Salgın Sürecinde Kırsal Bölgelerde Uzaktan Eğitim Faaliyetlerine İlişkin Öğretmen Deneyimlerinin İncelenmesi

*Okay DEMİR, Millî Eğitim Bakanlığı, ORCID ID: **0000-0001-8033-3355***

Öz

Salgın döneminde kırsal bölgelerde görev yapan sınıf öğretmenlerinin yaşadıkları uzaktan eğitim deneyimlerini ortaya çıkarmaya çalışan bu araştırma, nitel araştırma desenlerinden fenomenoloji ile desenlenmiştir. Çalışmaya, 2020-2021 eğitim-öğretim döneminde, Türkiye'nin doğusunda yer alan Malatya ilinin kırsal bölgelerinde görev yapan 8 sınıf öğretmeni katılmıştır. Araştırma verileri, ZOOM programı aracılığıyla yapılan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırma sonucunda öğretmenlerin, olumsuz deneyimlerinin daha baskın olmak üzere, olumlu deneyimlerinin de olduğu; olumsuz deneyimlerinin baskın olmasına rağmen, dezavantajlı olduklarını düşündükleri öğrenciler için ellerinden geleni yaparak motivasyonlarını kaybetmedikleri belirlenmiştir. Olumlu deneyimler; öğrencilerin teknoloji kullanım alışkanlığı edinmeleri, zengin içeriklere ulaşabilmeleri, çevrim içi ortamlarda kendilerini ifade edip kurallara uymayı öğrenmeleri, sanal ortamlarda araştırma becerisi kazanmaları ve bilginin sık tekrar edilebilir hale gelmesi olarak ifade edilmiştir. Olumsuz deneyimler ise "birey ve ailesi" ile "fiziki koşullar" kaynaklı sorunlar olmak üzere iki kategoride değerlendirilip sıralanmıştır. Bu doğrultuda araştırmaya ilişkin çeşitli öneriler dile getirilmiştir.

Anahtar Kelimeler: Salgın, uzaktan eğitim, kırsal bölge, sınıf öğretmenleri, Türkiye.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

Giriş

Dünyayı etkisi altına alan Covid 19 küresel salgın sürecinde eğitim kurumlarının geçici bir süre kapatılmasının bir sonucu olarak öğrenme, medya ve teknolojinin COVID-19 salgını sırasında bilgi ve uygulamaya doğrudan katkı sağlayabileceği düşünülmüş ve çevrim içi ve dijital eğitim formatlarına geçiş ile uzaktan eğitim ve öğretim devreye sokulmuştur. Krizin üstesinden gelme ve çözüm yolları üzerinde birçok tartışmanın yapıldığı bu salgın siyasetinde uzaktan eğitim, siyasi otoriteler, eğitim şirketleri, hayır kurumları, öğretmenler, ebeveynler ve öğrenciler için yaygın bir endişe konusu haline gelmiş ve böylece eğitim teknolojileri acil bir durum hizmeti olarak konumlandırılmıştır (Williamson, Eynon & Potter, 2020). Bu noktada tüm dünyada çeşitli seviyelerdeki okullar, öğrencilerin eğitimlerinden geri kalmamaları için uzaktan eğitim sürecini başlatmışlar ve bu doğrultuda uzaktan eğitim deneyimi olan veya olmayan her eğitimci ve öğrenen, aniden uzaktan eğitim yöntemi ile ders vermek veya ders almak durumunda kalmıştır (Durak, Çankaya ve İzmirli, 2020). Esasında eğitimin sürdürülebilirliğinin (Corcoran & Wals, 2004; Huckle & Sterling, 1996; Pretorius, Lombard & Khotoo, 2016) ve hayat boyu öğrenmenin sağlanması (Jarvis, 2004; Knapper, 2009; Severino et al.,2011) gibi bir çok olumlu yönleri olan uzaktan eğitimin, "yayın kalitesinde bir eğitsel platformun kurulmasının masraflı olması, program üretiminin karmaşık olması, zaman alması ve pahalı olması, belirli bir teknoloji sahipliğini ve kullanmayı gerektirmesi, özel araç, imkan ve eleman gerektirmesi, ortalama öğrencileri hedef aldığından kitle iletişim yaklaşımını kullanması ve özel ihtiyacı olan öğrencilere adaptasyonunda zorluk yaşanması, etkileşim olmaksızın pasif olarak kullanıldığında, öğretimdeki etkililiği sınırlanabilmesi ve programların tamamlanmasından sonra tekrar düzenleme ve güncelleme sorunu yaşanması" şeklinde sınırlılıkları da bulunmaktadır (Özgür, 2013:85). Özellikle kırsal bölgeler başta olmak üzere çoğu yerde alt yapı, internete erişim ve teknolojik imkânlardaki yetersizlikler tüm öğrencilerin uzaktan eğitim almasında güçlük yaratmıştır (Karip, 2020).

Salgın süreciyle birlikte Türkiye Cumhuriyeti Millî Eğitim Bakanlığı, bu güçlükleri aşabilmek için uzaktan eğitim faaliyetlerine alternatifler oluşturmaya çalışmıştır. Örneğin devletin resmi televizyon kanalında (TRT) haftanın her günü belirli saatlerde, tüm eğitim kademelerine yönelik ders anlatımları gerçekleştirilmiştir. Ayrıca öğrencilerin telafi eğitiminde önemli bir yer edinen internet temelli Eğitim Bilişim Ağı (EBA) geliştirilerek tümüyle yenilenen yüzüyle bu süreçte de önemli bir rol üstlenerek ders ortamını evlere taşımış ve bu ağın çevrim içi araçlara entegrasyonu vasıtasıyla da uzaktan eğitim faaliyetleri devam etmiştir (Republic of Turkey Ministry of Education, 2020). COVID-19 ile uzaktan eğitim için yapılan çalışmalara "pandemik dönemlerde uzaktan eğitim" gibi farklı bir bakış açısının eklendiği söylenebilir. Nitekim pandemi sırasında dünyanın çeşitli yerlerinde yapılan uzaktan eğitim uygulamalarına yönelik çalışma sayısının her geçen gün arttığı görülmektedir (Hebepci, Bertiz & Alan, 2020). Ancak alanyazında, salgın sürecinde kırsal bölgelerde görev yapan öğretmenlerin uzaktan eğitim deneyimlerini irdeleyen herhangi bir çalışmaya ulaşılamamıştır. Türkiye Cumhuriyeti Millî Eğitim Bakanlığı tarafından ulusal düzeyde ilk kez uygulanan uzaktan eğitim sürecine ilişkin öğretmenlerin deneyimlerini ortaya koymak önemli görülmektedir.

Amaç

Bu araştırmanın temel amacı, COVID-19 salgını süresince, kırsal bölgelerde görev yapan sınıf öğretmenlerinin uzaktan eğitim deneyimlerinin özünü ortaya çıkarmaktır. Bu amaç

doğrultusunda "Kırsal bölgelerde görev yapan sınıf öğretmenlerinin, salgın sürecinde uzaktan eğitim faaliyetlerine ilişkin deneyimleri nasıldır?" sorusuna yanıt aranmıştır.

Yöntem

Kırsal bölgelerde görev yapan sınıf öğretmenlerinin salgın döneminde yaşadıkları uzaktan eğitim deneyimlerinin özünü ortaya çıkarmayı amaçlayan bu çalışma nitel araştırma desenlerinden fenomenoloji ile desenlenmiştir. Bu araştırma, 2020-2021 eğitim öğretim döneminde Malatya ilinin çeşitli kırsal bölgelerinde halen fiilen çalışan 8 sınıf öğretmeninin katılımıyla gerçekleşmiştir. Öğretmenlerin 6'sı kadın, 2'si erkektir. Tüm öğretmenler eğitim fakültesi mezunudur ve öğretmenlerin bu zamana kadar olan çalışma yerleri hep kırsal bölgelerdir. Salgın nedeniyle yüz yüze görüşme imkânı bulunmadığından veriler, öğretmenlerin uygun oldukları gün ve saatler belirlenerek farklı zamanlarda, Zoom programı üzerinden yapılan çevrim içi görüşmelerle, 30 dakikalık 8 oturum yapılarak, toplanmıştır. Bu görüşmelerde araştırmacı, verilerin güvenliği için hem video kayıt hem de not alma tekniğini kullanmıştır. Araştırma verilerinin analizinde ise, fenomenolojik veri analiz tekniği kullanılmıştır.

Bulgular

Araştırmada kırsal bölgelerde uzaktan eğitim faaliyetlerini yürütmeye çalışan öğretmenlerin büyük çoğunluğunun olumsuz deneyimleri olsa da dezavantajlı bu bölgelerde yaşayan öğrencilerin birçok sorunun arasından eğitime ulaşmaya çalışması öğretmenler açısından ayrı bir motivasyon kaynağı olarak görülmektedir. Bu noktada öğretmenlerin uzaktan eğitime ilişkin deneyimleri olumlu ve olumsuz olmak üzere ikiye ayrılmıştır. Olumlu deneyimler genel itibariyle, öğrencilerin ilk defa tanıştıkları teknolojiyi kullanmayı ve araştırma yapmayı öğrenmesi olurken; tüm öğrencilere ulaşılamaması, öğrencilere geri bildirim vermede yaşanan sorunlar, internet bağlantı sorunları, çocuklarda ekran bağımlılığına ilişkin ailelerin şikâyeti gibi olumsuz deneyimler bulunmaktadır.

Tartışma & Sonuç

Salgın sürecinde kırsal bölgelerde görev yapan sınıf öğretmenlerinin uzaktan eğitim deneyimlerinin incelendiği bu çalışmada, öğretmenlerin deneyimlerinin genel itibarıyla "olumsuz" olduğu sonucuna ulaşılmıştır. Olumsuz deneyimlerin başında "birey ve aile kaynaklı" sebeplerin ön plana çıktığı ve bu deneyimlerin "maddi zorluklar, ilgisiz veliler, öğrenciye ulaşamama, bilginin çarpıtılması, devamsızlık, ekran bağımlılığı ve geri bildirimde zorluklar" şeklinde olduğu görülmektedir. Özellikle gelişmekte olan ülkelerde kırsal bölgelerde yaşayan nüfusun eğitim de dâhil olmak üzere birçok imkâna erişim noktasında sorunlar yaşadığı bilinmekte (Demiryürek, 2006) ve bu araştırmayla bu durum bir kez daha doğrulanmaktadır. Bu küresel salgın döneminde kırsal bölgelerde uzaktan eğitim faaliyetlerini yürütmeye çalışan öğretmen sorunlarını inceleyen araştırmalarla, bu araştırmanın sonuçlarının benzer olduğu söylenebilir. Örneğin, Sözmez, Yıldırım ve Çetinkaya (2020) salgın sürecinde uzaktan eğitim faaliyetlerini sınıf öğretmenlerinin görüşleriyle değerlendirdikleri çalışmalarında, ailelerin sosyo-ekonomik durumlarının uzaktan eğitime erişebilirlik ve bu eğitimin sağlıklı bir şekilde sağlanabilmesini önemli ölçüde olumsuz yönde etkilediğini ve öğrencilerin genel itibarıyla televizyonlar aracılığıyla uzaktan eğitimi takip ettiklerini belirtmektedir.

Ailenin sosyoekonomik durumunun yanında eğitim faaliyetlerinde çocuğunu yanlış yönlendirebilmesi ve ilgisizliği de önemli bir sorun olarak görülmektedir. Çocuğun eğitim hayatında ailenin oynadığı rol tartışmasız çok hayatidir (Blossfeld & Kiernan, 2019; Darling,

Cassidy & Powell, 2014). Güven Yıldırım, Köklükaya ve Selvi (2015) eğitimde ailenin rolünü inceledikleri çalışmalarında aile etkisinin "yanlış meslek seçimi, cinsiyete göre mesleğe yöneltme, başarısızlık, psikolojik çöküntü, güven kaybı, kaygı ve kararsızlık" olmak üzere ciddi boyutlara ulaştığını belirlemişlerdir.

Araştırma kapsamında sınırlı da olsa, öğretmen deneyimlerinin olumlu yönleri de bulunmaktadır. Bu olumlu deneyimler öğretmenlerce, "öğrencilerin daha önce alışık olmadıkları teknolojiyle tanışmaları ve kullanma alışkanlığı kazanmaları, zengin eğitsel içeriklere ulaşabilme, öğrencilerin çevrim içi ortamlarda kendilerini ifade edebilmeleri ve kurallara uymayı öğrenmeleri, araştırma becerisi kazanmaları ve okulların kapalı olduğu bu süreçte bilginin tekrar edilebilme imkânının olması" şeklinde ifade edilmiştir. Salgının olumlu yansımalarını belirten çalışmalar da bulunmaktadır. Hatun, Dicle ve Demirci (2020) koronavirüs salgınının psikolojik yansımalarını inceledikleri araştırmalarında katılımcıların, bu süreçte aileyle daha fazla zaman geçirme, aileyi tanıma, ailenin değerini daha iyi anlama gibi sosyal ilişkilerinde olumlu değişimler kazandıklarını belirlemişlerdir.

Görüldüğü gibi kırsal bölgelerde uzaktan eğitim faaliyetlerini yürütmeye çalışan sınıf öğretmenlerinin olumlu deneyimlerinin yanında olumsuz deneyimleri de bulunmakta; ancak olumsuz deneyimlerin dikkat çekici derecede fazla olduğu görülmektedir. Bu doğrultuda araştırma kapsamında kırsal bölgelerde teknik donanım ve altyapı yaygınlaştırılmalı, özellikle dezavantajlı bu bölgelerde ailelere ücretsiz ve sınırsız internet ulaşımı temin edilmeli ve öğrencilere yine ücretsiz teknolojik donanım malzemeleri sağlanmalı şeklinde öneriler sunulmuştur.

Investigation of Teacher Experiences on Distance Education Activities in Rural Areas During the Pandemic

Okay DEMİR, Ministry of National Education, ORCID ID: 0000-0001-8033-3355

Abstract

This study investigates the distance learning experiences of teachers working in rural areas during the Covid-19 pandemic. The study employed a phenomenological qualitative research design. In the study, eight classroom teachers working in rural areas of Malatya province in eastern Turkey participated in the 2020-2021 academic year. Research data was collected through semi-structured interviews using ZOOM videoconferencing. The research results show that teachers pleaded for more positive experiences, even though negative experiences were more dominant. It further reveals that they did everything they could to boost the disadvantaged students' motivation. Positive experiences are classified under three sub-headings. First of all, students have borderless access to information on virtual platforms. Secondly, they learn to express themselves and follow the rules in online environments. Thirdly, they improve research skills and expose to repeating experiences. Negative experiences, however, are grouped under two categories, i.e., the problems caused by "individual and family" and "technical facilities". These findings suggest several courses of action for future studies.

Keywords: Pandemic, Distance Education, Rural Areas, Classroom Teachers, Turkey.

Investigation of Teacher Experiences on Distance Education Activities in

Rural Areas During the Pandemic

On 31 December 2019, the World Health Organization's (WHO) China office was informed of the unknown cases detected in Wuhan, Hubei Province, China. On 7 January 2020, Chinese authorities identified a new type of isolated coronavirus (WHO, 2020). The outbreak was first associated with exposures in one seafood market in Wuhan, but later it was exported from Wuhan City, and we witnessed the global spread of the deadly virus (Ministry of Health, 2020a). Meanwhile, several countries started to conduct research studies on COVID-19 disease and SARS-CoV-2 virus. On 11 March 2020, the World Health Organization (WHO) declared Covid-19 a global pandemic (Altın, 2020; Budak & Korkmaz, 2020; Uğraş Dikmen, et al., 2020). This new type of coronavirus, Covid-19, is a naturally mutated virus with a high rate of spread. The transmission of the virus can occur through a droplet and direct, indirect, or close contact with infected people. It spreads mainly among people who are in close contact, i.e., being within 1 meter of someone who is infected with the virus for longer than ten minutes or more (Aslan, 2020).

Turkey announced its first coronavirus case on March 11, 2020, as indicated in the Covid-19 patient table, which shows the current situation and case numbers (Ministry of Health, 2020b). As of 04 February 2021, the total number of tests performed in Turkey was 30,061,437; the total number of Covid-19 cases was 2.501.079, and the death toll was 26.354. While the daily test count was 2-3 thousand per day in mid-March when the first case was detected, this rate now has exceeded 150 thousand. Again, the recovery rate rises faster than the world average (Budak and Korkmaz, 2020; Ministry of Health, 2021).

Covid-19 is a type of disease that is not encountered before. Also, infections and deaths due to this disease continue to increase by record numbers. This, in turn, leads to intense feelings of anxiety and panic in some people. While, therefore, situating the existing literature, it should also demarcate such other parameters as sociocultural, ethical and moral, law, education, tourism, etc. (Altın, 2020). For example, the pandemic has forced school closures all around the world, heavily disrupting learning and teaching practices. During the pandemic, distance-learning solutions such as media and technology were implemented to fill the gap between schools and learners. Furthermore, the debates have already commenced on distance learning about whether to term these practices as a solution to overcome the crisis in the realm of education. These practices have also become the focus of the political authorities, charities, teachers, parents, students, and education technology industries (Williamson, Eynon & Potter, 2020). At this point, countries all over the world have recommended or made it mandatory to implement distance learning at all school levels in order to support learning. (Durak et al., 2020). However, as with all other teaching practices, distance learning also has pros and cons. First of all, it ensures the sustainability of education (Corcoran & Wals, 2004; Huckle & Sterling, 1996; Pretorius, Lombard & Khotoo, 2016) and encourages lifelong learning (Jarvis, 2004; Knapper, 2009; Severino et al.,2011). However, distance education also has some limitations. These include the complexity of organizing teaching; the time-consuming and expensive nature of distance education; the difficulty of ownership and use of a particular technology; the requirement of specialized equipments, facilities, and staffing; and finally, its limitation in teaching in terms of effectiveness (Özgür, 2013:85). In addition to these, in most places, especially in rural areas, deficiencies in infrastructure, access to the internet and technological

opportunities have caused difficulties for all students to receive distance education (Karip, 2020).

The literature review shows many studies investigating distance learning activities in rural areas. For example, Barker & Hall (1994) examined distance learning activities in 130 rural district schools in America. The study found that most of the country's smallest school districts participate in distance education at their own expense. There are serious costs involved in massing distance education and increasing efficiency. Purnell, Cuskelly & Danaher (1996), in their study comparing the problems and experiences of students receiving distance education in cities and rural areas, found that most students were resistant to new educational technologies. The study further revealed that students living in rural areas especially complained about the costs and the inadequacy of support services. Hannum, Irvin, Banks, & Farmer (2009) conducted a national survey of rural school systems in the United States in order to determine to what extent distance education is being utilized by rural schools, the technologies used, the curriculum areas impacted, the perceived needs for distance education, and students' satisfaction with distance education. The study found that a large majority of the districts indicated satisfaction with distance education, and the vast majority of them saw funding, scheduling, and difficulty implementing distance education as common barriers to distance education use. Macintyre & Macdonald (2011) explored the variation in experiences of remote Scotland rural students. The study found that perceptions of remoteness depended both on geography and individual circumstances, and urban students also faced many access challenges. When the national literature is examined, a very limited number of studies investigating distance education activities in rural areas have been reached (Karaca & Kelam, 2020; Kürtüncü & Aylin, 2020; Sözen, 2020). However, there is a need for different studies in order to increase the efficiency and make the necessary improvements and planning in distance education activities, which are tried to be carried out, especially in rural areas.

When the Turkish Education System is examined, it is seen that there were some problems related to the integration of information technologies in the past (İşman, 2011). During the Covid 19 pandemic, the Republic of Turkey Ministry of National Education has not relied on any single learning channel to reach all children. Instead, it has sought alternatives to distance education activities in order to deliver education. For example, at certain times of the week, lectures were held on the state's official television channel (TRT) for all school levels. In addition, the Internet-based Educational Informatics Network (EBA), an important platform for encouraging students' remedial education, created a learning environment and continued to deliver education at home using an integrated third-party solution (Republic of Turkey Ministry of Education, 2020).

Distance learning during Covid 19 pandemic brings further a different perspective to the studies on distance education during pandemic periods. Many pieces of research have been conducted on distance education worldwide (Hebepci, Bertiz & Alan, 2020). However, a limited number of studies (Belay, 2020; Macintyre & Macdonald, 2011; McFayden et al., 2021; Robinson, 2008) have been found in the literature examining the distance education experiences of teachers working in rural areas during the pandemic process. With this in mind, the study aims to reveal the experiences of teachers related to the distance education process, which has been implemented for the first time at the national level by the Ministry of Education of the Republic of Turkey.

This study aims to discover the underlying and precipitating factors accounting for the learning experiences of rural classroom teachers during the COVID-19 pandemic. For this purpose, this study sought to answer the question: "What are the experiences of rural classroom teachers regarding distance education activities during the pandemic?" The research results will contribute to improving effective distance education, especially in rural areas, and clarifying the pros and cons of the training and adaptation programs for the teachers who will be appointed in remote rural areas.

Method

This study employed a phenomenological qualitative research design. The phenomenological approach aims to understand and clarify the meaning, structure, and essence of a person or group of people's experience of a phenomenon (Patton, 2018). This study also focuses on perceptions of classroom teachers towards distance learning during the pandemic.

Participants

In phenomenology, studies are conducted with a group of individuals who have experienced all aspects of the relevant phenomenon. In those studies, the number of individuals can vary from 3-4 to 10-15 (Creswell, 2013). This study employed the snowball sampling method. The researcher, who has worked as a rural classroom teacher in Malatya, Turkey, for about eleven years, reached out to two teachers working in these regions and, through them, reached other teachers by phone. Snowball sampling is a method in which participants with certain characteristics or backgrounds recruit others. The Snowball sampling method is frequently used in phenomenological studies (Creswell, 2013). These methods can be effective in identifying participants who have experienced a special phenomenon (Ersoy, 2017). Therefore, study participants are volunteers who take part in the study.

This research study was carried out with the participation of eight classroom teachers who are still working in various rural areas of Malatya during the 2020-2021 academic year. All teachers are graduates of the faculty of education, and the places where teachers work until this time are always rural areas. Each participant is numbered (T1-T8) within the research ethics and privacy policy scope. Demographic information of teachers is presented in Table 1 below.

Table 1.

Demographic information of teachers

Teachers	School Type	Gender	Age	Seniority
T1	Public	Male	36	12
T2	Public	Female	48	15
T3	Public	Male	45	20
T4	Public	Female	40	13
T5	Public	Female	34	10
T6	Public	Female	45	20
T7	Public	Female	50	18
T8	Public	Female	40	11

Data Collection and Analysis

In phenomenological research, the data collection process generally includes interviews with individuals who experience the phenomenon (Creswell, 2013). In phenomenological studies, unstructured and semi-structured interviews are often used. If the semi-structured interview form is to be used, interview questions should be prepared in advance and asked in a pilot interview (Ersoy, 2017). In addition, other alternatives (such as e-mail and phone) can be used to communicate with the participants if there is a geographical distance between participants or there is no opportunity to meet face-to-face due to various problems (Meho, 2005; Opdenakker, 2006).

In this study, the researcher prepared the interview questions based on the literature review, and feedback was received from two experts. This semi-structured interview includes such questions: Experiences of rural classroom teachers on distance education during the pandemic, their thoughts on distance education practices, and problems and suggestions. The pilot interview was conducted online with one of the participants who had been teaching in rural areas for twenty years. S/he was asked to check whether the interview questions were comprehensible to the readers or if there was a need for supplementary questions. The final form of the semi-structured interview was developed based on the feedback received.

Since face-to-face interviews were not available under lockdown, the data was collected through the Zoom program. Before the interview, the researcher first reached out to interviewees through e-mail or phone to set up an interview time. Online interviews were conducted through the Zoom program in 8 sessions of 30 minutes. In these interviews, the researcher used both video recording and note-taking techniques to secure the data. Yıldırım and Şimşek (2011) assert that recording and note-taking are the most effective methods to record the interviewing data in qualitative research studies.

The phenomenological data analysis technique suggested by Moustakas (1994) was used in the data analysis. The data analysis processes are as follows:

Horizontalizing; at this stage, each expression related to experience is listed and grouped. *Eliminating* at this stage, the data or expressions that are not essential elements are reduced and eliminated. *Clustering of Horizons into Themes;* at this stage, invariant constituents are organized into themes. *Developing Textural and Structural Descriptions;* at this stage, the content and nature of each participant's experience are determined, and the expressions are analyzed. *Compositing Textural and Structural Descriptions;* at this stage, the statements are grouped into theme categories.

Validity and Reliability

In this study, the validity and reliability approach of Yıldırım and Şimşek (2011) in qualitative research was adopted. In order to increase the quality of the study, for the sake of credibility, the questions in the interview form were arranged by taking the opinion of an expert in the field. Although data collection was carried out by interview method, participant confirmation was obtained by showing the answers given by the participants to the questions for the sake of credibility. In the name of transferability, it is clearly stated in the method section how the analysis is followed and which resources are used. In addition, in order to ensure transferability, the participants were asked to indicate if there were any misunderstood points.

In the study, for the sake of confirmability, a regular opinion was taken from an expert academician for the relationship between the data and the results. The results obtained from the research were compared with the raw data, and the consistency was checked. In the study, ethical values, such as participation of the participants on a voluntary basis, participant consent, the privacy of the participants at all stages of the study, and anonymity were taken into account. The Social and Human Sciences Scientific Research Ethics Committee of İnönü University found this research ethically appropriate with the decision number "2021/24-17".

Findings

Teacher Experiences

This research aims to reveal the essence of the distance education experiences of classroom teachers working in rural areas during the pandemic. It seems to show that students' targeted efforts to reach education are an essential intrinsic motivation for teachers, even though reports from teachers are more pessimistic. At this point, teachers' experiences of distance education are divided into two as positive and negative. Positive experiences generally include using technology to support learning and improve research skills. Negative experiences, on the other hand, include the absence of internet or internet connection problems, problems in giving feedback to students, and family complaints about screen addiction in children. Teachers' experiences were mostly negative; however, it is seen that they cling to their work as tightly as they can. Theme-sub-theme and codes derived from the study are shown in Figure 1 below.

Figure 1.

Experience of distance education practices during the pandemic
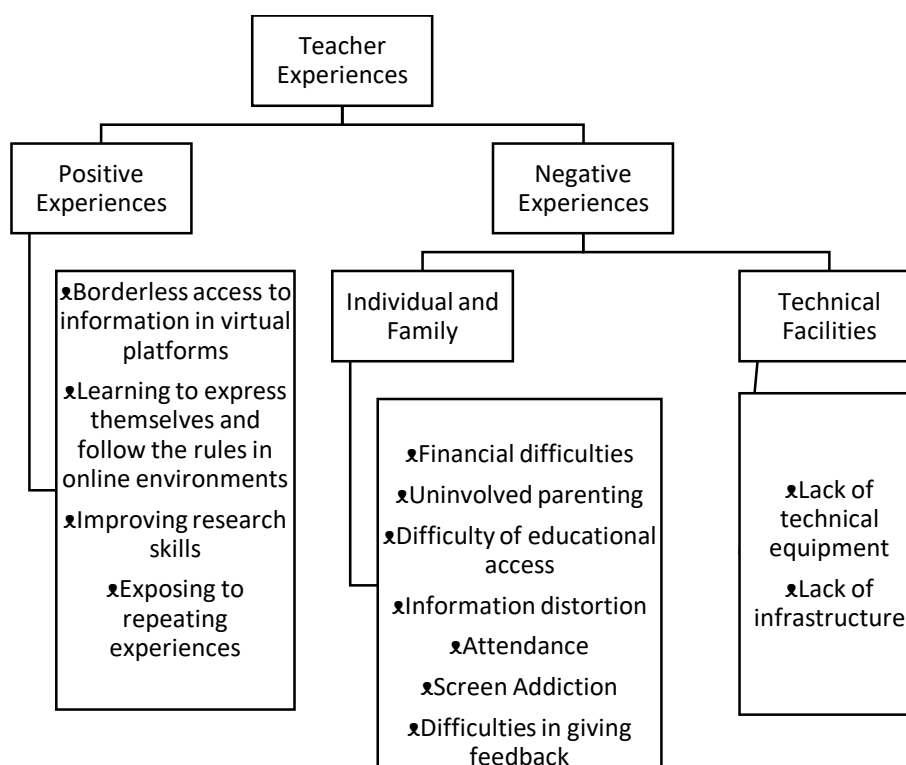
Positive Experiences

As regards distance education, Figure 1 shows that the views of rural teachers are generally negative. Positive experiences, on the other hand, include: Borderless access to information in virtual platforms, learning to express themselves and follow the rules in online environments, improving research skills, and exposing to repeating experiences. The findings related to the themes and categories obtained are shown in Table 2.

Table 2.

Findings on Teachers' Positive Experiences

Opinions	Teachers	*f*
Borderless access to information in virtual platforms	T1, T3, T4, T7, T8	6
Learning to express themselves and follow the rules in online environments	T3, T5, T6	4
Improving research skills	T2, T7	3
Exposing to repeating experiences	T6	1

One teacher reported, "students getting into the habit of using technology", while the other "students being able to express themselves in online environments and learning to follow the rules" as a positive experience. Teachers' statements are as follows:

"I've been teaching in rural areas for many years. I've observed that both students and parents live a partially technology-free life around here. Because of the global pandemic, schools have closed, and we have been forced to do distance education. My first weeks were really hard. But then, students adjusted to online learning and enjoyed the courses. There is now unlimited access to information. This made me both surprised and happy." (T1)

"I'm currently teaching in a remote village far from the center, and distance education pushes me very hard. But good things also happen. Online learning can help students adapt to a learning environment. And now, albeit from afar, they are able to express themselves comfortably and learn to follow the rules in online environments.'' (T3)

One another teacher also reported "enhancing learning with rich content", while the other "improving research skills and exposing to repeating experiences" as a positive experience. Teachers' statements are as follows:

"I've been working in rural areas for many years. And I've never had internet and smart board infrastructure in my classroom. Now, I am delivering many activities that I could not do visually and aurally in the past with rich and full contents.'' (T2)

"Because schools have been closed for a long time due to the pandemic, we focus on the distance education provoked by the pandemic, but whatever challenges we are facing, education must continue. So children now can do research on the internet, albeit with their means. Thus, they have acquired some knowledge. Repetition of knowledge through this process is extremely important so that it is not forgotten." (T6)

Only four teachers interviewed reported positive experiences as well as negative experiences. The remaining four teachers talked about only negative experiences.

Negative Experiences

Negative experiences of rural teachers are grouped under two categories, i.e., the problems caused by "individual and family" and "technical facilities''. The findings related to the themes and categories obtained are shown in Table 3.

Table 3.

Findings on Teachers' Negative Experiences

	Themes	Opinions	Teachers	f
Negative Experiences	Individual and Family	Financial difficulties	T2, T3, T5, T6, T8	6
		Uninvolved parenting	T3, T6, T7	6
		Difficulty of educational access	T1, T2	4
		Information distortion	T7, T8	3
		Attendance	T4, T6	2
		Screen Addiction	T5	1
		Difficulties in giving feedback	T7	1
	Technical Facilities	Lack of technical equipment	T3, T4, T8	4
		Lack of infrastructure	T1	2

Individual and Family

Teachers in the study indicated that they experienced greater suffering in distance education due to the problems caused by "individual and family". Individual and family originated problems include: Financial difficulties, uninvolved parenting, difficulty of educational access, information distortion, attendance, screen addiction, and challenges in giving feedback.

Some teachers indicated that financial difficulties confronted by parents had a devastating effect on students. Students had limited access to education during the pandemic. Teachers' statements are as follows:

''We faced difficulty reaching or contacting students because there were financial difficulties in rural areas. Although most students had a smartphone, children could not engage in distance education. Because it is not theirs. Financial factors are very influential. The phone belonged to her/his father, and the father also worked away from home." (T2)

"I think distance education is not sufficient, especially in rural areas. Because most students couldn't engage in distance education. Financial reasons come to the fore." (T5)

"The most important disadvantage of distance education was the inability to reach all our students. Financial factors affect students." (T8)

For some teachers, another major reason is that parents with low levels of schooling do not favor their children while getting involved in their education. Teachers' statements are as follows:

"I've been working in a village. Unfortunately, the families here have low educational levels, so they are less involved in their children's education. For example, I call the student's parent and say: If you do not have the internet, you can attend online classes on television. But

he does not care. And he also does not let his child watch. Thus, the child falls behind in education." (T7)

One another teacher noted the distortion of knowledge by the student's parents as a remarkable experience. Teachers' statements are as follows:

''I am the class teacher of 1. For various reasons during the pandemic, many of my students and parents were unable to attend my live classes. But when they attended my classes afterwards, I realized that they malformed letters. Most students produced errors in spelling and pronunciation. This means that the correct information is clearly distorted. This is not actually the mistake of unconscious parenting. However, these skills may be difficult to compensate for later.'' (T8)

Some other teachers, on the other hand, reported ''attendance, screen addiction, and difficulties in giving feedback" as serious problems. Teachers' statements are as follows:

"There are many problems, of course. However, attendance is one of the most challenging problems for me. Imagine a student is all but name. The inability to train all students at the same time is a very serious problem." (T4)

''Because schools have closed, we have been forced to do distance education. I'm in touch with a lot of student parents, and there's one thing they often complain about: Screen addiction. The student attends distance learning from a phone or tablet but spends hours in front of the screen. It bothers a lot of parents and reflects a big problem. But we can't do anything about it.'' (T5)

"We frequently assign homework to our students. Because we don't want them to be left behind by education. However, we find it difficult to keep track of homework assignments. Thus, we can't give feedback to the student." (T7)

It is worth mentioning that all teachers revealed their experiences pertaining to the problems caused by "individual and family".

Technical Facilities

Another sub-category of negative experience in distance education is "technical facilities", which is less common than the problems caused by "individual and family". Technical facilities originated problems include: Lack of technical equipment and infrastructure. Only two teachers interviewed reported these negative experiences. Teachers' statements are as follows:

"We have some students who have smartphones at home. However, due to the internet connections problems, they can't attend online classes. The problem of technical equipment arises." (T8)

"One thing I am most upset about is that I know my student; he's very willing and very smart. But he can't attend the class because there's no smartphone, no computer, no internet in the house. Here we see a lack of infrastructure." (T1)

Discussions, Conclusion and Suggestions

This study, which investigates the distance learning experiences of rural teachers during the Covid-19 pandemic, reveals that teachers' experiences were generally "negative". Negative experiences are grouped under two categories, and the problems caused by "individual and family" are more common. These problems include: Financial difficulties, uninvolved parenting, difficulty of educational access, information distortion, attendance, screen addiction, and difficulties in giving feedback. Demiryürek (2006) asserts that the population living in rural areas, especially in developing countries, has problems with access to many opportunities, including education. This study again has confirmed this view. The other studies that investigate the problems of teachers conducting distance education activities also share the same results. For example, Sönmez, Yıldırım, and Çetinkaya (2020) aimed to reveal the views of classroom teachers on distance education activities during the pandemic. The study found that the socio-economic status of families significantly affects not only the accessibility of distance education but also the provision of meaningful and relevant education to all. The study further revealed that students mostly depended on television for education. A real strength of television is that it expands the target audience, ensures equal opportunities, and transfers human resources to a large audience (Saglık & Ozturk, 2001). But there are also limitations, such as inadequate interaction (İşman, 2011; Yüksel, 2002). However, for some, mutual interaction in distance education is extremely important (Abrami et al., 2011; Bouhnik & Marcus, 2006; Kumtepe et al., 2019). In addition to this, the finding that the socioeconomic status of the family has a negative impact on educational activities in rural areas has largely been supported by a great number of studies (Anlimachie & Avoada, 2020; Çiftçi & Çağlar, 2014; Gelbal, 2008; Kanagawa & Nakata, 2008; Kılıç ve Haşıloğlu, 2017; Yağan Güder, 2019; Yar Yıldırım, 2021; Yazıcı, 2021). There are also some other studies (Barker & Hall, 1994; Kurtüncü & Kurt, 2020; Purnell, Cuskelly & Danaher, 1996) that indicate this situation disrupts distance education activities. In fact, this situation, closely related to public policy, may be solved by minimizing inequalities.

In addition to the socioeconomic status of the family, the information distortion by parents and uninvolved parenting are also seen as important problems. Parents are arguably the most important stakeholders in a child's educational life (Blossfeld & Kiernan, 2019; Darling, Cassidy & Powell, 2014). The empirical literature provides enough evidence to support this claim. For example, Güven Yıldırım, Köklükaya, and Selvi (2015), in their study examining the role of the family in education, noted that the family has a great effect on children, including multiple dimensions such as "wrong career choice, work orientation by gender, failure, psychological depression, loss of trust, anxiety and indecision". In another study, Dam (2008) compared the academic success of those students who have family problems with their peers who do not have a significant family problem and receive support from their families. The study found that the family affects the child's school success. The study further revealed that the school success of students with family problems was lower than their peers who did not have a family problem and received support from their families. There are also some other studies that share the same results related to the failure of parents to provide for their children's sound development. For example, Erbasan and Erbasan (2019), in their study investigating the problems faced by classroom teachers in first-grade literacy instruction, found that the problems encountered mostly have been linked with parenting. The study noted that families could not provide adequate educational support to their children due to low education; they could not

communicate with their children effectively; they misled their learning and didn't pay much attention to their education. Babayiğit and Erkuş (2017) also examined the problems encountered in primary reading and writing instruction. The study found that families could not devote enough time to students' homework and literacy studies and often behaved in a hurry and misled them. Another study was conducted by Özcan and Özcan (2016). In the study, they also investigated the problems encountered in teaching reading and writing. They found that the families' lack of education, their indifference towards school and children, and their misleading children's learning are major obstacles in the education process. They further added that the problems experienced by classroom teachers especially occur during the literacy learning process of children, and at this point, teachers complain about the families' not being involved and their inadequacy. The issue that families with limited technological equipment complain about is screen addiction. In fact, it is one of the biggest problems facing the world today, and many countries across the world are discussing ways to solve this problem.

Alpoga and Oduncu Alpoga (2020), in their studies which examined the socio-economic consequences of the pandemic at the beginning in various fields, asserted that in case of transition from face-to-face to digital education, schools in rural areas and families living in this region would be negatively affected by the lack of technical equipment and insufficient infrastructure. The study further added that large families would experience challenges in accessing education. The findings of the current study also appear to coincide with the results of the other studies in the literature. In this direction, other negative experiences of teachers were technical facilities that included "technical equipment and infrastructure deficiencies". According to Ludlow & Brannan (1999), preparing and training staff for distance learning activities in rural areas and technical facilities are extremely important. Furthermore, new technologies are accelerating innovation here. At this point, it will be appropriate for developing nations to focus on distance education learning activities and to discuss ways to solve the problems related to the lack of infrastructure, technical equipment, and internet access (Wright, Dhanarajan & Reju, 2009). In the literature, many studies argue these problems and solutions facing mostly in rural areas. For example, Özpınar and Sarpkaya (2010), in their study, investigated the problems of rural classroom teachers and found that teachers mostly face the "environmental conditions" problems, including infrastructure problems. McQuaide (2009), on the other hand, investigated the effectiveness of the Distance Education Project for Rural Schools (DEPRS) implemented by the Chinese government between 2003 and 2007 to improve the quality of primary education in rural areas of China, especially in the poorer western provinces. The study concluded that there are significant increases and a noticeable improvement in students' interest and knowledge levels thanks to the various learning resources offered to students, even though a more extended time may be necessary to attain desired results. Lastly, Jung, Galyon-Keramidas, Collins & Ludlow (2006), in their research examining distance learning strategies to support educational practices in rural areas, found that interactive videos and internet use contributed positively. At this point, there seems to be positive feedback, especially when technical and infrastructure are provided for disadvantaged areas.

Although limited in research coverage, there are also positive teacher experiences. These experiences include: Borderless access to information in virtual platforms, learning to express themselves and follow the rules in online environments, improving research skills, and

exposing to repeating experiences. There are also some other studies revealing positive experiences during the pandemic. For example, Hatun, Dicle, and Demirci (2020) examined the mental health effects of the pandemic. The study found that participants benefited from their social relationships, such as spending more time with the family, getting to know the family, and better understanding the value of the family. Görgülü Arı and Kanat (2020), on the other hand, aimed to reveal the views of classroom teachers on distance education activities during the pandemic. They noted ''making good progress in online education; evaluating the benefits and challenges of online learning; providing the opportunity to save time; being ready in extraordinary situations; allowing students to adapt to online education, to listen to the lesson again, and to actively use technology; developing a deeper understanding of schooling; providing the opportunity to access information easily; being less costly; the growing popularity of EBA education platform; providing educational opportunities in every environment; creating a comfortable environment for timid students; providing the opportunity to gain practicality in exams; integrating with face-to-face education, and students being more successful'' as positive outcomes of this period. One another study was caried out by Spoel, Noroozi, Schuurink & Ginkel (2020). They conducted a study to investigate the teachers' online teaching expectations and experiences during the Covid-19 pandemic in the Netherlands. The study revealed that the pandemic exposed both positive and negative issues. As for the positive effects, they are "professionalization, awareness about what to do in emergencies, innovation in organizations, increased creativity, awareness about facilities, collaboration with colleagues, taking care of students, differentiation, flexibility, efficiency, interaction and preparation for the future". Lastly, Tartavulea et al. (2020), in their study evaluating the effectiveness of online applications during the pandemic, found that online learning has been promoted as being more effective than face-to-face teaching. They further added that the transition to online education has a generally moderate positive impact on the educational process, and trust in online systems strengthens.

It seems that rural classroom teachers have positive experiences as well as negative experiences in distance education during the pandemic. However, negative experiences seem to be remarkably high. In this direction, the following recommendations can be presented for future research studies:

• For rural dwellers to have sufficient access to distance education, appropriate and necessary services must be obtainable in a timely manner. Families, especially in these disadvantaged areas, should be provided free and unlimited internet access. Lastly, students should also be provided with free technological equipment materials.

• Teachers should share relevant information with parents about the students who acquire proficiency in reading and writing.

• Informative meetings on the importance of education can be organized in rural areas at regular intervals.

• By integrating the teaching practice course in disadvantaged regions into the education programs of classroom teachers, candidates can be trained accordingly.

Limitations of the Study

According to the socio-economic development indices, the provinces of the East Anatolian Region, the least developed region of Turkey, ranks below the national average, even though there are significant socioeconomic differences among the areas (Kulaksiz, 2008; Selim and Ozkubat, 2019). This study was carried out with rural classroom teachers in Malatya, one of these provinces (Village schools in Yeşilyurt and Battalgazi districts). A similar study also can be carried out with teachers working in other underdeveloped regions and provinces. In the study, data was collected only from classroom teachers. A study can also be carried out with teachers from different branches or education levels in rural areas. This study employed a phenomenological qualitative research design. Another research study also can be done using different research designs and data collection techniques.

Statement of Interest

There is no potential conflict of interest.

Information on Financial Support

The author did not receive any financial support for research, authorship, and /or publication of this article.

Ethical Committee Decision

Ethical permission was obtained from 2021/24-17 Inonu University Social and Humanities Scientific Research Ethical Committee for this research.

References

Abrami, P., Bernard, R., Bures, E., Borokhovski, E. & Tamim, R. (2011). Interaction in distance education and online learning: Using evidence and theory to improve practice. *J. Computing in Higher Education, 23,* 82-103. https://doi.org10.1007/s12528-011-9043-x

Alpoga, H., ve Oduncu Alpoga, D. (2020). Socio-economic consequences of coronavirus. *IBAD Journal of Social Sciences, (8),* 99-144. https://doi.org/10.21733/ibad.716444

Altın, Z. (2020). Covid-19 Pandemisinde Yaşlılar. *Tepecik Eğitim ve Araştırma Hastanesi Dergisi, 30,* 49-57. https://doi.org10.5222/terh.2020.93723

Anlimachie, M.A. & Avoada, C. (2020). Socio-economic impact of closing the rural-urban gap in pre-tertiary education in Ghana: Context and strategies. *International Journal of Educational Development, 77*, https://doi.org/ 10.1016/j.ijedudev.2020.102236

Aslan, R. (2020). Tarihten günümüze epidemiler, pandemiler ve Covid 19. *Ayrıntı Dergisi, 8*(85), 35-41.

Babayi̇ğit, Ö. & Erkuş, B. (2017). Problems and solutions in literacy training process. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 19* (2) , 271-284. https://doi.org/10.17556/erziefd.334982

Barker, B.O. & Hall, R.F. (1994). Distance education in rural schools: Technologies and practice. *Journal of Research in Rural Education, 10*(2), 126-128.

Belay, D. G. (2020). COVID-19, Distance learning and educational inequality in rural Ethiopia. *Pedagogical research*, *5*(4).

Blossfeld, H.P. & Kiernan, K. (2019). *The new role of women family formation in modern societies.* Routledge.

Bouhnik, D. & Marcus, T. (2006). Interaction in distance-learning courses. *Journal of the American Society for Information Science and Technology, 57,* 299-305. https://doi.org/10.1002/asi.20277

Budak, F. ve Korkmaz, Ş. (2020). COVID-19 Pandemi sürecine yönelik genel bir değerlendirme: Türkiye örneği. *Sosyal Araştırmalar ve Yönetim Dergisi, (1),* 62-79.

Corcoran, P.B. & Wals, A.E.J. (eds) (2004). *Higher education and the challenge of sustainability problematics, promise, and practice.* Springer Nature Switzerland AG. Part of Springer Nature.

Creswell, J.W. (2013). *Nitel araştırma yöntemleri*. M.Bütün ve Selçuk. B.D. (Çev. eds). Ankara: Siyasal Kitabevi.

Çiftçi, C. & Çağlar, A. (2014). Ailelerin sosyo-ekonomik özelliklerinin öğrenci başarısı üzerindeki etkisi: Fakirlik kader midir? *International Journal of Human Sciences, 11*(2), 155-175. https://doi.org/10.14687/ijhs.v11i2.2914

Dam, H. (2008). The family factor on the student's success of school. *Hitit Üniversitesi İlahiyat Fakültesi Dergisi, 7* (14), 75-99.

Darling, C.A., Cassidy, D. & Powell, L. (2014). *Family life education: Working with families across the lifespan,* (3rd Edition). Waveland Press, INC, Long Grove İllinois.

Demiryürek K (2006). Distance education for rural people in developing countries: Turkish *Experience, J. Ext. Syst., 22*(2): 83-94.

Durak, G., Çankaya, S. ve İzmirli, S. (2020). Examining the Turkish Universities' distance education systems during the COVID-19 pandemic. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi* (EFMED), 14 (1), 787-809.

Erbasan, Ö. ve Erbasan, Ü. (2020). Difficulties experienced by teachers in primary literacy teaching. *Journal of Mother Tongue Education, 8*(1), 113-125. https://doi.org/10.16916/aded.628267

Ersoy, A.F. (2017). Eğitimde nitel araştırma desenleri (2.Baskı). A. Saban ve A. Ersoy (eds). *Fenomenoloji,* 81-138, Ankara: Anı Yayınları.

Gelbal, S. (2008). The effect of socio-economic status of eighth grade students on their achievement in Turkish. *Education and Science, 33* (150), 1-13.

Gorgulu-Arı, A. & Hayır-Kanat. M. (2020). Prospective teacher' views on covid-19 (coronavirus). Van Yüzüncü Yıl University the Journal of Social Sciences Institute, Outbreak Diseases Special Issue, 459-492.

Güven Yıldırım, E, Köklükaya, A. ve Selvİ, M. (2015). Determination of candidates teachers' opinions on science in everyday life and family role in process of education with 3-ıdiots movie as a teaching material. *Trakya Üniversitesi Eğitim Fakültesi Dergisi, 5* (2) ,94-105.

Hannum, W.H., Irvin, M.J., Banks, J.B. & Farmer, T.W. (2009). Distance education use in rural schools. *Journal of Research in Rural Education, 24*(3), 1-15.

Hatun, O., Dicle, A. N. & Demirci, İ. (2020). Psychological reflections of the coronavirus pandemic and coping with pandemic. *Turkish Studies, 15*(4), 531-554. https://dx.doi.org/10.7827/TurkishStudies.44364

Hebebci, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science (IJTES), 4*(4), 267-282.

Huckle, J., & Sterling, S. (1996). *Education for sustainability*. London: Earthscan.

İşman, A. (2011). *Uzaktan eğitim*. (4. Baskı). Ankara: Pegem Yayıncılık.

Jarvis, P. (2004). *Adult education and lifelong learning theory and practice*. (3rd edition). RoutledgeFalmer Taylor & Francis Group London and New York.

Jung L.A, Galyon-Keramidas C, Collins B, Ludlow B. (2006). Distance education strategies to support practica in rural settings. *Rural Special Education Quarterly, 25*(2):18-24. https://doi.org/10.1177/875687050602500205

Kanagawa, M. & Nakata, T. (2008). Assessment of access to electricity and the socio-economic impacts in rural areas of developing countries. *Energy Policy, 36* (6), 2016-2029. https://doi.org/10.1016/j.enpol.2008.01.041

Karaca, Ş., & Kelam, D. (2020). COVİD-19 gölgesinde uzaktan eğitim hizmet kalitesinin incelenmesi. *Sivas Interdisipliner Turizm Araştırmaları Dergisi*, (5), 7-18.

Karip, E. (2020). COVID-19: Okulların Kapatılması ve Sonrası, Retrieved from https://tedmem.org/vurus/covid-19-okullarin-kapatilmasi-ve-sonrasi

Kılıç Y. & Haşıloğlu M. (2017). Sosyoekonomik durumun öğrenci başarısına etkisi (7. Sınıf Türkçe ve Fen Bilimleri Dersleri Örneklemi). *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 14*(1): 1025-1049.

Knapper, C. (2009). Media and adult learning: A forum: Lifelong learning and distance education. *The American Journal of Distance Education, 2*(1), 63-72. https://doi.org/10.1080/08923648809526609

Kulaksız, Y. (2008). *Türkiye'de bölgesel gelişmişlik farkları, istihdam ve kurum hizmetlerinin çeşitlendirilmesi* (Uzmanlık Tezi). Çalışma ve Sosyal Güvenlik Bakanlığı, Ankara.

Kumtepe, A., Atasoy, E., Kaya, Ö., Uğur, S., Dinçer, G., Erdoğdu, E. & Aydın, C. (2019). An ınteraction framework for open and distance learning: Learning outcomes, motivation, satisfaction, perception. *AJIT-e: Bilişim Teknolojileri Online Dergisi, 10* (36), 7-26. https://doi.org/10.5824/1309-1581.2019.1.001.x

Kürtüncü, M. & Kurt, A. (2020). Problems of nursing students in distance education in the covid-19 pandemia period. *Eurasian Journal of Researches in Social and Economics* (EJRSE), *2*, 66-77.

Ludlow BL, Brannan SA. (1999). Distance education programs preparing personnel for rural areas: Current practices, emerging trends, and future directions. *Rural Special Education Quarterly*. *18*(3-4):5-20. https://doi.org/10.1177/8756870599018003-402

Macintyre, R., & MacDonald, J. (2011). 'Remote from what?' Perspectives of distance learning students in remote rural areas of Scotland. *The International Review of Research in Open and Distance Learning, 12*(4), 1-16.

McFayden, T. C., Breaux, R., Bertollo, J. R., Cummings, K., & Ollendick, T. H. (2021). COVID-19 remote learning experiences of youth with neurodevelopmental disorders in rural Appalachia. *Journal of Rural Mental Health*, *45*(2), 72.

McQuaide, S. (2009). Making education equitable in rural China through distance learning. *International Review of Research in Open and Distance Learning, 10*(1), 1-20.

Meho, L.I. (2005). E-Mail interviewing in qualitative research: A methodological discussion. *Journal of The Amerıcan Society For Information Science And Technology, 57*(10):1284–1295. https://doi.org/10.1002/asi.20416

Ministry of Health [Republic of Turkey Ministry of Health] (2020a). COVID-19 (SARS-CoV-2 Infection) Guide. Retrieved from https://covid19.saglik.gov.tr/TR-66300/covid-19-nedir-.html

Ministry of Health [Republic of Turkey Ministry of Health] (2020b). COVID-19 Durum raporu. Retrieved from https:// covid19.saglik.gov.tr/Eklenti/ 39507/0/covid-19-gunluk-durum-raporu-23112020 pdf. pdf? _tag1=1929C811C96B680413572285F0DA62A740B77695

Ministry of Health [Republic of Turkey Ministry of Health] (2021). COVID-19 Bilgilendirme sayfası. Retrieved from https://covid19.saglik.gov.tr/TR-66935/genel-koronavirus-tablosu.html

Moustakas, C. (1994). *Phenomenological research methods.* London: Sage.

Opdenakker, R. (2006). Advantages and disadvantagesof four interview techniques in qualitative research [Electronic Journal]. Forum: Qualitative SocialResearch, 7, Article 11. Retrieved February 6, 2021 from https://www.qualitative-research.net /index.php /fqs /article /view/175

Özcan, A. & Özcan, A. (2016). Initial reading and writing difficulties in learning that children's lives, causes and solutions: A Qualitative study. *İstanbul Gelişim Üniversitesi Sosyal Bilimler Dergisi, 3* (1), 69-103. https://doi.org/10.17336/igusbd.61470

Özgür, A. (2013). Türkiye'de uzaktan eğitimde televizyonun etkileşimli kullanımı: Olanaklar, sınırlılıklar ve çözüm önerileri. *Selçuk İletişim Dergisi, 3* (4), 80-97. Retrieved from https://dergipark.org.tr/tr/pub/josc/issue/19010/200810

Özkubat, G. & Selim, S. (2019). Socio-economic development of provinces in Turkey: A spatial econometric analysis. Alphanumeric Journal, 7 (2), 449-470 https://doi.org/10.17093 /alpha num eric.507697

Özpınar, M. & Sarpkaya, R. (2010). Köyde görev yapan sınıf öğretmenlerinin sorunları. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 27* (27), 17-29.

Patton, M.Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri*. (2.Baskı). M.Bütün ve Selçuk. B.D.(Çev.eds). Ankara: Pegem Yayınları

Pretorius, R., Lombard, A. & Khotoo, A. (2016), Adding value to education for sustainability in Africa with inquiry-based approaches in open and distance learning, International Journal of Sustainability in Higher Education*, 17* (2), 167-187. http://dx.doi.org/10.1108/IJSHE-07-2014-0110

Purnell, K. Cuskelly, E. & Danaher, P. (1996). Improving distance education for university students: Issues and experiences of students in cities and rural areas. *Journal of Distance Education, 11*(2), 75-101.

Republic of Turkey Ministry of Education. (2020). Bakan Selçuk, Koronavirüs'e karşı eğitim alanında alınan tedbirleri açıkladı [Minister Selçuk announced the measures taken in the field of education against coronavirus]. Retrieved from http://www.meb.gov.tr/bakan-selcuk-koronaviruse-karsi-egitim-alanindaalinan-tedbirleri-acikladi/haber/20497/tr

Robinson, B. (2008). Using distance education and ICT to improve access, equity and the quality in rural teachers' professional development in western China. *International Review of Research in Open and Distributed Learning*, *9*(1), 1-17.

Saglık, M. & Ozturk, S. (2001). Televısıon as an educational technology: Using television at Open Education Faculty, Anadolu University. *Turkish Online Journal of Distance Education-TOJDE, 2*(1), 74-82.

Severino, S., Aiello, F., Cascio, M., Ficarra, L. & Messina, R. (2011). Distance education: The role of self-efficacy and locus of control in lifelong learning. Procedia - Social and Behavioral Sciences*, 28*, 705-717. https://doi.org/10.1016/j.sbspro.2011.11.132

Sönmez, M., Yıldırım, K. & Çetinkaya, F. Ç. (2020). Evaluation of distance education process due to new type of coronavirus (SARS-CoV2) pandemic with the opinions of elementary school classroom teachers. *Turkish Studies, 15*(6), 855-875. http://dx.doi.org/10.7827/TurkishStudies.43799

Sözen, N. (2020). Covid 19 sürecinde uzaktan eğitim uygulamaları üzerine bir inceleme. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, *7*(12), 302-319.

Spoel, I.V.D., Noroozi, O., Schuurink, E. & Ginkel, S.V. (2020). Teachers' online teaching expectations and experiences during the Covid19- pandemic in the Netherlands. *European Journal of Teacher Education, 43*(4), 623-638, https://doi.org/10.1080/02619768.2020.1821185

Tartavulea, C.V., Albu, C.N., Albu, N., Dieaconescu, R. & Petre, S. (2020). Online teaching practices and the effectiveness of the educational process in the wake of the covıd-19 pandemic. *Amfiteatru Econ, 22,* 920–936, https://doi.org/10.24818/EA/2020/55/920

Uğraş Dİkmen, A., Kına, M., Özkan, S. & İlhan, M. (2020). COVID-19 Epidemiyolojisi: Pandemiden ne öğrendik. *Journal of Biotechnology and Strategic Health Research*, COVID-19 Special Issue, 29-36. https://doi.org/10.34084/bshr.715153

WHO [World Health Organization] (2020). Coronavirus disease 2019 (COVID-19) Situation Report – 1. Retrieved from https://www.who.int/docs/default-source/ coronaviruse /situa tion-reports/20200121-sitrep1-2019-ncov.pdf?sfvrsn=20a99c10_4

Williamson, B., Eynon, R. & Potter, J. (2020) Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency, *Learning, Media and Technology, 45* (2), 107-114, https://doi.org/10.1080/17439884.2020.1761641

Wright, C. R., Dhanarajan, G., & Reju, S. A. (2009). Recurring ıssues encountered by distance educators in developing and emerging nations. *The International Review of Research in Open and Distributed Learning*, *10*(1). https://doi.org/10.19173/irrodl.v10i1.608

Yağan Güder, S. (2019). Rose with thorns: Phenomenological study regarding being a preschool teacher in rural areas in Turkey. Journal of Qualitative Research in Education, 7(3), 921-941. https://doi.org/10.14689/issn.2148-624.1.7c.3s.2m

Yar Yıldırım, V. (2021). Okul öncesi eğitim programı bağlamında ailelerin evde yapmış oldukları eğitim-öğretim çalışmalarının değerlendirilmesi. *Elektronik Sosyal Bilimler Dergisi, 20* (77), 40-54. https://doi.org/10.17755/esosder.714351

Yazıcı, M. (2021). Rural school readiness for the students diagnosed with autism spectrum disorder. *Trakya Journal of Education, 11* (1), 34-54. https://doi.org/10.24315/tred.643869

Yıldırım, A. ve Şimşek, H. (2011). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık.

Yüksel, C. (2002). Eğitim senaryosu üzerine bazı düşünceler: Bir sistemler yaklaşımı. *Selçuk İletişim Dergisi, 2* (3), 4-16.

Correspondence
Dr. Okay DEMİR
okay4425@gmail.com