

# ON THE RATIONALIZATION, SURVEILLANCE AND ALIENATION POTENTIAL OF ONLINE DISTANCE EDUCATION IN THE PERIOD OF COVID-19: A QUALITATIVE RESEARCH WITH ACADEMICS IN TURKEY\*

COVID-19 DÖNEMİNDE ÇEVİRİMİÇİ UZAKTAN EĞİTİMİN  
RASYONALİZASYON, GÖZETİM VE YABANCILAŞMA YARATMA POTANSİYELİ  
ÜZERİNE: TÜRKİYE'DEKİ AKADEMİSYENLERLE NİTEL BİR ARAŞTIRMA\*\*

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## Abstract

The COVID-19 pandemic is an epidemic that has led to many changes and transformations in individuals' lives, which may even be called revolutionary. The most significant impact of the pandemic is causing high and permanent digitalization in every area of daily lives, from shopping to working from home, from participating in virtual events to education. In many countries of the world, within the scope of total closure measures, online education has been started at all education levels, and in this sense, experiences that are similar or different at some points have been gained. Online education experience in higher education has displayed rationalization in education and alienation from the profession due to the surveillance and supervision of academicians and the characteristics of the online environment. In this study, which was prepared with this framework at the center, in-depth interviews were conducted with 16 academicians working at universities in different regions of Turkey.

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According to the findings obtained from the interviews, online education in higher education creates problems such as surveillance, rationalization, and alienation for Turkish academicians. The details of these experiences achieved results, and recommendations for future education models will be discussed throughout the article.

**Keywords:** Rationalization, Alienation, Surveillance, Online Education, Academician.

## Öz

COVID-19 pandemisi, bireylerin hayatında belki de devrim niteliğinde denilebilecek birçok değişiklik ve dönüşüme yol açan bir salgındır. Pandeminin en büyük etkisi; alışverişten evden çalışmaya, sanal etkinliklere katılmaktan eğitime kadar günlük hayatın her alanında yüksek ve kalıcı dijitalleşmeye neden olmasıdır. Dünyanın birçok ülkesinde kapanma tedbirleri kapsamında tüm eğitim kademelerinde çevrimiçi eğitim başlatılmış ve bu anlamda bazı noktalarda benzer veya farklı olan deneyimler kazanılmıştır. Yükseköğretimde çevrimiçi eğitim deneyimi, akademisyenlerin gözetlenmesi, denetlenmesi ve çevrimiçi ortamın özellikleri nedeniyle eğitimde rasyonelleşmeyi ve mesleğe yabancılaşmayı ortaya çıkarmıştır. Bu çerçevede merkezinde hazırlanan bu çalışmada, Türkiye'nin farklı bölgelerindeki üniversitelerde görev yapan 16 akademisyen ile derinlemesine görüşmeler yapılmıştır. Görüşmeler sonucunda elde edilen bulgulara göre; yükseköğretimde çevrimiçi eğitim, Türk akademisyenler için gözetim, rasyonelizasyon ve yabancılaşma gibi sorunlar yaratmaktadır. Bu deneyimlerin detayları, belirlenen sonuçlar ve gelecek eğitim modelleri için öneriler makale boyunca tartışılacaktır.

**Anahtar kelimeler:** Rasyonelleştirme, Yabancılaşma, Gözetim, Çevrimiçi Eğitim, Akademisyen.

*“The COVID-19 pandemic has been more than a global health crisis, it has also been a social emergency with repercussions for how we live, work, and learn, challenging us to engage in new ways with science, technology and society”* (Flynn & Noonan, 2020: 12).

## 1. Introduction

The COVID-19 epidemic that has surrounded the whole world since the beginning of 2020, affects life in a broader range than ever before in history. Whereas there were more regional outbreaks in the past, the virus now finds an environment to spread much faster and more effectively in the globalized world we live in, where the development of transportation and communication technologies and the mobility between countries is very high. In this way, the COVID-19 pandemic has become extremely pervasive, so much so that almost all countries in the world have banned travel at emergency conditions, resorted to staying at home, and the concept of online distance education has been added to life.

In the current study conducted in this context, in-depth interviews were conducted with sixteen academicians working in different state and private universities in Turkey during the entire closure period, and the efficiency level of online education in higher education was discussed in the context of alienation and surveillance through the experiences of participating academicians. In the context of these concepts, this study aims to obtain essential determinations about the current situation and future of education in the New Normal, in line with the experiences of academicians working

in different regions of Turkey and various departments during COVID-19 emergency online education conditions.

### **1.1. Distance Education as the Savior of Education in Pandemic Emergency**

The traditional teaching model which takes place in a physical classroom is defined as “face-to-face education”, whereas distance education does not require a physical space or togetherness and is more flexible in terms of space and time. Distance education in definition is a form of education that includes a “*structured learning in which the student and instructor are separated by place, and sometimes by time*” (Gunawardena & McIsaac, 2013: 355). The history of distance education date back to the 1850s where there was no student-to-student interaction and newspapers, and printed books were used for distant teaching. Then, radio entered the distance education stage in 1920s. In 1970s, radio, television and computers were used for distance education and today with the arrival of intelligent agents, the semantic web, learning analytics and other online technologies we have the final generation of online distance education where technically there is student-teacher, student-student, and student-content interaction all on one model (Anderson & Rivera-Vargas, 2020: 209-213). However, within the scope of formal education, the fact that all students continued their education from home due to coronavirus emergency was seen as positive by some and criticized by others. While some individuals found the effort to continue education despite the pandemic conditions positive, some claimed that a completely online education form did not benefit the student. More importantly, the education held entirely online during the period of frequent closures around the world, and with the effect of the discovery of the vaccine; in the fall of 2021, many universities have decided to switch to a hybrid education model, in which some courses would be online, and some would be face-to-face. Therefore, due to the pandemic conditions, we had to face the fact that we entered a faster age of digital communication.

Distance education via information and communication technologies require access to these technologies. However, during the COVID-19 pandemic emergency, almost all people around the world found themselves in distance education process that was not familiar to them. Moreover, distance education was implemented mostly in an asynchronous way before the pandemic (Göksu et al., 2021: 1540), although live online classes have come to the fore by the online distance education brought by the pandemic emergency conditions to be able to reach classroom-based education. Therefore, this process brought many problems for students, instructors and even for parents of younger ages. Institutions that provided classroom-based education before lacked the necessary infrastructure, instructors lacked the knowledge and skills to teach through digital technologies and most students lacked the technical facilities required for online distance education. As Özüdoğru (2021: 328-330) found in her research like many other studies (Pregowska et al., 2021; Koçoğlu & Tekdal, 2020; Williamson, Eynon & Potter, 2020), students faced problems such as being unable to socialize with friends, being unable to focus on the course, therefore being passive, lack of access to the necessary technologies (e.g. internet, computer, smartphone, microphone, headphones) and lacking the

knowledge and skills necessary for successfully following online distance education. Instructors on the other hand faced problems such as excessive workload, ambiguous evaluation system, lower interaction, lack of communication, and lack of knowledge, skills, and attitudes that the distance education systems require. Besides, both students and instructors faced technical problems regarding connection, uploading files, and logging into the system.

Surely, it would not be right to consider the distance education provided in pandemic emergency conditions as equal with the general concept and implementation of distance education. Compulsory online distance education, experienced under pandemic conditions, has been put into practice as a compensation mechanism in closure conditions where face-to-face education is not possible (Yazgan, 2020: 5350). For this reason, online distance education, which was put into practice during the pandemic process, has both different and intersecting features with the distance education that existed before. Distance education requires expertise for the instructor and a readiness for the students. Under normal circumstances, distance education is an option. However, online distance education applied during the pandemic process caught academics who are used to face-to-face education and students who preferred face-to-face education unprepared. For this reason, it is worth examining online distance education that was applied more asynchronously before and now concentrates on live lectures in the exceptional conditions of the pandemic in terms of the experiences (such as alienation of the academicians, rationalization of the education, and surveillance) and the transformations that both formal education and the concept of distance education will experience in the near future.

## **2. The Essence of Man in Conflict with Social Structure: Alienation**

Although the origin of the concept of alienation is based on the philosophy that existed in ancient times and was considered as a metaphysical thought, after the Industrial Revolution, it was embodied by the famous thinker Karl Marx and gained a different dimension. The phenomenon of alienation, which is related to individual psychology, is a disease brought about by modernization for Marx; because the human existence determined by the social structure contradicts the essence of the human being, and this very contradiction gives rise to alienation. According to Marx, there is no universal human being, human existence and consciousness; but it is determined by the historical, economic, and social forces in which they live.

Erich Fromm states that the expression of alienation was used to describe the mentally ill in the 19th century. According to Fromm, alienation;

*“...describes the form of experience in which the person feels himself as a stranger. In this case, we can say that man has become a stranger to himself. He does not see himself as the center of his world, the creator of his acts (objectification), on the contrary, his acts and their consequences have become his masters, to whom he submits, even worships. The alienated man is cut off from himself as he is from any other person. Like everyone else, he perceives himself with his five senses and common sense as he*

*perceives objects; but in doing so, he is not in a productive relationship with himself and the outside world.*" (Fromm, 1990: 134).

According to Marx, in the real practical world, alienation becomes visible only in the face of other people through real practical relationships. The tool that creates alienation is itself a practical tool (Fromm, 1990: 135). One of the most significant elements of the concept of alienation in terms of our study is the loss of control over the production activity of man. Karl Marx expressed this situation as the alienation of man first from his own labor, then from his social relations, and then from himself (Yılmaz & Sarpkaya, 2009: 319). According to this, "*man's own actions, instead of being directed by him, become an alien power acting above him, against him*" (Fromm, 1990: 135).

Again, in connection with our study, Seeman (1959) sub-titled the concept of alienation as "*we-akness, meaninglessness, normlessness, social isolation and self-alienation.*" As Kozhina & Vinokurov (2020: 108) cites from Blauner (1964):

*"Powerlessness is manifested if people feel that they have little control over their work. Meaninglessness occurs when workers feel that they are making insufficient contributions to the overall labor process and, therefore, do not see the significance of their role in it. Isolation means the absence of a sense of identification with the organization, its goals, and their colleagues. Self-estrangement manifests itself when employees feel that their work is not connected with self-realization, that it does not seem to be an end in itself, but only a means for something else, for example, material reward".*

Especially the concept of "meaninglessness" denotes that a person does not know what to believe and cannot predict what the result of his actions will be. With the Industrial Revolution, workers are now responsible for only a small part of the products they produce at the factory, so they cannot evaluate the contribution of their labor on the final product. As a result, the worker, who started to ask himself what he does, found himself alone with a feeling of powerlessness and meaninglessness (Yılmaz & Sarpkaya, 2009: 322). More importantly, if there is a situation where a person's actions and behaviors are not based on the values, measurements, needs and desires he has developed and he does his actions only for the rewards he hopes to receive or to fulfill the wishes of others, this is called "self-alienation" (Başaran, 2000; Seeman, 1959). According to humanistic psychologists, individuals, by nature, always make choices that are good for them and that can improve themselves in environments where they can make independent choices. In case of encountering the obstacles of the society on specific issues, the individual's mental problems arise; because it is against the existence of the individual to be compelled to act according to the wishes of others and not according to his wishes. This situation is the exact expression of alienation (Akyıldız, 1998).

Kanungo (1979) specifically focuses on work alienation and explains it as a cognitive state of "psychological distancing" from work (as cited in Kozhina & Vinokurov, 2020: 108). Regarding it as a type of work alienation, studies on alienation in education before the pandemic revealed that educators mostly experience feelings of *powerlessness, isolation, and alienation* from school (Çalışır, 2006; Erjem, 2005; Isherwood & Hoy, 1953). The reason for the feeling of *powerlessness* is that the

opportunities for the employees to participate in work-related decisions and take the initiative are minimal due to excessive bureaucratization in educational institutions (Yılmaz & Sarpkaya, 2009: 324). Regarding the related literature our first research question is that;

***RQ1:** Does the feeling of alienation increase for academicians in online distance education during the COVID-19 emergency?*

### **3. Rationalization and Alienation in Education**

Education takes place in a bureaucratic process. In addition to the hierarchy that comes from the bureaucratic understanding in the teacher-student relationship, there is also the sharing of knowledge transfer by internalizing it with experience. It is in question that the education rationalized through bureaucracy continues to contain personal elements, as knowledge experiential in formal education is an act. However, although online education provides information transfer, the field of individual experience is problematic. Therefore, the online education process paves the way for alienation for the academician who works like a cog in a machine in a completely rational system, away from his actions. For this reason, in an education model where rationalization is so active, it is useful to consider the concepts of bureaucracy and alienation.

According to Max Weber, effective power in bureaucracy is in the form of a pyramid as in the army. The pyramid is “rationalized.” In other words, each authority, each section has a defined function. The task of each rank or post is clearly stated. As one goes up the chain of command, the number of people in control decreases, while as one goes down, the power of people decreases, and the number of people that the organization can recruit increases. Individuals are good at their jobs simply by doing their own work and who stray from the line are punished. Although Weber favors the militarization of institutions for this reason, there are some points that he is not satisfied with, because the person who works as mentioned above lives in an ‘iron cage’ for life. Life is tried to be shaped around the concept of predictable time, down to the smallest detail, and people are made to believe that they can “use the stairs as they wish.” Bureaucracies are the disciplines of delaying gratification. The individual does not care whether his current activity is important or not but considers the future reward of obeying orders. However, the military field offers instant gratification, because there is a service to the country. According to Weber, the promised satisfaction in bureaucracy often does not come. The working individual is incapable of enjoying the present. Climbing the ladder of bureaucracy can become a way of life. For this reason, the ‘iron cage’ can become a prison or a psychological home (Sennett, 2009: 26-29).

Every school is also a bureaucratic institution. Bureaucracy transforms the institution into a public space, regardless of the content of the work performed. As educational institutions, universities are therefore also public spaces. However, it should be noted that university is also a social structure that affects the culture and structure of the society. With online education, the space, which is also the provider of student and instructor interaction, has disappeared. Moreover, the home environment,

a completely private space that cannot be shared between the student and the teacher under normal conditions, has been opened to online sharing. However, these conditions are far from resulting in education, quite different from the social environment on campus. This creates a completely rationalized education model. The interaction that the university provides as a place is a significant factor that increases the level of efficiency and enables the transformation of teaching into education. However, while online teaching implemented in the mandatory conditions of the pandemic realizes the expectation of “inclusion,” which is the expectation of the bureaucracy, it cannot sufficiently include the notion of efficiency, which is expected to turn into education.

More importantly, education includes every discussion of labor as a form of work. Alienation in education is a situation that should be considered vital because it blunts the creativity of the educator, hinders his professional self-development, reduces his effectiveness and efficiency in the teaching process, and therefore reduces his contribution to social development (Hoşgörür, 1997).

Therefore, our second research question is that;

**RQ2:** *Does the rationalization and bureaucratization of education increase the feeling of work alienation for academicians during the COVID-19 emergency?*

In terms of our study, one of the biggest reasons why online education has the potential to alienate academics from themselves or their profession or to create a basis for increasing rationalization is (the possibility of) being surveilled in the digital environment. In this context, it is also necessary to mention the relationship between the concepts of surveillance society and online education.

#### **4. Surveillance in Education**

Surveillance society is a society organized and structured using surveillance-based techniques. Being under surveillance means that the person's movements and activities are recorded by technologies and that the organizations and governments that structure the society have this information. This information is then sorted, screened, classified, and decisions that affect an individual's life are based on this data. Such decisions are related to the individual's personal rights and access to benefits, workplaces, products and services, and legal matters; therefore, it is concerned with the health and well-being of the individual and their actions in public and private spheres.

Surveillance should not always be viewed as a malicious conspiracy created by evil forces. Behind many surveillance efforts lies the goal of benefiting the society. For example, safety, community well-being, health, efficiency, speed and coordination are the primary considerations, and sometimes these elements fall within the scope of favorable “surveillance.” However, all these reasons do not mean that everything about surveillance is acceptable because it is imperative to understand the effects of surveillance and its impact on the individual's personal life and society (Wood & Ball, 2006: 4-5).



The concept of surveillance is not a new phenomenon. Since ancient history, people have “observed” others to check what they are doing, monitor their progress, and organize or take care of them. The phenomenon of surveillance, which date back to before Christ, started to expand with the recording of births, marriages, and deaths in modern life, with modern companies monitoring the work and recording their employees’ salaries and progress. Surveillance, beyond bureaucracy, actually functions as a powerful social control mechanism in ensuring the adaptation of individuals to the existing social order (Lyon, 1994).

Surveillance processes and practices also show that we live in an untrusted world. Surveillance goes hand in hand with suspicion. Employers who spy on their employees do not actually trust their employees (Lyon, 1994). Although famous thinkers such as Max and Weber did not use the concept of surveillance, they looked at the surveillance of employees in business life from different angles. Karl Marx (2015), in his studies focusing on the relationship between labor and capital, attributes the surveillance of employees to the aim of maintaining managerial control in favor of capital. On the other hand, Max Weber (2018) focused on data collection and storage to ensure efficiency in the bureaucracy in modern institutions. Michel Foucault (2001), one of the thinkers of the late 20th century, linked surveillance with social discipline. According to him, modern society is a society of discipline, and in this society, power does not manifest itself clearly; it is found everywhere by permeating the fabric of life.

The capitalist system has introduced much more advanced methods of disciplining workers in modern society than in a traditional society where workers have more control over their labor. The development of communication technologies has strengthened the surveillance phenomenon which has existed since ancient times, and perhaps reached its peak with digitalization. In the surveillance society we live in, individuals are watched by video cameras everywhere, our identity information is recorded in every institution, when we want to travel, information about who we are, why we travel and what we take with us is taken, our consumption habits are recorded by software and data banks and sold to companies, our phones, e-mails and our steps on the internet can easily be followed by the authorities and our way of working is followed much more closely than in the past in terms of performance and efficiency. New surveillance technologies are smaller and more powerful than before, and they allow much more information to be collected, stored, and linked with each other. While all these developments facilitate the work of some segments of the society; it should not be ignored that surveillance has some negative consequences such as privacy, ethics and human rights, inclusion or exclusion from society, changes in election, power and empowerment, and lack of transparency in surveillance processes (Lyon, 1994).

As systems become more rational, their surveillance and controllability increase, because there is controllable data at hand. For sure, all of this is also related to technological developments. As it is known, as communication technologies increase, surveillance opportunities have also increased. Rational institutions also benefit from the development of communication technologies and the development of production technology. On the other hand, digitizing systems have increased the use of



online communication tools by institutions. As a matter of fact, institutions were using online visual communication tools even before the pandemic. In this respect, the communication platforms where online courses are held or the platforms that companies and universities use with their own software are both a communication tool, and they enable the transfer of a rationalized system to digital. This, in turn, improves surveillance systems.

Accordingly, when universities as public institutions require course records, or when they follow academicians' course processes like employees of a company, surveillance is created. With the new communication technologies, the private space has become a public space, and being watched by someone else in the public space means being watched and objectified. The primary feature that separates the public space from the private space is the visibility in the public space. Where one knows that he/she is visible, the behavior of the person loses its naturalness and becomes conditional behavior (Atmaca, Yıldırım & Öntaş, 2021). This fact also being related with the rationalization and alienation of the academician because of losing their naturalness, our third research question is that;

***RQ3:** Do the feelings of being recorded, controlled and surveilled increase the feeling of work alienation for academicians during COVID-19 emergency?*

## **5. Method**

### **5.1. Research Method and Data Collection**

The current study consists of semi structured interviewing as a method of qualitative research. The main purpose of qualitative research is to present a realistic and descriptive picture about the event or phenomenon in question as a result of the research. Interviewing is a data collection technique that tries to understand people and the situations associated with them through verbal communication. During the interview, realistic and detailed information can be obtained from the participant. The semi-structured interview allows the researcher to proceed in line with the interview guide and to go in-depth when needed (Gürbüz & Şahin, 2016: 187-189). More importantly; "*Because it has its basis in human conversation, it allows the skillful interviewer to modify the style, pace and ordering of questions to evoke the fullest responses from the interviewee*" (Qu & Dumay, 2011: 246). Accordingly in the current study, interviews with semi-structured questions were implemented through the Zoom program due to the special conditions of the pandemic process. The interviews were recorded only in order not to lose the objectivity of the research, and only audio recordings of the interviews were used. In addition, by considering participant privacy, names of academics, their affiliated universities, and departments are reserved. In the study, the only information given about the participants is their gender and whether their institution is a state or a private university.

## 5.2. Scope of the Research

It was aimed to provide maximum diversity within the scope of the research. In this context, the participants consist of sixteen academics with different titles working in various private and state universities in different regions of Turkey who also teach in various departments. Although there are many different suggestions (Bertaux, 1981; Creswell, 1998; Kuzel, 1992) about the valid sample size in qualitative interview method, twelve interviews are considered to be adequate if “the aim is to understand common perceptions and experiences among a group of relatively homogeneous individuals” (Guest et al., 2006: 79). Therefore, through purposive sampling that allows selecting participants according to predetermined criteria relevant to the particular research objective (Guest et al., 2006: 61) we interviewed 16 academicians, four of whom were from private universities and eleven of whom were from state universities, consisting of twelve female and four male academicians. The characteristics that define the participants are shown in the Table 1.

**Table 1.** Demographics of the Participants

	<i>Gender</i>	<i>Title</i>	<i>Department</i>	<i>University</i>	<i>City</i>
<b>P1</b>	<i>F</i>	<i>Professor</i>	<i>Literature</i>	<i>State University</i>	<i>Mardin</i>
<b>P2</b>	<i>F</i>	<i>Assoc. Prof. Dr</i>	<i>Applied Arts</i>	<i>State University</i>	<i>Yalova</i>
<b>P3</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Cinema &amp; Television</i>	<i>Foundation University</i>	<i>Istanbul</i>
<b>P4</b>	<i>F</i>	<i>Assoc. Prof. Dr</i>	<i>Engineering</i>	<i>State University</i>	<i>Yalova</i>
<b>P5</b>	<i>F</i>	<i>Lecturer</i>	<i>Turkish Language</i>	<i>State University</i>	<i>Tekirdağ</i>
<b>P6</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Foreign Languages</i>	<i>State University</i>	<i>Elazığ</i>
<b>P7</b>	<i>M</i>	<i>Dr.</i>	<i>Journalism</i>	<i>State University</i>	<i>Istanbul</i>
<b>P8</b>	<i>M</i>	<i>Asst. Prof.</i>	<i>Public Relations and Publicity</i>	<i>State University</i>	<i>Erzurum</i>
<b>P9</b>	<i>F</i>	<i>Dr.</i>	<i>Free</i>	<i>Foundation University</i>	<i>Istanbul</i>
<b>P10</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Journalism</i>	<i>Foundation University</i>	<i>Istanbul</i>
<b>P11</b>	<i>M</i>	<i>Lecturer</i>	<i>Information Technologies</i>	<i>State University</i>	<i>Bandırma</i>
<b>P12</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Public Relations and Publicity</i>	<i>State University</i>	<i>Erzurum</i>
<b>P13</b>	<i>F</i>	<i>Dr.</i>	<i>Journalism</i>	<i>State University</i>	<i>Istanbul</i>
<b>P14</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Journalism</i>	<i>State University</i>	<i>Istanbul</i>
<b>P15</b>	<i>M</i>	<i>Dr.</i>	<i>Free</i>	<i>Foundation University</i>	<i>Istanbul</i>
<b>P16</b>	<i>F</i>	<i>Asst. Prof.</i>	<i>Communication</i>	<i>Foundation University</i>	<i>Istanbul</i>

## 5.3. Data Collection and Analysis

There are nine questions in the semi-structured interview form used in the research. While forming the questions, the literature on distance education, online education, alienation, surveillance, and the experiences of academicians observed during the pandemic were taken as a basis.

The data of the research were obtained between June 2021 and September 2021. The necessary consent form was sent to the participants via e-mail, and signed documents were received back. Descriptive analysis and thematic content analysis were used to analyze the data. According to these

analytical styles, the common views emerging from the data are categorized as sub-themes and interpreted through the statements of the participants (Yıldırım & Şimşek, 2013).

## 6. Findings

The data obtained from the interviews were classified in order to create a meaningful analysis and similar answers that emerged from the deciphered interviews were expressed under certain themes.

### 6.1. Online Education vs. Classroom-Based Education

In the study, nine different semi-structured questions were asked to the participants. The first question tried to determine what kind of positive or negative outcomes there were in the first place for academics between online education and formal education.

For most of the participants, the positive aspect of online education is that teaching from home without having to go to the campus saves time and provides the opportunity to teach everywhere:

*P.15: We had the luxury of teaching from anywhere. In other words, when you have a computer with the internet, it provides us with a space to teach from anywhere.*

On the other hand, almost all of the participants stated that they found online education more favorable in terms of easy access to resources by students:

*P.1: Features such as sharing screenshots and uploading videos are the advantages of online education. We upload too many articles to the system; students can see those articles.*

In addition to these responses, it has been determined that the lack of interaction with students is generally expressed when it comes to its negative aspects. Particularly in the departments that offer applied courses, there is a common understanding that while the student is expected to interact besides listening to the lecture, the inability to achieve this affects the education of the students negatively. It is known that the lack of academic interactions causes learning and self-regulation difficulties in online learning environment (Ivanec, 2022: 6). In addition to the concerns of academicians in this direction, it is seen that the perception that education has become more rational has also developed. In this context, a participant working at a state university interprets online education, where interaction has decreased to be 'mechanical':

*P.6: While my field is suitable mainly for face-to-face education, an area that requires interaction in the classroom, I cannot provide this in online education; I cannot make observations, and the camera or audio is not always on due to many ethical reasons or communication due to the demographic information or socioeconomic background of the students. We pushed students to be mechanical in a way.*

On the other hand, it is seen that the participating academicians complain about the lack of interaction and participation in general and, therefore the emergence of an educational approach in the form of monologue rather than dialogue:

P.15: *To motivate us, the university says, 'If you had come to the class normally, you would have taught for 3 hours, but now you give shorter lessons in online'. But in the classroom, there was a certain criterion for the courses in the organization. Now I teach for 55 minutes or 1 hour without ever being silent and there is no reaction. Otherwise, in the 3-hour class, maybe I was talking for 45 minutes in total. Because you make students speak in the class, you get their feedback, you discuss things. They actually shorten your speaking time. It's not like that online. I keep talking.*

Here, it is seen that the academicians are turning into “information transmitters” rather than educators. In particular, the academicians who use systems where interaction cannot be achieved state that they have to spend the time that should usually pass with the active participation of the student in the lesson, by giving non-stop lectures because of this technical problem.

Another common problem that appears in online education is the problem of adapting to technology. Some participants mention that although they are more successful in this regard, there are teachers around them who cannot adapt to this or find it difficult. It is seen that everyone had technical problems, especially in the first period when the emergency conditions such as closures started, and education transferred to completely online:

P.11: *I speak as the assistant director of distance education. Some teachers do not even know how to open a virtual classroom. Also, some professors are over a certain age in universities. That's why there is a difference between average distance education and what we are doing now. We do not meet any of the needs of distance education at the moment. For example, distance education requires a camera, but in the beginning, most universities did not even have a digital infrastructure.*

As seen, one of the disadvantages of online education is the inefficient online structure of universities:

P.14: *The most challenging point for me is the institution's online system, I cannot use its equipment, and therefore I cannot teach students through the institutional system; it is insufficient. I have to invite students to the online class through a different application such as Zoom or Teams. Either the infrastructure is inadequate, or my technical infrastructure is insufficient, I don't know, but not being able to connect from the school's system is a problem for me.*

In addition to all these, some students' lack of internet connection or even technological equipment to attend classes makes online education difficult. Financial conditions cause inequality of opportunity among students:

P.8: *When I see statements like "I don't have internet, I don't have a phone, I'm in a village, I don't have a computer" from the students, I think that online education is negative in terms of equality of opportunity.*

## 6.2. Lack of Efficiency

When respondents were further asked to compare online and classroom-based education in terms of efficiency, two significant points emerged. The first is the disappearance of the interaction aspect of education, and the second is the difficulty in transferring the courses that require practice, both of which are related to the significance of being physically in the class.

First of all, almost all participants state that online education is insufficient in terms of humane interaction and relatedly, the ability to follow and support the student's progress:

*P.9: I think it is essential what you understand about the thing called "education". According to my understanding, education means establishing a bond, that is, I will establish a connection so that the student will first love me, try to understand my approach, and then listen to my position. For this reason, I think classroom-based education is more efficient. I'm trying to connect with students in online education, but I can't bring it to the level I want. And they are young adults, one of the most important things in young adulthood is socializing, forming that identity, interacting. When we cut them all off, some students have become very sluggish in terms of motivation. Especially if they turn off their cameras, I think they break up completely. Then that period becomes completely lost and it is difficult for the teacher to teach by looking at the dark screen.*

Sari & Nayır (2020: 351) similarly suggest that "difficulty in attracting the student's interest in the lesson, not following the student's development and not being able to use the necessary materials" are some of many problems in online teaching. In addition, "problems with internet connection, lack of infrastructure, inability to reach students who do not have access to the internet, technical difficulties and lack of technology" appear to be other issues that make online education inefficient.

As Sari & Nayır (2020: 333-334) state, when teachers only lecture in online teaching, there is no guarantee about the quality of education. Relatedly, it is also stated by our participants that online education reduces efficiency or brings more responsibility to the academician, especially in the practical sections:

*P.15: While you are narrating it one-to-one, they really get it. When they perceive what the teacher wants to tell them and teach them, they are affected by the energy on your face, they are affected by your smile, and they are affected by the way you address them. It is very difficult to convey this so effectively online. Not every teacher can achieve this anyway, so I think classroom-based education rather than online is better.*

## 6.3. Teacher-Student Bond

In order to make a comparison between online education and classroom-based education in terms of the bond between the academician and the student, the general answers revealed that this bond has weakened with online. It is seen that participants complain about having no acquaintance with the students who have just started their university education with online education, and that

this acquaintance cannot be provided in online education. In addition, the participants stated that in a no classroom environment; not being able to touch the lives of students means losing a more friendly atmosphere:

*P.1: It is very different with the newcomers, there is no bond, for example, I can't feel anything towards them, I don't think they feel for me either. There is a strangeness between us.*

*P.12. Frankly, I love the classroom environment and I am a teacher who has fun in the classroom environment and with her students. Now here you are saying something to the camera until the evening, and there is no one in front of you. At that point, I don't feel very motivated. You know, in order to touch a student's life in a classroom environment, for example, an event happens, something happens, an experience happens, you say something based on it, you tell about your own experience, you become a guide for them. But online, I am given 50 minutes, I can only master the content of the course, I do not have much chance to communicate with students outside of the classroom.*

In terms of the teacher-student relationship, since the student is also a means of supervision from below, in online education it is seen that academicians try to self-censor themselves more, instead of establishing this connection:

*P.6: Our bond with the students hangs by a thread in distance education. For example, when we are in class, when the students' motivation has dropped, we do what is necessary, we try to do something additional. But online, we become a cold teacher who only lectures and leaves. Although we share our numbers in Whatsapp groups, the bond between students and us in online education is not like sitting in class and talking about something current.*

The above statements again reveal the reservations about the supervision mechanism due to surveillance with online education. In connection with this, one of the participants states that online education causes the relationship between teacher and student to lose its educational aspect. He also states that because of this aspect of online education, he is alienated from himself and the education he gives:

*P.8: In face-to-face education, I used to prepare half an hour before even for a lesson that I taught many times, but now I have no such preparation, I start the record and explain whatever comes my way. Look, this is an essential thing, I'm getting alienated from myself, I'm getting alienated from what I'm talking about. Right now I'm nothing but an audiobook. Because I can't give most of the examples I gave before, and if I can't, it doesn't make any sense anyway.*

It is seen that alienation is associated with the emergence of the rational aspect of education with online education and the change in the perception of space as well as the concern of surveillance. With the loss of the campus, the common space, a profile of academicians who try to teach in a family environment, alienated from their labor, and a lonely student who stays away from their social environment has emerged.

#### 6.4. Authority of the Academician

Participating academicians state that it is difficult to create a perception of authority in online classes, since it is very difficult to determine the active participation of the student in the platforms where online education is provided:

P.1: *The student does not feel the weight of an “academician.” It’s like he’s been to a conference and listening to someone who has nothing to do with him, as if he won’t be connected after that conversation is over. He shuts down the system and disappears, there is no unity with the student.*

Relatedly, P.12 thinks that in order to be able to talk about authority, there must first be a physical space, namely a class:

P.12: *Since there is no interaction, there is no environment where you can establish authority. What happens in the classroom setting? A student says something, scolds you, refuses to accept what you said, protests, or behaves incorrectly in public. Sometimes, you have to use your authority and teacher qualifications in those situations. Since there is no such thing here, you cannot use the qualifications of a teacher very much. You are in front of the camera, it’s like you’re describing things on a YouTube channel.*

Similarly, P.13 states that she cannot speak of authority because she cannot perceive the presence of students physically:

P.13: *I am not sure that I have authority in online education. Authority is such a two-person thing or something perceived by two people. Since I can’t think of someone in front of me, I often stop and say, ‘Is there anyone out there? Are you listening to me? Are you still there?’ I stop and ask. I mostly do screen sharing, so the presentation is clear in front of me, I can’t see the students’ reactions much. It is like I’m mostly talking into the void.*

P.10 underlines another aspect, the aspect of how the private space of an academician is made a part of the education process while transforming the teaching qualification of online education, and emphasizes the changing communication language in the sense of loss of authority:

P.10: *They know my private life. Students now know what my home office looks like, my daughter’s voice, my library behind me, the painting in my house, everything. They got into my private space. Students know your teacup, or the items you use at home. They know your doorbell. You know, before there was a wall between the student and the teacher. That distance has disappeared in the digital environment. It is very interesting to see that the students changed their language. For example, a student used a more slang expression the other day instead of saying “I’m joking.” Because he talks like that with his friends on these platforms. You know, in the classroom, we look at them from a little higher platform. Now we all make lessons sitting down, sometimes while students lie down. There is no such thing as the sanctity, immunity, inaccessibility, agora of the university, it is over.*

It is seen that these transformations in the qualifications of authority and teaching are also among the factors that cause the academicians’ alienation from their profession. Like P.10’s statement above,



it is possible to evaluate P.13's following statement as a clear expression of the alienation of the academician from the profession:

*P.13: I define teaching not only as a lecturer, but as someone who interacts with the student and touches his/her life. Otherwise, I will be no different from my book. Then why waste time with me? I mean, when I look back, in the physical classroom they always shared their special situations with me, I touched them all, this was my satisfaction. Yes, my alienation started here. I became alienated from the "education" part of the job. If I am a teacher, I did my teaching. But let me tell you frankly, I gained more knowledge of books with online education. The more I have professional knowledge, the more they get—a completely bureaucratic, rational relationship. I give to them as if I am selling a commodity, and they are buying. But here, the personal craft is lost. The educator is crafting, after all you are shaping a person.*

## **6.5. Perception of Surveillance**

In a part of the research, starting from the fact that a supervision environment is provided due to the recording of the courses in online education, some of the participants stated that the recording of their lessons did not create a feeling of control for them. However, it is noteworthy that the academics who express this underline that they fulfill their responsibilities under all conditions:

*P.9: I did not experience anything related to this in the last or this term. Being supervised is not something that bothers me as I do the lessons as recommended.*

Here, it is possible to talk about the existence of a surveillance system that already exists as a result of bureaucracy. The aim of bureaucracy is to ensure the apparent continuity of the work operation. For instance, during online teaching, some institutions require academicians to upload weekly documents and fill in-class hours, in order to ensure the continuity of their course fee payment:

*P.16: In online teaching, if you do not complete the 105 minutes, that is, if you do 104 minutes, then it is not counted from your course load, and you don't get payment for that course.*

Generally, the participating academicians did not feel a great deal of pressure in terms of uploading materials. However, one of the participants stated that with the awareness of what the expected performance from them is as an employee, she prepares the content accordingly:

*P.13: I come more prepared, I reflect the presentation on the screen, so that it can be seen when looked at, so that it can be said that "the lesson is being taught here." I want to show what I've prepared. It is also essential for the student, of course I do it so that the student can follow it, but I also do it so that my institution can see it.*

This perspective can also be evaluated as a result of knowing that universities, which are bureaucratic institutions, will expect a rational output. There are participants disturbed of this pressure:

P.14: *Do I feel any discomfort? Yes, I do, because I've been a teacher for 20 years, I've been working in academia, and it's a big problem that teachers are not trusted that much. There are people on every platform who do their job poorly and avoid doing their job, but we are not all like that. It is very disturbing that the administrations approach us academics with this generalization.*

Moreover, apart from the control of university authorities, academicians feel the control of the digital space as well:

P.10: *Since students know that the things done in the digital environment do not disappear in the vacuum of space, they participate less in the online lesson when some sensitive topics are discussed. In fact, digital environments are not suitable for our freedom limits.*

Although the hierarchy and control in bureaucracy are from the top down, in some exceptional cases such as online education, and especially with the new media, it can sometimes be from the bottom up. It is seen that academics are in a sensitive and uneasy situation in front of students, and this affects their way of teaching:

P.8: *If you do online education, you have to give examples accordingly. I'm afraid it might just be the wrong word coming out of my mouth now. Can students record it? Because we live in a time when we can be famous in the world in 5 minutes. In a second, I can see myself at the top of a hashtag on Twitter, there are fears that I don't want to eat that lynching.*

Based on the above statements, the potential of online education in higher education to cause a more robotic expression turns academics into a professionally fabricated product manufacturer. Just as the Fordist system alienates the worker from his labor and makes him a caretaker for the produced, online education also turns the academician into a caretaker for schooling.

## **6.6. Flexibility of Time and Change of the Teaching Space**

The physical distance from the workplace increases labor intensity and stress and define workplace distancing as the lack of interaction with the people in the traditional workplace because of being physically distant from the workplace (Kozhina & Vinokurov, 2020: 109):

*"... with spatial distance (isolation), employees lack the psychological readiness to carry out professional activities in these conditions. Thus, university teachers who were forced to work at home, outside their classrooms, had to learn new methods of work without preparation, and to compile new materials for lectures, seminars, and certifications suitable for remote work".*

Relatedly, with online education, the general opinion is that a lifestyle emerges where the private space and the public space are mixed, so the personal space does not exist or the line separating the two becomes blurred. For this reason, the participants think that free time also disappears or loses its meaning:

P.2: *We work at home from 8 in the morning to 5 in the evening, and it can even last from 10 in the evening until 8 in the morning sometimes, because we have to follow and renew the next lesson, study for it and prepare materials to upload. We are always lesson oriented at home now.*

It is another noteworthy element that digitalized communication environments create an understanding that the personal space is not recognized, and the private space is blurred, especially by the students of the Z generation. It is reasonable to claim that the psychological comfort of not being face-to-face contributes to this, which can also be related to the perception of hyperreality created by the new media. The evaluation of P.15 is an example of this:

P.15: *You are treated as if you do not have a private space. This is a “digital occupation”. If he can’t reach you on WhatsApp, if you have social media, let’s say Twitter, Facebook, or Instagram, he writes from there, anytime. It’s constant harassment.*

On the other hand, it is possible to say that the understanding of free time for academicians in the online education process has changed in terms of single, married, married and children or male and female academicians. In addition, it is seen that the families of especially female academicians cannot perceive that they are still working due to the absence of physical commuting to work:

P.16: *As a female academician, unfortunately, online education has increased the domestic workload of women in our geography. On the other hand, as domestic chores increased, the time allocated to academic activities decreased, and when children became involved, time management began to progress more unplanned.*

Following these facts, it is seen that academics are alienated from their profession due to the blurring of free time during online education:

P.10: *Alienation occurred in two ways. First, you become alienated from your home life. You leave the study room and become a mother, wife, etc., you get out of there and become a teacher here. A single door protects or changes my two identities together. Here they say “teacher”, I open the door, different identity. We have become so alienated from our work. Especially at the beginning. Dual identity, we have become alienated from home, work and ourselves. I’m standing in front of you with a shirt on me, tights and slippers under me. If we were at school, I would be more well-groomed. The definition of our job and our profession has changed.*

## **6.7. Visions for the Future**

Although online education has emerged as a forced escape area of the pandemic emergency process, it has offered an important alternative to the education world. Apart from some benefits, when asked about their preference on in class or online education in the future, there are differing statements among participants. P.7, for example, almost unconditionally favors formal education due to the separation of public and private spaces:

P.7: *Undoubtedly in class! I'm not even debating it. Education takes place by sharing the same physical space. The lesson is taught in the classroom, the learning takes place on the campus. It may not be right to expect a public performance in a private space. The campus is a public space, although sincere relations can be established in it, we perform a public role, a public duty. I think that this should be distinguished, and that classroom-based education is always necessary.*

P.9, on the other hand, is among those who think that the decisions taken in extraordinary situations can sometimes continue even when normalcy is restored. Relatedly, she thinks that the COVID-19 pandemic is an extraordinary situation that will normalize online education. Therefore, she is in favor of integrating students into the increasingly digital world:

P.9: *Such important measures taken in times of crisis like the pandemic are often permanent. Many things are going digital nowadays. As business life moves towards digitalization, it seems to me that we should at some point digitize our students so that they will take part in a digital business life when they leave school. That's why they need to use these digital applications, use these systems, be comfortable in online environments, and make powerpoints. That's why I think that there will definitely be a hybrid education in the future, and I say it would be good, because such a business life awaits students.*

Similarly, some other academicians participating in the study expressed the opinion that hybrid education could be an alternative for the future, but with the condition that it is improved:

P.12: *I miss the classroom environment, and being with those young people nourishes us, even though we sometimes get upset and sometimes complain. In that classroom environment, I feel more like an academician, perhaps with the feeling of authority. But here I am online, I just make a presentation, open and explain something, and someone is watching me. There may be a hybrid model for the future, but not as it is now, with a little more development, especially on increasing interaction.*

## **7. Discussion and Conclusion**

In the digitalizing global world, tools that enable online communication have now become a part of life. The pandemic process reveals this fact with all its nakedness. Cameras have entered everywhere that cannot be physically touched in the fields of business, education, health, sports and many more. Although this is due to an important reason such as health in COVID-19 conditions, individuals now welcome 'Big Brother' in their homes. Academic education has also taken its share from this new normal order that we are online in any positive or negative condition. Based on the fact that education has to leave the common physical space with the pandemic and there are changes in the nature of academic education with the use of online teaching platforms, this study focused on the possible problems and consequences of online teaching in higher education during COVID-19 emergency from the perspectives of academicians.

The current study had three main research questions regarding the research, all of which were elaborated in results.

According to our findings, the prevalent feeling was that the biggest advantage of online teaching is that students can reach course materials easier than before and make repetitions of the course content because they are uploaded on the online system. Online teaching has economic benefits and gives students the opportunity to repeat the course as much as they want (İnce, Kabul & Diler, 2020). However, it is also found as a disadvantage of online teaching that lacking the necessary technological equipment or an internet connection is a significant problem for the students during COVID-19 emergency process. Relatedly, it is known that material and economic inequalities in online education leads to poorer engagement by the students (Flynn & Noonan, 2020: 11).

Furthermore, Miller, Howell & Struve (2019: 492) emphasized in their study that the physical classroom is a place where teachers engage in emotional labour by “*maintaining student interest, managing classroom dynamics, and motivating student learning*”. Relatedly, the most important disadvantage of online education in our findings is stated to be the lack of interaction with the students in online teaching. Most participants in the current study stated that they were alienated from their profession since their teaching qualifications turned into just an information transmitter or almost turned into an audiobook due to the rationalized education style. This finding responds to our first and second research questions (RQ1) (RQ2), and our findings are in line with many other studies in the literature within the context that the separation of teacher and student affects both the teacher and the student in negative ways such as leading to decreased motivation and academic performance for students, and lacking the awareness, empathy, visual feedbacks (expressions, questions, attention) for teachers (Anderson & Rivera-Vargas, 2020: 219). In other studies (Flynn & Noonan, 2020: 7), teaching online is called as “*soulless*” by the academics, and again academics question their ability to teach in online environments. Also, not being in the same room with students makes teachers feel isolated from them, which is a “big loss” in education.

Moreover, we also found that the notion of respect for academicians by the students is also damaged, because they lose face-to-face communication provided by the physical space before. This is related to the fact that “*the environment of mutual discussion and lack of face-to-face discussion is an important deficiency*” and so “*the instructor’s guidance function is not realized*” in online teaching (İnce, Kabul & Diler, 2020). Therefore, it is possible to suggest that education in the physical classroom is very significant in terms of the emotional and academic bond between the student and the academician that is not very possible to realize in online teaching.

Moreover, participating academicians stated that they teach their online lessons by providing self-control due to the recording of the classes. Online education leads to a decrease in the dialogue between the teacher and the student, an increase in one-sided expression, and therefore a more rational education. About being controlled, participants stated that the auditable environment causes both the academicians and the students participating in the course to reveal the auto-control mechanism. It is also known from other studies (Flynn & Noonan, 2020: 8) that the students do not find the online experience safe and trustable because of being recorded. The opportunity to involve students in the lesson and enable them to express themselves to create a mutual sharing instead of a

hierarchical – top-down – flow of information disappears with online education. Although it does not seem possible to follow each course record by the university authorities, the existence of this possibility, the negative contribution of the student to the narrowing of free expression by supervision from below, gradually leads to a mechanical form of education. This indicates the rationalization of education and causes the alienation of the academician, who moves away from his original field to his labor. This finding responds to our third research question (RQ3) and reveals that although ‘teaching’ is provided in online education, it would not be correct to say that ‘education’ is provided sufficiently.

As additional information, we found that alienation has more than one source in online teaching. About working from home, the concepts of “temporary flexibility” and “temporary mobility” are significant for our findings. Temporary flexibility denotes planning working hours as they wish for employees working from home; whereas temporary mobility is about the balance one sets between work and personal life (Demerouti et al., 2014: 2). Our findings reveal a problem regarding these concepts. Especially for academicians who are married and have children, the increase in the time spent at home means that the environment of home, work, and school (including children’s school) are gathered in one place. This results in the loss of the university environment used as an office and the increase in responsibilities regarding home life. In this context, it is possible to say that online education has also merged the work time and leisure time. It can be noted that this situation removes the line between the individual’s social roles to a great extent. As a matter of fact, a person can take on certain roles with space, clothing, body language and discourse. However, the fact that education takes place in the same place as private life makes the separation of roles difficult. Accordingly, some academicians participating in the current study stated that they felt alienated from the mixing of private and public spaces due to the loss of physical space. This finding is in line with other research such as Flynn & Noonan (2020: 11) who found that as private space becomes the workspace, it brings stress and a challenge for the academic staff not only because of being with family members nearby and noise, but also because of not being able to mentally compartmentalize work. Relatedly, teaching from home makes academicians feel like being “*always on*”, “*living at work rather than working from home*”, and like there is “*no boundary between work and home*”. All these feelings lead academicians to question their identities and different personas they inhabit because of the roles they have in their private lives, and feel alienated:

“...as with workplace distancing, flexible work schedules can lead to a high degree of stress, exhaustion, and feelings of emptiness, making a person experience a state of helplessness in the workplace, which is one of the symptoms of work alienation” (Kozhina & Vinokurov, 2020: 110).

Ultimately, along with the pandemic process, teaching under online surveillance is disturbing for academics and restricts academic freedom and originality. As previous studies on teachers’ experiences and the feeling of alienation (Çalışır, 2006; Erjem, 2005; Isherwood & Hoy, 1953), participating academicians in the current study felt *powerlessness*, *isolation*, and *alienation* from their profession because of the bureaucratic and supervised environment in online teaching. In the words of

Atmaca, Yıldırım & Öntaş, who carried out a similar study with teachers working in primary and secondary education:

*“While they were a subject in the position of observing the authority in the traditional method, teachers became the ones observed in distance education. Education has moved away from its physical space, that is, out of its limited and controlled space, and has become open to digital space, surveillance, transparency, inspection and multiple control”* (Atmaca, Yıldırım & Öntaş, 2021: 5009).

Surely there have been certain problems with the transition to utterly online education at all levels of education, from primary to higher education. In this process, it was stated that the transition to fully online education in higher education is often a problem, especially for departments with applied courses. But beyond education, some essential elements complete a university education, such as gaining university admission, spending time on campus, and interacting with friends and academics. In addition to these factors which are important in making education productive for students, it is of great importance that academicians who teach in higher education instruct students who will enter their professional lives one step later, in a face-to-face and interactive environment.

It is clearly revealed in the current study that isolation in online teaching leads to alienation (Dickey, 2004: 290). The educator’s contribution as an individual to the field of education, especially in academia, is related to the environment they convey to the student and the curriculum they create. A completely rational education created by the transition from the classical education model that took place in the physical environment and included the body language of the interaction, to the limited communication model that requires only being online at the same time, is also the transfer of the educator’s qualities to an online mechanism as an individual. For the educator who transfers his own actions to a recording system, a teaching qualification that will be reinforced by the repetition of the subject and the face-to-face interaction with the students has left its place to the re-watching of the course recordings in the online form of formal education.

The fact that online education brings the university, which is a public space, to the home, which is the individual’s private space, has the potential to cause the boundaries of the public space and private space to converge or even mix. This situation has brought a rationalized institution via bureaucracy to online and left the social university environment at the campus. Therefore, the space that provides the interaction between the student and the instructor has disappeared. Moreover, the home environment, which is an entirely private space that was impossible to share between the student and the teacher under normal conditions, has been opened to mutual sharing online. However, since this form of education is quite different from the social environment on campus, it is far from culminating in teaching, and this creates a wholly rationalized education model. The interaction that the university provides as a physical place is an essential factor that increases efficiency and enables the transformation of teaching, into education. However, online education which is applied in the mandatory conditions of the pandemic cannot sufficiently include the expected notion of efficiency into teaching.



Essentially, online education is like a practical example, or even a proof, of the new media, or digitalization, and the non-locality of the global world. It is possible to say that in the closure processes of the COVID-19 emergency period, in a sense, digitalization provided timelessness and placelessness in terms of education. Digital applications, which already exist in many fields, have not yet acquired such experience worldwide in terms of education. Although distance education existed before the pandemic, it is carried out for the first time in all branches of science and worldwide with the pandemic process. This situation creates a tremendous experience for the understanding of technological determinism. As Williamson, Eynon & Potter (2020: 112) cited from the *Quartz* magazine, coronavirus has catalysed:

*“...the world’s biggest educational technology (edtech) experiment in history. With 1.5 billion students out of school and hundreds of millions attempting to learn solely online, the experiment will reshape schools, the idea of education, and what learning looks like in the 21st century”* (Anderson, 2020, <https://qz.com/1826369/how-coronavirus-is-changing-education/>).

## **8. Implications**

It is a fact that as a result of online education experience, digital platforms will continue to be used and there will be a transition to a new academic world. Digitization is transforming many things in business life and causing the evolution of education. In pandemic conditions, just like the mutation of natural conditions, education evolves into a different form after the compulsory online process. Academics and students will also need to somehow integrate into this transformation. There are definitely difficulties created by every change experienced and every changed habit. It is a fact that there is still no system that can replace classroom-based education; however, it is also another fact that new media channels and digital communication technologies are an inevitable part of our lives and are changing us rapidly. As stated by the participating academics in the current study, in order for the online courses given in a hybrid education to be effective and efficient for both students and instructors; the way of education should be revised according to the digitalized world, the courses should be visually and interactively similar to the actual classroom, and in order to achieve this, universities in Turkey should improve online course platforms offered by their institutions.

## **9. Limitations of the Study**

It should be noted that this research was realized under COVID-19 emergency conditions. Because of the extraordinary characteristics of the situation, the findings of the study may differ from other studies on online teaching experiences.

Moreover, although the authors aimed to provide maximum diversity in terms of interviewed participants, the representativeness of the sample and generalizability of the results should be taken into consideration in qualitative research.

## 10. Ethics Committee Permission

The fieldwork of this article was approved by the Ethics Committee Permission with the dated 06/06/2021 and order number 2021/83 which was obtained at the meeting of the Ethics Committee of Yalova University, numbered: 2021/83

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