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A STUDY ON CLASSROOM MANAGEMENT IN DISTANCE EDUCATION DURING EARTHQUAKE PROCESSES

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ABSTRACT

After the earthquake centered in Kahramanmaraş on February 6, 2023, it was decided by the Council of Higher Education throughout Turkey to carry out educational activities through distance education. In the study, the perceptions of classroom management in distance education and the effects of the earthquake in online courses were measured by the students who received pedagogical formation training in earthquake processes. The research was prepared in the type of qualitative research and was designed in accordance with descriptive and content analysis. The data were provided in two parts consisting of personal and theoretical information, a semi-structured form containing a total of 8 statements, and the opinions of 163 participants were used. In line with the results obtained, "distance education" was found to be moderately efficient. During the earthquake processes, the positive situations encountered in distance education courses regarding classroom management were determined as "motivation", "positive classroom atmosphere and interaction", "course presentation styles of the instructors", and the negative situations emerged as "not being able to focus on the lesson during the lesson" and "worrying attitudes". The positive effects of distance education on online courses during the earthquake processes were stated as "recording the courses and being watchable later", "the course content and documents are already in the system", "being economical in terms of money and time", while the negative effects were "the intensity of the lessons in a row on the same days", "internet and system-related problems". It has been observed that there are significant differences between students who were exposed to earthquakes and those who were not. At the end of the research, some suggestions were made to reduce the possible effects of the earthquake on lecturers and university students and to increase the effectiveness of online courses.

Keywords: Earthquake; distance education; online course; classroom management; pedagogical formation

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DEPREM SÜREÇLERİNDE UZAKTAN EĞİTİMDE SINIF YÖNETİMİ ÜZERİNE BİR ÇALIŞMA

ÖZET

6 Şubat 2023 tarihinde Kahramanmaraş merkezli deprem sonrasında Türkiye genelinde Yükseköğretim Kurulu tarafından eğitim-öğretim faaliyetlerinin uzaktan eğitim aracılığıyla yürütülmesine karar verilmiştir. Araştırmada deprem süreçlerindeki pedagojik formasyon eğitimi alan öğrencilerin uzaktan eğitimdeki sınıf yönetimi algıları ile depremin çevrim içi derslerdeki etkileri ölçümlenmiştir. Araştırma nitel araştırma türünde hazırlanmış olup betimsel ve içerik analizine uygun olarak dizayn edilmiştir. Veriler kişisel ve kuramsal bilgilerden oluşan iki bölüm, toplam 8 ifadeyi içeren yarı yapılandırılmış form ile sağlanmış, 163 katılımcının görüşünden faydalanılmıştır. Elde edilen sonuçlar doğrultusunda "uzaktan eğitim" orta derece verimli bulunmuştur. Deprem süreçleri boyunca uzaktan eğitim derslerinde sınıf yönetimi ile ilgili karşılaşılan olumlu durumlar "motivasyon", "olumlu sınıf atmosferi ve etkileşim", "öğretim elemanlarının ders sunum biçimleri" biçiminde belirlenmiş, olumsuz durumlar ise "ders esnasında derse odaklanamama", "kaygı verici tutumlar" şeklinde ortaya çıkmıştır. Deprem süreçlerinde uzaktan eğitimin çevrim içi derslere yönelik olumlu etkileri "derslerin kayıt altına alınması ve sonradan izlenebilir olması", "ders içerik ve dokümanlarının hâlihazırda sistemde yer alması", " "para ve zaman açısından ekonomik olması" olarak belirtilmiş, olumsuz etkiler ise "aynı günler içerisinde arka arkaya derslerin yoğunluğu", "internet ve sistemsel kaynaklı problemler" şeklinde meydana gelmiştir. Depreme maruz kalan ve kalmayan öğrenciler arasında belirgin farklılıklar olduğu gözlemlenmiştir. Araştırmanın sonunda depremin öğretim elemanları ve üniversite öğrencileri üzerindeki olası etkilerini azaltmaya, çevrim içi derslerin etkinliğini artırmaya yönelik birtakım önerilere yer verilmiştir.

Anahtar Kelimeler: Deprem; uzaktan eğitim; çevrim içi ders, sınıf yönetimi, pedagojik formasyon

1. INTRODUCTION

In order to increase the quality of higher education and to create a quality culture in universities, the "Distance Education and Quality Assurance System in Higher Education" was developed and the work within the new Council of Higher Education [CoHE] gained momentum. The system was used intensively in universities during the pandemic processes and the practices in the same direction were continued in the management of earthquake processes. The components of qualified distance education determined by CoHE are determined as (i) distance education policy (ii) infrastructure facilities (iii) access situations (iv) usage competencies (v) education and training processes (vi) expert human resources (vii) support services (viii) information security and ethical dimensions (Akkoyunlu, 2020). Distance education policies designed in accordance with these components, compatible with the mission, objectives and education and training policies of the higher education institution, prepared with the participation of all stakeholders, integrated into the internal quality assurance system and systematically monitored in universities were driven. Similar policies related to distance education were established by the Ministry of National Education [MoNE] and effective activities were carried out as a whole in education systems. Together with the Education Information Network [EBA] established by the Ministry, distance education has been gathered under a single roof (Karasoy, Cebe and Babaoğlu, 2021). In this context, policies were adopted to establish television channels and to create distance

education portals. As the epidemic effect began to decrease, the areas of use of distance education were increased with hybrid learning and blended education applications, and enriched digital content was provided to students (Yaman, 2021). Therefore, policies that ensure equality of opportunity in education systems and pave the way for student-centered practices have been implemented.

On February 6, 2023, a second earthquake with a magnitude of 7.7 occurred in the Pazarcık district of Kahramanmaraş and then a second earthquake with a magnitude of 7.6 occurred in Elbistan, Turkey. The earthquake affected the citizens living in the cities of Kahramanmaraş, Gaziantep, Şanlıurfa, Hatay, Diyarbakır, Adana, Adıyaman, Malatya, Kilis, Osmaniye and Elazığ (Disaster and Emergency Management Presidency [AFAD], 2023). The earthquake occurred in the form of an extraordinary disaster. Although it differs between age groups after a disaster, it is stated that mood changes, behavioral disorders, psychophysiological reactions and cognitive changes starting from anxiety disorders to depression can occur in individuals (Yavuz and Dikmen 2015). Many studies reveal that stress level is high in individuals who have experienced disasters, and mental health problems such as anxiety disorder, post-traumatic stress disorder and depression are experienced (Bulut, 2009; Cankardaş and Sofuoğlu, 2019; Cénat and Derivios, 2014; Eroğlu, Keskin Tunç, Işık and Elasan, 2017; Taşçı and Özsoy, 2021). The earthquake disaster has affected university students as well as adults and has led to similar problems in their daily lives and educational processes.

CoHE has decided to hold the spring semester of the 2022-2023 academic year via distance education on February 11, 2023 in order to reduce the effects of the 2023 earthquake disaster throughout the country (CoHE, 2023a). On March 30, 2023, new interim decisions were taken by CoHE in the form of the continuation of the current distance education applications, the possibility of face-to-face courses without the attendance condition of the students who wish, and the determination of online courses and exams by the authorized boards of higher education institutions (CoHE, 2023b). Due to reasons such as the presence of students directly or indirectly affected by the earthquake and residing in almost every province, and the allocation of the dormitories of state universities to the earthquake victims, distance education applications have been taken as the basis for most of the universities.

Distance education is a form of education in which teachers and students are located in different places from each other. It is the realization of education by means of transportation to the student through tools such as multimedia technologies, computer, video, satellite, audio, graphics, including institutional, managerial and planned arrangements, where special course designs are used and applied as teaching methods (Moore and Kearsley, 2005; United States Distance Learning Association [USDLA], 2011). The components in distance education consist of (i) learning management system (ii) e-content (iii) virtual classroom (iv) measurement and evaluation processes (Demir, 2014). The application places of distance education components are course environments. Courses are (i) synchronous/online/synchronous: Students attend the course at the same time and be online, and (ii) asynchronous/offline/asynchronous: Students attend the course at the appropriate time and are online

(Romiszowski, 2004). Distance education usually has many opportunities in itself and is supported by various applications.

Distance education (i) providing equal opportunities and opportunities (ii) providing different educational options to individuals (iii) providing mass education (iv) creating standards and criteria in educational programs (v) reducing costs in education (vi) providing individual and independent learning environments (vii) enriched educational environments (viii) not being in closed spaces (ix) providing the opportunity to receive training from competent people in the field and benefiting a large number of people (x) providing two-way interaction and communication (xi) It has advantages in the form of receiving instant feedback (Demir, 2014, Hızal, 1983; Yurdakul, 2007). Distance education has its advantages as well as its disadvantages. These disadvantages can be listed as (i) lack of readiness for the process (ii) deficiencies encountered in measurement and evaluation (iii) loss of motivation (iv) computer and internet deficiencies (v) creating inequalities of opportunity (vi) technical problems (vii) limitations or inadequacies of interaction (viii) decrease or inhibition of socialization (Özdoğan &; Berkant, 2020). Instructors are expected to adopt distance education especially in extraordinary processes such as earthquakes and disaster situations, to run to work to work advantages, and to increase their effectiveness in online courses by using their professional competencies.

Classroom management is the continuation of the process by facilitating effective teaching and creating a learning environment with the effective use of managerial strategies (Sarpkaya, 2012). Virtual classroom management, on the other hand, is the sharing of information in a technology-based manner by the students in different places together simultaneously and in online environments under the guidance of the teacher, the creation of a virtual classroom order for the realization of learning, the determination and maintenance of rules (Kaya, 2011). In order to ensure effectiveness and efficiency in classroom management, it is necessary to approach teaching-learning with a multifaceted perspective and a holistic approach. Good classroom management requires (i) defining the desired classroom conditions, (ii) analyzing existing classroom conditions, (iii) utilizing managerial approaches and identifying practitioners, (iv) evaluating the effectiveness of classroom management (Cadoli, Hack and Ray, 2005).

The dimensions of classroom management in the classical sense provide the basic framework of classroom management. These dimensions consist of: (i) management of the physical environment of the classroom (ii) management of plan-program activities (iii) time management (iv) relationship management in the classroom (v) behavior management (Ağaoğlu, 2003; Çalık, 2009; Gündüz, 2004). The dimensions of classroom management, which are integrated and technologically oriented today, have been determined as (i) teaching environment (ii) management of teaching (iii) management of behaviors (iv) interaction (v) motivation (vi) management of technology (vii) management of special needs students (viii) time management to be applied in virtual classrooms (Can, 2020). In order to achieve efficiency in online courses, each dimension needs to be used functionally and monitored in virtual classroom environments. At the same time, it is very important to plan and organize learning

activities for use in virtual classrooms, to manage knowledge, to establish and support a self-directed learning system, to create and reflect information (Ophat, Atisabda, Plodkaew and Jatuporn, 2015). It is often necessary for teachers to interact, be technically sound, and perform timing and use of materials in order to effectively conduct their online lessons and increase their competence (Karaman, Aydemir, Küçük and Yıldırım, 2013).

When the field is scanned in the literature, a large number of publications or research related to distance education are reached. Regarding distance education (Akyürek, 2020; İşman, 2008; Kırık, 2014; Maguire, 2005; Rumble, 2019), the Covid-19 process and distance learning practices (Bergdahl and Nouri, 2021; Fidalgo, Thormann, Kulyk and Lencastre, 2020; Hebebci, Bertiz and Alan, 2020; Özüdoğru, 2021), examining virtual classroom environments (Can, 2020; Kalelioğlu, Atan and Çetin, 2016). At the same time, it has been seen that some researches on earthquakes, earthquake perception and post-earthquake mental health have been included in various areas (Cénat and Derivios, 2014; Karakuş, 2013; Özmen, 2012). After the earthquake process, no studies investigating distance education and including the management and effectiveness of online courses were found in the field literature. With the research prepared, it is aimed to contribute to the literature and to eliminate the gap in the field.

1.1. Aim of the Research

The aim of the study is to examine the classroom management perceptions of the students who receive pedagogical formation education at a state university in distance education courses during earthquake processes and to determine their current situation. In line with the previous objectives, the sub-problems of the research are expressed as follows:

1. According to the opinions of the students, what is the efficiency of online courses in distance education during earthquake processes?
2. According to the opinions of the students, what are the positive situations encountered regarding classroom management in distance education courses during earthquake processes?
3. According to the opinions of the students, what are the negative situations encountered regarding classroom management in distance education courses during earthquake processes?
4. According to the opinions of the students, what are the positive effects of earthquake processes on online courses in distance education?
5. According to the opinions of the students, what are the negative effects of earthquake processes on online courses in distance education?

2.1. Limitations of Research

Considering the research topic (i) experiencing the earthquake process (ii) being a fourth-year student at the Faculty of Arts and Sciences and the Faculty of Fine Arts (iii) being subject to pedagogical formation training (iv) attending online classes via distance education is restricted. In the study (i) those who continue their education in the Faculty of Arts and Sciences and the Faculty of Fine Arts but do not receive pedagogical formation education (ii) Students of the Faculty of Education (iii) students in face-to-face education are excluded.

2. METHOD

2.1. Pattern of the Research

The research has been prepared in accordance with the qualitative research method. Qualitative research is one that presents participants' thoughts, evaluates data in real environments, reveals how the process develops, and focuses on small clusters (Creswell, 2017). This research, which examined the effects of the earthquake process on classroom management in distance education, was preferred in order to discover their current situation, to present different perspectives on the reflections of the earthquake phenomenon on education and to make comparisons.

2.2. Participants

In the study, the diversity situations to be reflected in the sampling were decided based on the purpose of the research and the stratified sampling method was used. This sampling method is aimed at determining the subgroups in the universe and representing them with their ratios in the universe (Balcı, 2016). In accordance with the problem of the research, homogeneous groups emerged due to the students who had earthquake experience and were subject to distance education, and participation in the research was provided from different departments.

Descriptive statistics about university students who received pedagogical formation training in the study group of the study are given in Table 1.

Table 1. Descriptive Statistics on University Students Studying Pedagogical Formation

Departments	Number of participants (n)	Percent (%)	Gender	Number of participants (n)	Percent (%)
Turkish Language and Literature	65	39.9	Female	118	72.4
History	33	20.2	Male	45	27.6
Geography	24	14.7			
Mathematics	19	11.7			
Molecular Biology and Genetics	9	5.5			
Music	7	4.3			
Sociology	6	3.7			
Total	163	100		163	100

Department: A total of 7 different departments, including Turkish Language and Literature, History, Geography, Mathematics, Molecular Biological and Genetics, Sociology Department, and Music Department of the Faculty of Fine Arts participated in the research. The total number of participants is n=163. The highest participation was in the Department of Turkish Language and Literature, while the lowest participation was in the Department of Sociology. This can be attributed to the conditions and number of appointments to the teaching profession.

Gender: When the gender of the research participants is examined, the proportion of female participants is higher compared to male participants and is about 3 times higher. This situation can be explained by the interest and demands of female participants for the teaching profession.

2.3. Data Collection Tools

The data in the study were obtained with a semi-structured interview form used in qualitative researches, which offers the opportunity to reach the relevant field in depth and simultaneously includes fixed-option answering. In order to develop the data collection tool, first of all, the field type was scanned and a draft form including the problem, sub-problems, interview questions, data type and data sources was prepared. The draft form was structured through 4 different elements, namely the effects of the earthquake, distance education, online courses and classroom management, and the basic framework was determined. The form is organized into the first section, which contains personal information, and the second section, which contains theoretical information. The draft form was revised in line with the opinions of an academician from the field of educational administration2 and from the field of computer and educational technology education. The main form is formatted to include 2 expressions in the first part and 6 open-ended and fixed options in the second part, for a total of 8 expressions. Care was taken to ensure that the expressions were appropriate for the purpose of the research, and semantic integrity was ensured by using consecutive expressions and performing grammar checks. The form was delivered to the students in the pedagogical formation groups of the Faculty of Arts and Sciences and the Faculty of Fine Arts of a state university in an electronic computer environment due to the distance education due to the earthquake. The research was conducted in accordance with the ethical rules and it was stated that the response time of the form presented to the volunteer participants was approximately 15 minutes.

2.4. Data Collection and Analysis

Descriptive analysis and content analysis method were applied in the study. Descriptive analysis is research in which a theoretical framework is prepared, data are processed into themes, and findings are defined and interpreted (Sönmez and Alacapınar, 2011). Content analysis is a method in which similar data are brought together through certain concepts and themes and interpreted by organizing them appropriately (Yıldırım and Şimşek, 2016). The data, which are summarized and interpreted with descriptive analysis, are processed in depth with the content analysis, thus discovering new concepts or the relationships between the concepts (Baltacı, 2019).

In order to perform the data analysis, the university students who received pedagogical formation training were given the abbreviation of the word "F = Formation" and coded and sorted by giving numbers as F1-F163. Statistically, percentage (%) and frequency (f) values were calculated and included in categories, and the results were shown in the form of tables by preferring a plain and simple written language in the research. Participant opinions were presented below the tables and the data obtained through direct quotation were supported. The concepts formed were examined according to similarities and differences, interpreted and expressed by considering a holistic approach.

2.5. Validity and Reliability

In order to ensure the validity of qualitative researches, it is necessary to reflect the current situation of the data obtained and to concentrate on all the features of the cases considered (Baltacı, 2019). In the study, based on the post-earthquake basis, it covers the education and training activities in a certain period and the existing situations are transferred. By generalizing, comparing and transforming the results, the external validity, the recording of the obtained data and the internal validity conditions were provided in terms of reflecting the reality of the determined categories (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2017).

In order to ensure the reliability conditions in the prepared research, the data should be obtained by various tools and should be stated in writing. Miles and Huberman's formula "Reliability =Consensus/Consensus+Disagreement" was used to meet the consensus condition between coders, and reliability is based on more than 70% (Miles and Huberman, 1994). According to the calculation in this study, it was ensured that the reliability criterion was met with %91.7. In order to meet the reliability, external and internal reliability criteria are also taken as basis. Repetition of the research in similar environments, specifying the characteristics of the participants, participant confirmation, presenting data sources and external reliability; Internal reliability criteria were met by expert review, systematic display of data, participation from different sociodemographic environments, adherence to the conceptual framework in data analysis, and the development of the topics in detail (Başkale, 2016; Merriam and Grenier, 2019).

3. FINDINGS

In this study, it was tried to determine the perceptions of classroom management in distance education during earthquake processes of university students who received pedagogical formation education. In the light of the findings obtained, analyzes were carried out in accordance with the sub-problems and presented below respectively.

3.1. Findings on the Efficiency of Online Courses in Distance Education in Earthquake Processes

The efficiency levels of online courses in distance education during earthquake processes are expressed in Table 2.

Table 2. Efficiency Levels of Online Courses

Efficiency level	Number of participants (n)	Percent (%)
Moderately efficient	83	50.9
Efficient	40	24.5
Inefficient	40	24.5
Total	163	100

When Table 2 was examined, the number of students (n=83) who found online courses moderately efficient was found to be at a high level of 50.9%. The number of students who found online

courses efficient (n=40) was 24.5% and the number of students who found them inefficient (n=40) was 24.5%. It can be stated that two completely different views have an equal distribution.

3.2. Findings on Positive Situations Encountered Regarding Classroom Management in Distance Education Courses in Earthquake Processes

The positive situations encountered regarding classroom management in distance education courses during earthquake processes are shown in Table 3.

Table 3. Positive Situations Encountered Regarding Classroom Management in Distance Education Courses in Earthquake Processes

Dimensions and criteria of classroom management	Number of participants (n)	Percent (%)
Motivation	36	22.1
Positive classroom atmosphere and interaction	33	20.2
Course presentation styles of instructors	22	13.5
Forms of communication	19	11.7
Little or no discipline problems	15	9.2
Effective use of time management	12	7.4
Encouraging attitudes of instructors	11	6.7
Competencies of instructors	9	5.5
Using the appropriate software for the lesson	3	1.8
Teaching method of the course	3	1.8
Total	163	100

When Table 3 is examined, categories were created based on the dimensions and criteria of classroom management, and a total of 10 categories emerged. Among these categories, "motivation" (n=36) was matched at the highest level with 22.1%, "positive classroom atmosphere and interaction" (n=33) with 20.2%, and "course presentation styles of instructors" (n=22) with 13.5%. The lowest level of pairings were determined as "using the appropriate software for the course" and "teaching method of the course", and it was determined that (n=3) had a distribution rate of 1.8%.

The opinions of the students who received pedagogical formation training about "motivation" included in the categorical assessment were stated as follows: "Our motivation during the lesson was very high and the lessons were processed efficiently." F6 "Each individual tried to accept the situation and gain motivation against the lesson." F25 "Our teachers motivated us in terms of the lesson. At the same time, I was motivated by the fact that there was a majority of attendance in the class." F33 "Because I was in the earthquake zone, I could not attend the classes for the most part. Only motivation was important for us." F51 "Motivation and focus are better in the classroom because the communication with our teachers is one-to-one." F55 "During the online education process where I experienced the pain of the earthquake heavily, seeing the damaged buildings in the vicinity created anxiety disorder and constant fear of earthquakes. For me, it was more important to be highly motivated in the lessons.” F92

"I am pre-prepared and interested in the lessons." F130 "Motivation because many of our teachers have been our supporters during this challenging period." F133.

The opinions of the students who received pedagogical formation training on "positive classroom atmosphere and interaction" from categorical pairings were expressed as follows: "The positive approach of the teachers and our friends to the course encouraged me to the lesson." F40 "Because our instructors who teach the course ensure that the lesson is efficient due to their interaction with their students." F69 "The lessons are processed in a pleasurable way and thus the time passes very quickly." F98 "Attendance has increased because communication within the classroom has been very nice and positive." F134.

From the categorical pairings, the opinions of the students who received pedagogical formation training regarding the "course presentation styles of the instructors" were stated as follows: "Our instructors explain the course in a way that will attract the attention of the students." F31 "The fact that it was in the form of a slide helped us to visually comprehend and understand the subject better." F49 "The presentation styles of our instructors play an effective role in understanding the subject." F59.

In categorical matching, "using the appropriate software for the course" and "teaching method of the course" are the cases where the least distributions occur. F157 regarding the "use of software suitable for the course" stated that "Ahi Competency-Based Education Project [AYDEP] has had a positive impact on the existence." F116, on the other hand, stated that "the teaching method of the course" was "It has facilitated understanding for me with the teaching method in the form of narration."

3.3. Findings on the Negative Situations Encountered Regarding Classroom Management in Distance Education Courses in Earthquake Processes

The negative situations encountered regarding classroom management in distance education courses during earthquake processes are shown in Table 4.

Table 4. Negative Situations Encountered Regarding Classroom Management in Distance Education Courses in Earthquake Processes

Negativities in online courses	Number of participants (n)	Percent (%)
Inability to focus on the lesson during class	76	46.6
No negative situation	38	23.3
Anxious attitudes	20	12.3
Other negative situations	16	9.8
Low class attendance	13	8
Total	163	100

When Table 4 was evaluated, the negativities in online courses were associated with 5 categories. According to these categories, the highest association was "not being able to focus on the lesson during the lesson" (n=76) at a rate of 46.6%. Contrary to this view, "no negative situation" (n=38)

was determined at a rate of 23.3%. The lowest associations were "other adverse situations" (n=16) with 9.8% and "low class participation" (n=13) with 8%.

The opinions of the students who received pedagogical formation training regarding "not being able to focus on the lesson during the lesson" in the categorical determinations are described as follows: "I could not focus on the lessons because I lived in the earthquake zone." F1 "I am an earthquake victim student. I live in Malatya. I couldn't focus on the lesson because I felt like there was going to be an earthquake at any moment." F5 "I can't make eye contact because the lessons are online. That's why I have trouble focusing." F19 "Technology makes me very tired. There are many factors that distract me in my environment, but when you are in a classroom environment, you sit and listen to the lesson." F33 "Feeling like an earthquake is happening all the time caused distraction." F49 "I had a focus and attention gathering problem because there was psychological wear." F55 "We could not focus on the lesson because there was no classroom environment and we lost our relatives in the earthquake." F63 "Due to the fact that there is a constant earthquake panic and the pain of the earthquake is more recent, Although I had difficulty focusing, over time this problem began to decrease." F92 "In the early days, watching the news all the time and people talking affected me in a way. There were constant rumors. I was worried about whether there would be an earthquake or a flood." F121 "I was worried that something would happen at any moment. I wasn't affected by the earthquake, but the earthquake changed my focus as we were alive." F124 "I was living in the earthquake zone and listened to the lectures under the influence of the earthquake." F133 "I am from Adana. I experienced the earthquake myself, so I felt like I was shaking constantly during class and at other times. That's why I was on edge." F134 "Teaching in the comfort zone as it is online, sitting in that comfort zone for a long time and being in that comfort zone is inevitably distracting." F160.

The opinions of the students who received pedagogical formation training regarding "not encountering a negative situation" in categorical pairings are as follows: "I did not encounter a negative situation. It wasn't too challenging." F89 "Everything was as it should be in the lessons." F98 "I didn't have any problems." F115.

The opinions of the students who received pedagogical formation training on the "worrisome attitudes" included in the categorical formatting were stated as follows: "Since I am in the Niğde region, the earthquake disaster affects us as well. We're worried that something is going to happen at any moment." F52 "It looked like there was going to be a problem at any moment. There was concern about the disruption of education." F54 "It was constantly worrying that something was happening to my loved ones." F80 "After so many losses, I am very worried on behalf of my family and the whole nation. The constant aftershocks are causing uneasiness." F94 "Little doom has broken out. People are still afraid, but there is a lesson." F123 "I have experienced a fear of death, a situation where life is empty." F161.

The opinions of the students who received pedagogical formation training regarding the "other negative situations" included in the categorical pairings were expressed as follows: "Psychological factors." F2 "I am from Kahramanmaraş. I suffered because of the region I was in. I had problems

especially with the internet, family, earthquake." F11 "Because I had to attend classes in difficult conditions in the earthquake zone." F30 "I experienced the negative impact of family reasons and home environment on studying." F109 "I live in the village. I had an internet problem." F137.

The opinions of the students who received pedagogical formation training about "low participation in the course" in the categorical evaluation emerged as follows: "I could not attend the class because I had internet problems because I lived in Hatay." F36 "Internet infrastructure was damaged due to the earthquake." F40 "At first, we did not have electricity and internet. It was very difficult to get into class in the tent." F51.

3.4. Findings on the Positive Effects of Earthquake Processes on Online Courses in Distance Education

The positive effects of earthquake processes on online courses in distance education are given in Table 5.

Table 5. The Positive Effects of Earthquake Processes on Online Courses in Distance Education

The positive effects of distance learning on online courses	Number of participants (n)	Percent (%)
Recording of the lessons and making them traceable afterward	53	32.5
Course content and documents are already included in the system	39	23.9
Economical in terms of money and time	24	14.7
Motivating attitudes of instructors	16	9.8
The university has software for the distance education system	7	4.3
Providing equal opportunities for different geographical regions	7	4.3
Does not require physical preparation before class	6	3.7
Providing feedback at the end of the lesson	4	2.5
Oral and written access to faculty members during the course	4	2.5
Professional competencies of instructors	3	1.8
Total	163	100

When Table 5 is examined, the positive effects of distance education in earthquake processes on online courses are associated with a total of 10 categories. The highest level matches were found to be "recording the courses and being watchable later" (n=53) 32.5%, "course content and documents are already in the system" (n=39) 23.9%, "being economical in terms of money and time" (n24) 14.7%. The lowest correlation was "providing feedback at the end of the course", "oral and written access to faculty members during the course" (n=4) with a rate of 2.5% and "professional competencies of instructors" (n=3) with a rate of 1.8%.

3.5. Findings on the Negative Effects of Earthquake Processes on Online Courses in Distance Education

The negative effects of earthquake processes on online courses in distance education are presented in Table 6.

Table 6. Negative Effects of Earthquake Processes on Online Courses in Distance Education

Negative effects of distance education on online courses	Number of participants (n)	Percent (%)
The intensity of consecutive lessons on the same days	43	26.4
Internet and systemic problems	39	23.9
Social problems after the earthquake	19	11.7
Stimuli in family or housing settings during class	16	9.8
Psychological and biological problems	15	9.2
Heavily technology-driven	10	6.1
Failure to carry out the applications of the courses	10	6.1
Crowding of class sizes	5	3.1
Too many homework	4	2.5
Realization of the course presentation by the students	1	0.60
Inadequacies in the teaching method of the instructor	1	0.60
Total	163	100

Considering the findings in Table 6, the negative effects of distance education on online courses during the earthquake process are matched in a total of 11 categories. The highest level of matching was found to be "the intensity of consecutive lessons on the same days" (n=43) 26.4% and "internet and system-related problems" (n=39) 23.9%. The lowest matching was determined as "course presentation by students" and "inadequacies in the teaching method of the instructor" (n=1) at the rate of 0.60%.

4. DISCUSSION AND CONCLUSION

With the active implementation of distance education processes in higher education, it is aimed to integrate current trends worldwide into education and to create a vision of the future. The key components of distance learning are interaction, effective participation, research-basedness, reliance on trust, establishment of individualized environments, and improvement and enrichment of self-learning conditions (Cleveland-Innes, Garrison and Vaughan, 2019; Thomas and Rogers, 2020). Standards are established in universities by providing the necessary infrastructure and increasing access opportunities, student-centered, performance and competency-oriented activities are prioritized, and mobility in distance education is monitored and measured. Therefore, quality services in higher education are gaining momentum with distance education applications (Quality Assurance Agency [QAA], 2020).

Since the pandemic period, the distance education format in higher education institutions has varied in a wide range from virtual classroom applications where instructors and students can see, hear and effectively participate in the course to applications where only text or visual sharing can be used. Within the services provided, social interaction structures are established to increase instructor-student or student-student interaction in order to increase "classroom management" skills and human and professional competencies are tried to be gained (CoHE, 2020). At the same time, it is necessary to

benefit from multifaceted educational interaction channels in order to increase the quality of distance education processes. The structure should be strengthened with online/simultaneous teaching activities where instructors and students exchange instant information, as well as offline/asynchronous activities where students can express themselves, receive feedback, develop cognitive competencies and different perspectives (Akkoyunlu, Bardakçı and Dağhan, 2020).

The earthquake process has closely affected all segments of society throughout the country and caused a number of devastating and traumatic emotional states. Among young adults subjected to distance education, it was observed that there were significant differences between those who were directly exposed to earthquakes and those who were not exposed to earthquakes, and that university students, especially those living in the earthquake zone, faced many negative situations. In this process, online courses were mostly found to be moderately efficient by students who received pedagogical formation training in distance education. Although there are researches in the literature that distance education is inefficient (Buzpınar and Tosun, 2021; Karakuş, Ucuzsatar, Karacaoğlu, Esendemir and Bayraktar, 2020) can be considered as an indication that distance education has become more functional and effective after the pandemic period.

In online courses, the "motivation" factor has emerged as a positive factor. Organizing the learning environment in classroom management, choosing the appropriate teaching method and technique, using instructional technologies, creating an open classroom climate, preventing unwanted student behaviors and creating classroom rules, planning educational activities are necessary elements for motivation (Argon and Nartgün, 2014). In addition, it is necessary to attract the attention of students to the course or topics, to arouse interest, to establish a reward system, to relate the topics to real life, to keep the communication channels open for the students, to ensure that the students participate in the decision processes in the class and to pay attention to their suggestions, to value their students and to set goals, to make them feel the need for learning. In online courses, the classroom environment should be remarkable, audio and video (Akçay, 2018; Kaya, 2011), creating a quality course content (Bilgiç and Tüzün, 2015), conveying positive messages to the instructor, making explanations, announcements, informing about the course, using e-mail or channels within the system to reach the students, presenting their lessons energetically, having short conversations with the students from time to time, informing the students about their expectations, making them feel their support in extraordinary processes such as earthquakes can increase motivation. One of the results of the research, creating a "positive classroom atmosphere and interaction", makes students feel happy and increases participation (Aydın, 2008); "Course presentation formats of instructors" increase the efficiency of online courses by using the professional competencies of the instructors by considering the interests and needs of the students and taking on the role of facilitator as a guide that accelerates the learning process (Bakioğlu, 2009).

The negative situations encountered in online courses were identified as "not being able to focus on the lesson during the course", "worrying attitudes" and "other negative situations" including the continuation of earthquake processes, continuing education in housing conditions such as earthquake

tents or containers, internet problems, being with family. The reason for experiencing these negative situations can usually be associated with the emergence of "post-traumatic stress disorders that develop as a result of earthquakes" as a result of natural disasters in students who are directly exposed to earthquakes. The person's personal encounter with the trauma increases with the severity of the trauma and the duration of the trauma (Labbate and Snow, 1992). Being used in earthquakes, losing relatives from near/distant family, losing home/work also cause these situations to be experienced more deeply (Thursby, 2006, p. 6; Yelboğa, 2023). In this process, it may be recommended that students receive psychological or social services to reduce cognitive, physical, behavioral, physical grief responses and to improve mental health. The fact that the instructors are in a supportive attitude, that the students use the technological intermediaries that will facilitate distance education, and that they include facilitating elements in their educational activities can increase the students' attitudes towards the course in a good way.

In earthquake processes, "recording the courses and being able to watch them later", "the course content and documents are already included in the system", "being economical in terms of money and time" were determined as positive effects. The recordability and traceability of the courses provide a great advantage for the students, and the students can easily access the course contents at any time they want (Genç, Engin and Yardım, 2020). At the same time, the fact that this system is more economical than face-to-face education for transportation or personal needs makes distance education more attractive. Negative effects were determined as "intensity of consecutive courses on the same days" and "internet and systemic problems". Spreading courses across different time zones on different days and on the same day by university administrations, providing internet support to students by policy practitioners and universities can contribute to improving the process. The improvement of distance learning conditions will in any case increase the participation, benefit and demand for online courses.

5. RECOMMENDATIONS

It has been determined that earthquake processes greatly affect distance education in higher education, the use of "classroom management" competencies and the way they perceive students. Therefore, as a result of the findings obtained from the study data, some constructive and holistic suggestions were tried to be developed. The suggestions created are expressed in three different ways.

1. Suggestions developed for instructors to increase the effectiveness of online courses in distance education during earthquake processes:

● Immediately after the earthquake process, meetings on emergencies and the prevention of emergencies can be organized quickly in the dean's offices and departments of universities.

● By increasing the effectiveness of the Psychological Counseling and Guidance Research and Application Centers in universities, seminars can be given to lecturers, brochures can be prepared, and information content can be published on the corporate website in order to improve extraordinary processes.

● Students who are exposed to earthquakes can be identified by university administrations and instructors can be informed.

● By encouraging the motivation of the instructors towards their students, class participation and interaction, it can be ensured that the students exposed to the earthquake focus on the course.

● Instructors should monitor their students who attend online classes with anxiety and provide positive feedback.

● Instructors should give feedback and keep communication channels open so that the student can reach him / her not only in online courses but also in offline activities.

● Instructors should meet with students not only in distance education but also in face-to-face educational environments, be sharing, and make recommendations for the development of their students' "classroom management" skills.

2. Suggestions created for students who receive pedagogical formation training to increase the effectiveness of online courses in distance education during earthquake processes:

● Students affected by the earthquake can be provided with support from the Disaster Coordination Center and the Psychological Counseling and Guidance Research and Application Center of the university in their universities.

● By conducting interviews with the advisor instructor at their universities, they can get information about their online courses and increase their motivation.

● They can benefit from internet incentives from universities to attend online classes.

3. Recommended recommendations for researchers:

● In earthquake processes, studies can be carried out at pre-school, primary and secondary education levels that deal with online course activities with distance education.

● At the higher education level, comparative analyzes examining distance education in times of pandemics and earthquakes can be made.

Ethical Information and Statement

For the prepared study, there is a 2023/07/24 issue of Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Committee, and all of the rules within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" have been complied with. None of the actions under the heading "Actions Against Scientific Research and Publication Ethics" in the second part of the directive have been carried out.

Conflict of Interest Statement

In the study, there is no issue or situation that may constitute a conflict of interest between research-oriented institutions and individuals.

Contribution Ratio of Authors

This study was prepared by a single author. Therefore, the author's contribution rate was 100%.

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GENİŞLETiLMiŞ TÜRKÇE ÖZET

DEPREM SÜREÇLERİNDE UZAKTAN EĞİTİMDE SINIF YÖNETİMİ ÜZERİNE BİR ÇALIŞMA

6 Şubat 2023 tarihinde Kahramanmaraş'ın Pazarcık ilçesinde 7,7 büyüklüğünde bir deprem, ardından Elbistan'da 7,6 büyüklüğünde ikinci bir deprem meydana gelmiştir. Deprem Kahramanmaraş, Gaziantep, Şanlıurfa, Hatay, Diyarbakır, Adana, Adıyaman, Malatya, Kilis, Osmaniye, Elazığ illerinde yaşayan vatandaşları etkilemiştir (Afet ve Acil Durum Yönetimi Başkanlığı [AFAD], 2023). Deprem olağanüstü bir afet şeklinde meydana gelmiştir. Afet sonrası yaş grupları arasında farklılık gösterse de bireylerde duygudurum değişiklikleri, davranış bozuklukları, psikofizyolojik tepkiler ve anksiyete bozukluklarından depresyona kadar uzanan bilişsel değişikliklerin meydana gelebileceği belirtilmektedir (Yavuz ve Dikmen 2015). Yükseköğretimin kalitesini artırmak ve üniversitelerde kalite kültürü oluşturmak amacıyla "Yükseköğretimde Uzaktan Eğitim ve Kalite Güvence Sistemi" geliştirilmiş ve yeni Yükseköğretim Kurulu [YÖK] bünyesindeki çalışmalar hız kazanmıştır. Sistem pandemi süreçlerinde üniversitelerde yoğun olarak kullanılmış ve deprem süreçlerinin yönetiminde de aynı yöndeki uygulamalara devam edilmiştir. YÖK 2023 deprem felaketinin ülke geneline etkilerini azaltmak amacıyla 2022-2023 eğitim-öğretim yılı bahar döneminin 11 Şubat 2023 tarihinde uzaktan eğitim yoluyla yapılmasına karar vermiştir. Uzaktan eğitim (i) fırsat ve imkân eşitliği sağlama (ii) bireylere farklı eğitim seçenekleri sunma (iii) kitle eğitimi sağlama (iv) eğitim programlarında standart ve ölçütler oluşturma (v) eğitimde maliyetleri azaltma (vi) bireysel ve bağımsız öğrenme ortamları sağlama (vii) zenginleştirilmiş eğitim ortamları katma (viii) kapalı alanlarda bulunmama (ix) alanında yetkin kişilerden eğitim alma fırsatı sunması ve çok sayıda kişinin faydalanması (x) çift yönlü etkileşim ve iletişim sağlama (xi) anında geri bildirim alma şeklindeki avantajları barındırmaktadır (Demir, 2014, Hızal, 1983; Yurdakul, 2007). Sanal sınıf yönetimi ise bilginin teknoloji tabanlı bir şekilde öğrenciler tarafından farklı yerlerde aynı anda ve online ortamlarda öğretmen rehberliğinde paylaşılması, öğrenmenin gerçekleşmesi için sanal sınıf düzeninin oluşturulması, kuralların belirlenmesi ve sürdürülmesidir (Kaya, 2011). Literatürde alan tarandığında uzaktan eğitim ile ilgili çok sayıda yayın veya araştırmaya ulaşılmaktadır. Deprem sürecinden sonra alan literatüründe uzaktan eğitimi araştıran, online derslerin yönetimi ve etkinliğini içeren herhangi bir çalışma bulunmamıştır. Hazırlanan araştırma ile literatüre katkı sağlanması ve alandaki boşluğun giderilmesi hedeflenmektedir.

Araştırmada deprem süreçlerindeki pedagojik formasyon eğitimi alan öğrencilerin uzaktan eğitimdeki sınıf yönetimi algıları ile depremin çevrim içi derslerdeki etkileri ölçümlenmiştir. Araştırma nitel araştırma türünde hazırlanmış, betimsel ve içerik analizine uygun olarak tasarlanmıştır. Veriler, kişisel ve teorik bilgilerden oluşan iki bölüm ve toplam 8 ifadeden oluşan yarı yapılandırılmış bir form ile sağlanmış ve 163 katılımcının görüşleri kullanılmıştır. Elde edilen sonuçlar doğrultusunda "uzaktan eğitim"in orta düzeyde verimli olduğu tespit edilmiştir. Deprem sürecinde uzaktan eğitimde sınıf

yönetimi ile ilgili karşılaşılan olumlu durumlar "motivasyon", "olumlu sınıf atmosferi ve etkileşimi", "öğretim elemanlarının ders sunum biçimleri", olumsuz durumlar ise "ders süresince derse odaklanamama" ve "endişe verici tutumlar" olarak belirlenmiştir.

Deprem sürecinde uzaktan eğitimin online dersler üzerindeki olumlu etkileri "derslerin kayıt altına alınması ve sonrasında izlenebilir olması", "ders içeriği ve dokümanlarının zaten sistemde olması", "para ve zaman açısından ekonomik olması", olumsuz etkilerin ise "derslerin aynı günlerde yoğunluğu", "internet ve sistemik sorunlar" olduğu belirtildi. Depreme maruz kalan öğrenciler ile maruz kalmayanlar arasında anlamlı farklılıklar olduğu gözlenmiştir. Araştırma sonunda depremin öğretim elemanları ve üniversite öğrencileri üzerindeki olası etkilerinin azaltılması ve online derslerin etkinliğinin artırılması yönünde bazı önerilerde bulunulmuştur.

Belirlenen farklı önerileri kısaca özetlemek gerekirse öğrencilerin dikkatini derse veya konulara çekmek, ilgi uyandırmak, ödül sistemi kurmak, konuları gerçek hayatla ilişkilendirmek, iletişim kanallarını öğrenciler için açık tutmak, öğrencilerin sınıftaki karar süreçlerine katılmalarını sağlamak ve önerilerine dikkat etmek, öğrencilerine değer vermek ve hedefler koymalarını sağlamak, öğrenmeyi bir ihtiyaç olarak hissettirmek gerekmektedir. Online derslerde sınıf ortamının dikkat çekici, sesli ve görüntülü olması, kaliteli bir ders içeriği oluşturması, öğretim elemanının olumlu mesajlar iletmesi, ders hakkında açıklamalar, duyurular yapması, bilgilendirme yapması, öğrencilere ulaşmak için sistem içerisinde e-posta veya kanalları kullanması, derslerini enerjik bir şekilde sunması, zaman zaman öğrencilerle kısa sohbetler yapması, öğrencilerden beklentilerini iletmesi, deprem gibi olağanüstü süreçlerde desteklerini hissettirmek motivasyonu artırabilir. Araştırmanın sonuçlarından biri olan "olumlu bir sınıf atmosferi ve etkileşimi" yaratmak, öğrencileri mutlu hissettirmekte ve katılımı artırmaktadır. Öğretim elemanlarının mesleki yeterlikleri ve ders sunum biçimleri, öğrencilerin ilgi ve ihtiyaçlarının göz önünde bulundurulması çevrimiçi derslerin verimliliğini artırmakta ve öğrenme sürecini hızlandıran bir rehber olarak kolaylaştırıcı rol üstlenmektedir.