



Araştırma Makalesi

Social Studies Teacher Candidates' Perceptions About Distance Education Experiences During the Covid-19 Pandemic

Sosyal Bilgiler Öğretmen Adaylarının Covid-19 Pandemisi Sırasında Uzaktan Eğitim Deneyimlerine İlişkin Algıları

Research Article

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Abstract

The aim of this study is to determine the perceptions of social studies teacher candidates regarding their experiences in the distance education process they used due to the Covid-19 pandemic. Data which were collected through interviews were subjected to content analysis. Two main themes such as positive perceptions and negative perceptions were obtained from the data. It was found that the following sub-themes from the positive statements of social studies teacher candidates drew attention; fast and easy access to materials in desired numbers, increasing technological competence and being able to benefit from the course at any time. The most striking sub-themes of negative perceptions were found to be as follows; lack of technological equipment and internet connection problems, experiencing too much stress, not being able to do collaborative learning effectively, desire to switch to the old order as soon as possible, being affected by negativities at home.

Covid-19 Pandemic, Distance Education, Phenomenological design, Social Studies Education, Social Studies Teacher Candidates.

Keywords

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Özet

Bu çalışmanın amacı sosyal bilgiler öğretmen adaylarının Covid 19 pandemisi sebebiyle kullandıkları uzaktan eğitim sürecindeki deneyimlerine ilişkin algılarını tespit etmektir. Görüşme yolu ile toplanan veriler içerik analizine tabi tutulmuştur. Verilerden olumlu algılar ve olumsuz algılar şeklinde iki ana tema ve alt temalara ulaşılmıştır. Sosyal bilgiler öğretmen adaylarının ifadelerinden dikkat çeken olumlu alt temaların; Materyallere istendik sayıda, hızlı ve kolay erişme, zaman ve mekân sınırlandırmasının olmaması, teknolojik yetkinliğin artması, dersten istediği saatte yararlanabilme şeklinde olduğu sonucuna ulaşılmıştır. Olumsuz algılardan en dikkat çekici alt temaların ise; etkileşimli bir ortamın olmaması/pasif kalmak, teknolojik araç-gereç yetersizliği ve internet bağlantı sorunları, yüz yüze eğitim ortamı kadar zevkli olmaması, çok fazla stres yaşamak, işbirlikçi öğrenmenin etkin yapılamaması, bir an önce eski düzene geçilme isteği, evdeki olumsuzluklardan etkilenmek, sanal sınıf dilinin İngilizce olması şeklin olduğu sonucuna ulaşılmıştır.

Anahtar kelimeler:

Covid 19 Salgını, Fenomenolojik desen, Sosyal Bilgiler Eğitimi, Sosyal Bilgiler Öğretmen adayları, Uzaktan Eğitim.

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INTRODUCTION

Due to the crown structure surrounding the surface structure, a virus called "Corona" has recently become one of the most important phenomena of human life. In December 2019, the world was alarmed when 44 people showed symptoms in the fish market in Wuhan, China. The disease has made Wuhan a ghost city, and people have been isolated from daily life against the disease, which does not have a definitive medicine or vaccine. After a short while, it was observed that the virus appeared in other continents outside the borders of China, and its spread could not be stopped in the following process. In the literature, the term pandemic is used for such epidemics that occur between continents (Til, 2020). Every country had to take its own security precautions in the face of this incident that caused a pandemic in the world (Wang, Cheng, Yue, & McAleer, 2020). According to the results of some studies (Zhu, Zhang, Wang, Li, Yang, Song, & Niu, 2020), the crowned virus Corona, whose history goes back to 1965, is 86.9% similar to the bat-derived SARS-like CoV. Therefore, in February 2020, the World Health Organization (WHO) announced the name of the pandemic to the world as Covid-19 (WHO, 2020). This name is explained by Tedros Adhanom as follows: "co" means "corona", "vi" comes from the abbreviation of "virus" and "d" is the abbreviation of the word "disease," and the number "19" represents December 31, 2019, when the disease was first defined. Therefore, there is a global pandemic due to the Covid-19 disease, and all countries are struggling to get rid of this pandemic with the least damage. In this process, rapid digitalization has been experienced in educational institutions as well as in many institutions and organizations. Thus, educational institutions, which were moved to virtual environments, started to use the distance education system to continue education from where they left off. With distance education, which is a form of education independent of time and space, the obligation of teachers and students to be in the same place is eliminated, and education and training activities can be carried out with technology (İşman, 2011). It is thought that the concept of distance education, which is based on ancient times, emerged in the 1700s. Thanks to the development of technology, the distance education system has become more widespread (Kaya, 2002). Therefore, distance education has been needed since ancient times, and the development and change of technology over time has changed the environments where distance education is performed. Today, with the development of internet technologies, distance education is made intensively through web-based applications (Koloğlu, Kantar, & Doğan, 2016). Web-based applications, which are used extensively in distance education activities, are used synchronously or asynchronously according to the interaction between the teacher and learner. Especially in the Covid-19 pandemic, which started in late 2019 and affected the whole world, web-based distance education platforms started to be used frequently. Because of the protection from the pandemic, curfews, quarantine processes, etc., millions of people have been deprived of educational activities. However, in this process, distance education platforms using Web-based applications have almost played a savior role. As in all levels of education, important steps have been taken in higher education. In this process, the lectures at the university where the study was carried out continued over Edmodo, a Web 2.0 based virtual classroom application. Edmodo is a virtual classroom management tool and social network with a very strong security setting, especially prepared for the participation of teacher-learner and other education stakeholders, where teachers can make group invitations to learners, write messages to learners, create quizzes and share course documents. The lessons were organized asynchronously over the Edmodo virtual classroom application where the study was conducted. The teacher has uploaded documents such as resource names, videos, articles and lecture notes to this medium and made it available to learners. Considering the relevant literature, there were some synchronous (Görgülü-Arı, & Hayır-Kanat, 2020; Kırmacı & Acar, 2018; Ilgaz, 2014; Öztaş & Kılıç, 2017; Akkuş & Acar, 2017; Karatepe, Küçükgençay, & Peker, 2020) and asynchronous (Barış, 2015; Çakmak, 2013; Olcay & Döş, 2016; Özyürek, Begde, Yavuz & Özkan, 2016; Eygü & Karaman, 2013; Tuncer & Bahadır, 2017; Sümer, 2016; Yalman & Kutluca, 2013) studies on education. When the studies on synchronous distance education conducted with university students are examined, the intensity of negative opinions about this process, in general, is striking. In the study by Kırmacı & Acar (2018) conducted to determine the problems students experience in distance education, findings such as the problem of internet access, not knowing the hours of the virtual lessons, not finding the time of the lessons appropriate, having technical problems while entering the class and the lessons being boring came to the fore. In the study by Karatepe, Küçükgençay, & Peker (2020) conducted with elementary school mathematics, science and classroom teacher candidates studying at the university, it was found that the opinions of the teacher candidates on synchronous education, apart from oral presentations, were negative towards synchronous distance education and they were unwilling to give distance education in the future, did not consider themselves competent and did not believe that synchronous lessons were the future of education. In some studies (Görgülü-Arı & Hayır-Kanat, 2020), prospective teachers stated that although progress has been made in synchronous education in processes such as the Covid-19 pandemic, face-to-face education cannot be substituted. Similarly, in the study by Öztaş & Kılıç (2017), it was concluded that synchronous education caused communication with the lecturer of the students and although synchronous (online) lessons were held in the virtual environment, it did not replace the communication in face-to-face education and caused hardware problems. In the study by Akkuş & Acar (2017), the problems experienced by both teachers and learners were discussed. It was found that teachers generally experienced problems such as disconnections, insufficient content support, problems in voice transmission, and low participation in lessons while the learners also expressed problems such as network connection problems, the lesson being insufficient in terms of question and answer, and that they find the lecture boring due to the narration of the lecture. In the study by Ilgaz (2014), the students found it positive that synchronous sessions were recorded and they had the chance to be watch it later. It is noteworthy that similar negativities are also perceived in asynchronous education studies where the teacher and the learner do not have to be in the virtual environment simultaneously. In asynchronous studies, it was stated that interaction was insufficient (Sümer, 2016), university students' scores on distance education were low (Barış, 2015), students' expectation scores about distance education were higher than their perception scores, and the reason for this was that the service provided by the university could not meet the students' expectations (Çakmak, 2013). In some studies, it is observed that in addition to the negative aspects of asynchronous distance education, positive findings were reached by

students. As a matter of fact, in the study by Tuncer & Bahadır (2017), in addition to the findings that distance education pushed by memorization, that the instructors who gave the course were uninterested, internet and computer-related problems, as well as the positive findings such as the lack of attendance, the comfortable learning environment, and repetition at any time. In addition, distance education is preferred because it allows students to carry out business and education life together, and it has been found that course follow-up can be disrupted due to the internet and technical problems (Özyürek, Begde, Yavuz, & Özkan, 2016). Similarly, in the study by Olcay & Döş (2016), it was stated that distance education is a good opportunity for education to be independent of time and place. It has been emphasized that the costs in the education process will also decrease in this way. However, it was stated that not all courses should be in the form of distance education. When the studies are examined, the scarcity of distance education studies in the Covid-19 pandemic process draws attention from the eyes of teacher candidates. The experiences of the social studies teacher candidates regarding the departmental courses they took in distance education through the Edmodo virtual classroom application are important. In this respect, it is thought that the findings obtained in the study will contribute to the literature.

Objective of the study

The Covid-19 pandemic, which has collapsed like a nightmare on the whole world since the end of 2019 and whose effect is still ongoing, has changed many routines in human life. One of the most important routines he changed was the education system. Educational institutions that migrate to virtual channels when the pandemic starts, perform their education services in the form of distance education with the help of web-based tools. However, it is important how and what kind of experiences students go through in virtual channels where the allele is rushed. The objective of this study is to determine the perceptions of social studies teacher candidates regarding their experiences in the distance education process they used due to the Covid-19 pandemic.

METHOD

In this study, it was aimed to examine the opinions of social studies teacher candidates who took information technologies, social studies teaching and citizenship knowledge courses through the virtual classroom during the Covid-19 pandemic process. The qualitative research method was used to determine the positive and negative opinions of the teacher candidates about the process. In this qualitative study, it was tried to understand how people establish their perceptions and experiences regarding objects, entities, or phenomena and how they attribute meanings to them (Merriam, 2015).

Design of the Study

This study was conducted with a phenomenological design. "Phenomenology", which also means phenomenology, also feeds on philosophical and psychological understandings because it includes an epistemological perspective (Ersoy, 2017). In other words, "phenomenology" (Patton, 2014), which is a methodological and in-depth depiction of how people experience phenomena, is frequently used in qualitative research based on human experiences. In this context, the phenomenological design is a research design based on investigating the phenomena that we are not completely alien to but cannot fully comprehend (Yıldırım & Şimşek, 2013) and portray the perceptions of the participants based on their experiences about this situation, phenomenon or phenomenon (Reiners, 2012). In this study, which is handled in this context, social studies teacher candidates' opinions about their experiences in the two lessons they took over the virtual classroom application in the distance education process will be compared.

Study Group

Eighteen social studies teacher candidates who took the Information Technologies and Social Studies Teaching and Citizenship Knowledge courses participated in this study in the 2020-2021 academic year spring semester. In the selection of the participants, the criterion sampling technique, which is based on the study of all situations that meet some criteria determined by the researcher (Yıldırım & Şimşek, 2013), was used. The criteria previously determined by the researcher for this study were as follows; volunteering to participate in the study, taking courses in Information Technologies and Social Studies Teaching and Citizenship, being a second-grade student of social studies teacher, participating in the Edmodo virtual classroom application for distance education courses during the Covid-19 pandemic. In this sense, 12 of the 18 teacher candidates participating in the study are female and 6 are male.

Data Collection Process and Tool

Semi-structured interview forms were used as the data collection tool of the study. The interview form prepared by the researcher was given its final form after 2 expert opinions and was used in the interviews. While 18 same students who took both Information Technologies and Social Studies Teaching and Citizenship Knowledge courses volunteered to participate in the study, 17 people who took the courses were excluded from the study for various reasons. The aim of the study is to reveal all aspects of the social studies teacher candidates' experience of their lessons taught in a virtual environment during the pandemic process by entering their inner world. The interview (Patton, 2014), which is effective in revealing situations that cannot be directly observed in humans, was therefore preferred in this study. The researcher made online interviews with the participants on the grounds of health precautions using internet tools. The data were collected before the final week of the lessons, and it was tried to examine the experiences of the participants throughout the whole process. The researcher played an important role in examining the

lessons which were taught in the process, preparing the interview questions in the context of the literature, and designing the interview process.

Analysis of Data

In this study, content analysis was used in the process of data analysis of social studies teacher candidates' process of participating in virtual lessons. In addition to being a process of examining and interpreting voluminous qualitative materials in the context of their basic consistency (Patton, 2014), it enables revealing and analyzing previously unclear themes or patterns from the obtained data (Yıldırım & Şimşek, 2013). By reading the data about the experiences of the social studies teacher candidates during the online interviews, line by line, the code expressions in the context of the subject of the study were obtained. Later, these code expressions were grouped under some category headings according to the meaning patterns they created. In this way, the crowded data set is designed to allow readers to easily see the meaning expressions that stand out. The researcher gave representative codes such as P1, P2, P3... to the participants to avoid confusion in the process of using sample quotation statements from the analyzed data.

Reliability and Validity

To increase the validity of the study, interview data were submitted to participant confirmation after they were written down. For the internal reliability of the study, expert assistance was received regarding how well the codes obtained in the study correspond with the categories. The formula of reliability [Reliability = Agreement / (Agreement + Disagreement)] suggested by Miles and Huberman (2015) was used for the percentage of agreement between the analyzes. Considering the agreement percentages of the analysis made by the experts, it was found that the result was 90%. In addition, the documents related to the process were kept for the external reliability of the study.

FINDINGS

It was found that 2 main themes and sub-themes related to these themes emerged as "positive perceptions" and "negative perceptions" regarding the lessons they taught in the virtual environment during the Covid-19 pandemic process. Considering the experiences of some social studies teacher candidates in this process, sub-themes proving their satisfaction with the process were reached. These sub-themes are fast and easy access to materials in the desired number, lack of time and space limitations, demolishing the prejudice against using virtual classrooms, increasing technological competence, gaining the ability to take responsibility and self-management, desire to use the acquired experiences in professional life, being student-centered, Benefiting from the course at any time, producing content with web 2.0 tools in a virtual environment, learning independently from the book, accompanying the family to the education process, ease of access to web 2.0 content with virtual classrooms, and continuing the process with portable technologies. Some teacher candidates stated that they had negative experiences in this process and that teaching in the virtual environment was negative. In this context, the sub-themes reached within the scope of the "negative experiences" theme were as follows; not being able to use technological content on the smartboard, lack of an interactive environment/staying passive, lack of technological equipment and internet connection problems, not as enjoyable as a face-to-face education environment, lack of pedagogical experience, experiencing too much stress, not being able to do collaborative learning effectively, the desire to switch back to the old order immediately, the lack of an efficient course environment, the problems arising from the Edmodo application, being affected by the negativities at home, causing health problems, the virtual classroom language being English, not complying with constructivism, the thought that it makes learning difficult, it is difficult to reach teachers and get help, no prior statement. the inability to integrate technological knowledge with pedagogical knowledge.

Theme 1: Positive Perceptions Regarding the Experiences of Social Studies Teacher Candidates in the Process of Teaching with Distance Education

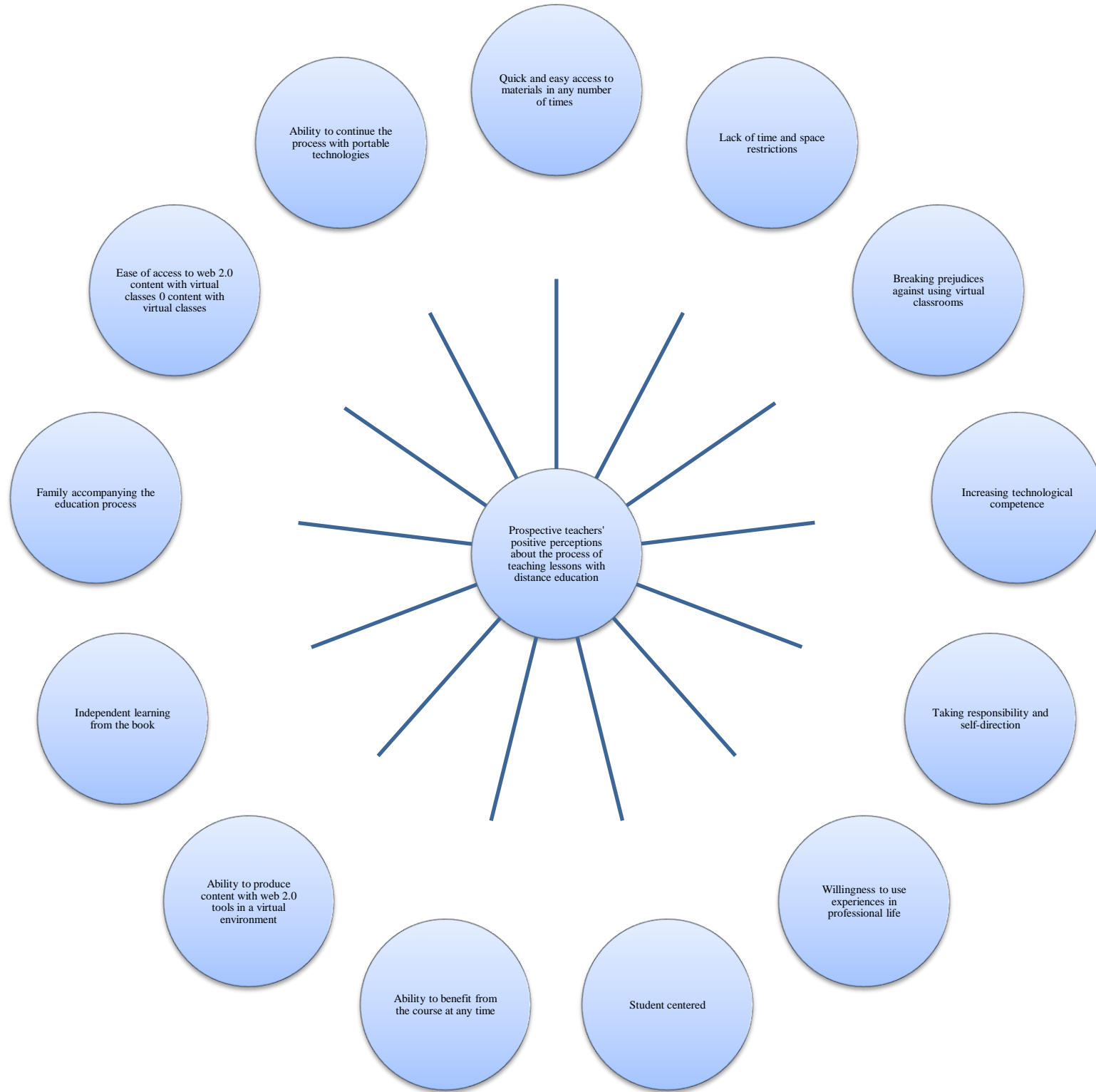


Figure 1. Positive opinions of social studies teacher candidates about their experiences in the virtual education process

Considering the positive statements of the social studies teacher candidates about the lessons taught in the virtual environment, it was stated that they could access shared course contents and materials as easily and quickly as they wanted. The teacher candidates mentioned that their technological competence increased and they gained self-regulatory skills such as taking responsibility and self-management. Some teacher candidates stated that they wanted to use their experiences in this process, which they stated to be student-centered, in their professional lives in the future. The teacher candidates stated that it is very nice to continue their education without time and space restrictions, and stated that they can produce content that can be used in a virtual environment with Web 2.0 tools. The statements of the teacher candidates, who stated that their prejudices about the use of technology and virtual classroom in education were broken independently from the books, are presented below.

P4: "With the virtual classroom application, we try to make use of each other's experiences and knowledge as much as possible by asking our friends about things we do not know. It also gives us the right to go beyond textbooks and utilize technological tools. This allows our self-esteem to improve."

P5: "Although the distances were far, this problem disappeared when the necessary distribution of tasks was done and everyone fulfilled their duties. I'm happy with this situation because we don't necessarily need to be side by side to do something together. Another good thing is that I could not come to class that day or did not want to listen. Due to this situation, there were deficiencies in some subjects. However, when our lesson is taught in this system, we can use it whenever we want."

P4: "I can access the course from different places, that is, from the place I want, I have the chance to work whenever I want. In this way, I have the opportunity to work without missing anything. With the virtual classroom application, I have the opportunity to learn as I plan, regardless of time and space."

P7: "I had to prepare social studies content with Web 2.0 tools for the course of teaching social studies with Information Technologies. I played the contents I prepared with my family and brothers. They also liked it very much and were surprised that I produced content like this. I plan to use applications like these for my students in the future. With the virtual classroom environment, lessons have become easier. I find the system very nice; it is a very useful application."

P17: "In this process, we gained skills by using technological tools in virtual environments. I think it will provide us great convenience in our professional life. In addition to these, one of the most important positive aspects of the virtual classroom application we use is that there is no requirement for a computer to use the application, and it is a great convenience for us to be able to enter the application with smartphones."

Theme 2: Negative Perceptions Regarding the Experiences of Social Studies Teacher Candidates in the Process of Teaching with Distance Education

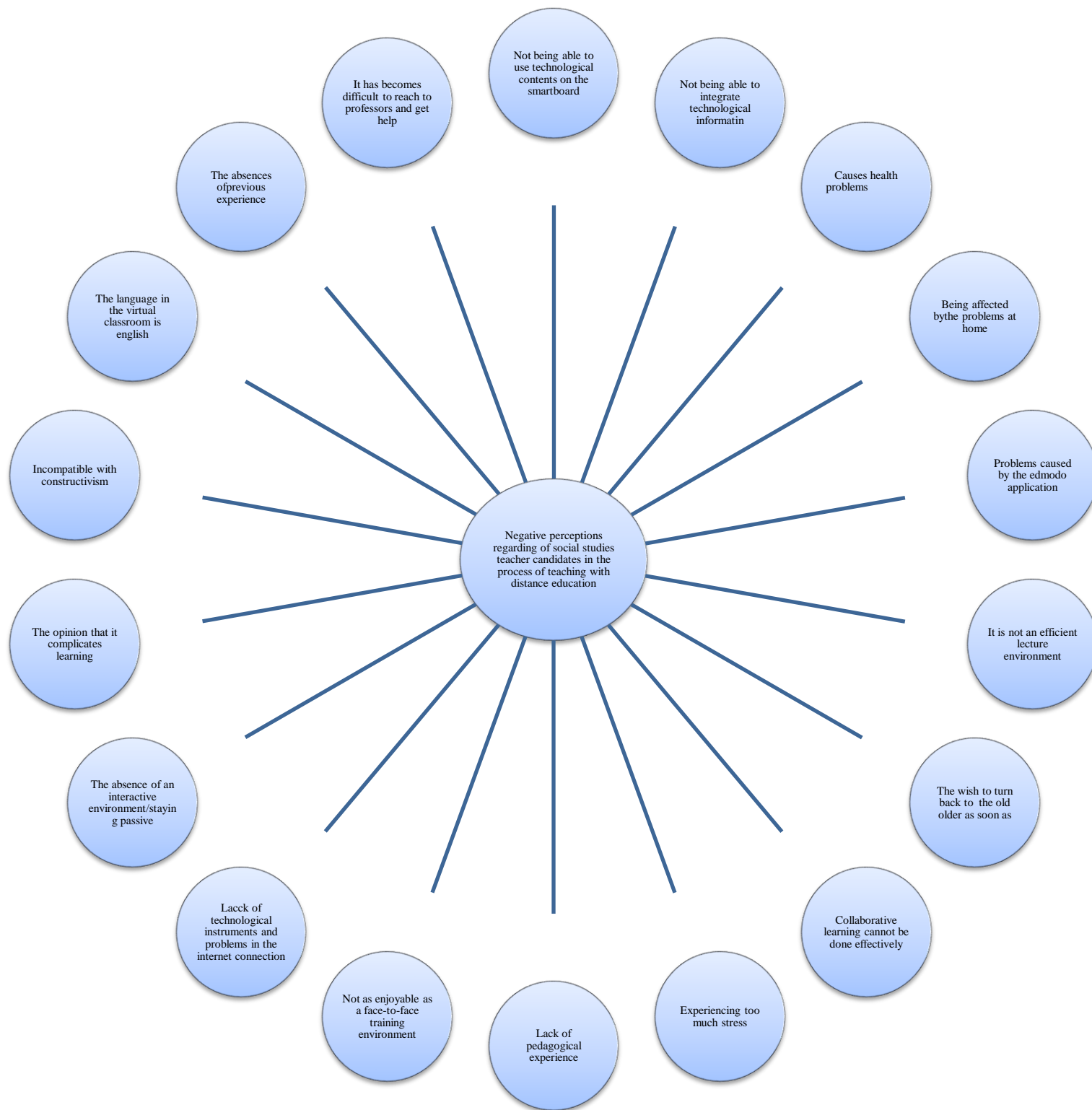


Figure 2. Negative opinions of social studies teacher candidates about their experiences in the virtual education process

When Figure 2 is taken into consideration, many negative sub-themes have been reached from the experiences of social studies teacher candidates regarding their lessons taught in the virtual environment. In the sub-themes emerging within the context of negative experiences theme, teacher candidates stated that during the pandemic process, problems at home affected them more because they were constantly in the home environment and that they experienced a lot of stress during this process, such as reaching teachers and getting help more difficult than face-to-face education. It is observed that the teacher candidates emphasize that they want to go back to the old order as soon as possible. Considering the sub-themes of the teacher candidates' expressions, it was stated that they did not enjoy the process, there was not as much an interactive and productive environment as in the classroom environment, and that it was not compatible with constructivism, and learning became more difficult. The teacher candidates stated that they were negatively affected by the lack of a disciplinary environment in the home environment. In some sub-themes, the teacher candidates stated that they had a lack of pedagogical experience. It was stated that collaborative learning cannot be done effectively as in a face-to-face education environment, and they have problems due to not being able to use digital applications on the smartboard, which they need to use intensively and practically in some of their lessons. In addition, they stated that they had problems in integrating their technological knowledge with their pedagogical knowledge compared to the classroom environment. In some sub-themes, it was stated that they experienced problems with the Edmodo virtual classroom

application used in the process due to the lack of prior experience with the virtual classroom application. It was stated that problems such as the application language being English and the process of solving the usage steps occurred. It was stated that each student frequently experienced internet connection problems as well as the insufficiency of technological equipment such as computers and smart phones. It has been stated that having to spend time with electronic devices for a long time in the process causes them to be inactive and to encounter health problems such as eye fastness. The quotations of the teacher candidates regarding these sub-themes are presented below.

P18: The biggest problem is that the internet does not suffer. This problem exists, especially in border provinces. That's why I couldn't do much of my homework or did it badly. Thanks to our teachers, he gave us good points, but unfortunately, we did not get much efficiency. We are not very good at this.

P13: Virtual classrooms and real classrooms are very different. I often cannot enter the virtual classroom due to the internet shortage. When I am at home, I cannot study written notes. I have many difficulties while doing my application assignments over the phone in information technologies, which is an applied course. The virtual classroom application is not efficient for me at all. Together with my friends, I understood the lessons better because I asked them for help in places I did not understand. I don't have many friends to ask where I'm hanging out right now. That's why the issues are always missing.

P15: "The biggest of these problems is internet access for virtual classroom use. As a result of the inability and interruption of internet access, we cannot access our virtual classroom. Although internet access is common in today's conditions, it does not receive the same quality everywhere and in every region As a result, I think that distance education should not be applied unless it is compulsory. "

P1: "Teaching the course through a virtual classroom causes a lack of experience and experience of social studies teacher candidates. While watching our teacher in the Information Technologies course, we were gaining information about how to transfer the course to the student, and how to use the material and Web 2. 0 applications in coordination with the student. With virtual classroom applications, I have deficiencies in terms of transferring the course to the student and the use of the materials."

P3: "The fun activities and games in the lectures in the classroom environment enabled us to have a pleasant time. And while we were lecturing, we were preparing for our future profession. I had the opportunity to patiently and calmly improve the teaching process in the lectures I taught during the face-to-face education this year. However, these advantages are unfortunately not possible in the virtual classroom environment Instead of this process, I would have preferred to teach lessons in face-to-face education. It is not known how long this process will take, but it is our greatest wish to meet again in our old order as soon as possible. "

P4: "I do not find it sufficient and effective to teach information technologies course through virtual classroom applications. Because we were presenting the works we had prepared before in the classroom and we were creating games using Web 2.0 tools. It was a fun class environment. Currently, it is only prepared as a presentation and uploaded to the system. This situation causes us to remain indifferent to the lesson as it does not create an efficient lesson environment. Thanks to the games we created from different programs, there was active participation in the classroom Now the student is more passive. We were thinking of using the web 2.0 tools we learned in the course in our education and business life. We were more interested in these tools in the classroom. Currently, we do not use the Web 2.0 contents we prepared in the classroom interactively on the smartboard."

P6: "While we carry out our group work with distance education, some of our friends have difficulties in doing homework due to computer and internet limitations. In this process, our teachers' giving late feedback to the problems we reported creates a problem for us. It is also a problem for us that the language of the Edmodo virtual classroom application is English. In addition, while constantly sitting in front of technological devices, we remain inactive for a long time and our eye health is negatively affected. I think that this education made virtually is contrary to the constructivist approach to the principle of learning by doing."

P12: "In this process, small daily earning trades such as barbershops and cafes were closed due to the virus. Many of our fathers were busy with such things. These families had difficulty in meeting their children's needs such as the internet, telephone and computer. In this process, we experienced focus and concentration problems while doing our homework, as the siblings of those who have younger siblings can make sounds."

CONCLUSION AND DISCUSSION

It was found that 2 main themes and sub-themes related to these themes emerged as "positive perceptions" and "negative perceptions" regarding the lessons they taught in the virtual environment during the Covid-19 pandemic process. When the studies on distance education are examined, both before the Covid-19 pandemic (Ilgaz, 2014; Olcay & Dös, 2016; Özyürek, Begde, Yavuz & Özkan, 2016; Tuncer & Bahadır, 2017) and after the pandemic (Görgülü-Arı & Hayır-Kanat), The positive and negative opinions of students on distance education overlap with the findings of this study. When the sub-themes emerging in the context of the theme of the positive experience of this study are examined, some studies have been made that the materials have the desired number of quick and easy access, the absence of time and space limitation, the student-centeredness, the opportunity to benefit from the course at any time (Ilgaz, 2014; Tuncer & Bahadır, 2017; Özyürek, Begde, Yavuz, & Özkan, 2016; Olcay & Dös, 2016). Other positive sub-themes emerging in the study are; Demolishing the prejudice against using virtual classrooms, increasing technological competence, gaining the ability to take responsibility and self-management, the desire to use the acquired experiences in professional life, the ability to produce content with web 2.0 tools in the virtual environment, the opportunity to learn independently from the book, the family to accompany the education process, Ease of access to web 2. 0 content is the ability to continue the process with portable technologies. Some teacher candidates stated that they had negative experiences in this process and that teaching in the virtual environment was negative. In this context, the theme of "negative experiences" was reached in the study. When the statements of the teacher candidates are examined, it draws attention that their negative experiences about the distance education process are much more intense than their positive experiences. Likewise,

when the literature is reviewed, it is seen that there is a similar situation in the studies. Some studies in the literature on internet connection and hardware problems such as the lack of technological equipment and internet connection problems, the inability to use technological contents on the smartboard, problems caused by the Edmodo application (Akkuş & Acar, 2017; Kırmacı & Acar, 2018; Öztaş & Kılıç, 2017; Tuncer & Bahadır, 2017; Özyürek, Begde, Yavuz, & Özkan, 2016). However, some different sub-themes were reached within the scope of this study. For example, it overlaps with the findings of some studies (Kırmacı & Acar, 2018; Akkuş & Acar, 2017), which showed that distance education environments are not as enjoyable as the face-to-face education environment. In addition, the difficulty of reaching teachers and getting help from the expressions of teacher candidates is similar to the study findings of Öztaş & Kılıç (2017) and Tuncer & Bahadır (2017), and the lack of an interactive environment / staying passive is similar to the study findings of Sümer (2016). In the study of Tuncer and Bahadır (2017), it was determined that there are findings that distance education pushes memorization. It was concluded that the subthemes that emerged in this study, such as not being compatible with constructivism, the thought that it makes learning difficult, and the inability to do collaborative learning effectively, are similar in this sense. Sub-themes such as the desire to switch to the old order as soon as possible, the lack of an efficient lesson environment, the lack of pedagogical experience, and the inability to integrate technological knowledge with pedagogical knowledge were also reached from the statements of the teacher candidates. This result shows that teacher candidates have negative attitudes towards the distance education system, which was hastily passed during the Covid-19 process. However, in the literature (Barış, 2015; Çakmak, 2013; Olcay & Döş, 2016), it is quite thought-provoking that there were negative attitudes similar to distance education studies before the Covid-19 outbreak. Other sub-themes reached within the scope of the theme of the negative perception of this study are being affected by negativity at home, experiencing too much stress, causing health problems, the virtual classroom language is English, and there is no prior experience. Considering the findings, it is concluded that the teacher candidates experience intense stress in the process of using the distance education system, which they did not have experience before. In addition, the lack of a regular working environment at home as in school may cause them to be more easily affected by the negativity at home. It is thought that the teacher candidates' having to stand in front of separate electronic devices and look at the screen for all their different lessons triggers health problems in this context. As a result, it was determined that the distance education experiences of social studies teacher candidates during the Covid-19 pandemic process were perceived positively and negatively. Sub-themes that can be reached from the frequently emphasized expressions of the teacher candidates are the ability to access the materials in the desired number of times, fast and easy, lack of time and space limitation, being student-centered, having the opportunity to benefit from the course at any time, increasing technological competence, taking responsibility and gaining self-management skills. However, it was concluded that the negative perceptions of the teacher candidates about their experiences in the distance education process were higher. The negative perceptions frequently emphasized by the teacher candidates were as follows; lack of an interactive environment/being passive, lack of technological equipment and internet connection problems, not as enjoyable as a face-to-face education environment, lack of pedagogical experience, experiencing too much stress, not being able to do collaborative learning effectively, desire to switch back to the old order as soon as possible, lack of an efficient lesson environment, problems arising from the Edmodo application, being affected by the negativities at home, causing health problems, the virtual classroom language being English, not compatible with constructivism, the thought that it makes learning difficult, it is difficult to reach teachers and get help, lack of prior experience, not being able to integrate technological knowledge with pedagogical information.

RECOMMENDATIONS

Considering the sub-themes in the context of the positive and negative perceptions emerging in this study, the suggestions that can be made are as follows:

Considering the density of negative sub-themes emerging in the study, distance education studies, which will become a part of education from now on, can be made attractive for students.

Considering the sub-themes expressed by the students as the lack of an interactive environment / staying passive, incompatible with constructivism, the thought that it makes learning difficult, and the inability to use collaborative learning effectively, the trainers may be recommended to use content that will make learners active and participatory in the process. By using Web 2.0 tools, digital story tools such as storyjumper can be used to create a suitable environment for remote entertaining process evaluation activities, or collaborative work.

Also, with the cooperation of students, interactive animations can be prepared and used on Voki Web 2.0 application.

Considering the findings that the students are taught with direct lectures and remain passive in the process, remote gamification assessment tools such as Kahoot and Quizziz can be used to both reinforce the subjects and provide students with learning environments by living.

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