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EVALUATION OF DISTANCE EDUCATION IN APPLIED COURSES BY INTERIOR ARCHITECTURE DEPARTMENT STUDENTS IN PANDEMIC AND POST-EARTHQUAKE PRACTICES

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ABSTRACT
Disasters and epidemics have an impact on how societies live. The educational system also exhibits these negative traits. With the emergence of Covid-19, the distance education system, which has been discussed for years to be integrated into the educational system, has become inevitable. Face-to-face instruction resumed when the pandemic's effects were lessened, but the earthquake with its epicenter in Kahramanmaraş, which occurred on February 6, 2023, and was dubbed the disaster of the century, had an impact on every aspect of our nation's education system. Due to the earthquake, students who were enrolled in universities during the spring semester of 2022–2023 began their first stage of distance education. Despite the decision to use a hybrid education system, many students continued their education via distance learning. Similar to the theoretical courses, many students have received applied knowledge from the departments offering design education through the distance education system. Based on the opportunities provided by technology, distance education has entered our educational system to play a redeeming role against such undesirable negatives. The purpose of this study is to examine the effectiveness of face-to-face, online, and hybrid educational systems using students who enroll in applied design courses. Survey and analysis techniques were used as methods in the research. The survey applied in line with the determined method covers a total of 920 students receiving design education in the interior architecture discipline. As a result of the analysis, it was found that it is more efficient to conduct applied courses with a face-to-face education system.

Keywords: *Covid-19, February 6 Earthquake, Design Education, Applied Courses, Distance Education.*

PANDEMİ VE DEPREM SONRASI UYGULAMALI DERSLERDE UZAKTAN EĞİTİMİN İÇ MİMARLIK BÖLÜMÜ ÖĞRENCİLERİ TARAFINDAN DEĞERLENDİRİLMESİ

ÖZ
Salgın ve afetler, toplumların yaşam biçimini etkilemektedir. Bu tür olumsuzluklar eğitim sistemine de yansımaktadır. Uzun yılar eğitim sistemine entegre edilmesi tartışılan uzaktan eğitim sistemi, Covid-19'un ortaya çıkmasıyla kaçınılmaz hale gelmiştir. Pandeminin etkisini azaltmasıyla yüz yüze eğitime tekrar başlanmışken; yüzyılın felaketi olarak nitelendirilen, 6 Şubat 2023'te yaşanılan Kahramanmaraş merkezli deprem, her alanda olduğu gibi ülkemizin eğitim sistemini de etkilemiştir. Deprem dolayısıyla 2022-2023 bahar döneminde üniversitelerde eğitim alan öğrenciler, ilk aşamada uzaktan eğitim sistemi ile eğitim almaya başlamıştır. Sonrasında hibrit eğitim sisteminin yürütülmesi kararı alınsa da birçok

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öğrenci uzaktan eğitim sistemi ile eğitimine devam etmiştir. Teorik dersler de olduğu gibi tasarım eğitimi veren bölümlerin uygulamalı derslerinden edinilen bilgiler de birçok öğrenciye uzaktan eğitim sistemi ile transfer edilmiştir. Teknolojinin bizlere sunduğu imkanlara dayanarak yaşanılması istenmeyen bu tür olumsuzluklara karşı uzaktan eğitim, kurtarıcı bir rolle eğitim sistemimize girmiştir. Bu çalışmada; yüz yüze, uzaktan ve hibrit eğitimin, tasarım eğitiminde uygulamalı ders alan öğrenciler üzerinden verimliliğinin araştırılması amaçlanmıştır. Araştırmada yöntem olarak anket ve analiz tekniği kullanılmıştır. Belirlenen yöntem doğrultusunda uygulanan anket, iç mimarlık disiplininde tasarım eğitimi alan toplam 920 öğrenciyi kapsamaktadır. Yapılan analizler sonucunda, uygulamalı derslerde yüz yüze eğitim sisteminin daha verimli olduğu tespit edilmiştir.

Anahtar Kelimeler: *Covid-19, 6 Şubat Depremi, Tasarım Eğitimi, Uygulamalı Dersler, Uzaktan Eğitim.*

INTRODUCTION

From the past to the present, numerous epidemics have occurred in various geographic locations, and disasters have been fought. Although mankind has been able to control many epidemics and natural disasters, it has struggled to contain some pandemics and major catastrophes. Such global negatives have upended a variety of social balances, including those in the economic, sociological, psychological, etc. (Karagülle, 2023). This has led to variations in people's customs, standards, and way of life. Naturally, the education system changed and transformed as a result of all these factors.

The distance education system, which has been discussed by scientists for many years to be integrated into the education system, has started to be used in our country to provide information transfer, after the Covid-19 virus, declared as a pandemic by the World Health Organization, was first seen in Wuhan, China in December 2019, and then in Türkiye in March 2020 (Altın & Ülker, 2021). Even though the Covid-19 epidemic's effects have diminished and face-to-face instruction has been implemented in schools, many business or educational meetings are now conducted remotely. After Covid-19, educators and students of our country have experienced the distance education system experiencing its advantages and disadvantages, and on the other hand, they have stepped into the face-to-face education system with the excitement of being able to socialize after the epidemic.

Numerous losses and destructions were incurred as a result of the earthquakes in Kahramanmaraş, which occurred on February 6, 2023, and were dubbed the disaster of the century. As it did in every other area, this catastrophe had an impact on our nation's educational system as well (Telli Yamamoto & Altun, 2023). The heavy damage brought on by the earthquake delayed the start of the spring 2022–2023 school term. The decision to use a hybrid education system was made after universities had initially switched to a distance learning system. In line with this decision, students who want to receive face-to-face education receive education by actually being at the school, while students who did not or could not attend completed the semester with distance education according to their initiative. As in the theoretical courses, the knowledge gained from the applied courses of the departments providing design education has been transferred to many students through the distance education system.

The distance education system has entered our educational lives to include both theoretical and applied courses with unanswered questions in our minds, despite such undesirable negatives based on the opportunities offered by technology. Thus, face-to-face, distance, and hybrid educational methods, each with advantages and drawbacks, have found a place in university instruction. The effectiveness of theoretical and applied courses in the education provided varies in this context (Doğan et al., 2012).

In addition to theoretical courses, practical courses that give students professional experience and foster the dynamics of practical understanding in the learning process are crucial in disciplines that offer design education. Because of this, theoretical and applied courses are created jointly and included in the curricula of departments offering design education. Learning through experience allows for the conversion of theory into practice in design education. The fact that students apply their theoretical

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knowledge to real-world situations is what distinguishes design education from other academic fields. Applied design education courses are what enable this transformation (Şekerci et al., 2021; Onur & Zorlu, 2017).

Design education students must engage with and put into practice practical lessons. It is necessary to look into the effectiveness of the applied courses offered through the distance education system in design education. This study focuses on which educational system performs best in applied courses built on a foundation of design education. With a questionnaire given to students studying interior architecture, it was hoped to ascertain the effectiveness of the educational model in the applied courses in this situation. Students studying design in the discipline of interior architecture are included in the scope of the study. Survey and analysis techniques were used in the research method. It is thought more appropriate to conduct applied courses within the context of design education with a face-to-face education system, according to the findings of the survey conducted consistently for three years while being exposed to the negatives caused by the pandemic and earthquake.

The Effect of Covid-19 and The Earthquake of February 6th on The Education System

Serious epidemics or natural disasters can have a profound impact on societies and alter people's standards of living. In a short period of time, this effect brings about significant changes in the economies, societies, and psychological well-being of both individuals and societies. Such negative aspects of life have an immediate impact on education, which should be evaluated from a variety of angles (Kahraman, 2020; Bircan, 2018). Both the Covid-19 pandemic and the earthquake, epidemic, and disaster on February 6 have recently had a significant impact on Türkiye.

As of December 2019, the Covid-19 virus, which causes serious infections ranging from mild infections to severe respiratory syndromes, first appeared in Wuhan, China. The World Health Organization declared a global pandemic as a result of this virus, which quickly spread to other nations (T.C. Sağlık Bakanlığı, 2020). Since its appearance, Covid-19, which poses a threat to human health and kills numerous people, has spread quickly. Since the pandemic's first case was discovered in Türkiye on March 11, 2020, health concerns among people worldwide, including in our nation, have significantly increased (Eğilmez & Yılmaz, 2020; Lin, 2020).

The epidemic has impacted all levels of education in our nation, from preschool to graduate school, as it has in many other nations. Universities suspended classes for three weeks during the 2019–2020 Spring semester because it was unclear how the epidemic would progress in the early going. The universities decided to switch to the distance education system with various distance education platforms to ensure the continuity of education, but because there was no improvement in the course of the epidemic at the end of this process and the restrictions and bans persisted. The choice made for this period was maintained through the end of the spring 2020–2021 term. In the Fall 2021–2022 semester, classes began to be held primarily in person due to the acceleration of vaccination (Levent Kasap, 2023). Universities are preparing for the spring semester of 2022–2023 with the satisfaction of putting an end to a global pandemic; however, with the earthquake on the morning of February 6, Türkiye awoke to the disaster of the century.

On February 6, 2023, at 04:17, two different earthquakes with magnitudes of 7.7 and 7.5, respectively, both centered in Kahramanmaraş, struck the southeast of Türkiye. There were numerous aftershocks, including one with a magnitude of 6.7, following these devastating ones (Utkucu et al., 2023). Türkiye is frequently exposed to earthquakes of various sizes because it is situated on the Alpine-Himalayan (Mediterranean) seismic belt, one of the three significant earthquake belts of the world (Solmaz & Özel, 2012). The earthquake that occurred on February 6 had an impact on the provinces of Kayseri, Elâzığ, Kahramanmaraş, Gaziantep, Osmaniye, Malatya, Adıyaman, Adana, Diyarbakır, Kilis, Hatay, and Şanlıurfa. Because of its extensive effects, severe damage, and fatalities, the earthquake on February 6 is referred to as the disaster of the century (T.C. İletişim Başkanlığı, 2023).

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Many families were relocated to other provinces as a result of the earthquake's devastation, and some families found it difficult to coexist in secure areas. Tent and container cities were quickly established because the earthquake zone had significant structural issues. It has become challenging for earthquake survivors to meet their basic needs; national and international supplies have been tried to fill these needs. This catastrophe, which left behind extensive damage and resulted in numerous fatalities, had a profound impact on local life and completely shocked Türkiye on all fronts—economically, sociologically, and psychologically. Both education and other aspects of daily life were impacted by the earthquake. While studies were being carried out to meet the basic needs at that time, the need for training was taken into consideration at the stage after the resolution of vital critical elements. The distance education system, which was experienced during the pandemic period in order to ensure sustainability in education in extraordinary situations, was seen as a solution focus after the 6 February earthquake (Telli Yamamoto & Altun, 2023).

In light of the disaster caused by the earthquake with its epicenter in Kahramanmaraş, Yükseköğretim Kurulu (YÖK) declared that it was appropriate to complete the spring semester of the 2022–2023 academic year via distance learning throughout the entire nation (Makas, 2023). Yükseköğretim Kurulu (YÖK) has taken control of the education, which began with universities offering distance learning, as of March 30, 2023. The decision to hold the spring semester's midterm exams online using distance education techniques based on transparency and audibility marked the beginning of hybrid education (YÖK, 2022).

Offering Applied Courses in Design Education Online

Technology advancements have increased the availability of distance learning opportunities and created numerous opportunities to combine individual and mass education strategies into a single framework (Karataş, 2003). The long-discussed integration of distance learning into the current educational system has evolved into an alternative approach to problem-solving during calamities and epidemics. In all fields where infrastructure is available, including education, remote knowledge transfer and interviews have become popular. Many businesses use remote negotiations to conduct business meetings and hire new employees in effort to save money and time. By utilizing the opportunities provided by technology, many academic symposiums, consulting, seminars, or specially certified programs are also offered via remote interviews.

The system of distance education (Telli Yamamoto & Altun, 2023), which offers a flexible educational opportunity independent of time and location as well as a learning environment supported by new teaching technologies, has established itself with tried-and-true methods (Xiao, 2018) and has over time grown to be a crucial component of education (Bozkurt, 2019). According to research, as the distance education system, which is a part of education, has been developed over time, its efficiency has increased. Depending on the content of the education provided, obtaining the same efficiency in courses based on theoretical or applied infrastructures has become a subject that can be researched in itself.

When we examine the historical process, it becomes clear that the development of the distance education method was based on very ancient times. This process of knowledge transfer through distance education began with letters in the 1700s and, after the introduction of visual and auditory tools into schools through the use of technological infrastructure, it developed with the use of informatics-based software in the 1900s (Bayram et al., 2019; Bozkurt, 2016; Kaya, 2002; Raymond, 2000; Rumble, 1986). Valentine (2002) defines distance education as a teaching strategy in which teachers and students use information technologies to facilitate learning and conduct lessons independently of time and place. Moore (1973) defined distance education as learning and teaching methods that provide communication between the teacher and the student with electronic, printed, or mechanical means. When we look at the process of applied courses in design education, we see that one-on-one experience and the development of one's creativity instinct are kept active. Learning applied lessons through experience and the creativity

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that forms its basis is a doctrine that dates back to the past and is still being developed in historical perspective (Robinson, 2003).

During the Covid-19 period and the education period following the 6 February earthquake, it is evident that the distance education system is widely used in all faculties of universities, regardless of common mandatory, theoretical, or applied courses. The scope of the distance education system also includes the disciplines that offer design education, in which applied courses based on learning by doing and intended to put the learned knowledge into practice, are included. The distinct settings where students interact and exchange ideas, participate in the administration of the design process, and complete practical lessons have been replaced by the distance education system, which is designed with a flexible understanding regardless of time and location. This situation has also found its place in design education. Design is a holistic link between perception and concept (Yurtgün & Çınar, 2023). Teaching students how to design or how to find their own design methods is the primary goal of design education (Ulusoy, 1999). One of the most crucial concerns in design education in this direction has been how to develop critical or creative thinking skills (Müezzinoğlu & Noraslı, 2022). For students to apply the knowledge they learn and spend time thinking, there is a need for spaces where they can think, create original designs, and develop their own design methodologies. Such classrooms, studios, or workshops are crucial for intensive applied design education courses.

Practice-based learning enables students to apply what they have learned to actual situations, helping them to remember more of what they have learned (Cridlin, 2007). Students are expected to translate their theoretical knowledge into behavior in applied courses that emphasize learning by doing (Tuncer, 2021). Learning by doing is a constant and instructive development process used to create the content of applied courses (Carlson & Sullivan, 1999). These classes give students the responsibility of working in teams and the connection between theory and practice that allows them to experience knowledge (Mun & Arslan Selçuk, 2018). When applied courses are associated with the distance education system, positive and negative aspects emerge.

To enable designers from various disciplines to work on a common design problem regardless of time and space, to develop the concept of cooperation among designers, and to improve educational quality (Sakarya, 2019), experiments used in the design process with distance education can yield some successful results. Although many steps were taken to provide design education through the distance learning system, these studies were only able to cover the theoretical and design studio components of the curriculum. There is a propensity for the conventional face-to-face education model to persist around the world in terms of the simultaneous communication between the lecturer and the students and the discussion on the design and technical drawings (Şekerci et al., 2021). This situation can be addressed in various ways in different institutions around the world.

The February 6 earthquake and COVID-19, which had a significant impact on our nation, have increased the use of distance learning, which began with letters in the historical process and developed with information technology. Educational institutions choose the distance education system as an alternative entry point in the face of challenges like pandemics and disasters faced by societies in our nation and around the world. Distance learning has gained popularity because it is affordable, time-efficient, and flexible. In fact, technology-based remote meeting platforms are now being used frequently in a variety of settings, including interviews, seminars, and symposiums, as well as in the classroom. University design education programs have implemented the distance education system, which is used in exceptional circumstances. In this direction, the impact of distance education in design education—where applied courses are conducted in-depth—emerges as a topic that requires in-depth examination from various angles.

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METHODOLOGY AND FINDINGS

In this study, the survey technique was used as a method and the research was limited to students receiving design education. Through a student survey, the research examined the effectiveness of hybrid, face-to-face, and distance education offered during specific times in the interior architecture department for applied courses. Students at department of interior architecture were surveyed regarding their preferences for taking practical courses online, in-person, or through a hybrid of the three.

Applied courses in the curriculum; basic design, interior architecture project, technical drawing, design geometry, perspective, computer aided design, graphic design, acoustics and building quantity surveying. Briefly, the contents of these courses are as follows: In the basic design course, basic design principles are given, and applications are made based on the given principles. In interior architecture project courses, projects are produced by making applications for the determined scenario. In the technical drawing course, two-dimensional drawing techniques are taught, and applied drawings are made. In the design geometry course, three-dimensional objects are handled, and their appearances are drawn practically. In the perspective course, single- and double-point perspective drawing is taught, and space drawings are drawn practically. In the computer-aided design course, two- and three-dimensional drawings are explained and applied digitally. In the graphic design course, the stylization and deformation of specified objects are discussed and simplified in a practical way. In the acoustics course, reverberation calculations are taught, and acoustic calculations are made practically in multi-purpose halls. In the building quantity surveying course, quantity calculations are taught, and the area calculations of the space are calculated in a practical way.

The survey was conducted independently during the spring terms of 2020–2021, 2021–2022, and 2022–2023, and the average results were examined. Students who received education during this time experienced face-to-face instruction in ordinarily occurring circumstances, distance education that went into effect with the effect of COVID-19 and the February 6 earthquake, and hybrid instruction used during transitional times. As a result, the surveys conducted in 2021 and 2022 focus on face-to-face education, the survey conducted in 2023 on hybrid education as a result of the earthquake, and the survey conducted in 2021 on distance education as it was used during the pandemic period.

The questionnaire was administered separately to the first, second, third, and fourth-year students enrolled in the interior architecture department to ascertain the ratio of the data based on the classes. As can be seen in Table 1, the survey was taken by 244 students in 2021, 276 students in 2022, and 400 students in 2023. Following that, 920 individuals were polled to determine the questionnaire's average values, which were then applied to all classes over the course of three years.

Table 1. Number of students surveyed by year

Years	1st Grade	2nd Grade	3rd Grade	4th Grade	Total
2021	54	66	81	43	244
2022	107	67	57	45	276
2023	83	112	105	100	400
Total	244	245	243	188	920

According to the effectiveness of the applied courses, the distance education system, the face-to-face education system, and the hybrid education system, students were asked which educational model they

preferred in the study. It was asked to assess the effectiveness of the experienced educational systems using the applied courses. The following choices were consequently provided to the students in the questionnaire:

- "The face-to-face education model is more effective when applied courses are taken, so applied courses should be taught in this manner."
- "Applied courses should be taught using the distance education model because it is more effective in these areas."
- "The hybrid education model should be used to conduct applied courses because it is more effective in these subjects."

The face-to-face education system, hybrid education system, and distance education system are the dependent variables of the questionnaire used in the study's methodology. The interior architecture department's first, second, third- and fourth- year students who receive design instruction are the independent variables. Dependent variables were limited to the students of department of interior architecture.

The effectiveness of the educational systems on applied courses was taken into consideration when analyzing the preferences of the students who took part in the study. The study's findings include the average values of preferences in face-to-face, distance, and hybrid educational systems, based on data collected in 2021, 2022, and 2023.

A total of 244 people, including 54 first-graders, 66 second-graders, 81 third graders, and 43 fourth graders, participated in the survey during the spring semester of 2020–2021, depending on the distance education system implemented in response to the pandemic. According to the average values in 2021 and Table 2, 55.65% of students thought the face-to-face education system was more effective than distance learning, 12.45% preferred it over hybrid learning, and 31.90% preferred it over conducting applied courses in person.

Table 2. Average values of education systems by classes in 2021

Variables	1st Grade %	2nd Grade %	3rd Grade %	4th Grade %	Average Value %
Face-to-face Education	59,30	54,50	53,00	55,80	55,65
Distance Education	14,80	15,20	19,80	0,00	12,45
Hybrid Education	25,90	30,30	27,20	44,20	31,90

A total of 276 people participated in the survey based on the face-to-face education system that was implemented in the spring term of 2021–2022, including 107 first-graders, 67 second-graders, 57 third graders, and 45 fourth graders. As shown in Table 3, 76,225% of the participating students preferred the face-to-face education system, 6,825% favored the distance education system, and 16,95% chose the hybrid education system. These students chose to conduct the applied courses using the face-to-face education system.

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Table 3. Average values of the education system by class in 2022

Variables	1st Grade %	2nd Grade %	3rd Grade %	4th Grade %	Average Value %
Face to face Education	84,1	74,6	68,4	77,8	76,225
Distance Education	5,6	5,6	10,5	2,2	6,825
Hybrid Education	10,3	16,4	21,1	20	16,95

According to the distance and hybrid education system implemented under the influence of the earthquake in the spring term of 2022–2023, 400 students—83 from the first grade, 112 from the second grade, 105 from the third grade, and 100 students from the fourth grade—participated in the survey. Table 4 indicates that 71% of the participating students preferred the face-to-face education system, 14.70% preferred the distance education system, 14.30% selected the hybrid education system, and 71% favored that the applied courses be conducted using the face-to-face education system, according to the average values in 2023.

Table 4. Average values of education systems by class in 2023

Variables	1st Grade %	2nd Grade %	3rd Grade %	4th Grade %	Average Value %
Face to face Education	73,5	72,3	76,2	62	71,00
Distance Education	14,5	9,8	10,5	24	14,70
Hybrid Education	12	17,9	13,3	14	14,30

According to the applied surveys, 920 students studying interior architecture took part in the survey in 2021, 2022, and 2023. Looking at the overall average of all years in Table 5, 68.50% of the students thought the face-to-face education system was more effective than the distance education system, 11.74% believed the hybrid system was, and 19.76% deemed the hybrid system was preferable for teaching applied courses.

Table 5. General average values of education systems by years

Variables	2021 %	2022 %	2023 %	Average Value %
Face to face Education	55,65	76,225	71,00	67,625
Distance Education	12,45	6,825	14,70	11,325
Hybrid Education	31,90	16,95	14,30	21,05

According to the data obtained from the students who participated in the survey, it was analyzed that the face-to-face education environment was more efficient in all of the applied courses. It is understood that a face-to-face education model is needed by students due to the continuation of applied courses through the process of learning through experience after teaching, the need to ask instant questions and the requirements for teamwork.

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When the averages for the three years are considered separately, it becomes rather obvious that students majoring in interior architecture frequently find and prefer the face-to-face education system to be more effective in applied courses. Students have had exposure to a variety of educational systems over the years, and it is evident from the overall average values that face-to-face education, hybrid education, and distance education systems are preferred in that order.

CONCLUSION

Pandemics, natural disasters, and wars, all of which have occurred on a large scale in the past and present, hurt society's economic, sociological, psychological, and other underlying structures. Such events inevitably have an impact on education. Education facilities have changed from places that should not be visited during the pandemic because of the risk of contamination to places where citizens who are homeless can find shelter.

It is known that different education systems are used in educational institutions, especially universities, with Covid-19, which was effective in many countries in 2019, and the 6 February earthquake, which was effective in Türkiye in 2023. Both educators and students have had exposure to face-to-face, remote, and hybrid educational systems during these processes. It is evident that in these challenging times, the popularity of the distance education system, which was developed through years of testing, has increased.

While there are some benefits to the distance education system, such as time and money savings and flexibility in learning, there are also drawbacks, including poor socialization and communication skills and reliance solely on verbal strength without practical experience. In particular, applied courses are where the negative effects are most noticeable.

Without a doubt, both educators' and students' suggestions and opinions are significant when examining the effectiveness of the educational systems used in the applied courses. According to the effectiveness of three different education systems, study participants who had experience with face-to-face, online, and hybrid learning environments were asked about their preferences. The analysis of the questionnaires used in 2021, 2022, and 2023 revealed that students preferred the face-to-face instruction system in applied courses and valued its effectiveness. When we look at the average values accordingly: Face-to-face education with an average value of 67,625%, distance education with an average value of 11.325%, and hybrid education system with an average value of 21,05% were found to be more efficient.

In the lessons that are conducted based on the applied lessons, the students should practice the lesson on the materials in addition to hearing oral explanations of it. It is impossible to design, build, or run a space without experiencing it, just as it is impossible to swim in the sea or ride a bike without doing so. Learning through experience and active participation is the cornerstone of such educational strategies.

Therefore, by conducting the applied courses face-to-face, students benefit from interactive learning by using the opportunity to ask questions or discuss effectively with body language, provide direct access without intervening with technological software for education, conduct assessment and evaluation exams more effectively, and minimize the problem of focusing on the lesson. Due to its distinct structure, each education system examined in the research has an impact on students, either favorably or unfavorably. The efficient transfer of knowledge in education will result from the integration of educational systems with lessons that carefully consider both the advantages and disadvantages of the various disciplines.

This study, which was researched on the origins of interior architecture in design education, can also be applied to documents in other design education handled by different disciplines. The data emerging from this study can be compared with another study to be conducted on educators. In order to use the

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advantages of the distance education system that has gained a place in our lives, these types of units should be diversified and restructured.

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