS2	PS9	PS16	PS23	PS3o
P3	P10	PS3	PS10	PS17	PS24	PS31
P4	P11	PS4	PS11	PS18	PS25	PS32
P5	P12	PS5	PS12	PS19	PS26	PS33
P6	P13	PS6	PS13	PS20	PS27	PS34
P7	P14	PS7	PS14	PS21	PS28	PS35

Data Collection and Analysis

Data were collected using a semi-structured interview form in the interviews with 14 faculty members and 35 university students. The questions determined by the main purpose and sub-questions of the research were asked through face-to-face and internet interviews with the students. A semi-structured interview form was used to interview within the framework of an order. During the interview process, the interview was deepened with the probes. The data collected in the research were analyzed with inductive qualitative content analysis technique. In this process, first the analysis framework was created, and then the data were processed according to the thematic framework. Then, the analysis process was completed by defining and interpreting the findings. After giving the frequency of repeated descriptive statements in the study, codes, sub-themes, and central themes were obtained from participant expressions (Gay et al., 2012; Denzin & Lincoln, 2005). In addition, the reliability and trustworthiness of the research were ensured by directly reflecting the participants' views in the analysis (Tutar & Erdem, 2020). Afterward, the analysis findings were interpreted, and various suggestions were made. The participating faculty members were coded as P1, P2, and so on, and the students were coded as PS1, PS2, and PS3.

FINDINGS

Participants' Opinions on the Problem of Maturation, Skills, and Socialization in Distance Education

Within the framework of what the pandemic experience taught, the participants were asked, "What are the effects of distance education on maturation?" "What are the effects of distance education on skill acquisition?" The questions "What are the effects of distance education on socialization?" were asked. The answers given by the participants to these questions were gathered under the main theme of "Inadequate education and socialization problems." The descriptive expressions reflecting the views of the participants and the frequency of common opinions of the participants, codes, sub-themes, and main themes are shown in Table 2.

Main theme	Sub-themes	Codes	f	Participant code	Descriptive statements
Inadequate education and socialization problems	The problem of maturation and quality of education	Maturation, face-to-face training	4	P3, P5, P9, P10	It is very important in the maturation of the students and that the education is carried out in a face-to-face and classroom environment. There is always something missing in distance education. There is a job satisfaction problem.
		Feeling of lack, quality problem in education	9	PS1, PS4, PS9, PS15, PS17, PS24, PS28, PS32, PS34	I do not feel like a student enough in non-face-to-face education. Education provided online, away from the school environment, provides information but does not contribute enough to our maturation and growth.
	The problem of education and course material	Upskilling, insufficient educational material	8	P2, P4, P5, P7, P9, P11, P13, P114	We do not have the opportunity to provide sufficient skills to students in distance education. Especially in cases where the application is necessary, it is not enough to teach only the slide.
		Gaining insufficient knowledge and skills	11	PS3, PS5, PS6 PS8, PS13, PS15, PS16 PS17, PS21 PS24, PS32	We cannot gain enough skills through distance education. When we graduate, they will claim that we have distance education, and in this case, it will be a disadvantage for us compared to those who have formal education.
	The problem of socialization and productivity in education	Socialization problem, perception of loneliness	9	P1, P3, P5, P7, P8, P9, P11, P13, P14	Studying online away from the school environment is an important obstacle to the socialization of students. Especially the isolating and disconnecting aspect of distance education from real life will cause big problems in the future.
		Incomplete student perception, insufficient information transfer	12	PS4, PS7, PS8, PS10, PS13, PS14 PS17, PS21, PS23, PS26 PS28, PS31	Distance education is an education-based only on information transfer and insufficient knowledge. However, organizational education also enabled us to practice, socialize, show ourselves and make friends. It is a great loss for us to graduate by sitting at home.

In Table 2, the "maturation and quality," "education and course material," and "socialization and productivity" are the three major themes. The descriptive statements that stand out are given below:

> Since we are in a place outside the classroom, it is more difficult to adapt to the lessons, it is not easy to get feedback from the students and control them.

> Since the training is not face-to-face, there is a shortage of feedback. Especially in practice courses, there are big problems.

> The lack of interaction is a big problem. The artificiality of the environment causes the problem of low interest and motivation. The student has a readiness problem. In synchronous lessons, it is not easy to check whether students listen to the lesson.

Students' Views on This Theme are Given Below from Their Own Statements:

> Faculty members have a lack of motivation. They think that they are doing distance education by putting slides in the system.

> Only 40 percent of the students watch the prepared videos. Its average viewing time is in the 20s to 30s.

> There is a general focus problem. Students and faculty members are not ready for distance education. We lose our ability to stay away from the school environment and interact with life at home.

> Students have a problem of inactivity. In addition to the absence of teacher-student interaction between students in the virtual classroom, the inability of students to participate in social activities and club activities is an important problem of distance education.

> The absence of any feedback on the emotional attitude of the students in the interaction process causes the process to take place in a mechanical context. This complicates and shortens the attention process of the student.

One of the aims of distance education during the pandemic process, one of the participant statements, is the problem of "maturation and inadequate self-perception", which is a major source of problems in raising students and becoming an adult in the long run. Because the school provides information and information and an environment of maturation, growth, and modernization, it is a significant problem area that the student is deprived of this opportunity. Among the participant statements, one of the essential problems of distance education is the inadequacy of course materials and the inadequacy of the instructors trained for formal education for distance education. This situation may cause the inadequacy of distance education and the problem of socialization.

Opinions of the Participants on the School Climate and the Possibility of Interaction

Within the framework of what the pandemic experience has taught, to the participants, the questions "What are the problem areas of studying in a virtual environment disconnected from the real world", "What are the problems of staying away from the school climate?", "What are the problem areas of non-interaction" were asked. The answers given by the participants to these questions were gathered under the main theme of "socialization and inactivity problem". The descriptive expressions reflecting the views of the participants and the frequency of common opinions of the participants, codes, sub-themes and main themes are shown in Table 3.

Table 3. Content analysis of the participants' views on school climate and interaction opportunities

Main theme	Sub-themes	Codes	f	Participant code	Descriptive statements
The problem of socialization and inactivity	Socialization problem	Institutional climate, socialization bureaucracy	4	P3, P5,P6 P9,P10	*The structure called a school is not only made up of classes and students. A school is also a place of socialization and participation in social life. A school is also a place where one learns about bureaucracy. Online education deprives the student of all these opportunities.*
		Education and training, loss of integrity, construction of the future	9	PS1, PS4, PS9, PS15, PS17, PS21 PS24, PS28, PS32, PS34	*When we say university as students, we imagine a whole with its classrooms, faculty members and school bureaucracy. Distance education has ruined our university dream. This situation causes a feeling of inadequacy in us. School is where the future is built. How can we build our future by sitting at home? This makes us think.*
	Loss of job satisfaction and unfavorable school climate	Online course, virtual world, missing professional satisfaction	8	P2, P4, P5, P7, P9, P11, P13, P14	*I couldn't get used to doing my lessons in a virtual environment, not in the classroom for a long time. The virtual environment does not fill the space left by the real world. I can't find enough professional satisfaction when I can't see my students around. I miss seeing student voices and student faces at school.*
		Social environment, campus life, friendly relations	11	PS3, PS5, PS6 PS8, PS13, PS15, PS16, PS17, PS21, PS24, PS32	*For the student, the university is above all a living space, its social system. I have friends from the neighborhood, not from school. This is disturbing me. I think I missed out on college life. School meant a campus and a total living space for me. The pandemic has cut us off from the social life.*
	Occupational alienation and inactivity	Perception of loneliness, professional alienation,	9	P1, P3, P5, P7, P8, P9, P11, P13, P14	*Not being able to interact with people harms the socialization process. During the pandemic process, we stayed away not only from students but also from other faculty members. My perception of loneliness and desolation has increased a lot, and this causes me to feel cold towards my profession. Distance education causes me to see myself as a presenter rather than a lecturer.*
		Disappointment, campus life	12	PS4, PS7, PS8, PS10, PS13, PS14 PS17, PS21, PS23, PS26 PS28, PS31	*The most important problem of the pandemic on us students was the problem of inactivity. During my high school education, I always imagined myself in a campus environment. I found it very interesting to walk around campus, go to cafes, sing and listen to music together. I'm a college student now but not in college. Being away from the campus environment was disappointing.*

As shown in Table 3, the opinions of the participants can be gathered under the sub-themes of "socialization problem." "loss of job satisfaction and insufficient school climate problem", "problem of professional alienation and lack of interaction". The highlights of the participant's views are given below:

It is more difficult to adapt to the lessons because we are in a place outside the classroom.

It is not easy to get feedback from students and control them.

Since the training is not face-to-face, there is a shortage of feedback. Especially in practice courses, there are big problems.

The lack of interaction is a big problem. The artificiality of the environment causes the problem of low interest and motivation. The student has a readiness problem.

In synchronous lessons, it is not easy to check whether students are listening to the lesson or not.

Student opinions on this theme are given below:

Faculty members have a lack of motivation. They think that they are doing distance education by putting slides in the system.

Only 40 percent of the students watch the prepared videos. Its average viewing time is in the 20s to 30s.

There is a general focus problem. Students and faculty members are not ready for the distance education paradigm.

The opportunity to stay away from the school environment and interact with life at home is lost.

Students have a problem of inactivity. In addition to the absence of teacher-student interaction between students in the virtual classroom, the inability of students to participate in social activities and club activities is an important problem of distance education.

When the descriptive statements of the participants, themes, and sub-themes are examined together, the transition of students who are accustomed to formal education to distance education is understood to cause an adaptation problem in the first place. The adaptation problem arises especially because the lecturers are not trained according to distance education and the inadequacy of the course materials. Another important problem is the professional satisfaction of faculty members. The fact that the faculty members who receive their orientation according to the organization's education cannot see students in front of them harms the sense of professional satisfaction. The main problem is students' perception of insufficient studentship, socialization, and lack of interaction arising from being deprived of the school climate and campus environment.

Course Material and Interaction Problem in ERT

Regarding meeting the need for course material and success in distance education, where formal education is compulsory during the pandemic process; Questions such as "does distance education adequately meet the need for success", "is there a problem with the functionality of the course material in distance education", "is there a problem of self-disclosure and realization in distance education" were asked. The answers given by the participants to these questions were gathered under the main theme of "Insufficient course material and teacher-student interaction problem". Descriptive expressions reflecting the views of the participants and the frequency of common opinions, codes, sub-themes, and main themes are shown in Table 4.

Table 4. Analysis findings regarding the participants' views on digital innovation in agricultural enterprises

Main theme	Sub-themes	Codes	f	Participant code	Descriptive phrases
Insufficient course material and teacher-student interaction problem	Skill problem and lack of satisfaction	Lack of skill, loss of interest, attention problem, control problem	4	P3, P5,P7 P9,P10,P12	We are people who have been brought up according to organizational education. Distance education requires skillful use of complex information technologies, and there is a lack of skills in this regard. The other issue is that it is not possible to see the attention and interest of the student in the virtual environment. This situation is not enough to meet the success needs of people in distance education. Another problem is the lack of control.
		Sense of satisfaction, sense of accomplishment	9	PS2,PS5, PS8, PS11, PS15, PS17 PS22, PS26, PS31	Students do not get enough satisfaction and a sense of accomplishment in distance education. The subject described in distance education is not fully understood. Since there is no class in the middle, there is no perception of success. There is not much opportunity to see what is done in distance education.
	Inadequate course material and feeling of isolation	Insufficient course materials, inadequate course follow-up	8	P2,P3,P4, P5,P7, P9,P10,P12, P13	Faculty members who are self-taught compared to formal education lack skills in using information technologies. This situation does not allow faculty members to use the course material practically. There is also the problem of course material required for online education. The fact that the student appears online does not mean that he is attending the course. No communication is as effective as face-to-face communication.
		Feeling of isolation, incomplete communication	11	PS2, PS3, PS4 PS7, PS11, PS13, PS14, PS15, PS17, PS19, PS24, P332	In distance education, when I am doing lessons remotely, when I look around, it gives a strange feeling of isolation that there is no one next to me. He cannot fully express himself through verbal communication with people whose faces he has not seen, without making eye contact with anyone. For us, not being able to communicate face-to-face and content with the virtual environment is a big problem in terms of maturation.
	Low productivity, measurement and evaluation problem	Anxiety about the future, Not being able to see the result of the work, the problem of self-actualization	9	P1,P4,P6, P7, P9, P10,P11, P13, P14	Formal education could reveal the successful and the unsuccessful, the student who listened and did not listen to the lesson. Unfortunately, we cannot see the fruits of our work in distance education. In addition, not being able to show ourselves in a virtual environment away from the student causes low satisfaction. The fact that a person cannot fully demonstrate his professional knowledge and skills takes away the opportunity for self-realization.
		Education quality, communication problems, measurement, and evaluation problem.	12	PS2,PS3, PS5,PS7, PS9,PS11 PS13,PS17, PS21,PS25 PS29,PS31 PS33	As students, we cannot get the efficiency we get from face-to-face education in distance education. Not being able to make eye contact with faculty members causes interaction problems. The unilateral progress of the course, the inadequacy of the course material, and the student's inability to express himself weaken our sense of achievement. In addition, there are various difficulties in measurement and evaluation. This significantly reduces the quality of education.

When Table 4 is examined, the opinions of the participants gather around the sub-themes of "skill problem and lack of satisfaction," "insufficient course material and feeling of isolation," and "low productivity and measurement and evaluation problem." The highlights from the participant views are given below:

> *Students with a high desire to participate in the course cannot find enough opportunities to do so, which causes successful students to lose their interest in the course.*

> *The lack of interaction causes the problem of evaluating the students' performance, and the possibility of effective measurement and evaluation decreases.*

> *The method that enables students to be active through question-answer in the classroom environment has been disabled. Students remained more passive. Distance education does not have effective communication, it is not as effective as learning by sharing the same environment with the student, its social aspect is weak.*

Student opinions regarding this theme are given below:

> *I could not get the efficiency I got from face-to-face education from distance education in any way.*

> *Not being able to make eye contact with the teachers causes interaction problems.*

> *The unilateral progress of the course, the ineffective use of materials, and the inability of the student to express themselves are important problems.*

> *It is a big problem in distance education that it is almost impossible to attend the course and the inadequacy of measurement and evaluation.*

> *The loss of interactive learning and practice environment is a big problem.*

When the findings related to Table 4 and the descriptive statements of the participants are examined, it becomes clear that there is a skill problem in the effective use of information technologies used in distance education. Insufficient course material and discomfort experienced by students from listening to lectures in an isolated environment is an important issue to focus on. In addition, the problems experienced in measurement and evaluation in distance education make the efficiency and sustainability of distance education controversial. However, considering that the data of this study were collected during the adaptation process, it can be argued that the effectiveness of distance education can be increased by eliminating the problem areas after a successful adaptation process.

DISCUSSIONS AND CONCLUSION

According to the Turkish Statistical Institute (TurkStat) 2022 data, the use of the internet and ICTs in households needs to be improved. Although having internet access at 94.1% of the households is seen as an important advantage, it is inadequate to deliver live and interactive lessons. The problem of speed on the Internet, not reaching every student, and the low rate of computers in households are important problems. That the rate of having computers in households is 55.5%, smart phones is 98.7%, TVs that can connect to the Internet is 37.7% Internet access is 94.1%, and Internet use is 85% (TurkStat, 2022), indicates that there is no equal opportunity in education in distance education, just like the case in formal education. The main problem areas of distance education emerge as not receiving feedback from students, dissatisfaction with distance education, and weakness of digital literacy. Distance education does not allow learning through socialization, which is one of the main functions of the school. In distance education, students are deprived of opportunities such as imitating, talking about the subject, and answering questions. All these problems indicate that distance education is actually limited to "distance learning" rather than "education." Social Learning Theory, developed by Bandura (1977), is an educational theory that emphasizes the impact of social interactions, observational learning, and modeling on a person's learning and behaviour. It emphasizes the role of observation and modeling in learning. It suggests that people learn by observing and imitating the behavior and outcomes of others and emphasizes the role of both social and environmental factors in shaping an individual's cognitive development. It suggests that educators must consider the influence of peers, teachers, and models in the learning environment. Positive role models, constructive feedback, and collaborative learning experiences can facilitate the acquisition of new knowledge and skills. It also highlights the importance of creating supportive learning environments and promoting self-efficacy to increase motivation and learning outcomes. Social Learning Theory underscores the idea that learning is a

socially embedded process and that modeling desired behaviors and attitudes is critical to education. Our findings are supported by this theory.

Evaluation of Findings and Theoretical Implications

Since distance education is an education system removed from organizational environments, it causes the individual to lack a sense of organizational commitment, and his/her relationship with the organization remains reduced to the level of "network connection". Lack of social sharing may also lead to alienation from self and occupation. Online education also makes "organizational learning" impossible. The flexibility of the course hours can negatively affect the physical and psychological health by switching to a life that is disconnected from the natural biorhythm of the human being. Although flexibility has advantages such as offering the opportunity to work in an environment away from noise, traffic, and organizational conflict in the beginning, social isolation may lead to adaptation problems (social phobia) in the long run. Online education is an "asocial education model." In traditional formal education, people feel mental and psycho-social satisfaction. Tasks in online education, lacking the sense of belonging, representation, and participation provided by the school climate and culture, cause the individual to become cold, lonely and alienated.

Education transferred to the home environment damages this comfortable and cozy nature of the home, forcing it to surrender to technological rationality and artificiality. Working at home removes the traditional sense of belonging at home, and it becomes difficult for people to comprehend their own integrity in the rationalized and artificialized home environment (Fromm, 2013: 57). In this instructional model, the home ceases to be a home, as well failing to become a school. Thus, the traditional "family texture" is ruined, the traditional "home" quality is lost, it becomes just a shelter or an accommodation. The person is at home, but not as a family member, but as a member of the profession. The person is at work, but not at school. This may also cause damage to individual and family roles. In online education at home, the individual can do this at the expense of breaking away from other members of the family. In this model, individuals are in the company of a PC and some imaginary people who receive their messages and respond to them, but cannot establish genuinely interactive relations. The individual is in a virtual or hypothetical realm, far from "physical reality". While the student is free from the supervision of the school, s/he is subject to the uncontrolled private life. Being "synchronous" with the virtual team may mean being "asynchronous" with the family members (Kurlend & Bailey, 1999).

People who study online are knowledgeable but lonely individuals who live at home amongst the masses of information unaware of the real life that matters. There are some serious doubts that data stacks can give them real insight, understanding, and interpretation. Information abundance destroys wisdom. Real experiences disappear through virtualization, and virtual experiences emerge through imaginary lives. Humans just pretend to live, far removed from real experiences. In this unreal world that comes with virtualization, the questions of how to value self, how to build an identity and a natural world, and where to find real-life experiences gain importance. However, the human finds true meaning only in a social life because the qualities potentially possessed by human beings only have a value in social life. Unlike other creatures, the human lives embedded in a world of meanings and the "significant/generalized others", not with biological instincts. Without a meaning map, value system, or desire to socialize, a person is considered to have lost his/her world of meaning. Success can only be realized through the "other" in social settings. Unfortunately, online education does not provide sufficient opportunities to meaningfully express the relations between private and social life.

Practical Implications

Based on the experience of the recent pandemic, it can be predicted that distance education will continue with further support from augmented reality applications as a model that replaces the formal education system. Since distance education provides easy access to resources, it can be predicted that its importance in education will grow even stronger. However, it is necessary to consider the risks of the distance education model that offers limited social interaction (Ivanec, 2022; Majali & Abuhmaidan, 2022). Face-to-face communication is needed to increase the interaction between students and instructors, however, distance education does not allow effective and complete communication, and in this model, communication generally remains

one-way or overcrowded. Distance education contains important problems the organization of education. The presentation of information and using educational materials in the traditional education system gives the student practical skills, but distance education does not provide an opportunity for this, especially in technical education. Also, the deficiencies in the design and dissemination of information, academic supervision, and administrative inadequacies stand out as the problem areas of distance education. Further, the lack of student-teacher and student-student interaction becomes clear as the most important handicaps of distance education. As the opportunity to learn from anywhere in distance education is obtained and the limit of distance disappears, the psychological distance between learners and instructors and the social distance between students and society increase. The following opinions support this conclusion:

The most important drawback of the atypical study is on the psychology of the individual. In the traditional sense, the school is a place that not only meets the physiological needs of a person, but also the social needs and provides a perception of space. Mobile workers are the nomadic travelers of the information societies. The most important aspect of the school idea is that it has an institutional climate and culture with social support. In online education, this causes the social support in question to disappear, leading to social isolation. Isolation is a state of loneliness and detachment. Like techno-stress caused by technology, it is an addiction to ICTs. Being an "unschooled student" in online education creates a sense of deficiency. Although this situation is viewed as a contributing factor to freedom at first sight, it actually brings along a very important drawback. Flexibility first and foremost reduces the student to information-laden but asocial beings by removing them from the real world and the socializing climate of the educational bureaucracy. The student may be aware of many things but since s/he has not grasped anything in full, and thus cannot apply any knowledge to real life work processes, s/he is left alone with the problem of lack of skills and ability (Dobson & Dobarah, 2000: 65). Ineffective teaching skills in distance education, psychological and communication problems of children who are confined to home, problems in developing interesting course materials to facilitate learning are some major technical problem areas in distance education.

Limitations and Future Research Suggestions

This is an autoetnographic study based on the observations of the researchers on the subject, and the issues they have personally experienced in this field. It should be supported by quantitative, mixed, meta-analysis and metasynthesis studies to deepen our understanding of the subject. Based on the results, distance education should not be viewed as the primary education method, but as an education model that supports formal education in times of crisis. The critical contribution of formal education to socialization processes should not be overlooked. Its contribution to young minds' social value judgments and their acceptance of these values should not be ignored. Especially in a period when schools are closed, students who continue distance education should be supported in developing their social and emotional skills. In addition, it is an important issue that distance education is designed as a tool to teach learning, not as a tool to transfer information.

BIODATA and CONTACT ADDRESSES of AUTHORS

Prof. Dr. Hasan TUTAR is a professor at Bolu Abant Izzet Baysal University, Faculty of Communication. He received his Ph.D. in Management and Strategy in July 2000. His research interests include communication, interaction, social network analysis, distance education, people and their behavior, socialization problems, information and communication technologies, cyber behavior and massification. He has published more than 20 journal articles in international indexes, 3 international book chapters and about 150 articles in national and international journals. He has also presented 130+ papers at international conferences.

Hasan TUTAR
Faculty of Communications
Address: Bolu Abant Izzet Baysal University, Faculty of Communications,
Public Relations Department, Bolu, Turkiye
Phone: +90 374 253 56 56
E-mail: hasantutar@ibu.edu.tr

Dr. Harun SERPIL is an assistant professor at Anadolu University, Faculty of Education. He received his MA degree in Teaching English as a Foreign Language from Bilkent University in 2000, and his Ph.D. in Curriculum and Instruction in 2016 from University of Wisconsin-Madison. His research interests include distance education, higher education, language education, andragogy, use of GAI in education, life-long learning, and educational sociology. He is currently a co-editor of the Yuksekogretim Dergisi/TUBA Higher Education Research/Review. He has published 18 articles in national and international journals, and 5 international book chapters. He has presented 51 papers at international conferences. He is also a sworn interpreter, with 30+ years of translation/interpretation experience.

Harun SERPIL
Faculty of Education
Address: Anadolu University, Faculty of Education, Curriculum & Instruction Department, Eskisehir, Turkiye
Phone: +90 222 3350580/3537
E-mail: hserpil@anadolu.edu.tr

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