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Investigation the Meanings Attributed by Students' Regarding the Effect of Distance Education

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Abstract

The main purpose of the research is to investigation the meanings attributed by secondary school 7th grade students regarding the effect of distance education, which is carried out over the Education Information Network (EBA). In order to achieve this aim, the phenomenology design, which is one of the qualitative research methods, was used in the research. The study group of the research consisted of 20 students selected according to the criterion sampling method among the 7th grade students attending a state secondary school affiliated to the Ministry of National Education (MoNE). Semi-structured interview and open-ended questionnaire forms were used as data collection tools of the research. Content (thematic) analysis was performed on the collected data. As a result of the analysis, it was determined that the students had opinions on distance education such as "describing distance education, specifying the problems encountered in distance education, and making recommendations for distance education to be more effective". In this context, it was concluded that the students evaluated distance education as an instructional tool used in emergencies. When all the findings and results are evaluated together, it can be said that students tend to attribute more negative meanings to the effect of distance education.

Keywords: Distance education, Education Information Network, academic achievement, meanings attributed.

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Uzaktan Eğitimin Etkisine İlişkin Öğrencilerin Yükledikleri Anlamların İncelenmesi

Öz

Araştırmanın temel amacı, Eğitim Bilişim Ağı (EBA) üzerinden gerçekleştirilen uzaktan eğitimin etkisine ilişkin ortaokul 7. sınıf öğrencilerinin yükledikleri anlamları incelemektir. Bu amacı gerçekleştirmek için araştırmada nitel araştırma yöntemlerinden biri olan fenomenoloji deseni işe koşulmuştur. Araştırmanın çalışma grubunu Milli Eğitim Bakanlığı'na (MEB) bağlı bir devlet ortaokuluna devam eden 7. sınıf öğrencileri arasından ölçüt örnekleme yöntemine göre seçilen 20 öğrenci oluşturmuştur. Araştırmanın veri toplama araçları olarak yarı yapılandırılmış görüşme ve açık uçlu anket formları kullanılmıştır. Toplanan veriler üzerinde içerik (tematik) analizi yapılmıştır. Analiz sonucunda, öğrencilerin uzaktan eğitime ilişkin "uzaktan eğitimi betimlemek, uzaktan eğitimde karşılaşılan sorunları belirtmek ve uzaktan eğitimin daha etkili olması için önerilerde bulunmak" şeklindeki görüşlere sahip oldukları saptanmıştır. Bu çerçevede öğrencilerin uzaktan eğitimi acil durumlarda kullanılan öğretimsel bir araç olarak değerlendirdikleri sonucuna ulaşılmıştır. Eldeki tüm bulgu ve sonuçlar birlikte değerlendirdiğinde, uzaktan eğitimin etkisine ilişkin öğrencilerin daha çok olumsuz anlamlar yükleme eğilimde oldukları söylenebilir.

Anahtar Kelimeler: Uzaktan eğitim, EBA, akademik başarı, yüklenen anlam.

1. INTRODUCTION

Distance learning; it is defined as a teaching-learning model in which students are physically, educationally and psychologically distant from other students and learning resources in the context of time and space (Moore & Kearsley, 2012). In this context, since distance education gives more responsibility for learning due to its nature, students should have developed self-management skills in the distance education process. As a result of this, distance education has become a teaching-learning model that is frequently applied at the higher education level rather than primary and secondary education (Queen & Lewis, 2011). However, after the 2000s, the opportunities related to distance education and the increase in student achievement have increased the interest in distance education at primary and secondary education levels (Arnesen, Hveem, Short, West & Barbour, 2019; Gemin & Pape, 2017; Watson, Murin, Vashaw, Gemin & Rapp, 2013). On the other hand, it is emphasized that more scientific evidence-based studies should be conducted for primary and secondary education (Barbour, 2013; Cavanaugh, Barbour & Clark, 2009). It is also underlined that policies that will provide quality assurance in the presentation of content should be developed (Journell, McFadyen, Miller & Kujawski Brown, 2014).

In summary, it is witnessed that distance education applications are increasing all over the world. However, the comprehensive implementation of distance education at the primary and secondary

education level (K-12) occurred with the Coronavirus (Covid-19) pandemic. In this context, within the scope of (urgent) distance education applications, billions of students from all over the world have continued their education through distance education. In this process, schools in Turkey were also closed from March 16, 2020 to April 30, 2020 in the first stage, and it was decided to continue education over 3 TV channels and Education Information Network (EBA) within the scope of open and distance education applications at primary and secondary education levels (MoNE, 2020). Thus, a range of changes were made in the EBA application, enabling students to actively participate in the education process even at home.

EBA as a Distance Education Application

With the closure of schools due to the Covid-19 pandemic, the education of 1,6 billion students, which corresponds to approximately 90% of the total student population, has been interrupted all over the world (UNESCO, 2020a). Like the whole world, Turkey has been affected by this situation. The total number of students affected by the interruption of education has reached approximately 25 million students in Turkey. The number of students affected by the pandemic at the primary and secondary level of these students was approximately 16,5 million (UNESCO, 2020b).

In order to ensure the continuity of education with the closure of the schools, unlike the planned distance education activities, emergency distance education applications were introduced (Bozkurt & Sharma, 2020). In this context, the Ministry of National Education (MoNE) in Turkey has tried to meet the educational needs of primary and secondary school students through the EBA system, by putting one of the digital education capacities into play, EBA.

As a result of the extraordinary situation that arose, the system (EBA) was started to be used intensively both on television and on the internet in order to continue educational activities. Regarding this issue, the Turkish Radio and Television Corporation (TRT) EBA channel has started broadcasting. Internet access is provided by all operators for students to access the system. In this way, the EBA system has spent its busiest time in use since its establishment. In order to provide uninterrupted education, regular topic sharing, live lessons and exams were tried to be made from the system. Since formal education was suspended, the EBA system functioned as a kind of school. Studies continued in parallel with the curriculum. Training continued in all branches and grade levels.

The EBA system has been the subject of many studies since its establishment. Some of these researches are the rate of participation in the system, the content of the system; some of them were in the form of determining the utilization rates of various branches from the system (Bahçeci & Efe 2018;

Coşkunserçe & İşçitürk, 2019; Demir, Özdinç & Ünal 2018; Karasu, 2018; Kuyubaşıoğlu & Kılıç, 2019; Saklan & Ünal, 2018; Tanrıkulu, 2017; Ünal & Hastürk 2018). It is seen that the studies carried out were in the periods when the EBA system was not widely used yet. However, with the global epidemic period, the EBA system has turned into a distance education system that reaches millions of students all over Turkey and has shown its real impact in this process. In this context, in a limited number of studies, it was aimed to make an evaluation based on teacher opinions on the EBA system during the global epidemic period (Doğan & Koçak, 2020). However, it has been determined that the meanings attributed by secondary school students regarding the effect of EBA, which is a distance education application, have not been revealed through research. As it is known, students have gained significant experience in the use of EBA during the global epidemic period. EBA experiences of students are important for the development of the EBA system and distance education. In addition, this research is important in terms of making distance education applications for secondary school students more functional. In this context, the main purpose of the research is to examine the meanings attributed by secondary school 7th grade students regarding distance education applications conducted through EBA. The sub-questions determined for this purpose are as follows:

i. What are the opinions of the students' about the distance education applications offered through the EBA platform?
ii. What are the students' opinions on the reflections of distance education offered through the EBA platform on their academic achievement?

2. METHOD

Design

This research was structured according to the phenomenology design, one of the qualitative research methods. Phenomenology is a research design based on individuals producing common meanings about a certain phenomenon in line with lived experiences (Creswell, 2013). In other words, phenomenological studies are used to explain the phenomena experienced by individuals. In this context, with the Covid-19 epidemic, secondary school 7th grade students experienced the EBA system, gained a certain experience on EBA and had an opinion based on it. In this context, EBA system and distance education studies were accepted as a phenomenon in the research.

Study Group

Criterion sampling method was used to determine the study group. Criterion sampling, observation units are selected from people, events, objects or situations with certain qualities

(Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2015). In this context, the main criteria for determining the students participating in the research are as follows:

- Students attend an official public secondary school.
- Students follow the courses through EBA.
- All students have computers and smart phones.
- Students are studying in the 7th grade.

20 students in the 7th grade of a randomly selected secondary school among the secondary schools meeting the determined criteria were included in the study. Demographic data of the participants are presented in Table 1.

Table 1. Demographic characteristics of the participants

Demographic features			
		f	%
Gender	Female	12	60
	Male	8	40
Age	11	4	20
	12	16	80
Mother's education level	Illiterate	-	-
	Literate	3	15
	Elementary school	7	35
	Middle school	5	25
	High school	5	25
	University	-	-
Father's education level	Illiterate	-	-
	Literate	4	17
	Elementary school	9	39
	Middle school	4	17
	High school	6	26
	University	-	-
Monthly income level of the family	Below 2080 Turkish Lira (TL)	1	5
	Between 2080-3000 TL	1	5
	Between 3501-4000 TL	3	15
	Between 4001-4500 TL	10	50
	4501 TL and above	5	25
Technological products belonging to students	Smartphone	20	100
	Computer	20	100
	Tablet	5	5

20 students in the 7th grade of a randomly selected secondary school among the secondary schools meeting the determined criteria were included in the study. Demographic data of the participants are presented in Table 1.

Data Collection Tools

In order to answer the sub-questions of the research, a semi-structured interview form and an open-ended questionnaire were prepared.

Semi-structured interview form

After reviewing the distance education literature, 5 open-ended questions were prepared. In addition, 2 probe questions were determined in order to deepen the students' views. Then, the prepared questions were examined by 2 academicians who are experts in the field of educational sciences and some corrections were made on the questions. After this stage, in order to determine the appropriateness of the questions, the questions were asked to 5 students selected among the 7th grade students as a pre-pilot. As a result of this practice, since it was determined that the students did not understand the verb "evoke", it was decided to include the verb "understand" in the questions instead of this phrase. Since it was not possible to meet face-to-face with the participants due to the Covid-19 epidemic, the data were collected via ZOOM as a result of one-on-one interviews through the semi-structured interview form prepared by the researcher.

Open-ended questionnaire form

Opinions of the participants can be learned through the open-ended questionnaire and various information can be collected from the participants on different subjects (Arıkan, 2018). These opinions or information can be received orally or in writing. In addition, open-ended questionnaires can be collected face-to-face or remotely with the help of communication tools (Doğan & Koçak, 2020). In this context, an open-ended questionnaire was prepared in order to support/verify the data obtained from semi-structured interviews in the research. During the survey development process, questions were written to understand student success in the distance education process. The questions were evaluated by 2 academicians who are experts in the area of educational sciences and were read by 1 Turkish teacher and necessary corrections were made on them. Then, in order to decide the appropriateness of open-ended questionnaires, it was administered to 5 7th grade students as a pre-pilot. After these stages, the open-ended questionnaire was given its final shape and used as a data collection tool in the research. The students filled the open-ended questionnaire form during the virtual meeting conducted over ZOOM, in which the researcher also participated.

Data Analysis & Trustworthiness

In the literature, it has been determined that there are different opinions and practices about what the steps of the data analysis process should be in phenomenological studies (Broome, 2011; Holroyd, 2001). On the other hand, it is seen that the 4-stage (step) data analysis process suggested by Giorgi (2009) is used in many studies in the education literature. Therefore, in this study, data were analyzed in accordance with the steps determined by Giorgi. These steps are; bracketing, phenomenological reduction, imaginative variation, and a synthesis of the general structure of experiences. In this framework;

i. bracketing, which is expressed as the suspension of all knowledge, values, perceptions, thoughts and experiences of the researcher in the analysis of the data,
ii. phenomenological reduction, which refers to the determination of the units of meaning (analysis) related to the students' experiences regarding the effectiveness of distance education in the interview texts,
iii. imaginative variation, which means reaching the structural themes of the distance education phenomenon, based on the units of meaning revealed by phenomenological reduction, and
iv. the synthesis of the resulting meanings and essences (Giorgi, 2009). In addition, in direct quotations, students are symbolized by nicknames.

In this research, the phenomenological analysis process started with the bracketing process as stated above. In line with this understanding, which Giorgi (2009) describes as a phenomenological attitude, the researcher started the analysis process by suspending all their views, thoughts, values and experiences regarding the “distance education” phenomenon. This process was also controlled by another researcher. In the second stage of the analysis, phenomenological reduction, the opinions of the participants, which were written into a word file and converted into text, were read one after the other and the points where the meanings differed were determined. Accordingly, the expressions used by the participants to explain their experiences of the effectiveness of distance education were divided into different units according to the meanings attributed to these experiences by the participants. This process was carried out on the text obtained by transcribing the opinions of each participant. In other words, at this stage, the interview texts are divided into different meaning units. Giorgi (2009) states that one of the purposes of this process is to make the processability of data more possible. In the third stage, which is called imaginary variation, the meaning units reached in the phenomenological reduction process were discussed and the structural themes of the phenomenon examined through these meaning units were reached. Because, as Yılmaz and Şahin (2016) stated, in the process of imaginary diversification, the structural elements of the concept are reached through the expressions that the participants put forward

to indicate their experiences. In the last step of the phenomenological analysis, it is aimed to reach a synthesis based on the experiences of the participants in distance education. In this context, as Yılmaz and Şahin (2016) stated at the relevant stage, by following the research systematic, the common points of the meaning units formed through the texts in which each participant's opinions are included, and the structural themes reached through these units were synthesized, and the unchanging essence of the phenomenon subject to the research was revealed.

3. FINDINGS

Students' Opinions on Distance Education

The students' opinions on distance education are presented in Table 2.

Table 2. Students' opinions on distance education

Theme	Sub-theme	Code	n
Make a description	To indicate the differences between distance education and face-to-face education.	Getting education over the internet.	6
		Not being able to solve a question on the blackboard.	2
		Not being able to check whether the students attend the lesson	2
	To define distance education practices as a health protective system.	To learn the course subjects without risking human health.	3
		Learning topics without face-to-face due to the COVID-19 pandemic.	3
Problems encountered	Not being able to attend classes.	Problems arising from technological tools and equipment.	3
		Internet problems.	11
		Problems arising from EBA.	6
		Problems caused by the microphone.	3
		Problems caused by domestic variables.	2
	Decreased course performance.	Failure to use the question-answer technique effectively.	4
		Problems in communication.	3
Make a recommendations	Inclusivity.	To support students all over Turkey.	2
		Increasing the duration of lessons.	2
		To ensure that the lessons continue on the weekend.	3
		To ensure that schools are opened all over Turkey by following the measures.	2
		To ensure that there are sports and reading hours.	2
		Ensuring everyone's participation in the lesson with different activities.	2
		To attend classes with an application without internet.	3
	Feedback.	Developing low-end devices.	2
		Controlling homework.	2

When Table 2 is examined, it is seen that the opinions on distance education are classified under the themes of description, problems encountered and recommendations.

Make a description

To indicate the differences between distance education and face-to-face education: The differences between distance education and face-to-face education are stated by students as follows: "Getting education over the internet (Altay, Burak, İpek, Kamile, Nermin, Neriman), not being able to solve questions on the blackboard (Büşra, Emre) and not being able to check whether the students attend the lesson (Handan, İrfan)".

"Internet" was expressed by students as a difference between distance education and face-to-face education. A student codenamed Burak expressed this situation as follows: *"For me, distance education is called face-to-face education, which is done in normal times, over the internet.".* The student codenamed İpek said,

> *"For me, distance education means education that is intertwined with technology. It is an educational activity conducted without face to face. Since we are always intertwined with technological tools during the day, our movements are restricted. But I find internet training useful."*

İpek tried to deal with the differences between face-to-face education and distance education from a broader perspective. In addition to these, the student codenamed Neriman said,

> *"Distance education is like home schooling. Again, our knowledge has increased. We studied. We got our notes; so it was like school came to our house. We continued school at home via the internet." Neriman referred to the differences between distance education and face-to-face education by drawing attention to its "positive effect on academic achievement".*

Another difference between distance education and face-to-face education was expressed by the students that *"not being able to solve a question on the blackboard".* On this subject, the student codenamed Büşra said: *"I think distance education means not being able to go to school and teach face-to-face with teachers. That is, not being able to get up on the blackboard and solve a question."*

The last difference expressed by the students between distance education and face-to-face education was *"the inability to control whether students attend the course or not"*. On this subject, a student codenamed Handan stated the following:

"Distance education is a bad experience. For example, how will the mother or father know if the child attends the lesson? That's why distance education is not like education at school. Because the mother or father could come to the school and check whether the child attended the lessons; However, in distance education, the mother or father cannot follow the education of the child."

To define distance education practices as a health protective system: Distance education practices as a health protective system are stated by students as follows: "Learning the subjects without risking human health (Gökhan, Gülay and Özlem) and learning the subjects without face-to-face due to the COVID-19 pandemic (Nazım, Melahat and Menşure)".

Distance education was expressed by students as learning the course subjects without risking human health. The opinions of a student codenamed Gülay on this subject are as follows:

"For me, distance education means the days I stay away from my school. But distance education is also a method of protecting my own health. If I were to explain this situation with an example, if we had gone to school during this period, we would have lost our health because of education. We would be more vulnerable. But thanks to distance education, we do not risk both our education and our health."

In addition, some of the students described distance education as learning subjects without face-to-face due to the COVID-19 pandemic. The following sentence of the student codenamed Melahat can be given as an example to this situation: *"That is, it is not like we go to school and study."*

Problems encountered

Not being able to attend classes: The reasons for not being able to attend the classes were stated by the students as follows: Problems caused by technological equipment (Burak, İpek, Serdar), problems caused by the Internet (Asuman, Büşra, Gülay, Handan, İpek, Kamile, Menşure, Nermin, Neriman, Özlem, Ahmet), problems arising from EBA (Ahmet, Büşra, Handan, Kamile, Nevin, Özlem), problems arising from microphone (Handan, Kamile, Serdar) and problems arising from domestic variables (Altay, Melahat).

As one of the problems faced by students during distance education, the problems arising from technological tools were stated. A student codenamed Burak explained his thoughts on this subject as follows: *"I could not attend my distance education classes all the time because there was a problem with my smart phone and computer. This really affected my performance."*

The students also claimed that they had problems with the internet. İpek explained his thoughts on this subject as follows:

> *"I had an internet problem. Without the Internet, there is no education. In other words, the internet is a necessary resource during distance education. Without technological tools, our education is limited. The biggest problem I faced was not being able to access the internet most of the time. That's why I stayed behind. So I try to understand the topics from books or the internet."*

Some of the students claimed that they had problems arising from EBA. These problems were stated by the students as EBA expelling students or teachers from the course. However, some of the students stated that their microphones were broken and claimed that this situation caused the teachers to not know whether they were in the class or not. On the other hand Melahat, is suffering from another problem, *"I had a problem because my little brother cried during the lesson."*

Decreased course performance: The reasons for the decrease in the success of the course were stated by the students as follows: The inability to use the question-answer technique effectively (Nazım, Büşra, Melahat, Özlem) and the problems experienced in communication (Gülay, İrfan, Nermin). A student named Büşra summarized the ineffective aspects of the question-answer technique as follows:

> *"Distance education was not very effective on my success. Because when I couldn't understand the subjects, when I wanted to take a test about the question... I couldn't do any of these during distance learning... If I was at school, I could ask the teacher a question during breaks."*

On the other hand student codenamed Özlem, addressed the issue from a broader perspective as follows:

> *"For example, we ask a question at school when we cannot understand it. However, I can't ask at that moment because there is an internet disconnection. That's why I understand better at school. We could talk to friends during recess; I was especially asking my friends about subjects that I could not understand."*

In addition, some of the students claimed that they had some problems in communication. The opinions of the student codenamed Nermin on this subject are as follows: *"I could not clearly hear what the teacher was talking about. If there was face-to-face education at school, I could clearly hear what the teacher was saying."*

Make a recommendations

Inclusiveness: It was stated by the students that there should be an inclusive education in the distance education process. In this context, students made the following recommendations:

- Supporting students in Turkey to overcome their educational deficiencies (Asuman, Burak),
- Increasing the duration of the lessons (Büşra, Nevin),
- Ensuring that the classes continue on the weekend (Altay, Büşra, Melahat),
- Schools should be opened all over Turkey by following the precautions (Emre, Handan),
- Ensuring that sports and reading hours are included in the curriculum (İpek, İrfan),
- Ensuring everyone's participation in classes with different activities (Gökhan, Özlem),
- Ensuring participation in classes through an application without internet (Kamile, Nazım, Menşure).

Feedback: It was stated by the students that feedback should be used to improve the distance education process. In this context, some of the students think that devices with low system hardware should be developed (Burak, Serdar); some of the students argued that homework should be checked (Asuman, Nermin).

Students' Opinions on the Effect of Distance Education on Academic Achievement

Students' opinions on the effects of distance education on their academic achievement are grouped under two headings. The first of these is the positive effects of distance education on academic achievement; The second is its negative effects. Positive effects are presented in Table 3.

Table 3. The positive effects of distance education on academic achievement according to students

Category	Code	n
Attract attention	Teachers caring for students	2
	Transferring the essence from the details	3
	Lessons are short	2
	Not interrupting lessons with unnecessary conversations	2
	Sharing a screen	2
	To provide additional information	2
Interacting	Everyone to reveal their opinions in the chat section	3
	Dialogue with teachers	4
	Using emoticons	4
Comfort	Connecting to classes comfortably from home	3
	Lessons are fun	2

When Table 3 is examined, it has been determined that students see the concepts of "attracting attention, interacting and comfort" as factors that affect their academic achievement. However, it has also been suggested by students that distance education has negative effects on academic achievement. The analysis outputs obtained for this purpose are presented in Table 4.

Table 4. The negative effects of distance education on academic achievement according to students

Category	Code	n
Technical problems	Can't access the internet	9
	The need for high system requirements in the tools of technology	2
	The EBA system is dismissed from the course for no reason	5
	Not hearing sound from microphone	3
	The presence of noises arising from the connection place	2
	Having a power outage	2
Inability to use learning-teaching strategies	Failing to take notes	3
	Failing to learn together	4
	Not doing homework	2
	Lack of attention	3
Health problems	Deterioration of eye health	2
	Stay still	2

When Table 4 is examined, it has been determined that "technical problems, inability to use learning-teaching strategies, and health problems" are among the factors that negatively affect academic achievement.

4. CONCLUSION, DISCUSSION & RECOMMENDATIONS

It has been determined that students' opinions on distance education are "describing distance education, stating the problems encountered in distance education and making suggestions for distance education to be more effective". In this context, it was concluded that the students evaluated distance education as an instructional tool used in emergencies. When the suggestions of the students and the problems they encounter are examined, it can be said that the students are heavily influenced by the problems arising from communication. In parallel studies, it has been determined that students experience communicative problems during distance education (Akbaba, Kaymakcı, Birbudak & Kılcan, 2016; Kan & Fidan, 2016; Keskin & Özer Kaya, 2020; Öztaş & Kılıç, 2017; Sümer, 2016). In this context, for an effective and efficient learning process in distance education, it is extremely important for students to use communication with each other, content and interface, especially with their teachers.

The positive effects of distance education on academic achievement were stated by the students as “the attention of the courses in distance education, the interaction during distance education and the comfort of distance education”. In this context, it has been concluded that distance education contributes to interaction. Education is based on communication between teacher and student, and in most cases peer group interaction. It has been stated that the interaction between the teacher and the students has an effect on academic success. In parallel studies, it has been reported that interacting in the distance education process has a positive effect on course performance (Rizwan & Iftikhar, 2019; Santos, Tavares & Batista, 2021).

Negative effects of distance education on academic achievement are stated by students as "technical problems during distance education (such as not being able to access the internet, lack of equipment), ineffective use of learning-teaching strategies during distance education, and distance education causing some health problems". In this context, it has been concluded that students refer to some problems arising from the application for distance education. In similar studies, it has been determined that students experience technical problems during distance education (Başaran, Doğan, Karaoğlu & Şahin, 2020; Doğan & Koçak, 2020; Hebebci, Bertiz & Alan, 2020; Keskin & Özer Kaya, 2020; Makedonas et. al., 2021). In short, it can be said that students cannot enter the EBA system due to technical problems and they see this as a disadvantage of distance education. In today's world, technical problems and eye health disorders are seen as a problem in the internet world. It is not considered as the job of education authorities to intervene effectively in these problems. However, the inability to use learning-teaching strategies effectively is an issue that education authorities should consider. In this regard, it has been stated that distance education has negative effects on academic achievement due to the inability to use learning strategies by students (Fidalgo, Thormann, Kulyk & Lencastre, 2020; Kan & Fidan, 2016). The low level of readiness of students for self-learning competencies in distance education may be a reason for this situation. Because in the studies carried out, reaching the achievements of the course in the distance education process; that is, academic achievement depends on the student's infrastructure and effort; in other words, it was concluded that it depends on the level of readiness (Öztaş & Kılıç, 2017; Vasilevska, Rivza & Bogdan, 2017). Contrary to these, in the study conducted by Pınar & Dönel Akgül (2020), it was determined that students use learning strategies effectively (such as being able to ask questions) in the distance education process.

The research is limited to a secondary school and 20, 7th grade students studying in this secondary school. At the same time, data in the research were collected through semi-structured interviews and open-ended questionnaires. In this framework, several evaluations can be made depending on the results and limitations of the research. First of all, distance education can be useful to keep the success of students at a stable level at least during an epidemic like COVID-19. Secondly, students should receive feedback while engaging in instructional processes in distance education. Third,

communication and interaction during distance education can be effective in increasing student success. Finally, it can be said that distance education has different results in terms of attracting attention. In this context, although some of the students experienced a lack of attention, most of the students stated that their attention was drawn during the distance education process. On the other hand, in the studies conducted, most of the students stated that they had a lack of concentration (Kalelioğlu, Atan & Çetin, 2016; Kan & Fidan, 2016; Makedonas et. al., 2021).

Based on the findings of the study, the following are recommended:

- ✓ In order to increase the participation of students in the courses in the distance education process, the problems arising from technical problems should be solved by MoNE.
- ✓ In order for the EBA system to be available to all students, the problems arising from the application infrastructure should be solved by MoNE.
- ✓ Within the scope of school-family cooperation, family education seminars should be organized in order to control the regular attendance of students to distance education courses.
- ✓ In-service training should be given to teachers in order to make learning-teaching strategies suitable for teaching on the digital platform.
- ✓ Feedback mechanism should be used effectively by teachers to control students' learning and homework.
- ✓ Self-regulation skills should be developed in order for secondary school students to benefit from distance education more effectively.
- ✓ Studies similar to this research should be carried out on students studying in primary school, other classes of secondary school and secondary education classes.

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Geniş Özet

EBA sistemi kurulduğundan bu yana birçok araştırmanın konusu olmuştur. Bu araştırmaların bazıları sisteme katılım oranı, sistemin içeriği olurken; bazıları da çeşitli branşların sistemden yararlanma oranlarının tespiti şeklinde olmuştur. Yürütülen çalışmaların henüz EBA sisteminin yaygın olarak kullanılmadığı dönemlerde olduğu görülmektedir. Ancak küresel salgın dönemi ile birlikte (COVID-19) EBA sistemi tüm Türkiye'de milyonlarca öğrenciye ulaşan bir uzaktan eğitim sistemine dönüşmüş ve asıl etkisini bu süreçte göstermiştir. Bu bağlamda sınırlı sayıda çalışmada, küresel salgın döneminde, EBA sistemine yönelik öğretmen görüşlerine dayalı bir değerlendirmenin yapılması amaçlanmıştır. Ancak bir uzaktan eğitim uygulaması olan EBA'nın öğrencilerin akademik başarıları üzerindeki etkisine ilişkin ortaokul öğrencilerinin görüşlerinin araştırmalarla ortaya çıkarılmadığı tespit edilmiştir. Bilindiği gibi küresel salgın dönemi boyunca EBA kullanımı konusunda öğrenciler önemli tecrübeler elde etmişlerdir. Öğrencilerin EBA deneyimleri EBA sisteminin ve uzaktan eğitimin gelişimi açısından önem arz etmektedir. Ayrıca ortaokul öğrencilerine ilişkin uzaktan eğitim uygulamalarının daha işlevsel kılınması noktasında araştırma önem taşımaktadır. Bu bağlamda araştırmanın temel amacı, EBA üzerinden yürütülen uzaktan eğitimin etkisine ilişkin ortaokul 7. sınıf öğrencilerinin yükledikleri anlamları incelemektir.

Araştırmanın amacına bağlı olarak bu çalışma, nitel araştırma yöntemlerinden fenomenoloji desenine göre yapılandırılmıştır. Çalışma grubunun belirlenmesinde ölçüt örnekleme yöntemi kullanılmıştır. Araştırmanın alt sorularını cevaplamak amacıyla yarı yapılandırılmış görüşme ve açık uçlu anket formları alanyazına dayalı olarak hazırlanmıştır. Araştırma sorularını cevaplamak için de içerik analizi yöntemi kullanılmıştır. Bu bağlamda araştırmada kodlama işlemi sonucu elde edilen birimler, belirli alt temalar altında sınıflandırılmıştır; daha sonra alt temalar, ana temalara indirgenmiştir. Ayrıca katılımcılardan alınan doğrudan alıntılar, bulgular bölümünde okuyucuya sunulmuştur. Kodlayıcılar arasındaki tutarlılığı (uyuşum) sağlamak amacıyla da sosyal bilgiler alanından 2 uzman, birbirlerinden bağımsız bir şekilde tüm verileri kodlamışlardır. Kodlamalar karşılaştırıldığında, kodlayıcılar arasındaki uyumun %92 olduğu tespit edilmiş ve bu oran yeterli kabul edilmiştir (Miles & Huberman, 1994).

Öğrencilerin uzaktan eğitime ilişkin görüşlerinin, "uzaktan eğitimi betimlemek, uzaktan eğitimde karşılaşılan sorunları belirtmek ve uzaktan eğitimin daha etkili olması için önerilerde bulunmak" şeklinde olduğu saptanmıştır. Bu çerçevede öğrencilerin uzaktan eğitimi acil durumlarda kullanılan öğretimsel bir araç olarak değerlendirdikleri sonucuna ulaşılmıştır. Ayrıca öğrenciler tarafından uzaktan eğitimin akademik başarı üzerindeki olumlu etkileri, "uzaktan eğitimdeki derslerin dikkati çekmesi, uzaktan eğitim sırasında etkileşim kurulması ve uzaktan eğitimin konforu sağlaması" şeklinde belirtilmiştir. Bu çerçevede uzaktan eğitimin etkileşim konusunda katkılar sağladığı sonucuna ulaşılmıştır. Bunların yanı sıra öğrenciler tarafından uzaktan eğitimin akademik başarı üzerindeki olumsuz etkileri, "uzaktan eğitim sırasında teknik aksaklıklar yaşanması (internete erişememek, donanım yetersizliği gibi), uzaktan eğitim sırasında öğrenme-öğretme stratejilerinin etkin bir şekilde kullanılamaması ve uzaktan eğitimin birtakım sağlık sorunlarına yol açması" şeklinde belirtilmiştir. Bu bağlamda öğrencilerin uzaktan eğitim için uygulamadan kaynaklanan birtakım sorunlara göndermede bulundukları sonucuna ulaşılmıştır. Eldeki tüm bulgu ve sonuçlar birlikte değerlendirdiğinde, uzaktan eğitimin etkisine ilişkin öğrencilerin daha çok olumsuz anlamlar yükleme eğilimde oldukları söylenebilir.

Bulgulara dayalı olarak şunlar önerilmektedir:

- Uzaktan eğitim sürecinde öğrencilerin derslere katılımlarını arttırmak için MEB tarafından teknik problemlerden kaynaklanan sorunlar çözülmelidir.
- EBA sisteminin tüm öğrencilerin kullanımına sunulması için uygulama alt yapısından kaynaklanan sorunlar MEB tarafından çözülmelidir.
- Okul-aile işbirliği kapsamında, öğrencilerin düzenli bir şekilde uzaktan eğitim derslerine devam etmelerini kontrol etmek amacıyla aile eğitimi seminerleri düzenlenmelidir.
- Öğrenme-öğretme stratejilerinin dijital platformda ders işlemeye uygun hale getirilmesi amacıyla öğretmenlere hizmet-içi eğitimler verilmelidir.
- Öğretmenler tarafından öğrencilerin öğrenmelerini ve ev ödevlerini kontrol etmek amacıyla geri bildirim mekanizması etkili bir şekilde kullanılmalıdır.
- Ortaokul öğrencilerinin uzaktan eğitimden daha etkili bir şekilde yararlanmaları amacıyla özdüzenleme becerileri geliştirilmek için programlar düzenlenmelidir.
- Bu araştırmaya benzer çalışmalar ilkokul, ortaokulun diğer sınıfları ve ortaöğretim sınıflarında öğrenim gören öğrenciler üzerinde yürütülmelidir.