Evaluation of the Emergency Remote Teaching from Different Perspectives: Student, Faculty Member and Educational Managers' Opinions

Acil Uzaktan Öğretim Sürecinin Farklı Bakış Açılarıyla Değerlendirilmesi: Eğitim Yöneticisi, Öğretim Üyesi ve Öğrenci Görüşleri

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Abstract: In this study, it was aimed to examine the perception of emergency remote teaching in the emergency remote teaching process carried out in higher education institutions during the pandemic process in the context of the perception of emergency remote teaching, roles in the emergency remote teaching process, the advantages and disadvantages aspects in this process and the measurement and evaluation process according to the opinions of students, faculty members and educational managers. For this purpose, survey forms were conducted with five students, faculty members and educational managers. Phenomenology method, one of the qualitative research methods, was used in the study. The data obtained were analyzed using content analysis technique. As a result of the analysis, it was seen that students evaluated emergency remote teaching spatially by associating it with the concepts of difference, freedom and distance, while faculty members and managers mostly looked at emergency remote teaching under the dimension of access to information. All three stakeholders in the study group stated that the most positive aspect of emergency remote teaching is that it provides access to resources such as the ability to watch the courses afterwards and access to documents at all times.

Keywords: Emergency remote teaching, phenomenology, higher education, student, faculty member and educational manager

Öz: Bu çalışmada pandemi sürecinde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecinde öğrenci-akademisyen ve yönetici görüşlerine göre uzaktan öğretim algısı, uzaktan öğretim sürecindeki roller, bu süreçteki zorluklar ve kolaylıklar ile ölçme değerlendirme süreci ve uzaktan öğretimin geleceğine ilişkin algılarının karşılaştırmalı olarak incelenmesi amaçlanmıştır. Bu amaç doğrultusunda beşer öğrenci, akademisyen ve eğitim yöneticisi ile görüşmeler gerçekleştirilmiştir. Çalışmada nitel araştırma yöntemlerinden fenomenoloji yöntemi kullanılmıştır. Elde edilen veriler içerik analizi tekniğiyle analiz edilmiştir. Analizler sonucunda öğrencilerin uzaktan öğretimi farklılık, özgürlük ve uzaklık kavramlarıyla ilişkilendirerek mekânsal olarak değerlendirdikleri, akademisyen ve yöneticilerin ise daha çok bilgiye erişim yolu boyutu altında uzaktan öğretime baktıkları görülmüştür. Çalışma grubundaki her üç paydaş da uzaktan öğretimin en olumlu yönünün derslerin sonradan izlenebilmesi, dokümanlara her daim ulaşım gibi kaynaklara erişim imkânı sağlaması olarak belirtmiştir.

Anahtar Kelimeler: Acil Uzaktan öğretim, fenomenoloji, yükseköğretim, öğrenci, akademisyen, eğitim yöneticisi

Introduction

In general, remote teaching refers to a teaching environment structured on environments where teachers and students are separated in terms of time and space (Kaya, 2002, p. 11; Moore & Kearsley, 1996, p. 6; Verdiun & Clark, 1989, p. 24). Remote teaching, which first started in 1728 with mail (Holmberg, 1995, p. 47; İşman, 2008, p. 3), has started to change its form by utilizing mass media such as radio, television, cinema and the internet over time with the developing information and communication technologies. In social life, some individuals with disabilities, lack of financial means, distance to educational institutions and similar disadvantages cannot benefit from formal education. In addition, formal education may be interrupted when unexpected situations such as epidemics, migration, war and natural disasters occur. In this case, urgent distance education applications are put into action. Emergency distance education, on the other hand, refers to the situation in which the normal education process ends in crisis and disaster situations and the sudden transition to an alternative education process without a plan and program (Hodges et al., 2020).

With the emergence of the Covid-19 pandemic, schools were closed in many countries around the world and it was reported that 1 billion 750 million students were affected by this process (UNESCO, 2020). After the first Covid-19 case was reported by the Ministry of Health on March 11, 2020 in Turkey, the Council of Higher Education (HEC) decided on March 23, 2020 that education and training activities in universities will continue with emergency remote teaching (HEC, 2020a). Following this decision, many Higher Education Institutions in Turkey started the emergency remote teaching process as of March 30, 2020. Higher education institutions that have started compulsory and emergency remote teaching and are inexperienced in this regard have sought an alternative and effective teaching tool using online platforms such as Moodle, Microsoft Teams, Zoom, Google Meet, Adobe Connect, Gmail, and Collaborate. It is clear that many higher education institutions that try to adapt to emergency remote teaching unpreparedly face some problems in many aspects such as infrastructure, equipment and implementation of the educational process.

As a result of the evaluations made by HEC on June 4, 2020 regarding remote teaching, the rate of courses that can be taught by remote teaching in formal education was increased from 30% to 40%, and it was recommended that at least 10% of the courses in formal education be given by remote teaching methods (YÖK, 2020b). As of the fall semester of the 2021-2022 academic year, it was decided to switch to face-to-face

education in formal education programs at universities and it was stipulated that theoretical courses in formal programs can be given face-to-face or at certain rates by remote teaching according to the course of the pandemic (YÖK, 2021). Remote teaching activities are still being carried out in many higher education institutions that conduct formal education within the rates determined by YÖK.

When the relevant literature is examined, it is revealed that research on the evaluation of remote teaching has increased considerably during the pandemic period. These studies revealed the following findings in remote teaching: faculty members lack the skills to use information and communication technologies (Dubey & Pandey, 2020; Goh & Sandars, 2020), learning and teaching resources are scarce (Crawford, et al. 2020; Sahu, 2020), applied courses are not suitable for remote teaching (Mahdy, 2020; Topuz, et al. 2021; Yolcu, 2020), low motivation of students (Rajap, 2020), technical problems (Adnan & Anwar, 2020; Altun Ekiz, 2020; Atılgan, et al. 2020), insufficient student-lecturer interaction (Abbasi, et al. 2020; Atılgan, et al. 2020; Yolcu, 2020), and problems in assessment and evaluation (Bozkurt, 2020; Adıgüzel, 2020; Eroğlu & Kalaycı, 2020).

It is seen that studies on emergency remote teaching processes during the pandemic in higher education institutions in Turkey mostly focus on the views of higher education students (Akdemir & Aktaş, et al. 2020; Altun Ekiz, 2020; Kılıç, 2020; Mahdy, 2020; Ramos-Morcillo, et al. 2020; Serçemeli & Kurnaz, 2020; Stambekova, et al., 2021; Topuz et al., 2021; Yağan, 2021; Yılmaz, 2020; Yolcu, 2020). It can be claimed that studies analyzing the opinions of faculty members about emergency remote teaching during the pandemic period are relatively few in number compared to studies examining student opinions (Almaghaslah & Alsayari, 2020; Altınpulluk, 2021; Elberkawi, et al. 2021; Eycan & Ulupınar, 2021; Koç, 2020; Kurnaz & Serçemeli, 2020). In the studies of Karadağ, et al. (2021) and Korkmaz, et al. (2021), faculty members' and students' opinions were evaluated together. It can be said that there are very few studies in which the views of important stakeholders such as faculty members and students are evaluated together. Özdoğan and Berkant (2020) evaluated remote teaching activities within both the Ministry of National Education and the YÖK and included the opinions of Provincial Directorate of National Education officials, educational managers, teachers, school psychological counselors, faculty members, students and parents. Navickiene et al. (2021) aimed to determine the qualitative changes in remote teaching due to the pandemic and evaluated the problems arising in terms of educational managers, faculty members and students by conducting semi-structured interviews with 15 people including rectors, deans and department chairs.

When the studies in the literature are evaluated in general, it is seen that the studies aimed at identifying the problems related to emergency remote teaching in higher education during the pandemic are mostly addressed within the scope of the opinions of students and faculty members; there are only a small number of studies addressing the opinions of educational managers. In addition, there is no study in which the views of educational managers, faculty members and students are evaluated together. Studies related to the emergency remote teaching process carried out in higher education, including the views of educational managers, faculty members and students involved in the education process together will enable the problems that arise in the functioning of the emergency remote

teaching process to be identified from different perspectives. Suggesting solutions to the problems put forward from different perspectives is extremely important in terms of ensuring success and quality in emergency remote teaching. Feedback from students, faculty members and educational managers can help identify the shortcomings and difficulties in the emergency remote teaching process. This feedback can be used to improve the process by identifying the problems encountered in emergency remote teaching. Students' opinions are important in determining the difficulties, needs and expectations they face in the emergency remote teaching process. Students' views on access difficulties, technological barriers, suitability of learning materials and support systems can help make the education program more appropriate and accessible. Faculty members' views on emergency remote teaching can be used to improve teaching methods and provide a more effective learning environment. The views of educational managers can help evaluate the strategic aspects of the emergency remote teaching program. In this respect, the views of these three stakeholders are important.

The aim of this study is to examine the emergency remote teaching process carried out in higher education institutions during the pandemic period according to the views of students, faculty members and educational administrators. Within the framework of this general purpose, the sub-objectives of the study were determined as follows:

H1. How are the perceptions of the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H2. How are the roles related to the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H3. How are the perceptions of the most difficult and easiest aspects of the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H4. How are the perceptions of the assessment and evaluation process in the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H5. How are the perceptions of teachers, faculty members and educational administrators about the future of emergency remote teaching comparatively?

Method

Research Model

In this study, the phenomenological approach is adopted as one of the qualitative research types. The main reason for choosing this method is the desire to determine the opinions of students, faculty members and educational managers regarding the emergency remote teaching process carried out in higher education institutions during the pandemic. Because in phenomenological approach, the individual's experience of a subject or situation is important (van Manen, 2007, p.12). Rose, et al. (1995) define phenomenology as an approach adopted to describe individuals' expressions of their experiences, perceptions, perspectives and feelings about a phenomenon.

Table 1. Participant demographics

	Participant Code Name	Gender	Field of Study	Before the Pandemic DE	After the Pandemic DE
Student	Ahmet	Male	Social Studies	Yes	No
	Mehmet	Male	Social Studies	Yes	No
	Ela	Female	Social Studies	Yes	No
	Lale	Female	Social Studies	No	Yes
	Nergis	Female	Social Studies	Yes	No
Faculty Member	Nevra	Female	Social Studies	No	Yes
	Fırat	Male	Social Studies	Yes	Yes
	Eren	Male	Science	No	Yes
	Dolunay	Female	Social Studies	No	Yes
	Kayra	Male	Science	No	Yes
Educational Manager	Ekin	Male	Science	Yes	Yes
	Sezen	Female	Social Studies	No	No
	Belgin	Female	Science	Yes	Yes
	Selim	Male	Social Studies	No	Yes
	Bilge	Male	Social Studies	Yes	Yes

Study Group

Within the scope of the study, maximum variation sampling methods were used among purposive sampling methods. The purpose of selecting maximum variation sampling is to create a relatively small sample and to reflect the diversity of individuals who may be parties to the problem being studied in this sample to the maximum extent (Patton, 1987). Maximum variation sampling is a sampling strategy in which researchers include individuals or situations that differ according to some of their characteristics and qualities (Creswell, 2020). Within the scope of this study, participants from different professions (students, faculty members and educational administrators), gender, professional seniority and fields were determined in order to ensure maximum diversity in the study group. Since it is important to reach data saturation rather than saying a clear number before determining the study group in qualitative research, the data collection process was terminated when data saturation was reached after the interviews were conducted with the participants who met the inclusion criteria (Leininger, 1998). The study group of the research consists of students, faculty members and educational managers involved in the emergency remote teaching process during the COVID-19 pandemic at a higher education institution in the Black Sea Region. In the study, five people from each of the three stakeholders were included to ensure the diversity of individuals who could be a party to the problems related to the emergency remote teaching process. Three of the students are 2nd year students and two are 3rd year students. The students are studying in various departments of social sciences. Three of them are female and two are male. Faculty members are classified according to their professional seniority as one between 1-5 years, two between 5-10 years, and two between 10-15 years. Three of them are female and 2 of them are male. Two faculty members are specialized in social sciences and three faculty members are specialized in science. Three of the administrators are male and two are female. Two administrators specialized in science-related fields while three administrators specialized in social sciences. According to their professional seniority, the tenure of three administrators is between 5-10 years, while the tenure of two administrators is between 10-15 years. In addition, when classified according to their emergency remote teaching experience before the pandemic, it was seen that one of the students, all of the faculty members and four of the administrators had emergency remote teaching experience before the pandemic. The real names of the participants were kept confidential and they were included in the study using different names so as not to be associated with their own names. Detailed information about the participants is given in Table 1.

Data Collection Tool and Analysis

Survey forms consisting of open-ended questions were developed to enable participants to evaluate the emergency remote teaching process carried out in higher education institutions during the pandemic process. Survey forms were prepared as three separate forms for students, faculty members and educational managers. During the development of the questions, the literature was scanned and the titles and contents that may be relevant were determined. In this context, a question pool was created and the questions to be included in the survey form were discussed and decided among the researchers. The draft form was updated into a final edition by taking expert opinions.

In the data collection process, first of all, the students, faculty members and educational manager to whom the survey form would be sent were determined and these people were tried to be reached via e-mail and digital media. The people reached were explained the purpose of the study and the research process explaining the data collection method and asked to fill out the survey form. Alternative participants with the same characteristics were found and survey forms were continued to be sent instead of the participants who did not return or who stated that they were not available. Participants who agreed to participate in the study were given a one-month period to answer the questions. Participants who did not respond at the end of the process were reminded.

The data obtained from the survey forms with the participants were analyzed by the content analysis method. Content analysis refers to an effort to reduce and make sense of voluminous qualitative data in order to identify key consistencies and meanings (Patton, 2014). Within this framework, the data collected in the study were divided into codes and categories by the researchers and presented under certain headings, supported by direct citations. In qualitative data analysis, the competence of the researcher conducting the analysis is important for validity and reliability (Krefting, 1991). The researchers who analyzed this study consisted of

individuals who have qualitative research experience, are experts in the field of social science and have a good command of the cognitive characteristics of the study group. Therefore, it can be said that the researchers are competent in conducting and concluding the research based on their previous studies and publications. However, the verifiability of the collected data is another important consideration. In this context, the qualitative data were transcribed at the first stage and analyzed by a researcher. In order not to be limited to the personal comments of the coding researcher, the codes and themes obtained were discussed with other researchers, and the participant views were repeatedly reviewed. The results obtained from the qualitative data were confirmed by taking the opinion of another expert outside the study about the coding process and codes. According to Miles et al. (2014), it is stated that the process of calculating inter-coder reliability in inductive content analysis harms the nature of the qualitative study. Instead, it is stated that the whole process should be explained in detail (which codes and themes were changed and how, which codes and themes were differentiated until consensus was reached and how this distinction was unified in common opinion, etc.). In this study, the content analysis process was explained in detail.

Results

The findings obtained within the scope of this study, which was carried out to evaluate the emergency remote teaching applied in higher education institutions during the pandemic process in the student-faculty member and educational manager triangle, are given under subheadings related to six subproblems.

A Comparative Analysis of Participants' Views on Their Perceptions of "Emergency Remote Teaching"

Within the scope of the first subproblem of the study, the participants' comparative views on "emergency remote teaching perception" were analyzed and the findings are presented in Table 2.

When Table 2 is examined, it is seen that the themes created within the scope of student opinions are more when compared to faculty members and educational manager. However, it is seen that the views under the theme of "way of accessing information" are more prominent in the views of educational managers. than faculty members and students. Regarding this finding, student Ela gave the following view:

Ela (S): *"A system of learning in freer spaces where there is no physical contact, where communication is limited to the virtual environment, squeezed behind screens."* (Communication style, perception of space, psychological reflections)

A Comparative Analysis of Participants' Views on "Roles in The Emergency Remote Teaching Process"

Within the scope of the second subproblem of the study, the comparative views of the participants on "the roles to be fulfilled in the emergency remote teaching process" were analyzed and the findings are presented in Table 3.

When Table 3 is examined, the codes of "active participation" and "fulfilling responsibilities" come to the fore for students, while the codes of "increasing students' motivation" and "guiding students" come to the fore for faculty members. The opinions of the educational managers were collected under the themes of "communication process" and "management process". Regarding this finding, educational administrator Selim stated the following:

Selim (EM): *"In order for the emergency remote teaching process to be carried out without any disruption, the* educational manager *must plan the entire process before the emergency remote teaching, then ensure that the process is carried out effectively and efficiently, and check whether the courses are conducted on time, completely and in line with the goals/plans specified at the beginning by operating the control mechanism in certain periods. In this context, occasional technical problems in the emergency remote teaching process make it difficult to follow/execute the process."* (Regular monitoring of the system, Providing technical support)

Table 2. Participants' comparative views on "emergency remote teaching perception"

	Theme	Codes	Participants
Student	*Course participation process*	Low interactive participation	Ahmet (S)
	The way to Access information	Through the internet	Mehmet (S)
		Through electronic means	Lale (S)
	Form of communication	Limited communication	Ela (S)
		Away from physical contact	Ela (S)
		Difference	Lale (S), Nergis (S)
	Perception of space	Freedom	Ela (S)
		Distance	Nergis (S)
	Psychological reflections	Lack of motivation	Ahmet (S), Ela (S)
		Feeling stuck behind the screen	Ela (S)
Faculty Member	*The way to Access information*	Via the computer	Kayra (FM)
		Through electronic means	Fırat (FM), Eren (FM)
		Written	Fırat (FM)
	Perception of space	Freedom	Kayra (FM)
		Flexibility	Kayra (FM), Dolunay (FM)
	Perception of time	Flexibility	Dolunay (FM), Kayra (FM)
Educational Manager	*The way to Access information*	Through the internet	Ekin (EM), Sezen (EM), Belgin (EM)
		Through electronic means	Belgin (EM), Selim (EM)
		Alternative	Selim (EM), Bilge (EM)
	Form of communication	Online communication	Ekin (EM)
	Perception of space	Freedom	Selim (EM),
	Perception of time	Flexibility	Selim (EM)

Table 3. Participants' comparative views on the "roles to be fulfilled in the emergency remote teaching process

	Theme	Codes	Participants
Student	*During the online course*	Active participation	Ahmet (S), Mehmet (S), Ela (S), Lale (S)
		To know how to use Office applications	Ahmet (S)
		Doing assignments	Ahmet (S), Mehmet (S), Ela (S)
	Apart from online courses	Ful filling responsibilities	Ahmet (S), Mehmet (S), Ela (S), Lale (S)
		Keep up with course recordings	Ahmet (S), Ela (S)
		Turning broad time into an opportunity	Ahmet (S), Nergis (S)
Faculty Member	*For students*	To increase the motivation of students	Nevra (FM), Eren (FM), Kayra (FM)
		Evaluating students' feedback	Nevra (FM), Eren (FM)
		Guiding students	Nevra (FM), Fırat (FM), Kayra (FM)
		Communicating with students	Nevra (FM), Fırat (FM)
		Being encouraging and supportive	Nevra (FM), Kayra (FM)
Educational Manager	*The process of communication*	Ensure coordination	Ekin (EM)
		Informing	Sezen (EM)
		Must be tolerant	Sezen (EM), Bilge (EM)
		Management open to dialogue	Ekin (EM), Belgin (EM), Bilge (EM)
	The management process	Regular monitoring of the system	Sezen (EM), Belgin (EM), Selim (EM)
		Provide technical support	Sezen (EM), Belgin (EM), Selim (EM)
		Receiving feedback	Belgin (EM), Bilge (EM)

Table 4. Participants' comparative views on the on the "most difficult and easiest aspects of emergency remote teaching"

	Theme	Codes	Participants
Student	*Difficult features*	Communication gap	Ahmet (S)
		Lack of motivation	Ahmet (S), Lale (S), Nergis (S)
		Technical problems	Ela (S), Lale (S)
		Course attendance is low	Lale (S)
		Inability to learn applied courses	Mehmet (S)
	Easy features	Ability to Access course recordings again	Ahmet (S), Mehmet (S), Ela (S), Lale (S), Nergis (S)
		Saving time	Ahmet (S), Mehmet (S), Ela (S), Lale (S), Nergis (S)
		Opportunity for self-improvement	Ahmet (S), Lale (S)
Faculty Member	*Difficult features*	Course attendance is low	Nevra (FM), Fırat (FM), Eren (FM), Dolunay (FM), Kayra (FM)
		Lack of communication	Fırat (FM), Kayra (FM)
		Lack of feedback	Fırat (FM), Eren (FM)
		Assessment and evaluation process	Dolunay (FM)
	Easy features	Flexibility in time and space	Nevra (FM), Eren (FM), Dolunay (FM), Kayra (FM),
		Using online applications	Nevra (FM)
Educational Manager	*Difficult features*	Lack of communication	Ekin (EM), Sezen (EM), Belgin (EM), Bilge (EM)
		Technical problems	Sezen (EM), Selim (EM), Bilge (EM)
		Assessment and evaluation process	Selim (EM)
		Preparing course material	Belgin (EM)
		Course attendance is low	Belgin (EM)
		Managing the online work flow	Sezen (EM)
		Lack of previous ERT experience	Selim (EM)
	Easy features	Flexibility in time andspace	Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Fast resource sharing	Belgin (EM)
		Following the lesson regularly	Belgin (EM)
		Using online applications	Ekin (EM)

A Comparative Analysis of The Participants' Views on "Conveniences and Difficulties in The Emergency Remote Teaching Process"

Within the scope of the third sub-problem of the study, the participants' comparative views on "the most difficult and easiest features of emergency remote teaching (ERT)" were analyzed, and the findings are presented in Table 4. When Table 4 is examined, it is seen that the opinions of the students under the theme of "easy features" come to the fore, while the opinions of the faculty members and educational managers under the theme of "difficult features" come to the fore. Regarding this finding, faculty member Dolunay stated the following:

Dolunay (FM): *"Making the lessons interactive and exam evaluation were the areas where I had the most difficulty. The easiest thing was that the lessons were uninterrupted, independent of time and space."* (Course attendance is low, Assessment and evaluation process, Flexibility in time and space)

A Comparative Analysis of The Participants' Views on "Assessment and Evaluation Process in Emergency Remote Teaching"

Within the scope of the fifth subproblem of the study, the comparative opinions of the participants regarding the "assessment and evaluation processes in emergency remote

teaching" were examined and the findings were presented in Table 5.

When Table 5 is examined, it is seen that the students have positive opinions about assessment and evaluation in emergency remote teaching under the codes "evaluation with assignment in education" and "performance grades are motivating", while they have negative opinions under the code "cheating". In faculty members and educational manager negative opinions under the "unfair" code come to the fore. Faculty member Nevra commented on this finding as follows:

Nevra (FM): *"Perhaps the most difficult or doubted issue in the emergency remote teaching process is assessment and evaluation. When online exams are conducted, it is questionable to what extent students answer the questions themselves, especially to what extent the exam result of a* student who does not turn on his/her camera during the exam reflects the reality. On the other hand, when given assignment, students can prepare good assignments with their own efforts by making use of various sources. It is difficult to study for the exam and to use only one's own knowledge."* (The subject I find most difficult).

A Comparative Analysis of The Participants' Views on "The Future of Emergency Remote Teaching Process"

Within the scope of the sixth subproblem of the study, the participants' comparative views on "the future of emergency remote teaching" were analyzed and the findings are presented in Table 6.

Table 5. Participants' comparative views on the "assessment and evaluation processes in emergency remote teaching"

	Theme	Codes	Participants
Student	*Disadvantages*	Cheating	Ahmet (S), Mehmet (S)
		No scope validity	Ela (S)
		Technological disruptions during the exam	Ela (S)
		Assignment is over whelming	Nergis (S)
	Advantages	Performance gradesare motivating	Ahmet (S), Nergis (S)
		Evaluation with assignment	Ahmet (S), Mehmet (S)
Faculty Member	*Disadvantages*	Unfair	Fırat (FM), Eren (FM), Dolunay(FM)
		Difficult issue	Nevra (FM)
		Inefficient	Fırat (FM), Kayra (FM)
		Problems in practical exams	Dolunay (FM)
		Plagiarism in assignments	Dolunay (FM)
	Advantages	I did not struggle	Eren (FM)
Educational Manager	*Disadvantages*	Unfair	Ekin (EM), Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Plagiarism in assignments	Sezen (EM), Selim (EM)
	Advantages	-	

Table 6. Participants' comparative views on the "future of emergency emergency remote teaching"

	Theme	Codes	Participants
Student	*Optimist*	Can continue in theoretical courses	Ahmet (S)
		Can be used as a hybrid	Ahmet (S), Ela (S), Lale (S), Nergis (S)
		Can be continued in elective courses	Ela (S), Lale (S)
	Pessimist	It should never be used	Mehmet (S)
		Can only be usedfor self-improvement	Mehmet (S)
		It cannot replace formal education	Ela (S), Lale (S)
		Prevents socialization, should not continue	Nergis (S)
Faculty Member	*Optimist*	Can continue in theoretical courses	Fırat (FM), Dolunay (FM)
		Can be used as a hybrid	Kayra (FM), Eren (FM), Fırat (FM), Nevra (FM)
		It can be used in symposiumetc processes	Nevra (FM)
		It can be used if everyone is economically equal	Dolunay (FM)
	Pessimist	It cannot replace formal education	Fırat (FM), Kayra (FM)
		Mis communication lead stounqualified education	Fırat (FM)
Educational Manager	*Optimist*	Can be used as a hybrid	Ekin (EM), Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Can continue in theoretical courses	Belgin (EM)
	Pessimist	It cannot replace formal education	Ekin (EM), Sezen (EM), Selim (EM)
		Cannot be used in applied courses	Belgin (EM)

When Table 6 is examined, it is seen that the opinions under the code "It can be used as a hybrid" come to the fore in the majority of the participants' opinions. In addition, "can continue in theoretical courses" and "it cannot replace formal education" are other noteworthy findings. Regarding this finding, education administrator Belgin expressed the following opinion:

> Belgin (EM): *"I think that there will be a hybrid education system in the future. Courses suitable for emergency remote teaching can continue to be given remotely. It can continue to be used in theoretical courses, courses in which computer programs are used. It cannot replace formal education in application-oriented departments where resources other than computers are used as materials."* (Can be used as hybrid, can continue in theoretical courses, cannot be used in applied courses)

Discussion and Conclusion

In this study, which aims to evaluate various aspects of the emergency remote teaching process carried out during the pandemic from different perspectives, it can be said that the opinions of the participants differed at some points and emphasized similar issues at other points. In line with the first subproblem of the study, it was concluded that students' perceptions of emergency remote teaching were mostly shaped under the dimension of space perception. Under this heading, students expressed their perceptions of emergency remote teaching as difference, freedom and distance. Similarly, in the study of Aktaş, et al. (2020), in which they investigated the attitudes of students of sports science towards emergency remote teaching during the isolation days caused by the Covid-19 virus, students' views on emergency remote teaching focus on the 'disappearance of time and space limits'. In the current study, the perceptions of faculty members and educational managers about emergency remote teaching are mostly under the heading of 'way of accessing information'; 'through computer', 'in electronic media' or 'accessing information in writing'. In the study of Korkmaz, et al. (2021), in which faculty members and students' views on the emergency remote teaching process were evaluated, it is seen that the features of the way of accessing information such as 'technological access' and the opportunity to 'use different strategies, methods and technologies' stand out among the views of faculty members on emergency remote teaching.

According to the result obtained from the second subproblem of the study, students perceived their roles in the emergency remote teaching process in two different ways: during and outside the online courses. In terms of roles during the course, active participation is emphasized the most, while outside the course, fulfilling assignment and responsibilities and keeping up with course recordings are the most prominent roles. Faculty members, on the other hand, emphasized the roles they should fulfill only for the students in this process: increasing their motivation and providing feedback to them. The views of the educational managers were grouped under two themes: communication and management process. It is seen that they emphasized some skills such as being open to dialogue in management, which indicates the importance of mutual interaction and being tolerant in the communication process. In the management process, it was found that they thought more system-oriented and emphasized roles such as monitoring this system and providing the necessary technical support.

In the context of the fourth subproblem of the study, the aspects that the participants found the most difficult and the easiest in the emergency remote teaching process were investigated. The students stated that the most difficult situation regarding the emergency remote teaching process is the lack of motivation. This result is similar to the results of similar studies in the literature. Özer and Turan (2021) concluded in their study that emergency remote teaching leads to a lack of motivation for students and is not suitable for students' study habits. Similarly, in the studies of Akdemir and Kılıç (2020), Balaman and Tiryaki (2021), Bertiz, et al. (2023), Mahdy (2020), Özer and Turan (2021), Rajap (2020) lack of motivation was shown among the problems arising in the emergency remote teaching process. In the current study, faculty members emphasized the most difficult situations as the lack of active participation of students in the course and educational managers emphasized the lack of communication. In the findings of Bertiz et al. (2023) study in which they evaluated the emergency remote teaching process by interviewing 84 instructors, the lack of interaction was seen as a weakness of remote teaching due to reasons such as the lack of face-to-face interaction and the inability to use gestures and facial expressions sufficiently. In the current study, the easiest aspects were stated by students as the opportunity to access the course recordings again, and by faculty members and educational managers as flexibility in time and space. In the study of Bertiz et al. (2023), independence from time and space was seen as a positive situation in terms of remote teaching according to faculty members.

According to the fifth problem of the research in which the assessment-evaluation process was examined in the emergency remote teaching process, the participants' opinion that this process is unfair is predominant. Atılgan, et al. (2020) found that exam security and technical problems are the main problems related to the assessment and evaluation process in emergency remote teaching. In the studies of Adıgüzel (2020), Bozkurt (2020), Eroğlu and Kalaycı (2020) it was also revealed that assessment and evaluation in the emergency remote teaching process is a problematic phenomenon. Özalkan (2021) emphasized that without a healthy and fair measurement and evaluation for the trainees, it is out of the question to control the functioning of the education system. Therefore, it seems essential to take measures to ensure fair measurement and evaluation in remote teaching. In the current study, a few of the students who expressed positive views on assessment and evaluation emphasized that performance grades were motivating and that the assessment by assignment process was fairer. A similar result was found in the study conducted by Kürtüncü and Kurt (2020).

In line with the last subproblem of the study, the opinions of the participants about the future of emergency remote teaching were examined. The opinions of all participants are classified into positive and negative themes. The common point emphasized in the positive views is that emergency remote teaching and formal education can be used as a hybrid or only in theoretical courses, while the negative views emphasize that emergency remote teaching can never replace formal education. Similarly, Abbasi (2020) surveyed 377 students studying at the faculty of medicine and dentistry in Pakistan and found that students were more inclined to formal education rather than emergency remote teaching. In addition, Balaman and Tiryaki (2021), Mahdy (2020), Topuz et al. (2021) and Yolcu (2020) and also revealed that emergency

remote teaching can only be applied in theoretical courses and is not suitable for applied courses.

Limitations of the Study

Within the scope of this research, the limited number of studies conducted on the concept of emergency remote teaching in the period when the research was conducted despite a comprehensive literature review, and the possibility of giving biased answers to some questions, due to the fact that some of the study group are students, can be expressed as research limitations.

Suggestions

When the results of the current research are compared with the results of the research in the national and international literature, it can be said that the problems experienced and encountered in the emergency remote teaching process during the pandemic period are similar. Nevertheless, in accordance with the results obtained in the study, the following recommendations can be listed:

- Emergency remote teaching should not be completely abandoned, but it can be used in theoretical courses depending on the course content.
- Based on the emphasis on ease of resource access, online platforms can be used to allow students to access course materials during emergency remote teaching processes.
- In cases where emergency remote teaching is used, process-based methods may be preferred in order to carry out a fairer assessment and evaluation.
- Group work and group assignments can be given to ensure that students interact with their classmates.

Author Contributions

All authors were equally involved in all processes of the manuscript. All authors have read and approved the final version of the manuscript.

Ethical Declaration

The research was approved by Samsun University Ethics Committee dated 11.03.2021 and numbered 2021-8.

Declaration of Conflict

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Genişletilmiş Özet

Amaç

Acil uzaktan öğretim süreci ile ilgili yapılmış literatürdeki araştırmalar genel olarak değerlendirildiğinde, yükseköğretimdeki acil uzaktan öğretim ile ilgili sorunların tespitine yönelik çalışmaların büyük oranda öğrenci ve öğretim üyelerinin görüşleri kapsamında ele alındığı; eğitim yöneticilerinin görüşlerinin ele alındığı çalışmaların az sayıda olduğu görülmektedir. Bunun yanında eğitim yöneticisi, öğretim üyesi ve öğrencilerin görüşlerinin bir arada değerlendirildiği bir çalışmaya rastlanmamıştır.

Yükseköğretimde yürütülen acil uzaktan öğretim süreci ile ilgili çalışmalarda, öğretim sürecine dâhil olan eğitim yöneticisi, öğretim üyesi ve öğrencilerin görüşlerine bir arada yer verilmesi, acil uzaktan öğretim sürecinin işleyişinde ortaya çıkan sorunların farklı açılardan tespit edilebilmesine olanak sağlayacaktır. Farklı bakış açılarıyla ortaya konan sorunlara çözüm önerilerinin getirilmesi acil uzaktan öğretimde başarı ve kalitenin sağlanması bakımından son derece önemlidir.

Bu çalışmanın amacı, pandemi döneminde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecini öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre incelemektir. Bu genel amaç çerçevesinde çalışmanın alt amaçları aşağıdaki gibi belirlenmiştir:

1. Pandemi döneminde yürütülen acil uzaktan öğretim sürecine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
2. Pandemi döneminde yürütülen acil uzaktan öğretim sürecine ilişkin roller öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
3. Pandemi döneminde yürütülen acil uzaktan öğretim sürecinin en zor ve en kolay yönlerine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
4. Pandemi döneminde yürütülen acil uzaktan öğretim sürecindeki ölçme ve değerlendirme sürecine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
5. Öğretmen, akademisyen ve eğitim yöneticilerinin acil uzaktan öğretimin geleceğine ilişkin algıları karşılaştırmalı olarak nasıldır?

Yöntem

Bu araştırmada nitel araştırma türlerinden durum çalışması kullanılmıştır. Durum çalışması, sınırlı bir sistemin derinlemesine betimlenmesi ve incelenmesi olarak tanımlanmaktadır (Merriam, 2013). Creswell (2007)'e göre ise durum çalışması; araştırmacının belli bir zaman ile sınırlandırılmış bir ya da birden fazla durumu gözlem, görüşme, görsel-işitsel materyaller, raporlar, dokümanlar gibi çoklu kaynaklardan yola çıkarak derinlemesine incelediği durumların ve bu durumlarla ilgili temaların tanımlandığı nitel bir araştırma yöntemidir.

Çalışma Grubu

Çalışma kapsamında amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi yöntemleri kullanılmıştır. Maksimum çeşitlilik örneklemesi seçilmesindeki amaç göreli olarak küçük bir örneklem oluşturmak ve bu örneklemde çalışılan probleme taraf olabilecek bireylerin çeşitliliğini maksimum derecede yansıtmaktır (Patton, 1987). Araştırmanın çalışma grubunu, Karadeniz Bölgesindeki bir yükseköğretim kurumunda COVID-19 pandemisi sırasındaki uzaktan öğretim sürecine dâhil olan öğrenci, akademisyen ve yöneticiler oluşturmaktadır. Araştırmada uzaktan öğretim sürecine yönelik problemlere taraf olabilecek bireylerin çeşitliliğini sağlayabilmek adına her üç paydaştan beşer kişi çalışmaya dâhil edilmiştir.

Veri Toplama Aracı ve Verilerin Analizi

Katılımcıların pandemi sürecinde yükseköğretim kurumlarında yürütülen uzaktan öğretim sürecini değerlendirmelerini sağlamak amacıyla anket formları geliştirilmiştir. Anket formları öğrenci, akademisyen ve yönetici için 3 ayrı form olarak hazırlanmıştır.

Verilerin toplama sürecinde; öncelikle anket formunun gönderileceği öğrenci, akademisyen ve yöneticiler belirlenerek, bu kişilere e-posta ve dijital ortamlardan ulaşılmaya çalışılmıştır. Ulaşılan kişilere çalışmanın amacı ve veri toplama yöntemini açıklayan araştırma süreci anlatılmış ve anket formunu doldurmaları talep edilmiştir. Dönüş alınamayan ya da uygun olmadığını belirten katılımcıların yerine aynı özelliklere sahip olan alternatif katılımcılar bulunarak anket formları gönderilmeye devam edilmiştir. Katılımcılarla yapılan görüşmelerden elde edilen veriler içerik analizi yöntemiyle analiz edilmiştir. İçerik analizi, hacimli bir nitel veriyi temel tutarlılıkları ve anlamları belirlemeye yönelik veri indirgeme ve anlamlandırma çabasını ifade eder (Patton, 2014). Bu çerçevede araştırmada toplanan veriler, araştırmacılar tarafından kodlara ve kategorilere ayrılmış ve belirli başlıklar altında doğrudan alıntılarla desteklenerek sunulmuştur. Nitel veri analizinde, analizi yapan araştırmacının yetkinliği geçerlik-güvenirlik noktasında önem arz etmektedir (Krefting, 1991). Bu çalışmanın analizini yapan araştırmacılar nitel araştırma deneyimine sahip, sosyal bilim alanında uzman ve çalışma grubunun bilişsel özelliklerine hâkim bireylerden oluşmaktadır. Dolayısıyla araştırmacıların, araştırmayı yürütme ve sonuçlandırma noktasında yetkin olduğu daha önceki çalışma ve yayınlarından yola çıkarak söylenebilir. Bununla birlikte toplanan verilerin doğrulanabilir olması dikkat edilmesi gereken hususlardan bir diğeridir. Bu kapsamda nitel veriler ilk aşamada transkript edilmiş ve bir araştırmacı tarafından analiz edilmiştir. Kodlama yapan araştırmacının kişisel yorumları ile sınırlı kalmamak adına elde edilen kod ve temalar üzerinde diğer araştırmacılarla tartışılmış, katılımcı görüşlerine tekrar tekrar bakılmıştır. Araştırmanın dışında yer alan bir diğer uzmandan da kodlama süreci ve kodlarla ilgili görüş alınarak nitel verilerden yola çıkarak ulaşılan sonuçlar teyit edilmiştir.

Bulgular

Pandemi sürecinde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecini öğrenci-akademisyen ve yönetici üçgeninde değerlendirme amaçlı gerçekleştirilen bu çalışma kapsamında elde edilen bulgular 6 alt probleme ilişkin alt başlıklar halinde verilmiştir.

- Çalışmanın birinci alt problemi kapsamında katılımcıların "acil uzaktan öğretim algısı"na yönelik görüşleri incelenmiştir.

- Çalışmanın ikinci alt problemi kapsamında katılımcıların "acil uzaktan öğretim sürecinde yerine getirilmesi gereken rollere" yönelik görüşleri incelenmiştir.
- Çalışmanın üçüncü alt problemi kapsamında katılımcıların "acil uzaktan öğretimde en zorlanılan ve en kolay bulunan yönlere" yönelik görüşleri incelenmiştir.
- Çalışmanın dördüncü problemi kapsamında katılımcıların "acil uzaktan öğretimde ölçme-değerlendirme süreçlerine" yönelik görüşleri incelenmiştir.
- Çalışmanın beşinci alt problemi kapsamında katılımcıların "acil uzaktan öğretimin geleceğine" yönelik görüşleri incelenmiştir.

Sonuç

Pandemi sürecinde yürütülen acil uzaktan öğretim sürecinin çeşitli yönlerini farklı bakış açılarıyla değerlendirmeyi amaçlayan bu araştırmada katılımcıların görüşlerinin bazı noktalarda ayrıştığı, yer yer ise benzer konulara vurgu yaptıkları söylenebilir. Çalışmanın birinci alt problemi doğrultusunda öğrencilerin acil uzaktan öğretim algılarının; daha çok mekân algısı boyutu altında şekillendiği sonucuna ulaşılmıştır. Bu başlık altında öğrenciler acil uzaktan öğretim algılarına ilişkin olarak; farklılık, özgürlük ve uzaklık şeklinde görüş bildirmişlerdir. Akademisyen ve yöneticilerin ise daha çok bilgiye erişim yolu boyutu altında uzaktan öğretime ilişkin; bilgisayar aracılığıyla, elektronik ortamlarda ya da yazılı olarak bilgiye erişim şeklinde değerlendirmeler yaptıkları görülmüştür.

Çalışmanın ikinci alt probleminden elde edilen sonuca göre acil uzaktan öğretim sürecinde öğrenciler rollerini; online dersler esnasında ve dışında olmak üzere iki farklı şekilde algıladıklarını belirtmişlerdir. Ders esnasındaki rollere ilişkin en çok aktif katılım sağlamaya vurgu yaparken, ders dışında ise en çok ödev ve sorumlulukları yerine getirmek ile ders kayıtlarını takip etmek şeklinde rollerin ön plana çıktığı görülmektedir. Akademisyenler ise bu süreçte sadece öğrenciler için yerine getirmeleri gereken rolleri belirterek; onların motivasyonu artırmak ve onlara geri bildirimde bulunmak şeklinde vurgulamışlardır. Yöneticilerin görüşlerinin ise iletişim ve yönetim süreci olmak üzere iki tema altında toplandığı görülmüştür. İletişim sürecinde karşılıklı etkileşimin önemini belirten diyaloga açık yönetim ile bu süreçte toleranslı olmak şeklinde bazı becerileri vurguladıkları görülmektedir. Yönetim sürecinde ise daha çok sistem odaklı düşündükleri, bu sistemin takibini yapmak ve gerekli teknik destek sağlamak gibi rolleri vurguladıkları tespit edilmiştir.

Çalışmanın üçüncü alt problemi bağlamında katılımcıların acil uzaktan öğretim sürecinde en çok zorlandıkları ve en kolay buldukları yönler araştırılmıştır. Öğrenciler acil uzaktan öğretim sürecine dair en çok zorlandıkları durumun motivasyon eksikliği olduğunu belirtmişlerdir. Bu sonuç literatürdeki benzer çalışmaların sonuçlarıyla benzerlik göstermektedir. Akademisyenler en çok zorlandıkları durumları; öğrencilerin derse aktif katılımının az olması, yöneticiler ise iletişim eksikliği olarak vurgulamışlardır. Bu süreçte en kolay yönler olarak ise öğrenciler tarafından; ders videolarına tekrar erişim imkânı, akademisyen ve yöneticiler tarafından ise zaman ve mekânda esneklik olarak ifade edilmiştir.

Acil uzaktan öğretim sürecinde ölçme-değerlendirme sürecinin incelendiği araştırmanın problemine göre katılımcılarda bu sürecin adaletsiz olduğuna yönelik görüş ağırlık göstermektedir. Ölçme ve değerlendirmeye yönelik olumlu şekilde görüş bildiren öğrencilerden birkaçı kanaat notlarının motive edici olduğunu ve ödev ile değerlendirme sürecinin daha adil olduğunu vurgulamışlardır.

Çalışmanın son alt problemi doğrultusunda acil uzaktan öğretimin geleceği hakkında katılımcıların görüşleri incelenmiştir. Tüm katılımcıların görüşleri olumlu ve olumsuz temalar şeklinde sınıflandırılmıştır. Olumlu görüşlerde ortak olarak vurgulanan nokta; uzaktan öğretim ve örgün öğretimin hibrit olarak ya da yalnızca teorik derslerde kullanılabileceği iken, olumsuz görüşlerde ise uzaktan öğretimin asla örgün öğretimin yerini alamayacağı ön plana çıkarılmıştır.

Öneriler

Bu çalışmada elde edilen sonuçlar doğrultusunda şu öneriler sıralanabilir:

- Uzaktan öğretimden tamamen vazgeçilmeyerek, ders içeriklerine bağlı olarak teorik derslerde kullanılması sağlanabilir.
- Kaynak erişimi kolaylığına yapılan vurgudan yola çıkılarak hem yüz yüze hem de uzaktan öğretim süreçlerinde öğrencilerin ders materyallerine erişebilmesi için online platformlar kullanılabilir.
- Uzaktan öğretim kullanıldığı durumlarda daha adil bir ölçme değerlendirme gerçekleştirebilmek için sürece dayalı yöntemler tercih edilebilir.
- Uzaktan öğretim sürecinde yaşanan iletişim eksikliğini giderebilmek için tüm katılımcıların sürece dâhil olduğu etkinlikler düzenlenebilir.
- Öğrencilerin sınıf arkadaşlarıyla etkileşimini sağlamaya yönelik olarak grup çalışmaları yapılabilir, grup ödevleri verilebilir.

Yazar Katkı Oranları

Tüm yazarlar makalenin tüm süreçlerinde eşit olarak yer almıştır. Tüm yazarlar makalenin son halini okumuş ve onaylamıştır.

Etik Kurul Beyanı

Araştırma Samsun Üniversitesi Etik Kurulu tarafından 11.03.2021 tarih ve 2021-8 sayı ile onaylanmıştır.

Çatışma Beyanı

Yazarlar, çalışma kapsamında herhangi bir kurum veya kişi ile çıkar çatışması olmadığını beyan eder.