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CONFERENCE PROCEEDINGS

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Music Education Metamorphosis During Covid 19 Pandemic in Primary School

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Abstract

This study aims to reveal how primary school music education lessons are conducted during the pandemic process. For this purpose, answers to the following questions were sought in the study: How did music teachers adapt to the pandemic process? (Which practices did they plan and how did they manage the course process?); How has the pandemic process affected the program goals of music education? ; What were the goals that the teachers wanted to bring to their students in this process? This study was conducted as a case study based on the qualitative research tradition. In this case study, the distance learning and online music lessons in a secondary education institution affiliated to the MEB (Ministry of National Education) were examined holistically and in depth in its natural environment with participant T1 lesson. The data obtained from the findings in the study are as follows: The number of participants in the courses taught with distance learning (DL) varies between 15-29 people according to the 30 class size at all levels. It was seen that the participants whose income levels were above the average were at a sufficient level to attend the lesson. It has been mentioned that a few students experiencing technological deprivation have been provided with the necessary infrastructure with the measures taken within the school. On the other hand, participants T2 and T3 stated that their participation rates decreased due to technological infrastructure impossibilities. The frequency of teaching in DL is determined according to the number of weekly lesson hours as previously determined in face-to-face education. As a technological content, youtube infrastructure was preferred. For homework controls, the Eduwiser program determined by the school was preferred. In the lessons taught, the dominance of DL technology was above the best and not many technical problems were encountered. It has been observed that due to the inadequacy of the course duration, the large number of classrooms, and the synchronization problems experienced, many gains that should be given collectively have to be replaced by other gains. The fact that the curriculum subjects are not arranged according to distance education can also be shown among the reasons for this situation. It has been observed that especially students who are far from parental supervision spend time with some computer games by pretending to attend the lesson most of the time. Participant T3 expressed this situation as “even though we could see the physical assets of the student, we did not have much chance to check whether he was interested in something else on the computer during that time”.

Keywords: Covid 19, Primary music education, Distance education, Online, Interactive music education

Introduction

A pandemic that is effective on a global scale can often be called a disaster. For some, this catastrophe may be interpreted as the end of some things, and for others as a sign of new beginnings (Maarouf, Belghazi, & Maarouf, 2020). On the axis of the troubles caused by the Covid-19 process all over the world, it is obvious that the doors of a different and brand new world will be opened to us where nothing can be the same as before. The coronavirus (Covid-19) pandemic, which started at the end of 2019, has spread rapidly like a storm all over the world. The current consequences of this storm have had effects that have shaken the whole world, sociocultural, political, economic and many other issues that we cannot foresee at the moment. Of course, education has had its share of the natural consequences of this storm (Bozkurt, 2017).

In line with the increasing technological developments in recent years, music teaching activities have gained momentum through various platforms and applications over the internet. It is seen that the leading music schools around the world include these methods and approaches in their curriculum. The following table provides specific examples of these practices.

Tablo 1

Online Learning Institutions and Platforms for Music Education (Sakarya & Zahal, 2020).

Music Schools	Music Education Platforms	To Other Instruments Platforms for	Platforms for Violin Education
Berklee College of Music	Udemy	Pianolessons	peckinsstudioonline
Harvard University	Masterclass	Justinguitar	Violinlab
University of Nebraska	Newschoolofmusic	Tonebase	Violinschool
Colorado State University	Oneminutemusiclesson	Studybass	Violinspiration
Massachusetts Institute of Technology	Musiview	Cyberfretbass	Violineonline

The Royal Academy of Music	Music Crab	Piano-Keyboard-Guide	How to learn violin
Curtis Institute of Music	Musictheory	Musicians toolkit	Violin Notes for Beginner
Royal College of Music	Makeuseof	Hoffman academy	Violin Lounge
Jacobs School of Music at Indiana University	music-theory-for-musicians	Flowkey	Violin Tutorials
University of Southern California Thornton School of Music	Mastering musescore	Guitar lessons	Violin Lessons
New England Conservatory of Music	Tonara	Drum ambition	primoartists.com

Table 1. *In line with the increasing technological developments in recent years, institutions and organizations that provide music education and activities through various platforms and applications over the internet are given in the table above.*

In order to ensure the continuity of interrupted education and training activities and to prevent learning losses during the Covid-19 pandemic process, all public and private schools have decided to distance education around the world. The technological development levels, economic strengths and geographical conditions of the countries have been decisive in terms of the quality and efficiency of distance education (Sözen, 2020).

Although face-to-face education in music education has become unchangeable at all learning levels, it seems to have succeeded in integrating into our personal and professional lives by giving way to distance education elements, usually in small and unobtrusive ways, thanks to the developments in technology (Sherbon & Kish, 2005).

Although the technological possibilities used for distance education in music education institutions in our country are important, the importance of teacher and student interaction in the traditional education environment cannot be denied (Tecimer, 2006).

Distance Learning Applications Abroad During the Covid 19 Pandemic Process in Abroad

France

Subjects: It has been decided that the unit subjects that cannot be given face-to-face training due to the pandemic will be added to the content of the textbooks to be taught in the next year.

Examinations: It has been determined that none of the students will take the exam, the grades of the first semester will be valid in the second semester as well, the courses can be passed without fail, but they will be held responsible for the same course in the next year (education.gouv.fr, 2020).

Homework: Values education has been given more importance and the content of homework has been changed in this context. For example, students will say, “You will call your grandmother and have a chat and write down the dialogue between you and share it with me.” studies such as (Gouvernement.fr, 2020).

Communication: It is structured through a free platform called “Cned: My class is at home”, especially for student-teacher communication, listening to lectures and accessing materials through distance education, and communicating with classmates at the same time (cned.fr, 2020).

Lesson Durations: Lesson durations, which were 40-45 minutes on average, were reduced to 30 minutes during the pandemic process (Gouvernement.fr, 2020).

England

At the beginning of the pandemic, it was decided that the closure of schools was "unnecessary" with the thought that community immunity would be gained. However, with the effect of martial law decisions and quarantine practices in the face of increasing epidemic cases, it was decided to switch to distance education urgently in the field of education. **Examinations:** Examinations in all public and private schools have been canceled, and the "abbreviated exam" application has been introduced for students who are dissatisfied with their previous grades and want to change them.

Communication: The majority of schools in England have tried to carry out the distance education process with online courses and worksheets. While private schools were communicating with their students via video conference, public schools suspended their educational activities for a month. The 14-week course content produced by the BBC television

in accordance with the curriculum was presented to students in public schools in the next period (gov.wales, 2020).

It has been reported that £100 million worth of information technology resources have been allocated for technologically disadvantaged students in disadvantaged areas, and that 200,000 laptops will be delivered to schools at the same time by the end of June (bbc.com, 2020).

Korea

According to the "ordered school" system he applied, one day face-to-face education was given, and the other day online lessons were taught via distance education. Art classes, physical education and other applied classes are not included in online classes. For this reason, it has been focused on producing distance education contents for the courses other than the courses related to the main curriculum.

"Online Classroom Etiquette" has been created by teachers in order to minimize the problems that may occur during distance education. These rules are:

- Students participate in the lesson by preparing the course materials and paying attention to their clothing,
- The online device should be prepared about 10 minutes in advance, and any problem related to connection should be reported to the course teacher before the lesson,
- Arranging the physical conditions of the room to be connected in advance, paying attention to the privacy of himself and his family, removing everything that may cause noise from the environment and turning off the microphone in case of unwanted noises that may occur during the lesson,
- The course content and materials used by the teacher should not be used without permission due to copyright,
- Recording the classroom environment or the status of the participants and sharing them with others will constitute a crime,
- It has been emphasized that content and articles that are not related to the course and demeaning others should not be shared (Korean Education Centre, 2020).

Italy

In Italy, which is the European country with the highest number of cases and death rates, it has been decided to suspend education at all school levels as of March 5, 2020, in order to prevent

this situation. This closure period, which was 10 days in the beginning, has been extended until the next academic year due to the rapid increase in the number of cases.

During this period, web portals to support distance education, digital platforms to support learning in electronic environment and to access course content were created by the Italian Ministry of Education. In addition, electronic course resources on distance education, which teachers can access free of charge at any time, are provided (Governo Italiano, 2020).

U.S.A.

It has been announced that all exams have been removed with the thought that they will increase the anxiety level of children. In addition, some computer games, which are thought to have a negative impact on students, have been restricted during this period. Considering that students with high intelligence levels may be more affected by the negative conditions of the pandemic due to their high perception capacity, more qualified guidance studies have been focused on. "Competence-based online education activities", which will enable students to develop easily at their individual learning pace, have been accelerated. A "rural technology project" has been implemented in order to ensure that children living in disadvantaged areas can benefit from this process uninterruptedly.

In fact, online distance education has been practiced in America for many years and has been built on a very strong foundation. It is a country that has been accepting students with paid and free certificate education programs open to the whole world for many years (U.S. Department of Education, 2020).

Australia

In order to adapt students at all levels to distance education, education platforms with ease of use were emphasized. (Like Google Drive/ Microsoft Teams.)(OECD, 2020). In addition, teachers using programs such as Zoom, Webex, Microsoft Teams taught their lessons online in classrooms without students (OECD, 2020).

Finland

It has been decided to resume formal education activities, which were suspended on March 18, 2020, as of May 14, on the grounds that all children have the right to education and this cannot be prevented. It has been stated that with the opening of the schools, distance education activities were terminated, never to be returned, and absenteeism procedures would be applied for students who did not come to school except for special cases (YLE NEWS, 2020).

It was requested that educational services continue uninterruptedly on digital platforms with virtual arrangements, even in extraordinary situations where education and training activities cannot be sustained. The Finnish National Education Agency is working on the flexible learning model in schools. For this purpose, the “Open Educational Resources Library (OER); Finna.fi – A collection of Finnish archives, libraries and museums, as well as material banks that support students' individual learning at their own pace and are created with the input of teachers” (OECD, 2020).

Singapore

It is the Southeast Asian country with the highest number of covid-19 cases. After the first case was seen on January 23, 2020, on April 8, 2020, a distance education decision was made with the "Home Based Learning (HBL) system" at all school levels, including special education schools (SPED). In addition to this application, some video conferencing applications were also used in the lessons. Summer holidays, which should have been in June, have been moved to May 5, 2020 by the decision of the Ministry of Education (MOE). Classes have been restarted on June 22 due to the holiday date brought forward. The students were informed by the teachers about the responsible use of technology. Performance and homework checks were carried out through the system called Singapore Student Learning Space (SLS) (MOE, 2020).

China

China, the country where the first covid-19 symptom was seen in the world, has moved to the online learning process at all levels of education, including preschool, with the transformation of the virus into an epidemic. They have introduced the system known as the "Rain Classroom Teaching Platform" for students who live in disadvantaged areas and do not have sufficient infrastructure and equipment. This system, which was founded in 2016 and is the most effective and advanced distance education platform in the country, is also the second highest education platform in the world with the number of members reaching 19 million. Cloud systems have been developed and internet infrastructure services have been strengthened so that millions of students can receive uninterrupted education at the same time. Despite all this, students expressed that they did not like the system due to the negative effects of the physical environment of the house on learning (Lau, Yang, & Dasgupta, 2020).

Netherlands

In the Netherlands, which suspended the education of schools at all levels due to the pandemic, announced that a resource of around 2.5 million Euros was allocated to eliminate the problems

of children who could not participate in distance education due to financial difficulties. Within this scope, 6,800 laptops were distributed to students living in disadvantaged areas (bbc.com, 2020).

Belgium

In Belgium, which has decided to close completely as of March 18, 2020, the Flemish Government has launched a laptop campaign for 12,500 students participating in distance education. Many institutions have also supported the campaign, to which the state has contributed 200,000 Euros. At the urging of the interior minister, who emphasized equality of opportunity in education, some internet provider companies (Telenet, Proximus) provided free internet access to the children of families in disadvantaged areas (bbc.news, 2020).

Distance Learning Applications in Turkey

Considering the distance education practices around the world, Türkiye has become the second country after China that can reach millions of students nationally. Evaluating the measures taken worldwide to combat the virus, Türkiye started preparations for distance education on March 16, 2020. As of March 23, 2020, it has decided to start distance education at all education levels. The course contents produced for this purpose were transferred to the students through EBA (educational informatics network) TV, EBA Live Course and EBA Academic Support applications. After broadcasting on weekdays in the beginning, it started to be made on weekends as well. Weekend classes were published as preparations for high school transition exams (LGS) for 8th grade students and for university (Higher Education Institutions Exam) for 12th grade students and continued throughout the summer vacation. EBA is the tenth website in terms of preference rates in Türkiye, with 3.1 billion visiting students, while it is the third education network with the highest number of visiting students in the world. As of June 29, education and training activities have started under the name of “EBA Summer Generation” regarding workshops on foreign language, literacy and skills. On August 31, adaptation and compensation training, which will last for three weeks, has started. It has been decided that support and training courses (DYK) will be opened and continue throughout the year in the new academic year. In addition to formal education, it has been determined that EBA TV channels for education will continue to broadcast actively (meb.gov.tr, 2020).

Therefore, the main problem of this study is “How are primary school music lessons carried out during the pandemic process?” poses a question.

Problem Status

This study aims to reveal the general aims and objectives of the Turkish National Education expressed in the National Education Basic Law No. 1739, with a multi-faceted evaluation of what happened during the pandemic process and the teachers' thoughts on this subject.

- How have music teachers adapted to the pandemic process?
- Which practices did the music teachers plan and how did they manage the lesson process in the pandemic?
- How has the pandemic process affected the program objectives of music education?
- What were the goals that teachers wanted to bring to their students in this process?

The research subject is the changing face of primary school music lessons during the pandemic process. The problems encountered in practice in this study are:

- Effects of synchronization problems on song teaching
- Connection issues
- Excess class sizes
- The need for branch teachers in the first stage of primary education
- Inadequate lesson times
- Students and teachers' lack of technological infrastructure
- Internet quota problems
- Student cameras being turned off from time to time
- Curriculum subjects are not arranged according to distance education

Related Studies

(Bozkurt, 2017), in this study, examined the development processes of distance education in our country by dividing it into four periods. These; The 1st Period, in which there were suggestions where discussions took place, the 2nd Period in which distance education was carried out by correspondence, the 3rd Period in which audio-visual tools were used, and the 4th Period in which information-based applications gained momentum. After these periods, which were handled with a critical perspective, suggestions were made about the future of distance education in Türkiye.

(Sakarya & Zahal, 2020) revealed the effects of the strengths and weaknesses of the practices on the students in their study, in which student views on violin lessons within the scope of distance education were determined due to the Covid-19 epidemic. As a result of the

research, it was revealed that almost all of the students supported the view that violin education should be done face to face. In addition, opinions on the use of the blended learning model in which face-to-face and distance education are applied together in music education are among the results of the research.

(Sözen, 2020), this study aimed to explain the activities of some countries affected by the Covid-19 epidemic in the distance education process. The activities carried out in China, Italy, France, the country where the coronavirus first appeared, the USA, Belgium, Netherlands, Finland, Korea, Australia, Singapore with the highest number of cases, England and Türkiye, which initially saw the natural spread of the virus in the society, were emphasized. The distance education process applied for the sustainability of education in Türkiye and in the world has been examined in all its aspects. Various suggestions were made in the light of the information obtained.

(Tecimer, 2006) mentioned that the developments in technology will change the structure and functions of educational institutions in particular. It has been underlined that technology is included in programs from pre-school education to universities, and the effects of increasing use of electronic products on education due to the fact that they are smaller, easily transported and cheaper.

(Topalak, 2021) conducted this study in order to examine the views of music teachers towards online education environments during the pandemic period and to determine the appearance of the education they experienced during the online education process. According to the results of the research, it has been suggested to strengthen the internet infrastructure, to identify the students and teachers in need, to provide device support, and to organize in-service courses for teachers on the subject.

Method

In this study, it was decided to conduct a case study based on the Qualitative Research tradition, in order to examine a current phenomenon such as a pandemic, which includes multiple factors and data sources, in its natural environment. Participants were coded as T1, T2,T3.

The distance education lessons of music teacher T1 (teacher1) working in a pilot school affiliated to the MEB constitute the sample of the study.

Observed in this case study, T1 (elementary school music teacher) being innovative compared to his colleagues (using many instruments in his lessons), taking part in national and

international projects (Erasmus projects) played a role in the selection of Ziya Selçuk, the minister of national education at the time, during the pandemic period.

In addition, in order to provide data diversity, T2 (primary school teacher) working in a primary school with low-income families and T3 (high school music teacher) who have a good command of music technologies were interviewed.

Before starting this study, permission was obtained from ERU Social Sciences Ethics Committee on 29.06.2021.

Semi-structured questions were used in online interviews. In order to increase the validity and reliability of the questions, the opinions of 3 experts on qualitative research were consulted. The lessons of T1 were watched by the researcher as an observer in his natural environment. The data were recorded in the pre-prepared observation form. Voice recordings were taken during lectures and online interviews to prevent data loss.

Results

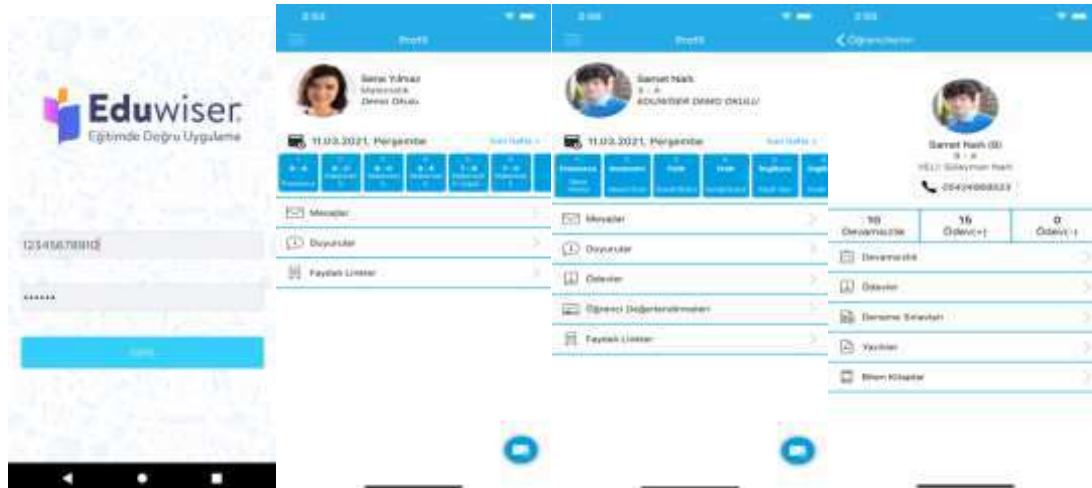
Findings Based on the 1st Sub-Problem:

How have music teachers adapted to the pandemic process?

- In the interview with T1, it was learned that homework checks were carried out through the (Eduwiser) program outside of class hours.

Şekil 5

Login Page, Teacher, Student and Parent Profile Example (<https://edu.com.tr/eduwiser-mobil>, 2016)



The lessons were taught in the section designed as a music room in T1's own house. The physical conditions of the room are sufficient for distance education lessons and many

instruments stand out. Even if the room is not arranged acoustically, it has been observed that there is no obstacle to distance education.

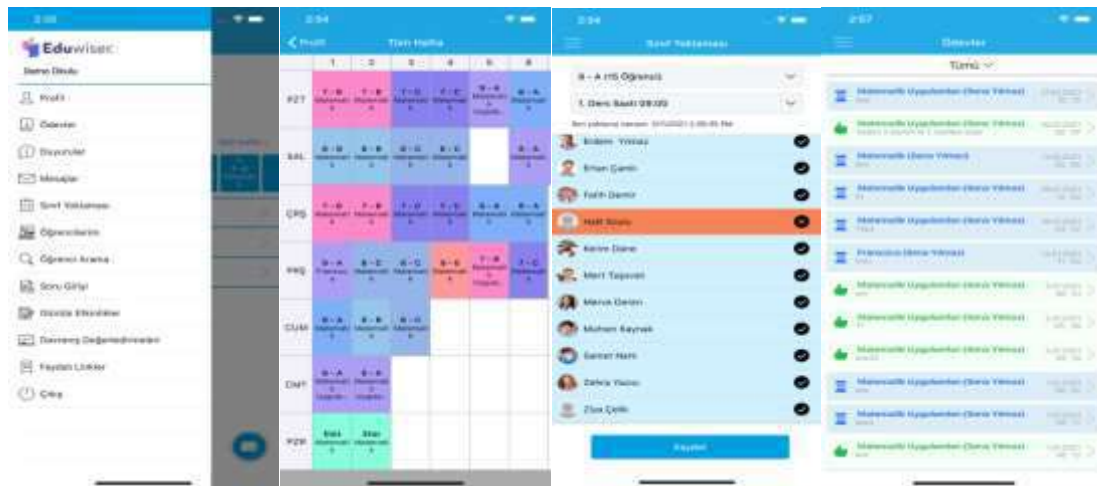
Findings Based on the 2nd Sub-Problem:

What practices did they plan in their lessons and how did they manage the course process?

- As a technological content, "youtube" infrastructure was preferred.
- The «eduwiser» program is used for homework checks.

Şekil 6

Teacher Menu, Curriculum, Attendance and Homework (https://edu.com.tr/eduwiser-mobil)



- The rate of participation in classes is above expectations.
- Lessons are usually held in the teacher's own music room.
- It was seen that other family members were reflected on the camera from time to time and this situation disrupted the lessons.

Findings Based on the 3rd Sub-Problem:

How has the pandemic process affected the program goals of music education?

- Synchronization problems were experienced depending on the connection speed and quality.
- Synchronous problems negatively affected the gains that should be given collectively.
- The same problem arose during the playback of simultaneous videos.
- Due to the synchronization problem, especially the National Anthem, there were problems in teaching songs.

Discussion

T1, who is the subject of this research, works in a pilot school affiliated to the MEB (Ministry of National Education). Class sizes are limited to 30 students. Although there is one class for each level in the school, there are no eighth grades. As it can be understood from the observed lessons, the income levels of the students' families are above the average. It has been learned that a few students who are below this average income level are provided with school, teacher and parent support. Considering all these conditions, expanding the scope of the research with studies to be carried out in schools of different types and characteristics will contribute to more objective and reliable results.

DL (distance learning) applications, which are mostly carried out under the name of "Education Informatics Network (EBA)" in our country, were also supported through EBA TV over national television channels. Although it is said that the number of students attending the courses followed through EBA is quite high, the reality is a little different. Because, although the majority of the students attend the classes virtually, there are frequent situations where they are not in front of the computer in real terms. One of the main reasons for this situation can be shown as the fact that students are not tested during the DL process. According to this system, students will be evaluated on the last year's exam scores, and they will be subjected to a short exam only for the exam scores they do not like. The majority of the students, who fell into the complacency of the exam exemption application, did not attend the DL classes or pretended to do so under the conditions that even attendance was not considered. While the students did not attend the classes during the pandemic process due to the exam exemption application, the students in the parent-supported T1's group attended at a sufficient level.

Thus, when trying to reach the student whose image is not already present, his presence in the lesson could not be proven, on the pretext that there was no microphone. Apart from these, it has been witnessed that some hacker applications used by the students fix their images and make themselves look like they are in the lesson. In addition, since each student does not have the same conditions regarding DL, they should not attend their classes in an internet cafe, etc. outside their home environment. Trying to do it in different places has also negatively affected the quality of education. It has been observed that especially students who are far from parental supervision spend time with some computer games by pretending to attend the lesson most of the time. Participant T3 expressed this situation as "even though we could see the

physical assets of the participating student, we did not have much chance to check whether he was interested in something else on the computer during that time”.

Although not all of the cameras belonging to the students were turned on in the classrooms observed, it was observed that most of them actively participated in the lesson. Students with no visuals have proven their active presence in the lesson by communicating both with their voices over the microphone and through the chat in the DL program.

Despite all this, it is known that there are many students who could not attend the classes because they did not receive a tablet. Another problem encountered is that students who have more than one siblings to receive education at the same time and do not have sufficient technological devices cannot attend all classes and prefer to attend the classes in order of importance. However, in this study, it was seen that the technological infrastructure of the majority of the students of T1 whose lessons were observed was sufficient. It has been mentioned that a few students experiencing technological deprivation have been provided with the necessary infrastructure with the measures taken within the school. On the other hand, T2 and T3 stated that their participation rates decreased due to technological infrastructure impossibilities.

(Topalak, 2021) in his study, in which he discussed the perspectives of music teachers who had to conduct their lessons with DL during the pandemic period, some of the teacher's views are as follows: One of the teachers; He stated that the students could not attend the classes due to the inadequacy of the tablets distributed, and that the siblings whose classes overlapped had to share lessons among them. Another teacher, who works in the east, stated that the only device that can be connected at home is the telephone, and that it circulates from hand to hand, noting that the number of children in the families and the lack of devices negatively affect the course connections, and that most of the time, it is not possible to attend the classes. Yet another teacher stated that the only device that can be connected at home is the phone, and that the children of the parents, who had to take the phone with them on the way to work, could not connect to the lesson because of this.

These words constitute a concrete example in terms of showing the problems experienced in DL practices in our country.

In this study, none of the above-mentioned problems were encountered due to the fact that the family status and income levels of the students of T1 working in a pilot school affiliated to the MEB (Ministry of National Education) were above the average.

T2, whose opinions were sought through online interviews regarding the distance education activities that were tried to be carried out during the pandemic process, evaluated this process as follows: Drawing attention to the effects of the inadequacy of the number of students attending the course on the teaching of the curriculum subjects, the teacher said that the students who do not have sufficient infrastructure facilities experience more difficulties. The fact that some of the students who want to connect to online courses do not have a phone, tablet or computer or the lack of internet connection has been shown as one of the main reasons for this situation. He stated that this situation would lead to the result of not learning the curriculum subjects in the students who could not attend the course.

As can be seen, many students, especially disadvantaged groups, have been adversely affected by DL activities. This situation, which is contrary to the principle of equal opportunity in education, is one of the issues that should be handled and examined in depth in the DL process.

Again, through an online interview, T3, who works at a high school, was asked about his views on the music lessons conducted during the pandemic process. T3 stated that unlike other music teachers, being intertwined with technology caused her to spend the distance education process much more efficiently. Focusing on music technologies in his lessons and trying to convey the use of some of the sound recording programs to his students are among the features that set him apart from his colleagues.

He said that the sound and image quality of his lectures is at the highest level thanks to the sound and light technologies he used in his home studio atmosphere, which he created for hobby purposes at home before the pandemic, and this situation maximizes the efficiency of the students from the lessons.

Many teachers were caught unprepared for the music lessons that were tried to be carried out in the DL process, which was mandatory with the pandemic. Contrary to what is explained in the example above, music teachers who tried to do music lessons remotely with limited opportunities could not get the quality they wanted from this process. Therefore, students were also negatively affected by it. However, it is obvious that increasing the knowledge and opportunities of music teachers about music technologies will increase the quality of both online and face-to-face education.

T3 emphasized that, among all the gains, he attaches great importance to the achievement of teaching our national anthem and that he could turn this goal into an

achievement, albeit with great difficulty. He stated that he worked with the students one by one against possible synchronous problems, and while doing this, first the theoretical information was given and then the practice was started. Here, he added that the 2 hours of lectures in high school, compared to other levels, were very beneficial for him. Unlike T1, T3 was able to practice the National Anthem in 2 hours with a small group of students.

Music lesson program objectives were also negatively affected by the compulsory DL process that started with the pandemic. The objectives and achievements prepared by the MEB according to the face-to-face education conditions were insufficient in the DL process, many gains could not be implemented or had to be changed and left their place to other gains.

Tablo 2

The Relationship Between the Lessons Observed by the Researcher and the Goals and Achievements of the MEB

CLASS	BRANCH	DATE	OBJECTIVES AND ACHIEVEMENTS OF PRIMARY EDUCATION MUSIC EDUCATION	OBJECTIVES AND GAINS GIVEN BY DISTANCE EDUCATION
5. CLASS	B	10/01/2021	Sings his own rhythm pattern	To be able to distinguish the songs played in different makams. music genres
	A	05/05/2021	Distinguish the length and shortness of the learned sounds.	
6. CLASS	B	15/01/2021	Hexadecimal notes. Ability to understand hexadecimal notes with words and rhythm patterns	Maqams and instruments free song activity
	A	21/01/2021	Hexadecimal notes. Ability to understand hexadecimal notes with words and rhythm patterns	
	A	20/01/2021	Distinguish between human voice and sound ensembles	Types of instruments

7.	B	21/01/2021	Distinguish between human voice and sound ensembles	Turkish Fives
CLASS				

Table 2. 5.6.7. The achievements of the classes are given according to the observed date order.

Conclusions

- ▶ T1's starting distance education by reviewing the technical problems had a positive effect on the quality of the course (duration, connection quality..etc)
- ▶ Many goals and achievements could not be implemented during the pandemic process and had to be replaced by other gains.
- ▶ Apart from the synchronization problem and the camera problems, no serious technological problems were encountered.
- ▶ The fact that the course durations were limited to 30 minutes had a negative impact on the proper teaching of the curriculum subjects.
- ▶ From time to time, the images of other family members reflected on the camera caused the lessons to be interrupted for a short time.
- ▶ In this study, in the classrooms observed with DL, the students could not take an active role in the lessons due to the deterioration of equal opportunities in education, and the technical problems experienced caused the students to move away from the aesthetic perception that should be created.
- ▶ Although the teacher whose lesson was observed was able to manage the time effectively, not all students could attend the lesson equally. The inadequacy of the course duration suggested by DL compared to the number of students, and the inability of all students to attend the course can be cited as the main reasons for this situation.
- ▶ The difficulties of acquiring our anthems through distance education were mentioned. Although it is not difficult to achieve this goal in DL conditions, synchronization problems, which are frequently experienced due to connection problems and speed, can be shown as one of the biggest obstacles.
- ▶ In the DL process, the main goals and achievements of the course have deviated from the goals that the teacher plans to bring to his students. The basis of this conflict is the incompatibility of the goals and achievements of the music lesson, which is planned according to face-to-face education, with the lessons made with DL.

Recommendations

- T1 who is the subject of this research works in a pilot school affiliated to the MEB. For this reason, more objective and reliable results can be reached by expanding the scope of the research by examining different types and characteristics of schools.
- (Topalak, 2021) in his study, which included the opinions of teachers in music lessons conducted with online education during the pandemic period, one of the teachers, who drew attention to the inadequacy of lesson times, said that 6-7 minutes of 30-minute lesson times went to student admission and connection problems, and the remaining 20 minutes stated that it was insufficient. For this reason, the duration of the lessons, at least as in face-to-face education, is 40 minutes. Leaving it as it is will increase the efficiency of the lessons.
- The variable number of participants was one of the first problems that stood out in the courses held with DL. In accordance with the principle of "equal opportunity in education", it is very important to provide the necessary infrastructure services to all students and to provide an environment where they can participate in the course. In order to be able to easily follow up in the course, the obligation to open the camera, the introduction of electronic attendance, and the introduction of some performance scores that can be applied with DL, especially in art classes, will also cause an increase in the number of students taking the course.
- It has become more difficult to find time to check homework in the already limited class time. Adding a separate course hour to the program to control and correct the assignments given in the courses conducted during the DL process can solve this problem.
- However, not every teacher or student has had the same conditions in the distance education activities carried out in our country. This problem can be prevented by providing the necessary infrastructure services (internet, tablet, pc... etc.) to teachers and students equally. In addition, increasing the diversity of music lesson materials by offering them free of charge to teachers and students can also solve the problem.
- For frequent freezing and synchronization problems, increasing the connection speed and quality of students and teachers participating in distance education by the MEB can provide a solution to the problem.

- ▶ It will be beneficial to re-prepare the objectives and achievements of the music lesson planned according to face-to-face education by adapting the objectives and achievements to the conditions of the DL in order to eliminate the inconsistency with the lessons made with DL.
- ▶ Participant T1 stated that he had difficulties in teaching marches, especially our National Anthem. Depending on the speed and quality of the connection, the asynchronous access of the voices hindered the achievement of this goal. Although this is the case, it may well be possible to transform this goal into an outcome through the mobile applications already used by the teacher. The general information given in the course could be asked from the students individually during extracurricular times, and many marches could be taught with the necessary corrections.

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