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Message from the Editor-in-Chief

Dear Colleagues,

We are very pleased to publish November 2021 Special Issue for IETC, ITEC, ITICAM, IQC, IWSC & INTE-2021conferences. These papers are about different research scopes and approaches of new developments and innovation in educational technology, teacher education and distance education. TOJET invites you to contribute your papers.

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November 2021
Prof. Dr. Aytekin ISMAN
Sakarya University

Editorial Board

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Students' Evaluating Art Education through Distance Education during the Pandemic Period

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ABSTRACT
The purpose of this research is to identify the difficulties in art education at the university due to the transition from face-to-face education to distance education due to the Covid-19 outbreak. The universe of the research is the Faculty of Education Fine Arts Education Department, Conservatoire and the Faculty of Fine Arts undergraduate and graduate students in the spring term of 2020-2021. The sample consists of 715 students from this population who answered the online questionnaire.

In the research, "distance education problems" question list was used. The questionnaire consists of 13 personal information questions, and the scale consists of 68 questions in 7 sub-problem areas. The data were collected on the internet using the survey google academic. An announcement was made to the students by contacting the academicians of the relevant department. Frequency and percentages were determined in order to determine the level of the problems in the analysis of the data. t test statistical analysis was used for comparisons.

According to the opinions of art education students: 1) Distance education is not successful in art teaching. 2) Face-to-face training is more effective. 3) Teachers and students have not received training regarding distance education; and they had to adapt to this new condition in the process and by experiencing it. 4) It was concluded during the distance art education that the participation of the students in courses and being prepared for these courses were not sufficient.
Keywords: Distance Education, Art Education, Pandemic, Covid-19

Introduction

1.1. Global Coronavirus (COVID-19)

A total of 27 cases of pneumonia of unknown etiology were detected in the city of Wuhan, the capital of the Hubei Province of China on 31 December 2019. Then, on January 7, 2020, the causative agent of this disease was called SARS-CoV-2 by the Chinese Center for Disease Control and Prevention because of its similarity to Severe Acute Respiratory Syndrome (SARS-CoV), and the disease was called Coronavirus Disease 2019 (COVID-19) by the World Health Organization (Sohrabi et al., 2020). Coronavirus (CoV) is an enveloped, single-strand RNA virus of the Coronavirinae subfamily, and has a positive polarity. Probably, the CoV genome is the largest known viral RNA (Fehr, Perlman, 2015; Li, Fan, Laivd, 2020). It was reported that it is transmitted by contact with the mucosa and by breathing the air in the same environment with a patient. Although the contagious period of the disease is not known exactly, it is considered that it can continue until the 14th day after infection. Symptoms such as cough, fever, and respiratory distress are observed in mild cases, and severe acute respiratory tract infection and mortality can be seen in severe cases (FDA, 2020).

1.2. The Pandemic Concept, Fighting Methods, and Related Problems

When the Coronavirus began to affect the world population widely, the World Health Organization declared it an international public health emergency on January 30, 2020, and then a global pandemic on March 11, 2020 (Akca, 2020). After it was declared a pandemic, a great fight began against the pandemic. During the fight against the pandemic, healthcare employees undertook the most important task, and worked devotedly, taking the risk of being infected with the disease, regardless of long working hours. Vaccinations started in the

advancing period of the pandemic, and healthcare workers continued to fight with patients and vaccination. This selfless work in the fight against the pandemic was greatly admired.

Educators also had duties like healthcare employees during the pandemic process. At the beginning of the pandemic process although it was considered that face-to-face education would be interrupted for only 3 weeks, this took much longer than expected. As in art education, it was decided to switch to distance education not to interrupt education in all fields with applied course contents; and as a result, education and training were continued by creating distance education infrastructures in institutions or by strengthening the existing ones. Also, a flexible working system was introduced to institutions to minimize contact among individuals. The mask, distance, and hygiene concepts started to gain importance in the fight against coronavirus. Because of the respiratory transmission of the disease, it became impossible to hold one-to-one and collective courses that required the student and teacher to be together, such as workshop lessons, individual instruments, and orchestra courses in art education. It became also difficult for students to reach the materials and instruments that are necessary for practice in art education.

1.3. Distance Education in the Pandemic

Distance education, which is an interdisciplinary field, started to be performed frequently with online settings with the developing information communication technologies and the spread of the internet. it has become especially necessary in the last two decades to conduct studies on different dimensions of the field in terms of developing good implementations in online distance learning (Akgün, Özberk, 2015, p. 120).

Some measures were implemented in the following days after the first case in Turkey on March 11, 2020; and the total number of cases increased to 2 on March 12, 2020. In this process, R.T. Ministry of National Education and HEB took a compulsory break from education; however, infrastructure works were done for the distance education model and legal legislation was prepared. With a subsequent decision, it was announced that the mid-term break, which was planned to start on April 6 in the normal curriculum for primary, secondary, and high schools, was taken forward, and would start as of March 16, 2020. Distance education decision was also taken for the week after the mid-term break (Ince, Evcil, 2020, p. 237; Tuba, 2020). The distance education decision continued for a long time, and although face-to-face education started gradually in other institutions for a short time, universities continued in line with the same decision in the fall semester of 2020-2021 Academic Year.

1.4. Distance Education Methods and Learning Settings with Online Tools

Distance learning with online tools can be performed in two ways the first of which is the Synchronous Education, and the other is Asynchronous Education. These methods are divided into two as one-way and two-way.

- One-Way Simultaneous Education: TV/Radio broadcast, web-based broadcast,
- Two-Way Simultaneous Education: Video conferencing, web-based conferencing, telephone conferencing,
- One-Way Asynchronous Education: Book, handouts, video and audio recording, internet,
- Two-Way Asynchronous Education: E-mails, correspondence, fax, interactive internet medium, and learning platforms (Ruippo, 2003).

Platforms such as Udemy and MasterClass provide online learning opportunities in many music education areas. Also, it is possible to argue that the platform called YouTube has been one of the most used platforms in this respect. Platforms such as the Center for Distance Education and Research (UZEM), Microsoft Teams, Perculus, and Moodle are among the platforms used widely by universities.

Distance education provides an opportunity for active communication among teachers and students, as well as an individual and collaborative working setting that is independent of many variables (Altıparmak, Kurt & Kapıdere, 2011, p. 320). Learning environments that involve online tools offer students the opportunity to access videos, presentations, and visual resources whenever and wherever convenient. Such environments also provide the opportunity to learn, repeat, and increase by communicating with each other with options such as e-mail, chat, and sharing knowledge and skills through discussions. With these systems, students who miss classes or those who want to do revision can watch the videos later.

One of the most important drawbacks of the present online learning settings is their inability to take into account the different individual characteristics of students. The fact that individuals have different personality traits, different learning styles, process information in different ways, and prefer to use different information sources cause that their learning needs also differ when they use the same environment (Riding and Rayner, 1998). These environments have been accepted by many educational institutions because they have low costs, and bring the

opportunity for the instructor to provide education service independent of time and place, and the convenience in transmission (Varol & Türel, 2003). The resources presented to online learning settings vary according to the institution providing online learning opportunities. There are books, audio resources, pdf resources, visual resources, tests and assignments, video resources, and virtual/live lessons.

Music performance is naturally a simultaneous experience. In other disciplines, although many university programs face rapid transition to asynchronous online teaching, music programs seem unlikely to do so because of their synchronous nature (Dammers, 2009).

1.5. Distance Education and Art Education Applications Provided to Fine Arts Teacher Candidates during the Pandemic Period

Education is an integrated whole with all its elements; and art education is an inseparable element of social and cultural life. It is the first stage of understanding and making sense of art. The general aims of art education are learning the past and making sense of the present and the future. The way our culture is shaped and its beliefs can be grasped with all the details about the concept of art with this education (Mercin, Alakuş, 2007b, p. 17). An art education that will be provided with the right planning is an indisputable element for all individuals in the society manifesting itself through the accumulation of experiences in the individual, and appeals to everyone. Although the individual does not prefer to produce, s/he becomes a good consumer who adopts that sensitivity, does not hesitate to think, understands and supports art (Artut, 2006, p. 97). In formal education, there is a need for a planned art program to train well-equipped individuals who have verbal and numerical skills and specific creative skills. It will be inevitable to raise a generation that is beneficial to society and its culture, aware of beauties, and has a developed aesthetic perception with this training program (Akkurt, Boratav, 2018, p. 55).

With the pandemic period, in the current situation, although there are negative results in many aspect, there is an effort to turn the negative results faced in educational sense into positive outcomes by providing art education to teacher candidates in a way that can keep up with the requirements, changes, and innovations of the present age. Almost all teacher candidates receiving arts education around the world have been affected negatively by the fact that education was interrupted in schools because of the pandemic and then an unprepared distance education process was initiated. Distance art education has also become inevitable in such an extraordinary situation, which continued during the two education periods and which is expected to continue in the third term. In this process, teacher candidates have the pleasure of expressing their feelings in art works if the subject described in fine arts works in distance art education includes their life experiences. In other words, as a result of this, they can find themselves in the works of art. In such a condition, the individual's needs of creation, relaxation, and freedom of expression are covered. With this aspect, art education also undertakes the task of being a therapy, especially during this pandemic period.

"Efforts are made to elevate the human spirit, liberate people, satisfy the spiritual needs of individuals, and create a balanced, contemporary, and sensitive society at the core of the purpose and necessity of art education. Art education is a subjective and detailed field of the socio-cultural life and personal experiences of individuals" (Artut, 2006, p. 111).

It must not be forgotten that art education also provides teacher candidates with human, social, cultural, and ethical values. In distance education, art education provides advantages in line with the possibilities to cover the continuity of art education and the needs of teacher candidates such as understanding, freedom of expression, and emotional relaxation. Teacher candidates uploaded the designs they had previously made from the program and performed their applications in live lessons, which included applications such as art workshop, elective art workshop, and pattern and basic design in visual arts education to cover these requirements in the distance education process. They also worked with the techniques suitable for the materials they obtained in line with the opportunities provided. The studies of the teacher candidates were followed step by step by the instructor in live lessons. When it was considered necessary, the teacher candidates sent the images of their works to the instructor through the system.

Distance education is a form of education applied in many fields such as engineering, foreign language learning, economics, physical and social sciences, as well as various branches of art, music, painting, and photography (Özer, 1990).

Many universities provide online and mixed education opportunities at undergraduate and graduate levels in other fields of music education, especially in the field of music technologies (Sherbon & Kish, 2005).

Instructors and students must interact in an accurate way for distance education to be successful in music. According to Sherbon and Kish (2005), university administration and lecturers are responsible for providing information about the requirements of the program with regular online meetings for students during the distance education process.

It emerged as a necessity with the pandemic period to conduct art education with the distance education method. However, as a result of technological developments, music education was carried to classroom environments many years ago to increase the performance of music students with various digital resources (Tecimer, 2006).

1.6. Distance Education Activities of Fine Arts Teacher Candidates in the Pandemic Period

Teacher candidates also need artistic activities as is the case for students at all levels of art education. Distance education systems were evaluated to cover these needs during the pandemic process. Experiencing art in the field of fine arts, producing artistic products, and sharing these with activities are important in art education, as is the case in face-to-face education. These activities contribute to adapting to this period, realize the importance of interaction between art disciplines, and encourage production in the pandemic. It also supports the formation of a happy, peaceful, environmentally sensitive, and harmonious lifestyle by enabling individuals to find solutions to problems rationally and creatively, which is also among the aims of Art Education (Yolcu, 2009).

Different activities were performed with teacher candidates in the field of fine arts with distance education in the pandemic period. Some of these activities are in the scope of community service. The steps in manufacturing a product were videotaped and were then shared. Also, videos consisting of the works of teacher candidates were prepared, and art exhibitions and concerts were organized with this method. The effects of art education on the training of teacher candidates who can accurately express themselves with organized activities, establish relations between products, and question and find answers to questions are undeniable.

According to Dammers (2009), music performance necessitates synchronicity because it involves the element of playing together, and distance education is less likely to be performed asynchronously when compared to other disciplines because of the nature of the music field.

When the relevant literature was reviewed, it was seen that it was preferred that music lessons be held simultaneously with platforms such as WhatsApp, Skype, and Zoom, and it is reported that it is easier for the teacher to interfere with the student when compared to asynchronous education Aksoy, Güçlü & Nayir, 2020.

The delay in the internet connection and the disruptions in the transmission of images/sounds affect the performance of playing together negatively, especially in chamber music and similar courses, which require collective playing (Dammers, 2009).

Distance education is considered to be important especially in terms of providing access to instrument lessons for students in rural areas (King, Prior & Waddington-Jones, 2019). However, although distance education eliminates the difficulties in delivering music education to large masses, it is not adequate in providing a successful education-teaching environment when factors such as sound quality and sound transmission are considered (Orman & Whitaker, 2010).

Method

The purpose of this research is to identify the difficulties in art education at the university due to the transition from face-to-face education to distance education due to the covid-19 outbreak. The universe of the research is the Faculty of Education Fine Arts Education Department, Conservatoire and the Faculty of Fine Arts undergraduate and graduate students in the spring term of 2020-2021. The sample consists of 715 students from this population who answered the online questionnaire. Of the 715 university students studying art, 59.9% study Faculty of Education / Painting education. 90.6% of the participants are undergraduate (1st-4th grade) students. (Table 1)

In the research, "distance education problems" question list was used. The questionnaire consists of 13 personal information questions, and the scale consists of 68 questions in 7 sub-problem areas. The data were collected on the internet using the survey google academic. An announcement was made to the students by contacting the academicians of the relevant department. Frequency and percentages were determined in order to determine the level of the problems in the analysis of the data. t test statistical analysis was used for comparisons.

Findings

73.1% of the students have not received training on the use of computer programs used in distance education. 32.7% of students do not have a quiet, independent room at home that they can use for distance education lessons. 25.0% of students do not have an internet connection that they can use for distance education lessons at home (Table 1)

Table 1. Sampling Frequency Distribution

		f	%
3) Your School / Faculty / Department?	• a) Conservatoire	37	5,2
	• b) Faculty of Education / Painting education	428	59,9
	• c) Faculty of Education / Music education	152	21,3
	• d) Faculty of Fine Arts / Painting & Sculpture	98	13,7
4) Your level of education as a student?	• b) Undergraduate (1st / 2nd class)	360	50,3
	• c) Undergraduate (3rd / 4th grade)	288	40,3
	• d) Master's Degree	45	6,3
	• e) Doctorate / Proficiency in Art	22	3,1
10) Have you taken training on the use of computer programs used in distance education?	• a) No	523	73,1
	• b) Yes	192	26,9
11) Do you have a quiet, independent room in your home where you can do your distance education lessons?	• a) No	234	32,7
	• b) Yes	481	67,3
12) Do you have an internet connection that allows you to do your distance education lessons at home?	• a) No	179	25,0
	• b) Yes	536	75,0
Total		715	100,0

The programs most used by students in virtual classroom education in the distance education process are as follows:

- Microsoft Teams (48,0%)
- Distance Education of the Institution (46,3%)
- Zoom (43,1%)
- Google Meet (22,5%)
- Google Classroom (13,0%)

Table 2. Programs that you used in virtual classroom education during the distance education process?

	Frequency	Percent
13 • f) Whatsapp, Telegram	395	55,2
13 • c) Microsoft Teams	343	48,0
13 • a) UZEM-Distance Education of the Institution	331	46,3
13 • b) Zoom	308	43,1
13 • h) SMS, email	230	32,2
13 • d) Google Meet	161	22,5
13 • e) Google Classroom	93	13,0
13 • ı) Other	43	6,0
13 • g) Skype, Duo, Hangout, Viber	18	2,5
Total	715	100,0

The applications that are not distance education program that students use most in virtual classroom education are as follows:

- Whatsapp, Telegram (55,2%)
- SMS, email (32,2%)

In e-learning practices during the pandemic process, it is observed that teachers and / or students cannot use virtual classroom management programs specific to distance education effectively. It is understood that they use social networks and other online communication channels extensively for the purpose of distance education. (Table 2).

Problems in distance education and arts education (sub-scale average of $\mu = 0{,}350$) are at middle level. While interpreting the tables, it should be kept in mind that the minimum score in the scale is zero and the maximum score is one. According to the opinions of the students, the areas where distance education problems are more in art education are as follows:

- Problems related with internet and computer (μ=0,495)
- Problems based on the content/acquirements of the course (μ=0,443)

According to the opinions of the students, the areas where distance education problems are less in art education are as follows:

- Problems related with teacher (μ=0,201)
- Problems based on the computer distance education program (μ=0,261)

The distance education method used in art teaching due to the pandemic contains problems according to students' opinions (Table 3)

Table 3. Distance education problems at the subscale level

	N	Mean	Std. Deviation	Skewness	Kurtosis
14) Problems related with internet and computer	715	0,495	0,231	0,082	-0,629
16) Problems based on the content/acquirements of the course	715	0,443	0,306	0,299	-0,892
17) Problems related with students (you or your friends)	715	0,371	0,263	0,602	-0,333
Problems related with distance education	715	0,350	0,184	0,520	-0,006
19) Problems based on measurement and evaluation	715	0,329	0,271	0,664	-0,502
15) Problems based on the computer distance education program	715	0,261	0,257	0,069	-1,622
18) Problems related with teacher	715	0,201	0,236	1,313	1,094

In arts education with distance education, the problems related to internet and computer (μ = 0.499 subscale average) are at high level. According to the opinions of the students, the areas in which distance education problems related to internet and computer are more in art education are as follows:

- Internet connection interruption / freezing (μ=0,752)
- Poor internet connection (μ=0,580)

According to the opinions of the students, the areas in which distance education problems related to internet and computer are less in art education are as follows:

- Poor image quality (μ=0,386)
- Having slow working computer (μ=0,406)
- Poor sound quality (μ=0,410)

According to the opinions of the students, the distance education method used in art education during the pandemic period includes problems related to the internet and computer (Table 4).

Table 4. Problems related with internet and computer

	N	Mean	Std. Deviation
• d) Internet connection interruption / freezing	715	0,752	0,432
• e) Poor internet connection	715	0,580	0,494
Scale total	715	0,499	0,303
• c) Asynchronous internet connection	715	0,459	0,499
• f) Poor sound quality	715	0,410	0,492
•a) Having slow working computer	715	0,406	0,491
• b) Poor image quality	715	0,386	0,487

According to students' opinions, the distance education method used in art teaching during the pandemic period not includes utility/program based important problems (Table 5).

Table 5. Problems based on the computer distance education program

	N	Mean	Std. Deviation
• a) Capabilities of the program are very limited	715	0,262	0,440
. Subscale total	715	0,261	0,257
• b) The program is not useful	715	0,260	0,439

In arts education with distance education, the problems related to content and acquirements of the course (μ = 0,443 subscale average) are at high level. According to the opinions of the students, the areas in which distance education problems related to content and acquirements of the course are more in art education are as follows:

- Insufficient mutual communication (μ=0,625)
- Being a lesson to be learned by doing (μ=0,615)

According to the opinions of the students, the areas in which distance education problems related to content and acquirements of the course are less in art education are as follows:

- Requires immediate individual feedback (μ=0,376)
- Requiring physical correction of the student's action (μ=0,368)
- Requiring repetition/imitation of the teacher (μ=0,235)

According to the opinions of the students, the distance education method used in art education during the pandemic period includes problems related to the content and acquirements of the course (Table 6).

Table 6. Problems based on the content/acquirements of the course

	N	Mean	Std. Deviation
• d) Insufficient mutual communication	715	0,625	0,484
• g) Being a lesson to be learned by doing	715	0,615	0,487
• c) Being a skill-based course	715	0,484	0,500
Subscale total	715	0,443	0,306
• b) Sometimes involving a one-to-one master/apprentice relationship	715	0,396	0,489
• a) Requires immediate individual feedback	715	0,376	0,485
• e) Requiring physical correction of the student's action	715	0,368	0,483
• f) Requiring repetition/imitation of the teacher	715	0,235	0,424

In arts education with distance education, the problems related with students (μ = 0,371subscale average) are at middle level. According to the opinions of the students, the areas in which distance education problems related with students are more in art education are as follows:

- Lack of motivation (μ=0,698)
- Low active participation in class (μ=0,551)
- Technical inadequacy in computer and program (μ=0,497)

Table 7. Problems related with students (you or your friends)

	N	Mean	Std. Deviation
• i) Lack of motivation	715	0,698	0,459
• c) Low active participation in class	715	0,551	0,498
• b) Technical inadequacy in computer and program	715	0,497	0,500
• f) Indifference	715	0,401	0,491
• k) There is no suitable physical environment (quiet room etc.)	715	0,387	0,488
Subscale total	715	0,371	0,263
• e) Not watching the lesson carefully	715	0,348	0,477
• l) Taking distance education lightly	715	0,331	0,471
• g) Turning off the camera	715	0,284	0,451
• a) Not doing the exercises	715	0,273	0,446
• d) Not being prepared for the lesson	715	0,262	0,440
• j) Arbitrariness in participating in synchronized lessons	715	0,255	0,436
• h) Not reading resources	715	0,161	0,368

According to the opinions of the students, the areas in which distance education problems related with students are less in art education are as follows:

- Not reading resources (μ=0,161)
- Arbitrariness in participating in synchronized lessons (μ=0,255)
- Not being prepared for the lesson (μ=0,262)

According to the opinions of the students, the distance education method used in art education during the pandemic period includes problems related with students (Table 7).

In arts education with distance education, the problems related with teachers (μ = 0,201 subscale average) are at low level. According to the opinions of the students, the areas in which distance education problems related with teachers are more in art education are as follows:

- Teacher explains the online lesson in a monotonous voice (μ=0,324)

- Seems like not used to distance education (μ=0,313)
- Insufficient technique to use the live curriculum (μ=0,292)

Table 8. Problems related with teacher

	N	Mean	Std. Deviation
• e) Teacher explains the online lesson in a monotonous voice.	715	0,324	0,469
• m) Seems like not used to distance education	715	0,313	0,464
• c) Insufficient technique to use the live curriculum	715	0,292	0,455
• g) Teacher is unsuccessful to add the student to the live class	715	0,270	0,444
• a) Teacher can't motivate us	715	0,257	0,437
• l) The teacher is lack of managing virtual classroom skills	715	0,215	0,411
Subscale total	715	0,201	0,236
• h) Teacher cannot give feedback to the student	715	0,169	0,375
• d) Teacher does not use additional material (film, slide, etc.) in the live class	715	0,159	0,366
• f) Teacher does not upload enough additional material for course preparation	715	0,157	0,364
• b) Teacher does not upload enough presentations before the live class	715	0,155	0,362
• i) Teacher is unwilling	715	0,147	0,354
• j) The teacher's live class environment is not suitable	715	0,136	0,343
• k) The teacher does not turn on the camera	715	0,124	0,330
• n) Underestimates distance education	715	0,097	0,295

According to the opinions of the students, the areas in which distance education problems related with teachers are less in art education are as follows:

- Underestimates distance education (μ=0,097)
- The teacher does not turn on the camera (μ=0,124)
- The teacher's live class environment is not suitable (μ=0,136)

According to the opinions of the students, the distance education method used in art education during the pandemic period not includes problems related with teachers (Table 8).
In arts education with distance education, the problems related with measurement and evaluation (μ = 0,329 subscale average) are at middle level. According to the opinions of the students, the areas in which distance education problems related with measurement and evaluation are more in art education are as follows:

- Skill-based gains cannot be measured (μ=0,491)
- They give a lot of homework (μ=0,484)

According to the opinions of the students, the areas in which distance education problems related with measurement and evaluation are less in art education are as follows:

- My auditory works cannot be measured properly (μ=0,148)
- Assessment with only homework is insufficient (μ=0,262)

According to the opinions of the students, the distance education method used in art education during the pandemic period includes problems related with measurement and evaluation (Table 9).

Table 9. Problems based on measurement and evaluation

	N	Mean	Std. Deviation
• a) Skill-based gains cannot be measured	715	0,491	0,500
• c) They give a lot of homework	715	0,484	0,500
• d) Labor is on par with cheating homework	715	0,371	0,483
• k) The result is being evaluated, the process cannot be taken into account	715	0,364	0,481
• e) My visual works cannot be measured properly	715	0,358	0,480
Subscale total	715	0,329	0,271
• g) Objective assessment possibility is poor	715	0,326	0,469
• b) Cognitive gains cannot be measured	715	0,301	0,459
• l) Acquirements that cannot be expressed in writing cannot be measured	715	0,290	0,454
• i) Unfair results with copy in online exams	715	0,277	0,448
• h) They cannot prevent cheating in online exams	715	0,276	0,447
• j) Assessment with only homework is insufficient	715	0,262	0,440
• f) My auditory works cannot be measured properly	715	0,148	0,356

Male students are of the opinion that problems related to students are at a higher level than female students. There is no difference in other dimensions according to gender (Table 10).

Table 10. Comparison of the distance education problems experienced by art students by gender

		N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
14) Problems related with internet and computer	• a) Female	546	0,502	0,230	1,321	713	0,187
	• b) Male	169	0,475	0,233			
15) Problems based on the computer distance education program	• a) Female	546	0,269	0,257	1,572	713	0,116
	• b) Male	169	0,234	0,256			
16) Problems based on the content/acquirements of the course	• a) Female	546	0,449	0,300	0,977	713	0,329
	• b) Male	169	0,423	0,324			
17) Problems related with students (you or your friends)	• a) Female	546	0,371	0,253	0,018	713	0,986
	• b) Male	169	0,370	0,294			
18) Problems related with teacher	• a) Female	546	0,210	0,238	1,870	713	0,062
	• b) Male	169	0,172	0,228			
19) Problems based on measurement and evaluation	• a) Female	546	0,338	0,267	1,648	713	0,100
	• b) Male	169	0,299	0,283			
Problems related with distance education	• a) Female	546	0,357	0,178	1,726	713	0,085
	• b) Male	169	0,329	0,201			

Visual arts students experience more problems in the dimension of "Problems related with internet and computer" compared to auditory arts students. There is no difference between the views of the two student groups in the other sub-dimensions and in total (Table 11).

Table 11. Comparison of the distance education problems experienced by visual arts students and auditory arts students

		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
14) Problems related with internet and computer	Visual arts students	526	0,484	0,225	-2,290	713	0,022
	Auditory arts students	189	0,528	0,243			
15) Problems based on the computer distance education program	Visual arts students	526	0,257	0,259	-0,727	713	0,468
	Auditory arts students	189	0,272	0,250			
16) Problems based on the content/acquirements of the course	Visual arts students	526	0,441	0,295	-0,247	713	0,805
	Auditory arts students	189	0,447	0,334			
17) Problems related with students (you or your friends)	Visual arts students	526	0,373	0,254	0,472	713	0,637
	Auditory arts students	189	0,363	0,287			
18) Problems related with teacher	Visual arts students	526	0,210	0,234	1,681	713	0,093
	Auditory arts students	189	0,176	0,240			
19) Problems based on measurement and evaluation	Visual arts students	526	0,335	0,260	1,088	713	0,277
	Auditory arts students	189	0,310	0,299			
Problems related with distance education	Visual arts students	526	0,350	0,176	0,023	713	0,981
	Auditory arts students	189	0,350	0,203			

Those who do not receive education related to the distance education computer program experience more problems in all dimensions except "problems with the teacher" and "problems caused by the computer distance education program" and generally in total distance education compared to those who receive education. (Table 12)

Table 12. Have you taken training on the use of computer programs used in distance education?

		N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
14) Problems related with internet and computer	• a) No	523	0,513	0,233	3,478	713	0,001
	• b) Yes	192	0,446	0,218			
15) Problems based on the computer distance education program	• a) No	523	0,270	0,257	1,506	713	0,132
	• b) Yes	192	0,237	0,255			
16) Problems based on the content/acquirements of the course	• a) No	523	0,472	0,310	4,268	713	0,000
	• b) Yes	192	0,363	0,281			
17) Problems related with students (you or your friends)	• a) No	523	0,385	0,269	2,383	713	0,017
	• b) Yes	192	0,332	0,245			
18) Problems related with teacher	• a) No	523	0,212	0,240	1,941	713	0,053

	• b) Yes	192	0,173	0,223			
19) Problems based on measurement and evaluation	• a) No	523	0,345	0,269	2,700	713	0,007
	• b) Yes	192	0,284	0,271			
Problems related with distance education	• a) No	523	0,366	0,185	3,929	713	0,000
	• b) Yes	192	0,306	0,171			

Students who do not have a quiet, independent room where they can take distance education lessons at home, experience more problems in all dimensions except teacher-related problems and in total distance education in general compared to students with silent rooms (Table 13).

Table 13. Do you have a quiet, independent room in your home where you can do your distance education lessons?

		N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
14) Problems related with internet and computer	• a) No	234	0,556	0,233	5,006	713	0,000
	• b) Yes	481	0,466	0,224			
15) Problems based on the computer distance education program	• a) No	234	0,308	0,261	3,428	713	0,001
	• b) Yes	481	0,238	0,252			
16) Problems based on the content/acquirements of the course	• a) No	234	0,476	0,293	2,042	713	0,041
	• b) Yes	481	0,426	0,311			
17) Problems related with students (you or your friends)	• a) No	234	0,449	0,269	5,650	713	0,000
	• b) Yes	481	0,333	0,252			
18) Problems related with teacher	• a) No	234	0,226	0,268	1,931	713	0,054
	• b) Yes	481	0,189	0,218			
19) Problems based on measurement and evaluation	• a) No	234	0,385	0,288	3,882	713	0,000
	• b) Yes	481	0,302	0,258			
Problems related with distance education	• a) No	234	0,400	0,191	5,163	713	0,000
	• b) Yes	481	0,326	0,175			

Students who do not have enough internet connection at home to do distance education lessons experience more problems in all sub-dimensions and total scale than students who have (Table 14).

Table 14. 12) Do you have an internet connection that allows you to do your distance education lessons at home?

		N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
14) Problems related with internet and computer	• a) No	179	0,617	0,221	8,536	713	0,000
	• b) Yes	536	0,455	0,220			
15) Problems based on the computer distance education program	• a) No	179	0,335	0,247	4,534	713	0,000
	• b) Yes	536	0,236	0,255			
16) Problems based on the content/acquirements of the course	• a) No	179	0,505	0,310	3,173	713	0,002
	• b) Yes	536	0,422	0,302			
17) Problems related with students (you or your friends)	• a) No	179	0,462	0,287	5,459	713	0,000
	• b) Yes	536	0,340	0,248			
18) Problems related with teacher	• a) No	179	0,261	0,279	3,955	713	0,000
	• b) Yes	536	0,181	0,216			
19) Problems based on measurement and evaluation	• a) No	179	0,416	0,288	5,073	713	0,000
	• b) Yes	536	0,300	0,259			
Problems related with distance education	• a) No	179	0,433	0,193	7,214	713	0,000
	• b) Yes	536	0,322	0,172			

Conclusion

According to the opinions of the art teacher candidates:

- Distance education is not successful in art teaching.
- Face-to-face training is more effective.
- Materials in art education with distance education are insufficient.
- Teachers do not know distance education.
- Participation in live lessons in distance education is low.
- Students do not prepare for the lesson.
- Students were not educated about the programs used in distance education.

- Measurement and evaluation processes in distance education are problematic.

In the present study, the opinions of students who receive art education about distance education during the Covid-19 pandemic process were discussed. It was found as a result of the study that the success levels of the distance education method in art education are quite low when compared to face-to-face education. Bennet (2010) reported in his study that music researchers demonstrated the benefits of using online video conferencing platforms to provide simultaneous music education to individuals who are far away and difficult to reach with the widespread understanding of face-to-face education in music education. However, when considered in terms of the limitations of distance education, parallel with the results obtained in this study, Dammers (2009) concluded that although some basic level acquisitions are achieved in online trumpet lessons by students, distance education is only complementary in these lessons because of the problems of simultaneity and limited visual interaction. Similarly, Brändström, Wiklund, and Lundström (2012) reported that distance education can be a complementary method for face-to-face education. However, in his study conducted with an advanced piano student, Pike (2020) reported that his student also acquired vocalization, phrasing, articulation, rhythmic and pedagogical aspects, during distance education as in face-to-face lessons, which he called "normal". This can be interpreted as the distance education method in art education can be effective on advanced students rather than at the beginner level. On the other hand, Karahan (2016) reported that there were no significant differences between simultaneous piano education, traditional face-to-face piano education, and distance education methods in terms of success, and Okan and Arapgirli (2018) in terms of acquiring basic skills for beginner violin students. In the light of all these studies, the results obtained in the present study based on the opinions of many students studying in many different institutions and in many branches of art education show that it is not sufficient to perform art education with the distance education method.

It is also among the results of the study that teachers do not have knowledge of distance education methods. This result is in line with the studies of Sakarya and Zahal (2020), in which it was reported that teachers are not subject to any in-service training for distance violin education. In this respect, it is understood that teachers are learning distance education methods by doing and experiencing in this process.

Although it is seen that distance education has negative impacts on art students in motivation and preparation for courses, it was also found that the active participation of students in courses was low. When this is considered especially in terms of collective lessons in art education, which require performance, it is open to interpretation that students avoid performing. Also, the limitations of the access of students to digital resources can be considered as one of the reasons preventing active participation in courses. Sözen (2020) concluded that academic achievement differences will deepen because of the differences in opportunities (i.e. computer and internet access) among students from different socioeconomic environments. It is also among the remarkable results of the study that students lack the canvas, paint, instrument, music stand, etc. It seems possible that these inadequacies can be considered among the factors negatively affecting the participation of students in courses.
It was found according to the opinions of the students that they faced problems such as disconnection/freezing of the internet connection, poor internet connection, low image quality, a slow computer, and poor sound quality during distance education. Orman and Whitaker (2010) emphasized that although distance education is convenient for reaching large audiences, the sound quality has a limiting effect. King, Prior, and Waddington-Jones (2019) reported that there are limitations in communication and accompanying music in music lessons provided over Skype. According to Dammers (2009), live online community performance is not possible because of the latency that is caused by the compression and transmission of the signal.

It was revealed in terms of measurement and evaluation processes in distance art education that there are problems such as the inability to measure skill-based acquisitions and the inadequacy of homework evaluations. Performance evaluations, which came to the forefront in the evaluation of practice-based courses, may be interrupted because of the abovementioned technical and material-based disadvantages, and measurement and evaluation may face the danger of losing objectivity.

Recommendations

Recommendations based on the findings of the research are as follows:

- Pre-service and in-service trainings should be given to teachers on the following topics in order to adapt to new paradigms.
  - Using distance education programs
  - To prepare distance education course materials
  - Using distance education and training techniques
  - Classroom management in the distance education process
  - Measurement and evaluation techniques in distance education

  - Communication skills in virtual environments
- Face-to-face and distance education in art education should be designed as a hybrid model.

- Activities can be performed to increase the motivation of students and teachers towards distance education.
- The method of embezzling materials periodically can be used through institutions for students who do not have access to such materials.
- Students can be encouraged to organize periodical artistic events, exhibitions, and concerts in the virtual environment.
- Online masterclasses can be organized for students.

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