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Investigating the Differentiated Experiences of an Academician in the Transition to Distance Education Through a Documentational Framework

Uzaktan Eğitime Geçiş Sürecinde Bir Öğretim Üyesinin Farklılaşan Yaşantılarının Dokümantal
Çerçeveden İncelenmesi

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Abstract: This study examines the documentational genesis of an academician transitioning to distance education during the pandemic. Using qualitative case study design, the research involved an associate professor in engineering at a Turkish state university. Selected via purposeful sampling, the participant was open to sharing experiences and participating in the study. Data were collected through online course video recordings, semi-structured interviews, observations and researcher notes. Content analysis was used for the data analysis, and from the obtained themes, the elements of the participant's schemes in online education, the challenges experienced, and the variations in these schemes were presented from a documentational perspective. As a result of the research, it was found that the participating academician used different types of knowledge, including both content knowledge and pedagogical content knowledge, in online education. Additionally, it was concluded that the academician continued to use some resources from face-to-face education during the transition to and process of online education, modified some resources to create differentiated resources, and completely abandoned some resources. Another finding of the research is that the participating academician faced many challenges during the online education process. These challenges were primarily found to be due to student-related and institutional factors. Moreover, the academician expressed both positive and negative opinions about distance education.

Keywords: Distance education, Content analysis, Documentational approach, Higher education.

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Öz: Bu çalışma, pandemi sürecinde uzaktan eğitime geçiş yapmış bir öğretim üyesinin doküman oluşturma sürecini incelemeyi amaçlamaktadır. Çalışma, nitel bir araştırma olup durum çalışması deseni kullanılarak gerçekleştirilmiştir. Çalışma tek bir katılımcı ile gerçekleştirilmiştir. Çalışmanın katılımcısı Türkiye'deki bir devlet üniversitesinde mühendislik fakültesinde doçent olarak görev yapan bir öğretim üyesidir. Araştırmanın verileri, çevrimiçi ders video kayıtları, katılımcı ile yarı yapılandırılmış görüşmeler, gözlemler ve gözlemci notları kullanılarak toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmış ve elde edilen temalardan katılımcının çevrimiçi eğitimde doküman oluşturma sürecinde ortaya koyduğu şemalara ait elemanlar, yaşadığı zorluklar ve şemalarındaki değişimler dokümantal bir çerçeveden ortaya konulmaya çalışılmıştır. Araştırmanın sonucu olarak katılımcı akademisyenin çevrimiçi eğitimde gerek alan bilgisi gerekse pedagojik alan bilgisi olarak üzere farklı bilgi çeşitlerini kullandığı görülmüştür. Ayrıca akademisyenin çevrimiçi eğitime geçiş ve çevrimiçi eğitim süreçlerinde daha önceki yüz yüze eğitimde kullandığı bazı kaynakları kullanmaya devam ettiği, bazı kaynaklarında değişiklikler yaparak farklılaşmış kaynaklar kullandığı ve bazı kaynaklarını da kullanmayı tamamen bıraktığı sonucuna ulaşılmıştır. Araştırmanın bir diğer sonucu ise katılımcı akademisyenin çevrimiçi eğitim sürecinde pek çok zorlukla karşılaştığı yönündedir. Akademisyen tarafından karşılaşılan bu zorlukların temel olarak öğrencilerden kaynaklı ve kurumdan kaynaklı olduğu tespit edilmiştir. Öte yandan akademisyen, uzaktan eğitimle ilgili hem pozitif hem de negatif görüş bildirmiştir.

Anahtar Kelimeler: Uzaktan eğitim, İçerik analizi, Dokümantal yaklaşım, Yükseköğretim.

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1. INTRODUCTION

Distance education is a learning system in which information is presented to individuals who are far from each other, with technological tools and applications (Moore & Kearsley, 2005). In addition, this system provides flexibility of time and space, communication and interaction (Karaman & Kurşun, 2020). In order for the learning process to be effective and efficient in distance education environments, meeting the social interaction and psychological trust needs of the learners is important for the learning process to be effective and efficient. One of the most powerful distance education applications where social interaction is provided in these environments is live online classrooms.

All kinds of tools and equipment that teachers use while preparing learning environments gain importance in the learning process. Considering these tools, it is evident that textbooks are the most frequently used by teachers (Arslan & Özpinar, 2009; Kılıçoğlu, 2020). However; it is also observed that teachers use supplementary materials such as test books, smart notebooks, educational books and websites to prepare their lessons. Therefore, it is important to examine teachers' resource use and documentational genesis. The purpose of this research is to examine the documentational genesis processes of an academician in distance education by utilizing the theoretical framework of the "Documentational Approach to Didactics" proposed by Gueudet and Trouche (2009). Documentational Approach to Didactics proposes an interaction model between teachers and resources, which includes implications for instructors' professional activity (Baştürk-Şahin et al, 2020). Indeed, teachers develop specific usage schemes while interacting with a particular resource or set of resources. Different teachers may use the same resources, but their use may vary depending on their objectives and knowledge. In this case, the resulting outcome is the document, which can be expressed as "Resources + Usage scheme = Document". The process of developing a document is referred to as documentational genesis (Gueudet & Trouche, 2009).

The importance of this research lies in highlighting the critical role of teaching materials and their utilization in distance education. Indeed, understanding how an academician chooses and uses resources and the challenges faced in this process is an important issue. This research emphasizes the significance of various course documents, their preparation processes, teaching methods and techniques, and how resources are used to create a learning environment by an academician. Effective teaching requires the teacher to have knowledge about students and their cultural and social environment (Ball & Mc Diarmid, 1990). Teachers who want to engage their students in a useful discussion are expected to have deep knowledge about the subject (Fernandez, 2005). In fact, for an effective teaching, it is also necessary to have knowledge and skills to conformal use educational resources (Ball et al, 2008).

In the second half of 2019, due to the COVID-19 pandemic, face-to-face education was completely or partially terminated in many countries around the world, and compulsory distance education was implemented at all levels of education. During the pandemic period, distance education became the only alternative or complement to face-to-face education. Distance education is a system where students and teachers are not face to face and separate from each other; the lines of this separation are generally defined as time and space (Perry & Rumble, 1987). In this situation, instructors faced both similar and different problems compared to students. Unprepared instructors found themselves in a different system without any training or time, and they experienced difficulties in managing online education and continuing this process (Önder, 2022). Challenges included the difficulties of student supervision in assessment and evaluation, the inadequacies of both students and instructors in information technologies, the preparation of course programs suitable for online learning, the scarcity of distance education materials, the lack of experience in online teaching, the inadequacy of internet infrastructure in schools, and the insufficiency of universities in distance education (Çavdar et al., 2022; Güzel & Özeren, 2021). Academicians, who were also unprepared for the transition to online education, encountered similar challenges. They faced technical

and pedagogical difficulties in preparing course materials, ensuring student participation, and conducting assessments (Cabı & Ersoy, 2022; Kuşçu & Sancar, 2023).

There exist numerous studies in the literature highlighting the deficiencies and problems associated with distance education (Açıkgöz et al., 2023; Akman et al., 2024; Erpay, 2021). When examining these studies, the main issues identified in distance education include the lack of face-to-face interaction, which leads to low interaction between students and teachers as well as among students themselves (Li, 2009; Kedraka & Kaltsidis, 2020). Other significant issues include technical problems and hardware difficulties (Keskin & Kaya, 2020), lack of educational and professional development support, reluctance to participate in educational activities, the necessity for technological literacy and internet infrastructure, and factors such as lack of experience and motivation (Pozdnyakova & Pozdnyakov, 2017). In some studies, it has been found that there are some problems related to distance education practices. Web-based distance education practices administered in higher education create different problems for lecturers and for students (Bilgiç & Tüzün, 2015). A study on the problems encountered by campus students in simultaneous distance education (Kırmacı & Acar, 2018) has found that there are problems in three different areas as communication, education and system. Another study (Falowo, 2007) states that, in web-based distance education, there may be obstacles arising from institutional reasons as well as problems related to students and lecturers. Although there are many studies in the literature regarding teacher and academician activities in distance education, no study has been found examining academician activities and changes in these activities from a documentational perspective.

This study is realized to reveal the experiences and elements of the documentational genesis of an academician who switched to distance education during the pandemic period. In this context, answers were sought to the following questions:

What are the experiences of an academician who transitioned to distance education during the pandemic in the documentational genesis process?

In the research, qualitative dimensions were explored through five sub-questions:

1. What types of knowledge does the academician present during the distance education process and under what circumstances?
2. What resources has the academician started using during the distance education process, what changes have been made in the use of these resources, and which resources have been discontinued?
3. What challenges does the academician face during the distance education process?
4. What are the opinions of the academician regarding the distance education process?

2. METHODOLOGY

In this section of this qualitative study, the information regarding the research design, the participant, the data collection tools, the data analysis, the validity and reliability of the study are presented.

2.1. Research design

This study, designed as a case study, aims to understand the experiences and perspectives of an academician transitioning to distance education in response to the Covid-19 pandemic. Employing a qualitative research design, specifically a single-case study approach, it delves into the intricacies of an educational shift. Single-case study, a subtype of case study design, allows for an in-depth exploration of a specific situation or phenomenon within its context (Yin, 2009; Seggie & Bayburt, 2015: 122). Here, the focus is on the academician's journey, gathering comprehensive data to elucidate the documentational genesis and challenges encountered during the transition period.

2.2. Study participant

The research was conducted with a single participant to facilitate an in-depth and process-oriented analysis. In this study, a 36-year-old academic, who has served as an assistant professor in the faculty of engineering at a state university in Turkey for 5 years, was purposefully selected as the participant. The participant's willingness to engage in online teaching for the first time in his career rendered him a fitting candidate for the study. A participant undergoing this experience for the first time may yield more valuable insights into comprehending the implications of transitioning to distance education. Hence, the fact that the participant had no prior experience with online education before the pandemic was deemed a pivotal factor in attaining the research objectives. Additionally, important factors in the participant's selection include his openness to sharing his work, his positive attitude towards spending time with the researchers and answering questions whenever needed, his willingness to share the recordings of his online classes, and finally, his interest in the research objectives and outcomes. The participant instructed courses at the undergraduate, master's, and doctoral levels. The participant preferred, before the pandemic, traditional educational materials such as books, course notes and emphasized the importance of experimental work by ensuring the implementation of applied courses in a laboratory environment. After the mandatory distance education period, he continued to conduct some courses, particularly graduate and doctoral courses, online. Before transitioning to distance education, the academician taught both theoretical and experimental courses. However, during the pandemic, he had to continue all courses theoretically and designed activities to theoretically continue the experimental courses as well. The reason for selecting a participant from the faculty of engineering was to include someone who teaches both theoretical and experimental courses. This allowed for the exploration of different experiences across various types of courses.

2.3. Data collection tools

Data were collected through online lecture video recordings, semi-structured interviews, observations, and researcher notes. An initial interview was conducted with the participant, during which the study's purpose and methodology were explained, and it was noted that the participant would be observed over two online academic semesters. The participant was asked to prepare lesson plans for the courses he taught during the online education process, and video recordings of these lessons were made over two semesters, comprising fourteen class hours each semester. A semi-structured interview was then conducted based on the video recording and observation notes. Before analyzing the collected data, the researcher's notes taken during observations, the transcripts of the lectures, and the observations and interviews were compiled.

2.4. Data analysis

The data collected in the study were analyzed using content analysis technique. Content analysis is a method commonly used to examine texts such as interview transcripts, journals, and documents (Patton, 2015). Moreover, content analysis is an analytical method that involves examining the concepts underlying the data obtained in a research in detail and revealing the relationships between these concepts (Yin, 2009). In the research, the originality of the data was preserved and direct quotations from the opinions of the participant were used, without revealing the identity of the participant. The data were transcribed verbatim, and codes were generated from these transcripts. The codes were categorized, and similar categories were grouped under the same theme. For example, the data related to the expressions of the academic regarding the sub-problem "What challenges did you face during the distance education process?" have been categorized under the theme "Challenges Faced by the academician." Two categories have been created: Challenges Arising from Students and Challenges Arising from Administration. Accordingly, codes forming the categories were: "Low student participation" and "Lack of student enthusiasm" under the category "Challenges Arising from Students." Additionally, "Disruption in academic activities", "Teaching anxiety" and "Lack of compulsory attendance in the course" formed the category

"Challenges Arising from Administration". Therefore, from the themes obtained, the way the participant followed in the process of creating documents in online education during the pandemic period, the difficulties he experienced and solution suggestions were revealed. As shown in Table 1, semi-structured interviews, one of the data collection tools in the research, provided answers to the first, second, third and fourth sub-questions. Online lecture video recordings addressed the first, second and third sub-questions, while observation and researcher notes addressed the first sub-question concurrently.

Table 1.

Sub-questions and related data collection tools

Sub-questions	1	2	3	4
Data collection tools				
Online lecture video recordings	*	*	*	
Structured interviews	*	*	*	*
Observation notes	*			

2.5. Validity and reliability

Different strategies were used to ensure the validity and reliability of the study. Before the data collection process, time was spent with a participant, interaction was established and an environment of mutual trust was tried to be established. In addition, the principle of voluntariness and willingness was adhered to so that the participant used statements that reflected the truth, the participant was informed that he had the right not to participate in the study or to withdraw, and it was emphasized that the study did not include evaluations such as right or wrong. Additionally, participant was assured that his identity would be kept confidential and his name would not be shared with anyone. In the study, participant characteristics, data collection tools, data collection and analysis process were explained in detail. The codes created as a result of the analysis of the data obtained were presented by associating them around categories, and evidence was provided to the readers by directly including quotations.

3. FINDINGS

In this section, the findings obtained from the analysis of the data regarding the research questions are presented. The participant was observed by the researcher over two academic semesters, and online lecture video recordings were examined. At the end of the academic year, semi-structured interviews were realized, and audio recordings were made by the researcher during these interviews. The data were analyzed in terms of codes and themes developed.

3.1. Findings related to types of knowledge lectured by academicians and the conditions under which they are lectured in the context of distance education

Regarding the research sub-question "What types of knowledge does the academician present and under what circumstances in the distance education process?", data were analyzed under the theme "types of knowledge". Analyses revealed four essential codes namely, "Knowledge used in the process of creating course documents", "Knowledge used during online lectures", "Use of different materials (PowerPoint slide format, graphic tablet etc.)" and "Use of different teaching techniques (question and answer, conducting discussions among students about the topic etc.)".

Table 2.

Codes Related to the First Sub-Question

Theme	Categories	Codes
Types of knowledge	Subject knowledge	In the process of creating course documents During online lectures
	Pedagogical content knowledge	Use of different materials (PowerPoint slide format, graphic tablet) Use of different teaching techniques (question and answer, conducting discussions among students about the topic)

Concerning the code "In the process of creating course documents" analyzed in the subject knowledge category, the researcher's observations and notes showed that the academician prepared new course documents before his lesson. The format of the newly created course documents differed from the previous ones, and the content of the subject knowledge applied also varied. There was a transition from tangible paper format to digital format. In terms of content, it was observed that the new documents were more summarizing and emphasized important points. An excerpt from the transcript of the interviews related to this finding is: "During the process of preparing my lecture notes and during the lecture, I use my subject matter knowledge in the area I specialize in."

Regarding the code "During online lectures," the analysis of video recordings showed that the academician integrated knowledge beyond the course documents into the lectures. This knowledge was generally related to better understanding the topic or providing extra explanations. The participant's statement concerning the subject knowledge presented during online lectures is: "I endeavor to convey subject knowledge as accurately and comprehensively as possible by referring to materials when necessary and delivering presentations and discussions both seated and standing, considering the lecture materials and the context of the lecture."

The code analyzed within the Pedagogical content knowledge category, titled "Use of different materials" was derived from the analyses of the video recording and of the interviews. The analyses of the video recording showed that the academician didn't use a single window during his online lessons; instead he switched different windows and shared different applications such as illustrations, videos, calculator and graphic tablet. During the interview he also stated "I ask students who are not actively participating to make short presentations to make them more active, and I use different materials such as a graphics tablet to make the subject easier to understand."

The code titled "Use of different teaching techniques" was also revealed from the analyses of video recording and interview. Indeed, the analyses of the video recording showed that the academician was willing to involve his students in the learning and teaching environment. Figure 1 and Figure 2 illustrate the screenshots of lesson video recordings concerning different teaching techniques used by the participant.

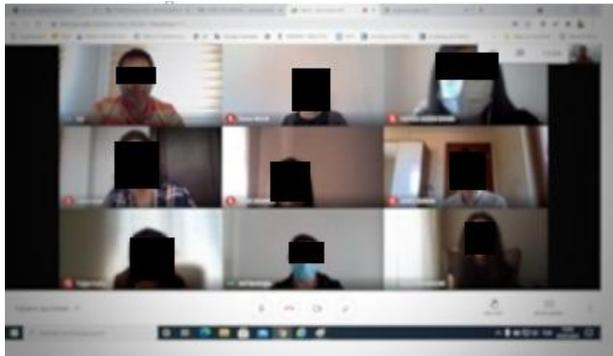


Figure 1. Discussion among students on the topic

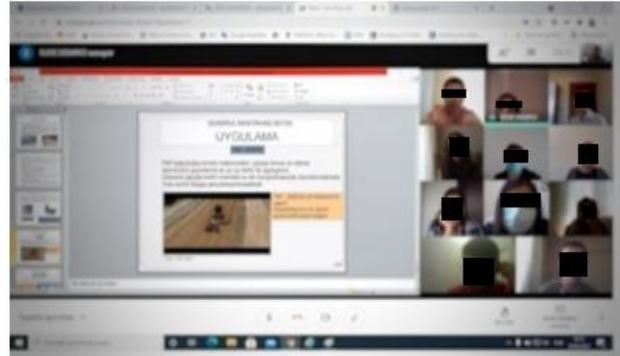


Figure 2. Slide presentation and question-answer

The academician also expressed sentences analyzed within the use of different teaching techniques code during the interview. His following statement is given as an example: *"If I see that students are getting bored during the class, instead of continuing the class in a straightforward manner, I continue the class in a question and answer format to help students focus more on the subject and conduct discussions among students based on the answers given"*.

3.2. Findings related to the changes in the resources used by the academician during the distance education process

Regarding the research sub-question "Which resources did the academician start to use during the distance education process, how did he make changes in the use of which resources, which resources did he stop using?" the data were analyzed under the theme "Lesson resources and plans". The analyses revealed four main codes and related four categories. The codes obtained were "Numerical issues and question solutions have been started on the graphic tablet", "Not use whiteboard", "Lecture notes in power point format (sample question solutions previously made on the board have been added to the lecture notes in slide form)" and "Extra time has been added to the course duration"; the categories related to these codes were determined respectfully as "Resources that have been used", "Discontinued resources", "Changed resources" and "Changes to lesson plans". The created themes, categories and codes are shown in Table 3.

Table 3.

Codes Related to the Second Sub-Question

Theme	Categories	Codes
Lesson resources and plans	Resources that have been used	Numerical issues and problem solutions have been started on the graphic tablet.
	Discontinued resources	Not use whiteboard
	Changed resources	Lecture notes in power point format (sample question solutions previously made on the board have been added to the lecture notes in slide form)
	Changes to lesson plans	Extra time has been added to the course duration

Concerning the code titled "Numerical issues and problem solving started with the graphic tablet," examined within the category of resources used, it was seen that the academician frequently used the graphic tablet during his courses. Indeed, the analyses of the video recordings showed that the academician filled the gap of non-presence of the whiteboard in online education by using the graphic tablet. It can be said that he adapted his schemes on the use of whiteboard in face-to-face teaching to the use of graphic tablet in online teaching. During his lessons, the academician used essentially the power point presentations as course support theoretical knowledge and the graphic tablet for problem solving activities. In Figure 3, an example of numerical problem presentation and solution during the online lesson is presented as a screenshot of video recordings.

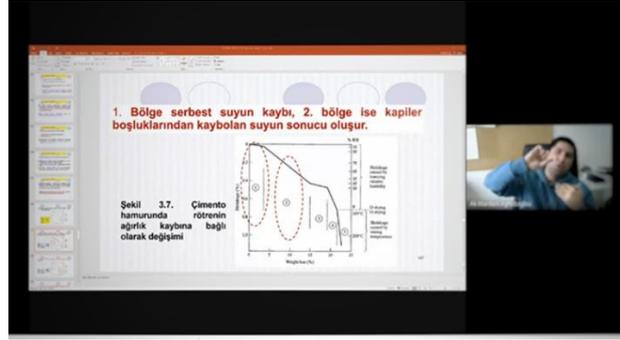


Figure 3. Numerical problem explanation and solution

The academician also expressed, during the interview, his use of graphic tablet as follows: "I thoroughly prepare lecture notes from books for the courses I give during face-to-face education. For this reason, I did not make any changes in the lecture notes I used during the online education process. I only prepare the sample questions that I solved on the board in face-to-face education in slide format and transfer them to the student on the computer. I solve the sample questions with the student on a graphic tablet during the lesson so that the student can fully learn the numerical topics."

The analyses of video recording showed that the academician never used whiteboard during his online lessons. Hence the whiteboard was revealed as a discontinued resource for the passage from face-to-face to online education. Indeed, instead of writing the theoretical part of the lesson on the whiteboard the academician used PowerPoint or word slides that he prepared before his lesson. The academician stated also during the interviews his non-use of whiteboard during his online lesson; the following statement from the interview is given as an example: "I only prepare the sample questions I solve on the board in face-to-face education in slide format and transfer them to the student on the computer".

Concerning the code titled "Lecture notes in slide format" is examined within the category of modified resources. Indeed, it was analyzed that the academician has already a documental valise for his face-to-face teaching experience. But in online teaching some contents of this valise are no more adequate such as the board; hence the academician has to adapt his teaching schemes and hence to realize some changes in the content of his valise. The academician expressed this adaptation as follows in the interview: "I prepare in slide format the sample questions I solve on the board during face-to-face education and transfer them to the student on the computer".

The analyses of the video recordings and the observations of the researcher have also shown that the academician didn't terminate his online lessons in time. The academician, instead of terminating the meeting, he tried to respond to the questions of his students even when the lesson time has been exceeded. He also continued his lesson when he noticed some lacunes of his students. The analyses of the interview data showed also similar results reinforcing this code. An example of academician's expressions is as follows: "Considering that the subjects in distance education will be a little more difficult for the student to learn compared to face-to-face education, I add 20 minutes of extra time to the weekly lesson time as much as possible to prevent the quality of education from decreasing".

3.3. Findings related to the challenges faced by the academician during the distance education process

Regarding the research sub-question "What challenges does the academician face during the distance education process?" the data were analyzed under the theme "Challenges faced by the academician". The analyses revealed five main codes regrouped in two categories. The codes "Low student participation" and "Lack of student enthusiasm" formed the category "Challenges arising from students"; and the codes "Lack of compulsory attendance in the course", "Communication gap between students and the

instructor”, “Disruption in academic activities” and “Teaching anxiety” formed the category “Challenges arising from administration”. The created themes, categories and codes are shown in Table 4.

Table 4.

Codes Related to the Third Sub-Question

Theme	Categories	Codes
Challenges faced by the academician	Challenges arising from students	Low student participation Lack of student enthusiasm
	Challenges arising from administration	Lack of compulsory attendance in the course Disruption in academic activities Teaching anxiety

Concerning the category Challenges arising from students, analyses of the video recordings showed that the academician tried to make his students participate to the lessons. To do this he sometimes alternated the teaching techniques and sometimes he interrogated his students in order to solicit them. However, the analyses of the recordings indicated that the teacher's efforts to engage students in the lesson were ineffective for some students. A lesson excerpt related to the code Low student participation is presented below as an example:

“Academician: StudentX, can you answer this question?”

StudentX:

Academician: X? Can you hear me? StudentX ... I guess StudentX can't hear me... Is there anyone who wants to answer the question?...”

As for the code Lack of student enthusiasm, the analysis of the video recordings showed that the academician made numerous attempts to create an environment where students could be active and engage in discussions. However, these attempts were unsuccessful, and the academician had to continue the lesson using direct instruction or question-and-answer techniques. An excerpt from the video recording transcript that illustrates this situation is presented below.

“Academician: Now... let's discuss the changes in the shrinkage of the cement paste... What are your thoughts on this? What factors influence these changes?...”

Students:....

Academician: You can unmute your microphones and speak directly; there's no need to wait for me to call on you. [...] Yes?... Does no one have any ideas?...”

The analysis of the interview with the academician also revealed that low student participation and lack of student enthusiasm were perceived as challenges by the academician. The academician expressed this situation as follows: *“In my opinion, in the distance education process, the lack of student participation, non-functional or absent cameras hinder the establishment of effective communication between the instructor and the student. [...] In face-to-face education, I believe that eye contact between the student and the instructor is a triggering factor for the student's learning capacity. Additionally, the non-participation of students or their failure to respond to questions affects negatively the online education...”*

Concerning the category Challenges Arising from Administration, the academician pointed out these types of challenges during the interview as follows: *“Due to the rules set by the university during the distance education process, where attendance to classes is not mandatory, I believe that the student does not fully follow the course, which negatively affects the student's learning capacity”*. The analyses of the video recording and observation notes support also this finding where during the online lessons the academician showed his dissatisfaction of low attendances. The excerpt from the recording transcript illustrate this dissatisfaction

verbalized by the academician during online lessons: *“Are there only five people?... Where are the others?... You don't know. Neither do I... But this kind of absenteeism in class isn't normally acceptable... Anyway, there's nothing to do about it.”*

Another code, forming the category Challenges Arising from Administration, revealed from the analyses of the data was Disruption in academic activities. The data analysis revealed that the academician considered the time allocated for assessment and evaluation as a challenge. In online education, the measures taken by the institution to prevent students cheating required the academician to dedicate more time to assessment activities. This situation necessitated changes in the academician's professional routines and habits. The academician's statement from the interview best exemplifies this challenge: *“Another consideration is the university's regulations, which require instructors to prepare three times more questions for multiple-choice and traditional exams. Considering midterm exams, end-of-semester exams, excuse exams, makeup exams, and summer school exams for each course, a considerable portion of the instructor's time is dedicated to exam preparation”.*

Another type of challenge revealed from the analyses was related to the feeling of anxiety of the academician during the online education period.

In fact, the academician expressed anxiety about the high number of students failing, both in online lessons and during the interview. An example of this anxiety exhibited in online classes is his statement, "Did no one answer this question? ... It wasn't that difficult ... I don't want to see all of you in this class again next year. Please, study a bit ... please!" The analysis suggests that the source of this anxiety is more administrative in nature. The cause of this anxiety can be because of having too many students fail a course might lead to institutional scrutiny of the academician's instruction. The academician's statements during the interviews also support this interpretation. An excerpt from the interview is provided below as an example.

“All of this results in the instructor developing anxiety about not being able to fully teach the course and an increase in the number of students who do not pass the course. This situation not only creates psychological pressure on the instructor but also leads to an anticipation of an increase in the number of students for the same course in the next term”.

3.4. Findings related to the opinions of the academician regarding the distance education process

Regarding the research sub-question "What are the opinions of the academician who participated in the study regarding the distance education process?" the data were analyzed under the theme "Opinions on distance education". The analyses revealed two categories composed of five main codes. The category "Positive opinions" was formed by the codes "The use of different teaching methods", "The use of various rich materials" and "Easy access to recorded lecture notes". The category "Negative opinions" was formed by the codes "Low security in the exam system" and "Negative impact on the instructor's credibility in the eyes of the students". The categories and codes related to the theme "Opinions on distance education" are presented in Table 5.

Table 5.*Codes Related to the Fourth Sub-Question*

Theme	Categories	Codes
Opinions on distance education	Positive opinions	The use of different teaching methods The use of various rich materials Easy access to recorded lecture notes
	Negative opinions	Low security in the exam system Negative impact on the instructor's credibility in the eyes of the students

The analyses of the data obtained from the structured interviews showed that the academician expressed positive and negative opinions concerning the distance education process. Positive opinions were related to the use of teaching methods and materials during online lessons. Indeed, the academician expressed his need to use different teaching methods to attire the attention of his students during online lessons. He also expressed the necessity to change his teaching materials in order to ensure the quality of his lessons. One of his statements to exemplify this modification is the following statement: *"As seen, distance education needs to continue during the pandemic, so different teaching methods and a variety of rich materials are used to ensure that the quality of education does not decrease..."*.

Another code obtained from the analyses concerning the positive opinions was the easy access to recorded lecture notes. In fact, despite expressing concerns about low class participation, the academician acknowledged that recording the lessons provided a significant advantage for students who could not attend. Additionally, the academician noted that the lesson recordings were very beneficial for students who did not fully understand certain parts during the class or who wanted to review the lesson again.

Concerning the negative opinions vis-a-vis to the distance education, the codes titled "Low Security of the Exam System" and "Negative Impact of the Instructor's Credibility on the Student" were revealed. The academician stated during the interview the low security during the exam as a major issue influencing negatively the online education process. An excerpt of his expressions concerning this issue is given below:

"I recommend adding a camera system during exams to ensure that the student is under the supervision of the relevant instructor or assistant during the exam. In fact, the online exam system has serious issues. The most significant of these is the low level of security. During the exams, we have no idea what students are doing, who they are with, or where they are!"

Another opinion negative that the academician stated concerning the online education process was the negative impact on his credibility in the eyes of his students. About this issue the academician's expressions are as follows: *"The lack of student participation or their failure to respond to questions during online education negatively affects the instructor's credibility from the student's perspective. I recommend that general verbal courses be taught as a single common course for each faculty so that instructors can devote time to academic work."*

4. DISCUSSION and CONCLUSION

In this study it was aimed to investigate the differentiated experiences of an academician in the transition to distance education through a documentational framework. In this section, the conclusions from the findings of the research questions that were addressed to achieve this objective are presented, and these results are discussed.

The findings of this study indicate that the knowledge used by the academician is revealed into two categories: "Subject knowledge" and "Pedagogical content knowledge." The academician had to revise his documents that were not compatible with online education and create new documents. These new documents incorporated different aspects of subject knowledge, adding explanations or simplifying content as necessary. Additionally, it was found that the academician made changes in the teaching

techniques and materials within the scope of "Pedagogical content knowledge" during the lesson preparation and implementation process. The literature indicates that instructors often modify the knowledge they use in lesson preparation and teaching over time (Ball & McDiarmid, 1990), adapt it to curricula and classroom environments (Gökçek & Hacısalihoğlu Karadeniz, 2013), and differentiate it according to students' levels and prior knowledge (Ball et al, 2008). This study is in line with these findings, concluding that the academician made changes in the types of knowledge used during the lesson preparation and implementation process. These changes were more about adapting existing teaching schemes to current conditions rather than completely altering the teaching schemes. An example of such a change is the transition from paper format lecture notes to slide format lecture presentations. Indeed, the literature suggests that changes in instructors' documentational systems are not radical but rather adjustments to align outdated or incompatible documents with current needs (Messaoui, 2019).

The academician's documentational genesis process in online education also involved changes in the resources used. Since a document is an entity consisting of documents, resources, and usage schemes (Gueudet & Trouche, 2009), the modifications in the resources are significant in examining the academician's documentational genesis process. In this study, it was found that the academician continued to use some resources from face-to-face education, modified others, and completely abandoned some. For example, the academician stopped using whiteboard and handwritten notes, replacing them with slides and graphic tablet notes. Notably, these changes occurred with minimal alteration to the academician's documentation valise (Trouche, 2014) and mental schemes. Jameau (2017) also discusses the importance of teachers' documentation valise in their professional lives, noting that these valises tend to undergo cumulative rather than radical changes.

Another conclusion of the study is that the academician faced numerous challenges during the online education process. These challenges were mainly due to student-related and administrative factors. Low student participation, lack of enthusiasm, and passivity increased the academician's anxiety about not fully instructing the course content. This situation led to communication breakdowns between the academician and students, disrupting academic activities. These challenges affected the preparation and functionality of the academician's documents and the relationships established among them. The literature indicates that instructors, both in face-to-face and online education, strive to prepare their lessons to actively engage students (Kolhekar et al, 2021). On the other hand, administrative challenges were related to the academician's need to balance teaching duties and maintain a strong academic and research profile. The new rules introduced by the institution for online education, such as recording lectures, sharing lecture notes, and preparing three equivalent exam questions, along with the need to modify resources and documents, demanded more time for educational activities compared to face-to-face education. This left less time for research activities, causing issues in task allocation for the academician. The result regarding the multiple roles and duties of academicians aligns with the literature, which identifies these multiple tasks as a challenge for academicians in both online and face-to-face process (Alparslan, 2014; Şahin et al, 2017). Indeed, administrative charges being an obstacle in distance education is also reported in the literature (Falowo, 2007). Furthermore, communication issues between the academician and students during instructional activities were identified as a challenge, contributing to teaching anxiety. The literature also reports communication problems in online education due to technical issues (Keskin & Kaya, 2020) and changes in natural communication methods (Bilgiç & Tüzün, 2015; Kırmacı & Acar, 2018). This study is consistent with these findings.

Another conclusion of this study is that the academician expressed both positive and negative opinions about distance education. The positive aspects mentioned were "the use of different teaching methods and materials" and "access to recorded lecture notes." Contrarily, the literature includes studies indicating that online education limits the use of various teaching methods and materials, thus reducing the quality of

instruction (Ramírez-Hurtado et al, 2021). The differing opinions of the academician in this study might be due to his documental genesis process involving the use of diverse teaching methods and materials and modifying his resource and usage schemes accordingly. Moreover, the academician also expressed negative opinions about online education. He considered low security in the exam system and the negative impact on the educator's reputation among students as major issues. There are numerous studies in the literature regarding the low reliability of online exams (Abeywickrama & Dissanayake, 2022; Muzaffar et al, 2021). However, the literature also agrees that online education will become an integral part of the education system in the future (Kannadhasan et al, 2020; Picciano et al, 2010). In this context, research on reliable alternative online exam systems at the university level would contribute to the field. Another recommendation related to the conclusions of this research is to conduct studies, with the hypothesis that online education will increasingly become a staple in the education system, on documental genesis and its implications in online education with a larger number of academicians from various faculties in the future.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Bu araştırma Gueudet ve Trouche (2009) tarafından ortaya atılan ve öğretimi etkileyen faktörlerin dokümanlar açısından incelenmesine olanak sağlayan “didaktikte dokümantal yaklaşımı” çerçevesinde yürütülmüştür. Bu çalışma farklı ders dokümanları ve hazırlanma süreci, öğretim yöntem ve teknikleri ile kaynakların kullanılma şekliyle uzaktan eğitim sürecinde dokümantal yaklaşımın önemi vurgulanmaktadır.

Bu çalışmanın amacı, pandemi sürecinde uzaktan eğitime geçen bir öğretim üyesinin deneyimlerini ve belge oluşturma sürecini ortaya koymaktır. Bu bağlamda, “Öğretim üyesi uzaktan eğitim sürecinde hangi bilgi türlerini hangi durumlarda ortaya koymaktadır? Öğretim üyesi uzaktan eğitim sürecinde hangi kaynakları kullanmaya başlamış, hangi kaynakların kullanımında nasıl değişiklikler yapmış, hangi kaynakları kullanmayı bırakmıştır? Öğretim üyesi uzaktan eğitim ders planlarında yüz yüze eğitime göre hangi gerekçelerle, nasıl değişiklikler yapmaktadır? Uzaktan eğitim sürecinde öğretim üyesinin karşılaştığı güçlükler nelerdir? Bu güçlüklerle karşı nasıl bir yol izlemektedir? Öğretim üyesinin uzaktan eğitim süreci ile ilgili görüşleri nelerdir?” sorularının cevap aranmıştır.

2. YÖNTEM

Araştırmada toplanan veriler içerik analizi tekniğiyle çözümlenmiştir. Araştırmada verilerin orijinalliği korunarak katılımcının kimliği açıklanmadan katılımcının görüşlerinden doğrudan alıntılar kullanılmıştır. Araştırmada nitel analiz yöntemlerinden biri olan içerik analizi kullanılmıştır. Elde edilen transkriptlerden kodlar oluşturularak kategoriler ve benzer kategoriler altında aynı tema altında toplanmıştır. Böylelikle elde edilen temalardan katılımcının pandemi döneminde çevrimiçi eğitimde doküman oluşturma sürecinde izlediği yol, yaşadığı zorluklar ve çözüm önerileri ortaya çıkarılmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Çalışmanın bulguları, akademisyenin kullandığı bilgilerin “Alan bilgisi” ve “Pedagojik alan bilgisi” olmak üzere iki kategoriye ayrıldığını göstermektedir. Akademisyen, çevrimiçi eğitimle uyumlu olmayan ders dokümanlarını değiştirmek zorunda kalmış ve yeni dokümanlar hazırlamıştır. Bu yeni dokümanlar, konu bilgisinin farklı yönlerini içermiş, açıklamalar eklemiş veya içeriği sadeleştirmiştir. Ayrıca, ders hazırlama ve uygulama sürecinde “Pedagojik içerik bilgisi” kapsamında incelenen öğretim teknikleri ve materyallerinde de değişiklikler yaptığı sonucuna ulaşılmıştır. Literatürde, öğretmenlerin derslerinin hazırlanmasında ve ders anlatımlarında kullandıkları bilgileri zaman içinde değiştirdikleri (Ball ve McDiarmid, 1990), programlara ve sınıf ortamına uyumlu hale getirdikleri (Gökçek ve Hacsalıhoğlu Karadeniz, 2013) ve öğrencilerinin seviyelerine ve önbilgilerine göre farklılaştırdıkları (Ball et al, 2008) yönünde sonuçlar mevcuttur. Bu çalışma da, bu paralellikte, akademisyenin ders hazırlama ve uygulama sürecinde bilgi türlerinde değişiklikler yaptığı sonucuna ulaşmıştır. Bu değişiklikler, öğretim şemalarını tamamen değiştirmek yerine, mevcut öğretim şemalarını şartlara uygun hale getirmek şeklinde olmuştur. Bu değişikliklere bir örnek, kâğıt formatında olan ders notlarının slayt formatına getirilmesidir. Nitekim literatürde öğretmenlerin dokümantal süreçlerindeki değişimlerin radikal değişimler olmadığı, ancak artık geçerli ya da ortama uyumlu olmayan dokümanların uyumlu hale gelecek şekilde değiştirildiği şeklindedir (Messaoui, 2019).

Akademisyenin çevrimiçi eğitimdeki dokümantal oluşum süreci, kullandığı kaynaklardaki değişimlerle de ortaya çıkarılmıştır. Doküman, kaynak ve kullanım şemalarından oluşan bir oluşum olduğundan (Gueudet ve Trouche, 2009), akademisyenin dokümantal değişimlerinin incelenmesinde kaynaklarda yaptığı değişikliklerin önemli yeri vardır. Bu çalışmada, katılımcı akademisyenin çevrimiçi eğitime geçiş ve çevrimiçi eğitim süreçlerinde daha önceki yüz yüze eğitimde kullandığı bazı kaynakları kullanmaya devam ettiği, bazı kaynaklarında değişiklikler yaparak farklılaşmış kaynaklar kullandığı ve bazı kaynaklarını da kullanmayı tamamen bıraktığı sonucuna ulaşılmıştır. Örneğin, akademisyen beyaz tahta

ve el yazması notlarını kullanmayı bırakmış, bunları slaytlar ve grafik tablet notlarıyla değiştirmiştir. Ancak bu değişimin, akademisyenin dokümantal valizi ve zihinsel şemalarında minimum farklılaşma olacak şekilde gerçekleşmiş olması dikkat çekmiştir. Nitekim Trouche (2014) da öğretmenlerin dokümantal valizlerinin onların profesyonel hayatlarındaki yerinin öneminden bahsetmekte ve bu valizde daha çok destekleyici değişimler olduğunu söylemektedir.

Araştırmanın bir diğer sonucu ise katılımcı akademisyenin çevrimiçi eğitim sürecinde pek çok zorlukla karşılaştığı yönündedir. Akademisyen tarafından karşılaşılan bu zorlukların temel olarak öğrencilerden kaynaklı ve kurumdan kaynaklı olduğu görülmüştür. Özellikle, düşük öğrenci katılımı, öğrencilerin isteksizliği ve pasifliği, akademisyenin dersleri tam anlamıyla öğretememe kaygısını artırmaktadır. Bu durum, öğrenciyle akademisyen arasındaki iletişim kopukluğuna ve akademik etkinliklerde aksamalar yaşanmasına neden olmaktadır. Nitekim literatürdeki eğitim araştırmaları, gerek yüz yüze gerekse çevrimiçi eğitim süreçlerinde öğretmenlerin derslerinin içeriğini öğrencilerinin aktif olarak derse katılacak zihinler olabilmeleri yönünde hazırlamaya çalıştıklarını göstermektedir (Kolhekar et al, 2021). Diğer yandan, kurumdan kaynaklı zorluklar, temel olarak akademisyenin hem öğretim faaliyetleri gösterip iyi bir öğretmen olarak kendini dışı ispat edebilmesi, diğer yandan da akademik yayın ve araştırma faaliyetlerine devam edebilmesiyle ilgilidir. Öyle ki, kurumun çevrimiçi eğitime getirdiği derslerin kaydedilmesi, ders notlarının paylaşılması, bir sınav sorusuna eşdeğer üç farklı soru hazırlanması gibi yeni kurallara bir de kaynak ve dokümanlarda değişiklikler yapılması gerekliliği eklendiğinde, eğitim faaliyetleri yüz yüze eğitime göre akademisyenin çok daha fazla vaktini almaktadır. Bu vakit, araştırma faaliyetlerine daha az vakit kalmasına sebep olmaktadır. Bu araştırmanın sonucunda elde edilen ve akademisyenlerin çoklu roller ve görevleriyle ilgili bu sonuç, literatürde fazlaca çalışılmış ve gerek çevrimiçi gerekse yüz yüze süreçlerde bu çoklu görevlerin akademisyenler tarafından bir zorluk olarak görüldüğü tespit edilmiştir (Alparlan, 2014; Şahin et al, 2017). Nitekim kurumsal yüklerin uzaktan eğitimde engel teşkil etmesi de literatürde bildirilmiştir (Falowo, 2007). Diğer yandan, akademisyenin öğretim faaliyetlerinde öğrencileriyle yaşadığı iletişim sorunları da bir zorluk olarak tespit edilmiş ve bu zorluğun öğretim kaygısına sebep olduğu görülmüştür. Bu çalışmanın bulgularıyla tutarlı olarak, literatürde, gerek teknik ve donanımsal sorunlar gerekse doğal iletişim yollarındaki değişimler sebebiyle çevrimiçi eğitim süreçlerinde öğretmen ve öğrenciler için iletişim sorunları olduğu bildirilmektedir (Keskin ve Kaya, 2020; Bilgiç ve Tüzün, 2015; Kırmacı ve Acar, 2018).

Araştırmanın başka bir sonucu ise katılımcı akademisyenin uzaktan eğitimle ilgili hem pozitif hem de negatif görüş bildirmiş olmasıdır. Akademisyen çevrimiçi eğitimin olumlu yönlerini "farklı öğretim yöntemleri ve materyallerinin kullanımı" ve "kaydedilmiş ders notlarına erişim" olarak belirtmiştir. Literatürde çevrimiçi eğitimin farklı öğretim yöntem ve materyallerinin kullanımını kısıtladığı ve bu sebeple de öğretimin kalitesini düşürdüğü yönünde sonuç bildiren çalışmalar da mevcuttur (Ramírez-Hurtado et al, 2021). Bu çalışmada akademisyenin görüşlerinin literatürün aksi sonuçlar ortaya koymasının, akademisyenin dokümantal oluşum sürecini farklı öğretim yöntem ve materyalleri gelişme şeklinde yapılandırması; kaynak ve kullanım şemalarını farklı öğretim yöntem ve materyalleri kullanma şeklinde değiştirmesi sebebiyle gerçekleştiği düşünülmüştür. Diğer yandan, katılımcı akademisyen çevrimiçi eğitimle ilgili olumsuz görüşler de bildirmiştir. Akademisyen, sınav sistemindeki düşük güvenlik ve öğretim üyesinin öğrenciler nezdindeki itibarının olumsuz etkilenmesini uzaktan eğitimin en önemli sorunları arasında görmektedir. Çevrimiçi sınavların düşük güvenilirliğiyle ilgili literatürde pek çok çalışma bulunmaktadır (Abeywickrama ve Dissanayake, 2022). Ancak yine literatürde gelecekte çevrimiçi eğitimin, eğitim sisteminin bir parçası olacağı yönünde de görüş birliği mevcuttur (Kannadhasan et al, 2020; Picciano et al, 2010). Bu bağlamda özellikle üniversite düzeyinde çevrimiçi sınavlara uygun alternatif güvenilir sınav sistemleri üzerine yapılacak çalışmaların alana katkı sağlayacağı düşünülmektedir.

ARAŐTIRMANIN ETİK İZNİ

Bu alıŐmada ‘‘Yükseköğretim Kurumları Bilimsel AraŐtırma ve Yayın Etiđi Yönergesi’’ kapsamında uyulması gerektiđi belirtilen tüm kurallara uyulmuŐtur. Yönergenin ikinci bölümü olan ‘‘Bilimsel AraŐtırma ve Yayın Etiđine Aykırı Eylemler’’ başlıđı altında belirtilen eylemlerden hiçbirini gerçekleştirilmemiŐtir.

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Mevcut alıŐmaya her iki araŐtırmacı da eŐit katkıda bulunmuŐtur.

1.yazar: Verilerin toplanması, veri analizi, raporlaŐtırma.

2.yazar: AraŐtırmanın tasarlanması, veri analizi, raporlaŐtırma, danıŐmanlık.

ATIŐMA BEYANI

Bu alıŐma ile ilgili olarak yazarlar araŐtırmada ıkar atıŐmasının bulunmadıđı beyan ederler.