





## Reflections from EBA Support Points in Emergency Distance Education

### Acil Uzaktan Eğitimde EBA Destek Noktalarından Yansımalar

Sayfa | 1969

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**Abstract.** The purpose of this research is to identify the problems experienced by teachers working at EBA Support Points, which were established to ensure the participation of students who could not participate in the distance education process due to the lack of technology infrastructure during the Covid-19 emergency distance education period, and to offer solution suggestions in order to make the emergency distance education processes more effective. For this purpose, the study was carried out in accordance with the case study method in a holistic single case design. The sample in the study consists of 15 teachers working at 15 different EBA Support Points. A semi-structured interview form was used during the data collection phase. The data collected from the recorded interviews were analyzed using the content analysis method. As a result of the research, the problems encountered by teachers working at EBA Support Points in the working environment during the emergency distance education period and the solution suggestions for the problems were collected under the headings of students, teachers and school administrators. When the themes were examined, it was determined that the problems experienced with teachers were about technical support requests, the problems experienced with students were about non-compliance with pandemic rules, and the problems experienced with school administrators were long working hours, inappropriate course schedules and deficiencies in planning. Various suggestions are also given in the study to solve the problems experienced at EBA Support Points.

**Keywords:** Emergency Distance Education, EBA Support Point, Covid-19 Pandemic, Information Technology Counselor Teacher.

**Öz.** Bu araştırmanın amacı, Covid-19 acil uzaktan eğitim döneminde teknoloji altyapısı bulunmaması nedeni ile uzaktan eğitim sürecine katılmayan öğrencilerin uzaktan eğitime katılımını sağlamak için oluşturulan EBA Destek Noktalarında görev alan öğretmenlerin yaşadıkları sorunların belirlenerek acil uzaktan eğitim süreçlerinin daha efektif hale getirilebilmesi amacıyla çözüm önerileri sunulmasıdır. Bu amaçla çalışma bütüncül tek durum deseninde durum çalışması yöntemine uygun şekilde gerçekleştirilmiştir. Çalışmada örnekleme 15 ayrı EBA Destek Noktasında görev alan 15 öğretmen oluşturmaktadır. Verilerin toplanması aşamasında yarı yapılandırılmış görüşme formu kullanılmıştır. Kayıt altına alınan görüşmelerden toplanan veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Araştırma sonucunda acil uzaktan eğitim döneminde EBA Destek Noktalarında görev alan öğretmenlerin çalışma ortamında karşılaştıkları sorunlar ve sorunlara ilişkin çözüm önerileri öğrenci, öğretmen ve okul yöneticileri başlıkları altında toplanmıştır. Temalar incelendiğinde öğretmenler ile yaşanan sorunların teknik destek talepleri konusunda olduğu, öğrenciler ile yaşanan sorunların pandemi kurallarına uyulmaması konusunda olduğu ve okul yöneticileri ile yaşanan sorunların ise çalışma saatlerinin uzun olması, ders programlarının uygun olmaması ve planlama konusundaki eksiklikler olduğu belirlenmiştir. Çalışmada EBA Destek Noktalarında yaşanan sorunların giderilmesine yönelik çeşitli öneriler de verilmiştir.

**Anahtar Kelimeler:** Uzaktan Eğitim, EBA Destek Noktaları, Covid-19 Pandemisi, Bilişim Teknolojileri Rehber Öğretmenleri.



## Genişletilmiş Özet

**Giriş.** 2019 yılının son döneminde Çin’de görülmeye başlanan Covid-19 virüsü, kısa sürede dünya üzerinde birçok ülkeye yayılmıştır (Canpolat ve Yıldırım,2021). Covid-19 pandemisi tüm dünyada olduğu gibi Türkiye’de de eğitim öğretim süreçlerinde değişikliklere neden olmuştur. Milli Eğitim Bakanlığının (MEB) yaptığı çalışmalarla Türkiye’de 23 Mart 2020 tarihinden itibaren acil uzaktan eğitime geçiş sağlamıştır. Öncelikle MEB tarafından tüm öğrencilerin eğitim-öğretim faaliyetlerine katılımını sağlayabilmek amacıyla Eğitim Bilişim Ağı (EBA) ve EBA TV yayına başlamıştır (MEB, 2020a). Ardından EBA canlı sınıf uygulaması başlatılmıştır (MEB, 2020b). MEB tarafından özellikle kırsal kesimlerde dolaşarak hizmet veren EBA Mobil Destek Araçları ve okullarda/kurumlarda EBA Destek Noktaları oluşturularak öğrencilerin EBA’ya erişimleri sağlanmaya çalışılmıştır.

EBA Destek Noktaları, evinde bilgisayar ve internet erişimi bulunmayan öğrencilerin EBA’ya erişimini sağlamak için okul/kurumlarda oluşturulan alanlardır (MEB, 2021a). Bu alanlar hafta içi 09:00-18:00 ve hafta sonu 10:00-18:00 saatleri arasında 1. sınıftan 12. sınıfa kadar tüm öğrencilerin günlük 2 saatlik kullanımına açılmıştır. EBA Destek Noktalarından öğrencilerin sorunsuz şekilde faydalanabilmesi için teknik işleri yürütebilmek amacıyla okul yönetimleri tarafından Bilişim Teknolojileri Rehber (BTR) öğretmenleri görevlendirilmiştir (MEB, 2021b).

İlk kez Covid-19 sürecinde zorunlu şekilde ve tek öğretim yöntemi olarak kullanılan uzaktan eğitim sürecine yeterince planlama ve hazırlık yapmaya fırsat kalmadan geçilmiş olması bu dönemde yapılan uzaktan eğitim faaliyetlerinin bilinen uzaktan eğitim yönteminden ayrı olarak “Acil Uzaktan Eğitim” şeklinde nitelendirilmesine neden olmuştur (Whalen, 2020). “Acil Uzaktan Eğitim” beklenmedik bir uygulama olması nedeniyle bu süreçte farklı sorunların yaşanmış olması muhtemeldir. Ancak bu süreçte ilk kez uygulamaya konulan EBA Destek Noktalarında görev yapan öğretmenlerin deneyimlerini açıklayan çalışmalara ulaşamamıştır. Bu yeni deneyime ilişkin durumun değerlendirilmesi ancak bu süreçte yer alan kişilerin görüşleri ile mümkün olabilir (Kargin, 2007).

Bu kapsamda araştırmanın amacı, acil uzaktan eğitim sürecinde EBA Destek Noktalarında görev alan öğretmenlerin yaşadıkları sorunların belirlenmesi ve bu tecrübelerden hareketle aynı zorlukların yeniden yaşanmaması ve benzeri birimlerin daha efektif hale getirilebilmesi amacıyla çözüm önerileri getirilmesidir.

**Yöntem.** Çalışma kapsamında, EBA destek noktalarında görevli öğretmenlerin sorunlarının belirlenmesi ve bu sorunların çözümüne yönelik önerilerin oluşturulmasında EBA destek noktalarında görevli öğretmenlerle yapılan yarı yapılandırılmış mülakatlardan elde edilen verilerin derinlemesine analizi yapıldığından araştırma süreci bütüncül tek durum (Yin, 1984) deseninde durum çalışması olarak yürütülmüştür. Araştırma kapsamında EBA Destek Noktasında görevli öğretmenlerin yaşadıkları sorunların ve önerilerinin belirlenmesi amacıyla yarı yapılandırılmış görüşme tekniği kullanılmıştır. Araştırmanın evrenini Ağrı ili Merkez ilçesinde EBA Destek Noktalarında çalışan BTR öğretmenleri oluşturmaktadır. Örneklem seçimi için kolay örneklem yöntemi seçilmiştir. Bu kapsamda 33 EBA Destek Noktasından 15 tanesindeki görevli öğretmenler çalışmaya katılmaya gönüllü olmuştur. Araştırma kapsamında yarı yapılandırılmış görüşme formu ile toplanan verileri analizini gerçekleştirmek için içerik analizi yöntemi kullanılmıştır.

**Bulgular.** Araştırma bulguları acil uzaktan eğitim döneminde EBA Destek Noktalarında görev alan öğretmenlerin çalışma ortamında karşılaştıkları sorunlar ve sorunlara ilişkin çözüm önerileri öğrenci,



öğretmen ve okul yöneticileri başlıkları altında toplanmıştır. Temalar incelendiğinde öğrencilerle yaşanan sorunların pandemi kurallarına uyulmaması ve ders dışı konularla ilgilenerek dersleri düzenli takip etmemeleri şeklindeki disiplin sorunları ve çeşitli teknik sorunlarda yoğunlaştığı görülmektedir. Öğretmenlerle yaşanan sorunların sürekli destek taleplerinin olması, derslerdeki düzensizlikler ve farklı platform kullanımı ile ilgili sorunlarda yoğunlaştığı görülmektedir. Okul yöneticileri ile yaşanan sorunların ise iş yükündeki fazlalık, planlama, denetim ve donanım isteği ilgili sorunlarda yoğunlaştığı görülmektedir. Çalışmada EBA Destek Noktalarında görev alan öğretmenlerden, belirlenen bu sorunlara yönelik olarak çözüm önerileri de toplanmış ve kategorilendirilerek sunulmuştur. Öğrencilerle yaşadıkları sorunlara ilişkin çözüm önerilerinin; “Öğrencilerin pandemi kurallarına uymaması” sorununa yönelik olarak öğrenci ve ailelere eğitim verilmesi, “Canlı ders sırasında ders dışı konularla ilgilenme ve dersleri düzenli takip etme” sorununa yönelik olarak öz düzenleme ve uzaktan eğitime yönelik bilinç kazandırılarak denetimin arttırılması, “Öğrencilerin EBA şifrelerini unutması” sorununa yönelik olarak TC kimlik numarası ile erişimin sağlanması, “Randevu sistemi ve yoğunluktan kaynaklı sorunlar” sorununa yönelik olarak öğrencilere bireysel tablet ve internet sağlanması, “Bilişim becerilerinin az olması” sorununa yönelik olarak da Bilişim Teknolojileri dersinin zorunlu olarak verilmesi gerektiği şeklinde olduğu belirlenmiştir. EBA Destek Noktasında görev alan öğretmenlerin diğer branştan öğretmenlerle yaşadıkları sorunlara ilişkin çözüm önerilerinin sürekli destek talep etme sorununa ilişkin çözüm önerileri (9 kişi) ve derslerin zamanında başlatılmaması veya iptal edilmesi sorununa ilişkin çözüm önerileri (5 kişi) konusunda yoğunlaştığı görülmektedir. Okul yöneticileri ile yaşanan sorunlara yönelik çözüm önerileri incelendiğinde ise önerilerin çalışma saatleri, ders programları ve planlama, yoğunluk, teknik destek talepleri ve ders yüküne yönelik olduğu görülmektedir.

**Tartışma ve Sonuç.** Öğrenciler ile yaşanan disiplin sorunlarının; öğrencilerin pandemi kurallarına uymamaları, ders dışı konularla ilgilenmeleri, dersleri düzenli takip etmemeleri ve bilgisayar ekipmanlarını özensiz kullanmaları şeklindeki sorunlar olduğu belirlenmiştir. Öğrencilerin pandemi kurallarına uymaları için aileden başlanarak temizlik ve pandemi eğitimleri verilmesi gerektiği düşünülmektedir. Öğrencilerin uzaktan eğitim sürecinde canlı dersleri takip etme ve ders esnasında farklı içeriklerle ilgilenmelerinin önüne geçilmesi için öğrencilere öz düzenleme ve özdenetim becerilerinin kazandırılması gerekmektedir (Çivril ve Aruğaslan, 2022). Ayrıca bilgisayar dersinin genel sınavlarda etkisinin olmaması, laboratuvar ve altyapı eksiklikleri gibi durumlar da laboratuvarda yapılan derslerde disiplin sorunlarının ortaya çıkmasına neden olmaktadır (Taş, 2017).

EBA Destek Noktasında görevli öğretmenlerin diğer branş öğretmenleri ile yaşadığı sorunlar incelendiğinde uzaktan eğitim süreci hakkında öğretmenlerin sürekli destek talep ettikleri tespit edilmiştir. Diğer araştırmalar incelendiğinde BT öğretmenleri pandemi döneminden önce de okullarda bu konuda destek talep edilen kişi olarak görüldüğü belirlenmiştir (Dursun ve Saracaoğlu, 2016).

EBA Destek Noktasında görevli öğretmenlerin okul yöneticileri ile yaşadıkları sorunlardan biri olan çalışma saatlerinin uzun olmasının nedeninin, ders programlardaki planlamanın dağınık şekilde yapılması olduğu ifade edilmiştir. Görevli öğretmenlerin sorunun çözümüne ilişkin olarak, okul yöneticileri tarafından bir nöbet programı hazırlanması ve okul yöneticilerinin planlama konularında eğitim almaları gerektiği belirtilmektedir. Bunların yanında öğretmenlerin verecekleri ders saati miktarının belirlenmesi ve randevu sisteminin yürütülmesi gibi konularda yaşanan sorunlarla ilgili olarak da BTR öğretmenlerinin görev tanımlarının tam olarak oluşturulması gerekmektedir. Görev tanımlarındaki belirsizlikler ve BTR öğretmenleri ile ilgili okul idarecilerindeki farklı algılar görev

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paylaşımında yaşanan sorunların temel nedenlerinden biri olarak gösterilmektedir (Gültepe ve Eşgi, 2019).

Pandemi sürecinde oluşturulan EBA Destek Noktaları teknolojik yetersizlikleri bulunan öğrenciler için eğitim öğretim imkanlarına erişimi mümkün kılmıştır. Bu özelliği ile oldukça önemli bir görevi yerine getirmiştir. Aynı zamanda Milli Eğitim Bakanlığı, okul yönetimleri, öğretmenler, öğrenciler ve veliler açısından da oldukça önemli tecrübelerin kazanılmasını sağlamıştır. Bu tecrübelerden hareketle aynı zorlukların yeniden yaşanmaması ve benzeri birimlerin daha efektif hale getirilebilmesi amacıyla bu çalışma kapsamında elde edilen bulgulardan hareketle okul yöneticilerine ve politika yapıcılara yönelik olarak bazı öneriler sunulmaktadır.



## Introduction

The Covid-19 virus, which started to be seen in China in the last period of 2019, spread to many countries around the world in a short time (Canpolat & Yıldırım, 2021). The disease infected more than 10 million people in a period of 6 months after it was first detected, causing more than 500 thousand people to lose their lives. Within the scope of combating the pandemic, states have resorted to different measures such as quarantine and social distancing practices to prevent the spread of the virus (Dickens, Koo & Wilder-Smith, 2020). Covid-19, which the World Health Organisation defines as a global pandemic, has caused significant changes in many areas of people's social lives, especially in health, and has led to the suspension of many activities worldwide (Marmarosh et al., 2020). The education system was also affected by social isolation practices, and schools and universities around the world had to suspend education (Can, 2020). According to the report published by UNESCO (2020), as of April 2020, a total of 1,724,657,870 students across countries were affected by the pandemic process. In order for students who are away from face-to-face education to continue their education and training lives, countries have made changes in their education policies and decided to switch to distance education method for all levels of education until the end of the process (Canpolat & Yıldırım, 2021).

Distance education, which first started with letter learning in 1840 (Moore & Kearsley, 2005), started to be provided by radio broadcasts in the 1920s and television since the 1960s with the development of technology (Bates, 2015). Distance education is a form of learning in which learners can access learning resources and each other independently of time and space (Özkul & Aydın, 2016). In terms of application, synchronous distance education, in which the learner and the instructor communicate on the same teaching platform at the same time and perform their learning processes, and asynchronous distance education, in which learners can access learning resources independently in both space and time (Allen & Seaman, 2017). In the literature, besides the equality of opportunity that distance education provides to students in many areas such as ease of access to resources, time, transportation, individual learning and overcoming individual barriers (Bates, 2015; Guri-Rosenblit, 2005; Simonson, Schlosser & Orellana, 2011), many negativities such as insufficient infrastructure, cost, inadequate use of information communication technologies, especially inadequate interaction (Tekin, 2023). At this point, learner and teacher characteristics in distance education (Lerra, 2014; Muilenburg & Berge, 2005), design and planning of education (Simonson, Schlosser & Orellana, 2011) have decisive importance in the quality and effectiveness of education.

The Covid-19 pandemic has caused changes in education and training processes in Turkey as in the whole world. The Ministry of National Education (MoNE) has provided transition to emergency distance education in Turkey as of 23 March 2020. First of all, MoNE started broadcasting the Education Information Network (EBA) and EBA TV on 3 channels of TRT, including primary, middle and high school, in order to ensure the participation of all students in education and training activities (MoNE, 2020a). Then, as of 30 March 2020, EBA live classroom application was started with the participation of 8th and 12th graders (MoNE, 2020b). The live classroom application brought along computer, tablet, smartphone and internet requirements (Aşkan & Usta, 2022). In order to prevent the difficulties encountered in meeting these requirements by parents, MoNE has tried to provide students with access to EBA by establishing EBA Mobile Support Vehicles travelling especially in rural areas and EBA



Support Points in schools/institutions. The number of EBA Mobile Support Vehicles reached 187 on 1 May 2021 and the number of EBA Support Points reached 15272 on the same date (MoNE, 2021a).

### **EBA Support Points**

EBA Support Points are areas created in schools/institutions to provide access to EBA for students who do not have computers and internet access at home during the Covid-19 pandemic, where education is provided remotely (MoNE, 2021a). These areas were determined as information technology laboratories and Z libraries of schools, youth centres and other institutions with broadband internet access (MoNE, 2021b). These areas were opened to the use of all students from 1st grade to 12th grade for 2 hours a day between 09:00-18:00 on weekdays and 10:00-18:00 on weekends. In order for students to benefit from EBA Support Points, the "Information Form and Letter of Undertaking" document prepared within the scope of "Measures to be taken in schools within the scope of Covid-19" must be signed by parents (MoNE, 2021b).

The tasks of planning the students who will use the EBA Support Point in accordance with their grade level and in a way that they do not overlap with each other and recording the time intervals in which they are used by whom are left to the schools. Schools generally created appointment forms for this process, received students' usage requests and made planning (Yavuz & Çetin, 2022).

EBA Support Points were required to have at least one teacher or technical staff who could carry out technical work. The shift planning of the personnel to be assigned was also left to the school administrations. It is necessary to have visors, work aprons and gloves for the personnel who will work at these points. In addition, it was requested to have headphones for the individual use of students and to disinfect the devices used (headphones, microphones, mice, keyboards, etc.) before and after each use. Life safety threatening items such as open sockets and cable ends should not be kept in the environment, natural ventilation should be provided and air conditioners or vents should never be switched on. Again, school administrations were asked to assign cleaning personnel for cleaning and hygiene activities at these points. The seating arrangements at EBA Support Points should also be planned so that there are at most 5 people per 10 square metres and computer desks should be placed at a distance of at least 1 metre in accordance with social distancing rules. In the Procedures and Principles for EBA Support Points for Administrators document prepared by MoNE, visuals of the seating arrangement and hygiene measures to be taken are explained (MoNE, 2021b).

In order for students to benefit from EBA Support Points without any problems, Information Technologies Counselor (ITC) teachers were assigned by school administrations to carry out technical works (MoNE, 2021b).

### **Duties and responsibilities of information technology counselor (ITC) teachers**

The use of computers in the educational environment for the dissemination of computer aided education can be considered as one of the important developments. MoNE has assigned this task to ICT formator teachers in educational institutions with the directive numbered 2378 (Dirisağlık & Kabakçı, 2009). ICT formators are expected to be individuals who are competent in the field of ICT,



who follow current technologies and who are willing (Toruş, 2010). In another definition, the expectations from ICT teacher trainers are defined as ensuring the effective use of ICT classrooms, carrying out computer-assisted teaching activities, guiding students and teachers in the use of technology, ensuring that the public can benefit from these classrooms outside the scope of school hours (Doğan, 2010) and various roles such as "change agent", "innovation leader", "role model for teachers", "technician", "ICT planner", "educator", "technologist" are given for ICT teacher trainers (Altun, 2012). Although there are different roles assigned to them, the duties of ICT formator teachers were determined by MoNE in the directive dated 29.10.2003 and numbered 2554 (MoNE, 2003). However, with the FATİH project, which started to be piloted in 2012, the need for counselor on the effective use of the hardware installed in schools and classrooms has emerged. In the letter numbered 16791 published by MoNE General Directorate of Innovation and Educational Technologies in 2012, the task of guiding ICT teachers was defined. With the FATİH project, the name of the ICT formator teacher was changed to Information Technologies Counselor (ITC) teacher. While there should be an IT classroom in schools during the assignment of formator teachers, this condition was changed in the assignment of ITC teachers and assignments were made to schools equipped with the necessary equipment within the scope of the FATİH Project.

Within the scope of the FATİH Project, ITC teachers: To organize seminars and promotional activities for teachers, students and parents by guiding them on EBA, EBA Course and Interactive Classroom Management, and to prepare brochures and posters. To take part in the purchasing processes of IT-supported classrooms and Fatih Project equipment and to ensure that the purchased equipment is used for its intended purpose and remains up-to-date and ready for use. To plan, conduct and guide IT-related competitions in coordination with the ITC provincial coordinator and to take part in the commissions established for the competitions. He/she has various duties and responsibilities, such as serving on the board where the work and affairs related to the institution's website are carried out in order to promote the school and to publish the activities carried out up to date (MoNE, 2017).

Since the 1980s, when the use of computers in education started in our country, different projects have been carried out in order to include technology effectively in educational environments. In addition to MoNE projects, different institutions and organisations have worked in coordination to equip schools with ICT tools. ICT classes in schools have become widespread with these projects (MoNE, 2021).

### **Purpose of the study**

The fact that the distance education process, which was used compulsorily and as the only teaching method for the first time during the Covid-19 period, was started without the opportunity to make sufficient planning and preparation, caused the distance education activities carried out during this period to be described as "Emergency Distance Education", separate from the known distance education method (Whalen, 2020). Since "Emergency Distance Education" is an unexpected application, it is possible that different problems may have been experienced in this process. For this reason, what happens during the emergency distance education process and its effectiveness is one of the issues that continues to be examined by many researchers (Li, Zhang & Piper, 2023). In this context, there are many studies on teacher and student opinions, especially regarding distance





education (Ganji vd., 2024). However, studies explaining the experiences of teachers working at EBA Support Points, which were implemented for the first time in this process, could not be found.

During the Covid-19 period, IT classes in schools were largely transformed into EBA Support Points and ITC teachers were assigned there (MoNE, 2020). Teachers working at EBA Support Points have had various experiences during the process. Evaluating the situation regarding this new experience can only be possible with the opinions of the people involved in this process (Kargin, 2007). Thus, in the light of the findings, suggestions can be made for similar situations that are likely to be encountered in the future.

EBA Support Points, which were established to ensure the participation of students who do not have the necessary technological infrastructure to participate in distance education during the pandemic period, have become an organization where the Ministry of National Education, school administrations, teachers, students and parents are stakeholders, with wide participation and where very important experiences are gained. This study is important in terms of obtaining opinions on the detection and solution of the problems experienced at EBA Support Points during the Covid-19 pandemic period, in order to ensure more effective and efficient sustainability of education and training activities of the Ministry of National Education in situations that require the use of technological infrastructures of schools and concern large masses such as pandemics and natural disasters. can be seen.

In this context, the aim of the research is to determine the problems experienced by teachers working at EBA Support Points during the emergency distance education process and to propose solutions based on these experiences in order to avoid experiencing the same difficulties again and to make similar units more effective. In line with the purpose of the study, the research questions of the study are as follows:

1. What are the problems experienced by teachers working at the EBA Support Points?
2. What are the solution suggestions to the problems experienced by teachers working at the EBA Support Points?

## Method

In this section, information about the method, sample, data collection tool, data analysis, validity and reliability of the data are given.

### Research model

In the research, the case study method was used since the opinions and suggestions of the ITC teachers working at the EBA Support Points about the process they experienced were taken. According to Merriam (2013), case study is a study conducted to describe and analyse a certain scope in depth. Creswell (2007) defined case study as a qualitative research approach in which themes are defined by examining a limited situation in depth. Within the scope of the study, the research process was carried out as a case study in the holistic single case (Yin, 1984) design since the data obtained from semi-structured interviews with teachers working at EBA Support Points were analysed in depth in order to

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determine the problems of teachers working at EBA Support Points and to formulate suggestions for the solution of these problems.

### Data collection tools

Sayfa | 1978

Within the scope of the research, semi-structured interview technique was used to collect data. At the stage of preparing the interview questions, a literature review on the subject was carried out. In the literature review, a draft interview form was prepared in order to determine the problems experienced by the teachers working at the EBA Support Point. In order to ensure the validity and reliability of the semi-structured form, the opinions of an associate professor working in the Department of Computer Education and Instructional Technology Education and two experts who have completed their master's degree in the Department of Computer Education and Instructional Technology Education and who are also working at the EBA Support Point as a ITC teacher were obtained. In line with the opinions received, arrangements were made in the semi-structured interview form. After the arrangements, an application was made with an IT teacher working at EBA Support Points in order to determine whether the semi-structured interview form was understandable in practice. As a result of the application, necessary arrangements were made and the form was finalised. In the interview form, there are 7 questions related to the research topic in addition to the questions about gender, age, branch and seniority of the teachers (Appendix-1).

### Population and sample

The population of the study consists of ITC teachers working at EBA Support Points in the central district of Ağrı province. There are 33 EBA Support Points in the central district of Ağrı province (MoNE, 2021a). Easy sampling method was selected for sample selection. In the convenience sampling method, volunteers in the population can be included in the sample due to ease of access and application (Ural & Kılıç, 2021). In this context, teachers working in 15 of the 33 EBA Support Points volunteered to participate in the study. The demographic information of the teachers participating in the study is coded and presented in the Table 1.

Table 1.  
Teacher demographic information

Code	Age	Seniority	Gender	Type of School
T1	29	2	Male	Middle School
T2	35	4	Female	Middle School
T3	31	3	Female	Middle School
T4	30	4	Male	Middle School
T5	30	4	Male	High School
T6	28	6	Male	Middle School
T7	25	1	Male	Middle School
T8	29	2	Female	High School
T9	28	5	Female	Middle School
T10	27	2	Female	Middle School



T11	30	4	Male	High School
T12	26	2	Female	Middle School
T13	25	2	Female	Middle School
T14	32	7	Male	High School
T15	28	3	Male	Middle School

The study was conducted with a total of 15 ITC teachers, 8 male and 7 female. According to the school types they work in, there are 11 middle school teachers and 4 high school teachers. When we look at their seniority indicating their professional experience, it is seen that they have an average of 3-4 years. The professional experience of the participants was deemed sufficient because the field of ITC is newer than other fields and the teachers working in the province where the study was carried out have similar professional experience.

According to the information received from the teachers working at EBA Support Points in the schools included in the study, the infrastructure status and usage data of computer laboratories are given in Table 2.

Table 2.  
Data on the infrastructure status and usage of EBA Support Points

Teacher Code	Number of Computers	Number of Computers in Use <sup>1</sup>	Condition of Computers <sup>2</sup>	Internet Infrastructure	Average Number of Daily Users	Hours of Intensive Use
T1	25	15	Adequate	Fibre	30	09.00-12.00
T2	20	10	Adequate	ADSL	15-20	09.00-17.00
T3	20	12	Adequate	Fibre	5-10	13.00-16.00
T4	15	10	Inadequate	Fibre	5	10.00-12.00
T5	20	10	Adequate	Fibre	7-8	10.00-13.00
T6	24	12	Adequate	Fibre	10	10.00-14.00
T7	12	7	Inadequate	Fibre	7	10.00-13.00
T8	15	8	Adequate	Fibre	15	13.00-16.00
T9	20	10	Adequate	Fibre	1-2	10.00-13.00
T10	20	10	Adequate	ADSL	1-2	10.00-12.00
T11	15	8	Medium	Fibre	5-7	10.00-11.00
T12	21	11	Adequate	Fibre	3-4	10.00-13.00
T13	30	15	Adequate	Fibre	30-40	08.30-13.00
T14	20	10	Adequate	ADSL	5-6	11.00-14.00
T15	20	10	Adequate	Fibre	25	10.00-15.00

<sup>1</sup> In Social Distance Order

<sup>2</sup> Hardware adequacy of the computers used with the statement of the ITC teacher in the school.

When Table 2 is analysed, it is seen that the number of computers used in social distancing at EBA Support Points varies between 7 and 15 and according to the opinions of the teachers working here, they are generally sufficient. However, T4 and T7 teachers evaluated that the computers in their schools were insufficient for use in EBA Support Points. It is seen that the internet infrastructures used are generally Fibre.



## Data collection and process

At the beginning of the research process, the ethics committee approval document dated 04.06.2021 and numbered 2021-6/1.10 was obtained. Then, a literature review was conducted and the current situation on the subject was investigated. Since a process will be examined based on the problems experienced by the personnel working at EBA Support Points in the process, a semi-structured interview form was prepared to obtain the opinions of ITC teachers. Necessary arrangements were made in the interview form prepared in line with the opinions of the experts. Before the interviews with the teachers working at EBA Support Points, their verbal permission was obtained. The interviews of the teachers who gave permission for recording during the meeting were recorded and data loss was prevented. The recordings were transcribed and translated into text after the interviews. During the interviews of the teachers who did not give permission for recording, the researcher took notes and recorded them. Interviews were conducted with 15 teachers in a single round and each interview lasted approximately 20 minutes.

## Analysing the data

Content analysis method was used to analyse the data collected with the semi-structured interview form within the scope of the research. The purpose of content analysis is to bring together and interpret the collected data by creating categories according to their similarities (Yıldırım & Şimşek, 2005). The collected data were analysed and codes were created according to the concepts extracted and categories were created based on the codes. The analyses made by two experts were evaluated according to the formula for determining the consistency coefficient specified by Miles and Huberman (1994) and 92% agreement was determined between the analyses. The data obtained by reaching a consensus as a result of the experts' discussions were reported.

## Findings

### Problems experienced by teachers working at EBA Support Points

In line with the data obtained as a result of the interview with 15 teachers regarding the question "What are the problems experienced by teachers working at the EBA Support Point?", which is one of the sub-problems of the research, the problems experienced with students, teachers and school administrators were grouped under three categories. The problems collected under these categories were analysed and the codes and the opinions forming the codes were presented in tables.

### Problems with students

The problems experienced by the teachers working at the EBA Support Point with the students during their duties were grouped under the codes determined in line with the opinions of the ITC teachers. The problems identified are listed according to frequency values and given in Table 3.



Table 3.  
Problems experienced with students

Category	Codes	Teacher Opinions	Teachers
Problems with students	Disciplinary issues	Failure of students to comply with pandemic rules	T1, T2, T3, T4, T5, T6, T8, T11, T14
		Interested in extracurricular matters during live lessons and not following the lessons regularly	T5, T6, T8, T11, T12, T13, T14, T15
		Careless use of computer equipment	T3, T5, T12
	Technical issues	Problems arising from the appointment system and density	T10, T13, T15
		Sound transmission problems	T3, T4, T10
	Inadequate ICT skills	Students forgetting their EBA passwords	T2, T3, T5, T11, T15
Students do not use the computer well enough		T1, T7, T9	

When Table 3 is analysed, it is seen that the problems experienced with students are concentrated in disciplinary problems and technical problems such as not following the pandemic rules and not following the lessons regularly by being interested in extracurricular subjects. Some excerpts from the statements of ITC teachers working at the EBA support point regarding the problems they experience with students are as follows.

Under the code of disciplinary problems, the excerpts from the opinions of ITC teachers are as follows:

- T1: "Students generally do not want to wear masks when they come to the laboratory"*  
*T2: "Students do not apply the social distancing rule because they want to be with their friends"*  
*T5: "Since students are passive listeners in live lessons, they go to other websites instead of following the lessons"*  
*T6: "During the live lesson, the student may leave the lesson or try to chat with his/her friends"*  
*T12: "Some students, even a few, do not care at all when using tablets. I don't care about those who use the screens unnecessarily hard, almost throw them while putting them on the table or bump them while carrying them in their hands."*

Under the code of technical problems, the quotations for the opinions of ITC teachers are as follows:

- T10: "We have difficulty in placing students when they come without using the appointment system"*  
*T13: "The follow-up of appointment forms is time-consuming and appointments are sometimes made too late, which can lead to overcrowding"*  
*T3: "Distortions may occur due to students' misuse of microphones"*  
*T4: "Very often there are sound transmission problems, sometimes there may be problems in sound transmission due to internet connection and sometimes due to hardware problems"*



Under the code of inadequate ICT skills, the quotations for the opinions of ICT teachers are as follows:

*T11: "Students often say that they have forgotten their EBA passwords and ask for renewal."*

*T7: "Students often ask for help even with basic computer usage information such as opening and closing windows, logging in and logging out of the system."*

*T9: "The students who come to the class ask for help in connecting cameras, microphones, making them active during the lesson and even logging in. Unfortunately, some of the students have inadequate computer usage levels."*

### **Problems with teachers**

The problems experienced by the teachers working at the EBA Support Point with the teachers from other branches during their duties were collected under the codes determined in line with the opinions of the ITC teachers. The problems identified are listed according to frequency values and given in Table 4.

Table 4.  
Problems experienced with teachers

Category	Codes	Teacher Opinions	Teachers
Problems with teachers	Support Requests	Teachers' continuous requests for help in using the system	T1, T3, T7, T8, T10, T12, T14
	Irregularities in lessons	Failure to start or cancellation of lessons on time	T4, T5, T11, T14
	Different Platform Usage	Problems arising from live lessons being held on platforms other than EBA	T2

When Table 4 is examined, it can be seen that the problems experienced with teachers are concentrated on constant support requests, irregularities in lessons, and problems related to the use of different platforms. Some excerpts from the statements of ITC teachers working at the EBA support point regarding the problems they experienced with the teachers are as follows.

Under the support requests code, quotes regarding the opinions of ITC teachers are as follows:

*T1: "On EBA, there are teachers who constantly ask for help with procedures such as logging into live lessons, activating the camera and microphone, assigning homework, and sharing. Even though we show the same operations over and over again, the situation does not change much."*

*T3: "Teachers constantly receive requests for help, especially regarding camera and microphone connections, when using EBA."*

Quotations regarding the opinions of ITC teachers under the code of irregularities in lessons are as follows:

*T4: "Since the lessons offered through EBA are not controlled, some teachers' lessons always start late or the teacher may cancel them frequently, especially in lessons with low student enrolment. "There is no full follow-up of this situation."*



T5: "Some of the teachers try to attend classes at the last minute as they do in the classroom. When they encounter a problem because they did not check beforehand, the lessons start late."

Quotations regarding the opinions of ITC teachers under the code of different platform usage are as follows:

T2: "Some teachers can use environments such as Zoom or Google Meet when they want to teach with their students outside of EBA. At the same time, connection, camera and microphone problems are reported when using this software."

### **Problems with school administrators**

The problems that teachers working at the EBA Support Point experienced with school administrators during their duties were collected under codes determined in line with the opinions of ITC teachers. The identified problems are listed in Table 5 according to their frequency values.

Table 5.  
Problems with School Administrators

Category	Codes	Teacher Opinions	Teachers
Problems with school administrators	Excessive workload	Having long working hours	T1, T3, T7, T8, T11, T14
		Giving teaching duties at school to teachers working at the EBA support point	T3, T8
	Planning	Administrators' inability to plan teachers' lesson schedules appropriately	T2, T5, T7, T9, T10, T11,
		Not keeping track of students' entries according to the appointment system	T13, T15
	Audit	Not checking whether teachers are doing live lessons	T2, T4, T14
	Hardware support	Failure to meet hardware needs at EBA support point	T10, T15

When Table 5 is examined, it can be seen that the problems experienced with school administrators are concentrated on problems related to excessive workload, planning, supervision and equipment requests. Some excerpts from the statements of ITC teachers working at the EBA support point regarding the problems they experienced with school administrators are as follows.

Quotations regarding the opinions of ITC teachers under the code of excessive workload are as follows:

T3: "Unlike other teachers and even administrators, we are always at school, and although officially this place has to close at six in the evening, we also work in the evenings to repair computers, meet the administration's requests, etc."



T8: *"We are both at the EBA support point and we teach our own lessons as teachers. We are here all day long and we are constantly dealing with problems, students and requests, and we also have teaching duties."*

Under the planning code, quotes regarding the opinions of ITC teachers are as follows:

T5: *"We are very liberal when planning lesson schedules since there is no need for a classroom in distance education. There are constant conflicts in classes and overcrowding at the EBA support point at some hours. Sometimes, on the contrary, very few students come. "The use of EBA Support Points should also be considered when making lesson programs."*

T15: *"Some of the students come without an appointment or have an appointment for another time but come early or late. The administration sends them without even looking at them. At that time, it becomes a problem for students who have an appointment for that time. "We cannot control all of these, the administration must control this."*

Under the audit code, quotes regarding the opinions of ITC teachers are as follows:

T4: *"As I said before, some teachers start their lessons too late or cancel them saying they encountered a problem. There is no control of these situations. When the administration does not control, the situation becomes looser. Sometimes students who come to EBA support point for lessons are in vain."*

Under the hardware support code, quotes from ITC teachers' opinions are as follows:

T10: *"The most common problem we encounter with the administration is that we cannot purchase materials for the maintenance of computers. When there is a problem with the cameras, buying new ones is a problem. "When there is a technical problem in computers, for example, RAM is needed or, more simply, a keyboard and mouse are needed, we cannot take care of these."*

### **Solution suggestions for the problems experienced by teachers working at EBA Support Points**

One of the sub-problems of the research is "What are the solution suggestions to the problems experienced by teachers working at the EBA Support Point?" Data obtained as a result of interviews with 15 teachers regarding the question; Solution suggestions for the problems experienced by students, teachers and school administrators are grouped under three headings. Summary tables were prepared by examining the problems collected under these headings.

#### ***Solution suggestions for problems experienced with students***

Solution suggestions for the problems experienced by teachers working at the EBA Support Point with students during their duties are collected under this theme. The identified solution suggestions are presented in Table 6.





Table 6.  
Solution Suggestions for Problems Encountered with Students

Category	Codes	Opinions
Pandemic rules and cleaning training	Families explaining the pandemic rules to their children	T1: Families should constantly remind students about the pandemic rules
	Providing pandemic rules training to families	T5: The student reflects what he sees at home. Education regarding pandemic rules should be given to families first.
	Experts giving cleaning training in schools	T6: Counselor services should provide training on cleaning issues in schools. T11: Seminars should be organized on cleaning-social distance issues
Schedule of live lessons	Gaining self-regulation skills	T3: Students should follow what needs to be done in distance education lessons themselves.
	Raising awareness of distance education	T8: Students should be trained on how to conduct live lessons in distance education.
	Usage of Educational Proctoring Software	T11: Software should be developed to prevent students from using other applications while on the live lesson screen.
	Increasing interaction in lessons	T12: Lessons should be made fun, interaction should be increased and teachers should come to lessons prepared.
Login to EBA	Facilitating login to EBA	T2: The login method to EBA should be like e-school login without a password. T11: Access to EBA is password protected, but connecting to live lessons should only be done with your ID number. T15: To access live lessons, you must use your ID number and school number.
Reducing EBA support point density	Increasing students' internet and tablet access	T4: The number of tablets distributed should be increased so that students can attend classes comfortably at home. T15: The number of tablets distributed should be increased. In this way, the density at EBA Support Points will decrease. T10: The number of tablets or the number of IT classes should be increased to reduce the density T13: Internet and tablet facilities should be provided to all students in need.
Taking care in the use of computer equipment	Increasing student supervision	T12: Students should be made aware and supervision should be increased through the use of teachers on duty. T13: Student supervision should be increased with the application of on-duty teachers at the EBA support point.



	Increasing teacher assignment	T14: We were assigned for technical support. Another person should be assigned to deal with other subjects in the class.
Increasing IT competencies	Improving students' IT skills	T1: IT lesson should be given starting from primary school T7: Students should be provided with basic IT skills T9: IT lesson should be compulsory at all levels

When Table 6 is examined, the solution suggestions of the teachers working at the EBA Support Point regarding the problems they experience with the students; Providing training to students and families to address the problem of "students not complying with the pandemic rules", increasing supervision by raising awareness of self-regulation and distance education for the problem of "dealing with extracurricular issues during live lessons and following lessons regularly", and addressing the problem of "students forgetting their EBA passwords" It has been determined that access should be provided with TR ID number to address the problem of "appointment system and overcrowding problems", individual tablets and internet should be provided to students, and Information Technologies lesson should be given compulsorily to address the problem of "low IT skills".

### ***Solution suggestions for problems experienced with teachers***

Solution suggestions regarding the problems experienced by teachers working at the EBA Support Point with teachers from other branches during their duties are collected under this theme. The identified solution suggestions are given in Table 7.

Table 7.  
Solution Suggestions for Problems Encountered with Teachers

Category	Codes	Opinions
Training and support for teachers	Providing training to teachers on distance education and IT skills	T2: Seminars should be given to teachers about the live lesson system T3: Distance education lessons should be taught in universities T7: Teacher candidates at universities should be provided with basic IT skills. T9: Teachers should be equipped with IT literacy through in-service training. T10: The best way for teachers to gain these skills is to take an exam. Technology knowledge should also be measured in KPSS, just like field knowledge.
	Appointment of assistant teachers	T6: A separate ITC teacher should be assigned to the school in addition to the EBA Support Point officer. T8: If I have a lesson load, another person should be assigned to help me.
	Providing online support to teachers	T12: A live support service should be established via EBA to solve teachers' problems.



		T14: Different environments should be developed where teachers can receive support.
Conducting lessons regularly	Conducting an audit	T2: A tracking system should be created to determine whether the lessons are held or not. T4: Supervision should be implemented for live lessons T5: Teachers should pay attention to the start and end times of classes and school administrators should control this issue. T8: Live lessons should be monitored and teachers should be ensured to conduct lessons regularly.
	Preventing lesson cancellations	T11: Lessons should be defined weekly by school administrators. This way, no one can cancel the lesson at their own will. T14: Teachers should have a sanction for canceling classes at their own request and class schedules should be followed.
Development of EBA infrastructure	EBA infrastructure	T12: EBA infrastructure should be improved. All teachers and students should be able to carry out distance education activities via EBA.

When Table 7 is examined, it is seen that the solution suggestions of the teachers working at the EBA Support Point regarding the problems they experience with teachers from other branches focus on the solution suggestions for the problem of constantly requesting support (9 people) and the solution suggestions for the problem of not starting or cancelling the lessons on time (5 people).

### ***Solution suggestions for problems experienced with school administrators***

Solution suggestions regarding the problems experienced by teachers working at the EBA Support Point with school administrators during their duties are collected under this theme. The identified solution suggestions are given in Table 8.

Table 8.  
Solution Suggestions for Problems Encountered with School Administrators

Category	Codes	Opinions
Sharing tasks	ITC teachers providing only technical support	T1: We try to solve technical problems and maintain classroom order. Let us only provide technical support, but a shift schedule should be created for classroom order. T14: ITC teachers should be responsible only for technical issues
	Other branch teachers keeping watch at the EBA support point	T7: Apart from ITC teachers, other teachers should also be kept on duty at the EBA Support Point. T11: Teachers should come and help at the EBA Support Point on their free days.



	Knowing the job descriptions of ITC teachers	T3: Our job descriptions should be taught to school administrators and it should be accepted that we are not mechanics. T6: What is written in the regulations must be followed and no lesson load should be given.
Sayfa   1988	Gathering information about the process	T1: Information should be obtained from teachers and students about the problems encountered while planning the distance education process, and decisions should be made accordingly.
	Planning	T2: In-service training should definitely be given regarding lesson curriculum preparation.
		Training of managers
	Appointment system	T9: In order to avoid congestion at the EBA Support Point and to prevent students from suffering, a program should be created at different hours for the levels. T13: An e-appointment system like a hospital appointment system should be developed
Financial resources	Meeting needs	T4: Financial resources should be created to meet the needs of the EBA Support Point.

When the solution suggestions for the problems experienced by the teachers working at the EBA Support Point with school administrators are examined in Table 8, it is seen that the suggestions are related to working hours, lesson schedules and planning, intensity, technical support requests and lesson load.

## Discussion and Conclusion

Within the scope of the study, the problems experienced by teachers working at EBA Support Points, which were created for the use of students who do not have the necessary technological infrastructure to participate in distance education during the Covid-19 period, and solution suggestions for the problems experienced were tried to be determined. The data in the study were obtained from semi-structured interviews with 15 teachers working at the EBA Support Point. In the light of the findings, the problems experienced by the teachers on duty during the operation of the EBA Support Point were examined under three themes: problems with students, teachers and school administrators.

Basic problems experienced with students; It was identified as disciplinary problems, technical problems and insufficient ICT skills. Disciplinary problems with students; It has been determined that there are problems such as students not complying with the pandemic rules, being interested in extracurricular subjects, not following the lessons regularly and using computer equipment carelessly. It is thought that students should be given cleaning and pandemic training, starting from the family, in order to comply with the pandemic rules. In order to prevent students from following live lessons during the distance education process and dealing with different content during the lesson, students need to acquire self-regulation and self-control skills (Çivril & Aruğuslan, 2022). In addition, situations



such as the lack of effect of the computer lesson on general exams and lack of laboratory and infrastructure also cause disciplinary problems to arise in laboratory lessons (Taş, 2017).

According to the opinions of the ICT teachers who participated in the study, another problem experienced with the students is their lack of ICT competencies. This situation shows the necessity of giving Computer Technologies and Software lessons in schools. Educational institutions are obliged to provide students with the competencies needed by the information society (Özel, 2010). It is seen that ICT competencies develop students' high-level thinking skills, support permanent learning, and are effective in providing a learning environment suitable for individual differences (Chou, Hsiao, Shen, & Chen, 2010; Luu & Freeman, 2011; Sanchez, Salinas, & Haris, 2011).

It was determined based on the opinions received from the teachers that some students missed their classes during periods when the EBA Support point was busy. When teachers' solution suggestions for this problem are examined, it is stated that the number of computers in IT classes and the number of tablets distributed should be increased. It is stated in the literature that many schools in our country do not have IT classes, and in schools with IT classes, computers are inadequate in terms of hardware and software. However, it is considered important for all students to have individual access opportunities in order to carry out an effective lesson process and achieve gains (Aykaç & Çelebi Uzgur, 2016).

Basic problems with teachers; It has been determined that the problems are related to support requests, irregularities in lessons and the use of different platforms. When the problems experienced by teachers working at the EBA Support Point with other branch teachers were examined, it was determined that teachers constantly requested support regarding the distance education process. When other studies were examined, it was determined that IT teachers were seen as the person from whom support was requested in this regard in schools even before the pandemic period (Dursun & Saracaoğlu, 2016).

In order to reduce the problems requiring technical support from assigned teachers, teachers should be given training to increase their distance education and basic IT skills during their undergraduate education. Another problem experienced at the EBA Support Point was determined to be due to the lack of control of the live lesson system and the teachers not starting the lessons on time, not starting them or cancelling them due to personal reasons.

Basic problems with school administrators; It has been determined that it is related to excessive workload, planning, supervision and equipment demands. It has been stated that the reason for the long working hours of the teachers working at the EBA Support Point with the school administrators is that the planning and lesson schedules are messy. It is stated that teachers on duty should prepare a shift schedule to solve the problem and school administrators should receive training on planning issues. In addition, the job descriptions of ITC teachers need to be fully created regarding the problems experienced in issues such as giving lesson load and running the appointment system. Uncertainties in job descriptions and different perceptions of ITC teachers and school administrators are shown as one of the main reasons for the problems in task sharing (Gültepe & Eşgi, 2019).



Although the purposes of the EBA Support Points established by the Ministry of National Education during the Covid-19 process and the qualifications of the teachers who can be assigned are stated, the duties to be fulfilled by these teachers are expressed as main headings. For this reason, differences emerge in the functioning of EBA Support Points, in the work done by the teachers working there, and in the expectations of school administrations and other teachers. In this study, we tried to determine the work done by teachers working at EBA Support Points during the Covid-19 process, the expectations from them, the problems they encountered and their solution suggestions. Since the findings are obtained directly from the application process, it is thought that they can be a guide in defining the duties and responsibilities of the teachers who will work at EBA Support Points in cases where they need to be reactivated.

## Suggestions

EBA Support Points created during the pandemic made it possible to access education opportunities for students with technological deficiencies. With this feature, it has fulfilled a very important task. At the same time, it has provided significant experience for the Ministry of National Education, school administrations, teachers, students and parents. Based on these experiences, some suggestions are offered for school administrators and policy makers, based on the findings obtained within the scope of this study, in order to prevent the same difficulties from occurring again and to make similar units more effective.

### Recommendations for school administrators

- To reduce the working hours at the EBA Support Point, at least two people should be assigned or a shift schedule should be implemented with branch teachers.
- The teacher working at the EBA Support Point should only deal with technical issues.
- The live lesson system must be audited.
- Financial resources should be created to solve the technical problems experienced at EBA Support Points.
- A shift schedule with more than one staff should be implemented to provide technical support to teachers and students outside working hours during the distance education process. This program can be achieved by combining ITC teachers for multiple schools.

### Recommendations for policy makers

- Access to EBA should be similar to e-school in order to alleviate the workload of defining an EBA password.
- For healthy use of the EBA Support Point, an electronic appointment system should be created.
- The number of tablets dispensed should be increased to reduce density.
- Basic IT skills of students and teachers should be increased. IT lesson should be compulsory at all levels.
- School administrators should be trained to better prepare curriculum and planning.
- Efforts should be made to provide students with self-regulation and self-control skills.
- The job descriptions of the teachers working at the EBA Support Point should be clearly defined.



- EBA infrastructure should be strengthened in order to conduct live lessons safely via EBA.

### **Conflict declaration**

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

### **Author contribution rate**

The first author carried out the planning of the study and the literature review process. The second author carried out the data collection process. The first and second authors performed the statistical analyses. All authors contributed to the writing of the article and read and approved the final version of the study.

### **Ethics committee statement**

This study was carried out with the approval decision taken at the meeting numbered 2021-6/1.10 of Trabzon University Social and Human Sciences Scientific Research and Publication Ethics Committee dated 04.06.2021.



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## Appendices

### Appendix-1. Data Collection Tool - Semi-Structured Interview Form

Cinsiyet: Erkek( ) Kadın( )

Yaş: .....

Brans: Bilişim Teknolojileri( ) Diğer(.....)

Kıdem Yılıınız:

1-EBA Destek Noktasında yerine getirdiğiniz görevler nelerdir?

2-Uzaktan eğitim sürecinde okul yöneticilerinin ve diğer öğretmenlerin beklentileri nelerdir?

3-EBA Destek Noktasından günlük ortalama kaç öğrenci faydalaniyor? Hangi saat aralıklarında yoğunluk yaşıyor?

4-Bilişim teknolojiler sınıfının altyapısı ne durumdadır?

5-Teknik bir sorunla karşılaştığınızda ne gibi bir yol izliyorsunuz?

6-EBA Destek Noktasında görev aldığınız süreç boyunca yaşadığınız sorunlar nelerdir?

Öğrenci açısından:

Öğretmen açısından:

İdareci açısından:

7-EBA Destek Noktasında yaşanan sorunların yaşanmaması için çözüm önerileriniz nelerdir?

Öğrenci açısından:

Öğretmen açısından:

İdareci açısından: