Available online at ijci.wcci-international.org

International Journal of Curriculum and Instruction 13(1)
Special Issue (2021) 343–358

IJCI
International Journal of Curriculum and Instruction

Academics' professional development needs and gains during COVID-19 distance education emergency transition in Turkey[1]

Alev Elçi [a] *

[a] *Aksaray University, Aksaray 68100, Turkey*

Abstract

The higher education institutions' mandatory transition to distance education during the COVID-19 outbreak led to restructuring of teaching and learning processes in Turkey. The aim of this research is determining the gains and needs of faculty members in academic activities in Turkey context. A qualitative research method was used and data was collected from 364 faculty members from different demographics, using an open-ended, semi-structured online survey. Three main themes and a total of 40 sub-themes were determined using the content analysis method. Findings showed that faculty broadened their knowledge and experience in distance learning, citing the need to improve their academic and professional development. Some faculty stated very intensive gain of digital literacy skills and competencies and online course materials; while others stated further improvement was needed in these subjects. These findings are important as a means to take the necessary precautions to improve academician's professional development and students' learning during the continuation of emergency process.

Keywords: Higher education; Teaching and learning process, Skills and competences; Career development; Online education

[1] Part of this study was presented at the 6 th International Conference on Lifelong Education and Leadership for All

Corresponding author: Alev Elci
E-mail address: dr.alevelci@gmail.com

1. Introduction

The new coronavirus outbreak that emerged in China in mid-December 2019 and spread rapidly to other countries was called the COVID-19 pandemic period by the World Health Organization (WHO, 2020) on February 11, 2020. Since the first months of 2020, the pandemic has affected all sectors in the world and made it necessary to give a different direction by leading restructuring in higher education. The schools were temporarily closed as one of the precautions to prevent the pandemic from increasing rapidly, where the sustainability of the teaching and learning process targeted. However, as stated by UNESCO (2020), there are no predetermined strategies to ensure sustainability in most of the higher education institutions. Therefore, Turkey's Council of Higher Education (CoHE [YÖK]), following decisions taken in foreign higher education institutions, has made the transition from (face-to-face) formal education to distance education immediately. Universities with Distance Education Application and Research Center (DEARC [UZEM]) started to practice distance education, the courses and course tools that are already in the digital environment opened for access.

In this process, although faculty members among stakeholders have more challenges, the focus is mostly on the effects on students (UNESCO, 2020b). For this reason, it is necessary to take precautions to improve teaching and learning in case of continuing distance education and to know faculty members' feedback. The purpose of this research is to determine the gains and needs of the academic staff in academic activities; teaching, learning materials, online measurement and evaluation, etc. during the compulsory transition of higher education institutions to distance education due to the COVID-19 outbreak.

In the next part of this paper, the decisions taken in the COVID-19 process by the CoHE in Turkey, experienced difficulties related to distance education and the teaching staff, as well as the literature will be summarized. The following sections will explain the method, findings, discussion, and conclusion of the research.

1.1. Literature Review

COVID-19 has been declared as a pandemic period by WHO because the new coronavirus disease has spread globally. Due to the effect of this, some mandatory measures were taken for the higher education institutions in Turkey. CoHE proposed measures first on March 6, 2020, to avoid faculty participation in international academic activities and similarly postponement or holding online the international meetings to be held in Turkey (YÖK, 2020a). In the meeting chaired by the President Recep Tayyip Erdogan on March 13, 2020, related to COVID-19 mentioned measures in all higher education institutions in Turkey, starting from the date of March 16, 2020: it was stated

that training was going to be on hold for three weeks (YÖK, 2020b). The most striking of the decisions was Article 14:

"In parallel with the developments in higher education systems in the world, especially within the scope of our experiences in the *Digital Transformation in Higher Education Project* that we have initiated in recent years, our distance education research and application centers within 120 universities, and the competencies of our universities which provide distance education to more than 2 million students, the requests and proposals will be accepted by taking into consideration their infrastructure to enable them to give courses in the digital environment."

Two days later, on 18 March 2020, a model for educational planning was announced by observing the suggestions and practices of leading higher education institutions abroad to realize teaching and learning activities as much as possible without interruption (YÖK, 2020c). Accordingly, the "Digital Transformation Commission in Higher Education", which was composed of subject matter faculty members from various universities, had prepared the *Pandemic Distance Education Applications Roadmap* which was approved by the CoHE executive committee. This roadmap had identified five key areas related to legislation, infrastructure, human resources, content, and implementation required to carry out distance learning activities to ensure the sustainability of the teaching and learning process in higher education. Thus, by observing the Distance Education Procedures and Principles, during the pandemic period universities with the essential distance education infrastructure had been allowed to move from formal education to distance education in all areas. It was stated that the needs of those who have insufficient infrastructure would be met in cooperation with CoHE from 123 universities having DEARC.

In the same announcement the status quo of the academic staff, an important human resource of this digital transformation was mentioned. Accordingly, over 6,000 faculty members were involved in "Learning and Teaching in the Digital Age" training as a result of the *Digital Transformation in Higher Education Project* launched by CoHE in Ağrı İbrahim Çeçen, Bayburt, Bingöl, Iğdır, Munzur, Muş Alparslan, Siirt and Şırnak universities in February 2019. It was stated that upon request by faculty members, the same courses and competencies for digital opportunities can be offered to them. Also, it had also been mentioned that some universities started to provide professional development courses to their faculty members, but it is not clear whether these are through Teaching and Learning Centers.

It was stated that universities have the option to use synchronous or asynchronous methods of distance learning that is convenient for them. It had been also commented that universities can do the measurement, and evaluation of the courses within a suitable timeframe, but no details were given about the process. Added that proficiency exams, thesis monitoring committees, and thesis defenses in postgraduate programs

could be held in a digital environment ensuring to be "registered and audited". The road map of the framework was determined by CoHE and the implementation processes were left to the university management.

It was emphasized that there were many faculty members experienced in developing distance education content and tools who can guide content development that will be shared with those who need support. Besides, it was stated that the courses developed in the digital environment by Anadolu, Atatürk, and İstanbul Universities would be open to public access under the name of the *Higher Education Institutions Courses Platform* (https://yokdersleri.yok.gov.tr/). Another announcement on March 23, 2020, (YÖK, 2020d) stated that the digital course resources and e-books were made available to students on the said platform. On March 31, 2020, METU participated in this platform with the support of digital textbooks and videos, and it was also announced that the number of students accessing them gradually increased (YÖK, 2020e).

Thus, approximately ten days after the universities three-week break decision taken at the state level, as announced "This break with the idea of sustainable education as of 23 March and the unity in practice is terminated, and one-week later distance education and open education in the digital environment started." In a press release on March 26, 2020, CoHE chairman Yekta Saraç emphasized the traces of this pandemic in higher education with the following words. "We also know that distance education and digital teaching methods cannot be an alternative to formal education. University life is a unique socializing environment." CoHE had determined the principle framework regarding the learning measurement and evaluation at the end of the semester, and it was proposed to the universities on 11 May, 2020, suggesting to do the exams in the form of projects and assignments using digital opportunities (YÖK, 2020f).

From a global perspective, according to the data of the United Nations Educational, Scientific and Cultural Organization UNESCO (2020a); country-wide or partial school closures have created compulsory conditions that affect more than 65% of the student population at various educational levels. With an alternative application, the transition from formal education to distance education has made essential changes in the learning and teaching process. These are the differences affecting administrators, faculty members, and students in instructional design, implementation, measurement, and evaluation in the transition from face-to-face learning to technology-enhanced distance education environments.

UNESCO's (2020b) report points out that typically theoretical training is conducted at distance in most major universities. It is stated that the application (clinics, design workshops, engineering laboratory, etc.) is based on the faculty member's ability to sustain teaching and her/his experience in the subject. Faculty members who have significant experience in distance education programs probably do not have great difficulty for achieving sustainability. However, for the others that form a majority, the

learning curve requiring the efficient use of technology in distance education is stated to be very steep. From this point of view, external support was emphasized in the form of developing and implementing an online program with intense, sustainable interactive technological and pedagogical education, in line with the needs of faculty, institutional priorities and students' learning (Frankel et al., 2020; UNESCO, 2020b).

Some of the difficulties faced by faculty members regarding the course materials are summarized by UNESCO (2015) as follows: developing and adapting teaching and learning materials and assessment tools; access to high-quality teaching and learning materials suitable for the purpose; greater access to students' online materials, collaboration networks, and online publishing opportunities. The same report suggested the use of effective open sources that will help tackle these challenges. Frankel et al. (2020) similarly stated that a basic training is required for faculty members before starting distance education besides accessing educational materials that support high quality continuing education. Al and Madran (2013), examined the platform of open course materials initiated by a consortium of 45 universities led by Turkey Academy of Sciences (TÜBA) in 2007, discovered that the platform was not often utilized throughout Turkey, and more than half of the users were intensified in the three major cities. Some of the difficulties faced by the students, can be overcome by facilitating communication and receiving timely feedback from their faculty member (Mather & Sarkans, 2018). Besides, there has been intense debate in the literature on other interests, the interaction of students or the benefits and challenges of participating in online courses.

According to Bates (2015), if universities are to be transformed due to ever-changing external influences, those who want to recognize and realize the need for change should be faculty members working in the institutions. Similarly, UNESCO (2020b) has emphasized the importance of the impact of this process on the work and professionalism of teachers, although the focus is usually on the effects on students. Lately, some studies in different countries are attentive on the experience of faculty and how to make students learn (Bao, 2020; Shenoy et al., 2020). Faculty members who play a vital role in keeping students who are "the budding new professionals" active in the transition from traditional learning to distance learning; concentrate on occupying the learners' minds, increasing their performance and speeding up learning and using time efficiently (Nagar, 2020; Varalakshmia & Arunachalam, 2020). Gelen (2017) explained the skills and competencies that an individual should have within the framework of 21st-century learning: learning and innovation skills (critical thinking and problem solving, applying creative thinking and innovation, communication, cooperation); information, media and technology skills (information, media literacy, information and communication technologies literacy), and life and career skills (flexibility and adaptability, entrepreneurship and self-direction, social and intercultural skills, productivity and accountability, leadership and responsibility). These learning outcomes are based on a

support system (measurement and evaluation, lessons and programs, professional development and learning environments).

The strategy emphasizing the sustainability of education and the infrastructure for the faculty development to use technology-enhanced and distance education environments is explained in detail for a private university in the USA (Elçi, 2016). The importance of professional development should be understood for faculty members who apply it to be productive at distance working (Mather & Sarkans, 2018). According to the directive of the Indian Ministry of Human Resources Development (MHRD), it is recommended that faculty members need to find active self-engaging occupations by increasing their knowledge, writing research articles, and attending seminars over the Internet (Varalakshmia & Arunachalam, 2020). Naturally, faculty members who are not ready for this situation are expected to have an internal urge to comply and achieve.

Not only academics in Turkey but in other countries who applied the emergency model, all relevant stakeholders and people that are involved in the process, stated that it is different from online learning because they encounter a situation like this for the first time in their lives and asked to give extraordinary effort on the distribution of lessons, teaching and learning (Craig, 2020; Hodges, et al., 2020). So, there have been considerable changes in the teaching and learning process globally. In a study conducted years ago, possible negative effects of distance education on students' physical and mental health are mentioned (Erturgut, 2008). Kabate (2014), evaluated the comprehensive face-to-face blended learning strategy applied to support open and distance education, and raised the teachers' concerns about the strategies for identifying and addressing students' academic and psychosocial problems and suggested working on them. It has also been suggested to train faculty members to develop and deliver distance learning courses that help overcome barriers such as motivation and time management, and to offer courses in blended learning method to introduce online learning to students that can provide a transition model (Fidalgo, 2020).

The current COVID-19 process has affected relevant educational stakeholders, but potentially students and faculty. However, it is significant to know the gains, needs and expectations of the faculty members as it is important to undertake the necessary measures to improve teaching and learning in case of continuing the distance education process as a result of these experiences. The purpose of this research is to determine the gains and needs of the academic staff in academic activities: teaching in the restructured teaching and learning environment, preparing course materials, doing online measurement and evaluation, etc. during the COVID-19 outbreak due to the mandatory transition of higher education institutions to distance education.

1.2. Research Questions

The research question of the study is formulated as "What are the needs and gains of academics' professional development during COVID-19 distance education emergency transition in Turkey?"

Based on this research question the participant faculty members were asked the following contextualized questions.

> During the COVID-19 outbreak, teaching, learning, online measurement and evaluation, so on academic acts conducted during the restructured teaching and learning process due to the mandatory transition of higher education institutions to distance education;
>
> 1. what is the most important contribution of this process to you professionally?
>
> 2. if the distance education process is to continue, in what way would you like to improve yourself most?

2. Method

This study was conducted in the qualitative research dimension, and it was aimed to present the situation in a natural environment with a realistic and holistic approach (Yıldırım & Şimşek, 2011). Before analyzing the data, a general conceptual framework was determined and coded. New codes that emerged during content analysis were added to the list, and codes, categories and themes were determined.

Table 1. Themes and Sub-themes of the Research

Theme/ Sub-theme		**Frequency**	**%**
Gains			
	Skills and Competencies		
	Digital Literacy	63	17
	Using Time Effectively	17	5
	Flexibility and Compliance	15	4
	Interaction	12	3
	Risk and Crisis Management	10	3
	Contact	7	2
	Motivation and Participation	5	1
	Creativity and Self-direction	5	1
	Awareness	3	1
	Online		
	Course Materials	56	15
	Environments and Tools	34	9
	Measurement and Evaluation	15	4
	Course Contents and Program	11	3
	Presentation	10	3
	Sustainability	10	3
	Career Development		
	Experience	54	15
	Distance Learning	50	14
	Academic and Professional Development	38	10
	Learning and Innovation	31	8
	Prestige	17	5
	Home Office	8	2
Needs			
	Skills and Competencies		
	Digital Literacy	52	14
	Interaction	23	6
	Motivation and Participation	19	5
	Using Time Effectively	9	2
	Creativity and Self-direction	3	1
	Awareness	3	1
	Online		
	Course Materials	71	19
	Presentation	45	12
	Measurement and Evaluation	43	12
	Environments and Tools	38	10
	Course Contents and Program	15	4
	Career Development		
	Academic&Professional Development	35	10
	Distance Learning	31	8
	Learning and Innovation	13	4
	Technology Management	5	1
	Home Office	1	0
Others			
	Finding Yourself Sufficient	28	8
	Insufficient Online System	21	6
TOTAL		**364**	**100**

2.1. Research process

In this qualitative study, the data were collected using the SurveyMonkey Internet survey, employing five demographic and two open-ended questions and analyzed using NVivo 12. Themes were finalized by discussing with two subject matter faculty members. The work group is established from the faculty members who connect and fill the survey link shared on social media (FaceBook, Linkedin, Twitter) and sent to specific mailing lists. Using the qualitative research method, data were collected from 364 faculty members teaching at different universities with online semi-structured open-ended questionnaire. Analysis was made on the basis of 40 sub-themes collected in three main theme categories (Table 1) determined using the content analysis method.

2.2. Work group characteristics

The demographic structure of the work group is as per percent according to the title: Asst. Prof. 33.24%, Professor 22.80%, Instructor 17.86%, Associate Professor 16.76% and Research Assistant 9.34%. The fields of study they reported with open-ended responses are mostly computers and related fields, and education and related fields. The percentages of the teaching experience of the participants are very balanced: 21 years or more 27.35%, 8-14 years 25.97%, 15-21 years 24.03% and 22.65% for 1-7 years. Those who have not taught with distance education method before make up a majority at 68.32%, while those who taught less are 31.68%. Similarly, those who have not taken courses with a distance education method before are 62.26%, while those who took distance courses make up 37.74%.

3. Results

In this section, the findings will be presented under the main themes' titles.

3.1. Gains

The faculty members in different cadres mentioned that they have gained the most in terms of digital literacy skills and competencies. Many participants emphasized that they improved their digital literacy skills and competencies in this process by stating that what they learned are "more effective…", "better ...", "more efficient ...", "more familiar ...", "more digital ...", "more interactive ...", "faster ...", "closer ...", "new digital ...". Since theoretical and practical technological background knowledge are not asked, the development from which level to which level is not known, but it is understood that it is better even if it did not become perfect. In addition to this, they stated that they mostly developed in online course materials. The most emphasized subject of the course resources is that they transfer, update and improve the quality and number of the lecture notes, and turn them into a form of presentation with a more systematic archive. They

did not indicate whether they are using ready-made open resources. They said that their experience has increased in terms of career and they have more knowledge about distance education. Their experience has increased in using the distance education mediums/tools, using different and practical technology/ methods/ applications, online/ interactive lessons, and adapting rapidly. They have begun to see the positive aspects of distance education as effective use, a new alternative route/discovery, a useful form, and a complementary education tool.

In addition, they understood that they could gain a new experience in technology use and distance education despite their level of knowledge and age. They stated that their confidence increased.

> "The most important contribution was that I got the experience of teaching the first time from a distance. I have seen that I can teach in this way as well." (ÖE340, Dr., Education, 15-20)

One faculty mentioned as the professional contributions, he emphasized almost all the sub-themes of the acquisition:

> "Until now, distance education is considered as insufficient, we thought that education should be face-to-face. At the point we have reached, we have seen and experienced that computers and information technologies, especially online education, is important when traditional education is not possible. We also learned that; we perceived that the fear of avoiding computers and information technologies, perhaps fear of not being able to follow is pointless. In addition, we experienced that the adaptability of the human being is very high, and due to the increase in the ability of creativity in troublesome situations, due to the adaptation to the new situation, online education is also used. Our experiences have shown that we should not avoid using computers and information technologies, especially in crisis situations, and should be used in teaching theoretical lessons in educational programs." (ÖE41, Prof., Education, 21+)

Much has been talked at this pandemic period about bringing respect to distance education:

> "As the [member] of the [Association], we are happy to receive recognition from YÖKAK [Higher Education Quality Board]. I would like to thank C-19 very much; it did in a week what we couldn't do for years. To provide information and awareness studies in the field of Open and Distance Learning" (ÖE252, Prof., Education, 21+)

> "I am pleased that others have noticed how important my field is. But I feel very sad when I see the mistakes made. I think it will harm the image of the discipline. My only hope is that over time, people will gain some experience and switch to the correct practices." (ÖE349, Prof., Education, 21+)

3.2. Needs

The faculty members talked about their desire to develop their digital literacy skills and competencies at most. They said that they wanted to master basic technology and skills such as saving, storing and protecting data, high level/more professional use and evaluation. Especially those who opposed technology-enhanced learning and/or distance education before the pandemic have pronounced that they have started to see this as a need.

They expressed their greatest needs as the design and development of online course materials, emphasizing the material development needs by using effective, different, interactive, synchronous and different environments. In addition, many faculty members stated that they wanted to develop animation and graphical elements mostly on higher level digital skills and technical competencies.

> "Creating different course content (animation, interactive video, 3D, AR, VR simulations, etc.)" (ÖE336, Asst. Prof., Engineering, 1-7)

> "Creating stronger resources in digital environment" (ÖE201, Instr., Engineering, 8-14)

There are also faculty members explaining their needs under different themes as below:

> "First of all, I would like to have a comprehensive training on the design of distance education. I would like to learn how to design my lesson suitable for distance education from beginning to end. I would like to learn how to increase classroom interaction. I would like to learn how to design course materials suitable for distance education. I would like to have information about resources such as books, articles, tools and equipment that I can use in distance education." (ÖE340, Research Asst., Education, 15-21)

They mentioned the need for academic and professional development in terms of careers and that they want to know more about distance education. A professor made a striking point by stating the significance of technology-oriented educational management.

> "It is obvious that this process has developed information technology skills of everyone, of course, but especially it has started a process called technology-oriented management. Maybe we should focus on it" (ÖE32, Prof., Education, 21+)

In terms of titles, professors mostly talked about their needs in digital literacy and digital presentation. On the other hand, associate professors stated the need for digital literacy and lesson resources, assistant professors and faculty members about the course resources. From here, it can be said that the new generation or those who are at the beginning of their academic careers are more technologically equipped. In addition, it can

be understood that professors with years of experience and vast knowledge do not have a problem with the course materials or resources.

3.3. Others

Faculty members, who find themselves sufficient, said that there is nothing to improve, they have explained the reasons for this in different ways. Some of them stated that distance education is their own discipline or that they have already given lessons at distance, while others stated that they use technologies suitable for this method while they are giving face-to-face or they have used blended lessons and use technology to support teaching. Besides, there are some others, who displayed not a very positive strict attitude that they are sufficient, they do not want to do anything about this, or do not want professional development.

Interestingly, the presence of those who regard distance education as similar to a face-to-face environment and utilize it without differentiation is seen from the responses:

> "I think it is not very different from the traditional method. Therefore, there is no clear direction that I want to improve myself specifically for distance education." (ÖE191, Assoc. Prof., Engineering, 21+)

Another situation is that there are quite many faculty members who are against professional development in this regard since they do not find the online system sufficient. They often stated that face-to-face education is more valuable, that there is no alternative to replace it, that s/he is not prepared for distance education, and the environments used are not sufficient, and measurement and evaluation cannot be done properly.

> "With distance education, the course can only be used as a complementary education tool" (ÖE32, Prof., Education, 21+)

> "I think that the students could not benefit from this process for various reasons (equality of opportunity, motivation, etc.)" (Ö37, Research Assist., Education, 8-14)

Meanwhile, there are also participants who do not think positively as distance education increases their workload and complaints of students:

> "The distance education activities in this process did not provide any professional contribution and caused us to spare almost no time for the works that we planned by doubling our workload in this process. Also, I do not believe that any measurement can be made with the homework or project-based assessment, evaluation system, and copy/paste assignments or projects from students." (ÖE57, Research Assist., Engineering, 15-21)

4. Discussion

In this research, the professional gains and needs of the faculty members were determined in the transition to distance education during the pandemic period, where Turkish CoHE took action parallel with the world higher education institutions. Results explored concerning the positive aspects and challenges of distance education are not much different from global findings.

Frankel et al. (2020) stated that technological and pedagogical professional development is required, in line with the findings of this research that claimed technological skills and competencies and online pedagogical needs as essential. Many faculty members stated that they surpassed the average learning curve and better positioned themselves in terms of digital literacy, and many others indicated the need for professional development in this regard. It was stated in the YÖK (2020c) announcement that the faculty members who want to take Learning and Teaching in the Digital Age training can attend offered distance education programs in the universities.

There is a general dissatisfaction with developing course materials. YÖK (2020d) initially shared the open course material resources of four universities, but it is not known to what extend they are being used by faculty. In previous years, it was stated by Al and Madran (2013) that the level of benefiting from the TÜBA open course materials platform was limited. Another mentioned need is how to present knowledge transfer effectively and interactively in online teaching. In this respect, it is important to establish clear communication with students and provide uniform feedback (Gelen, 2017; Mather & Sarkans, 2018). The need for course materials and program development are naturally expected because, as Bao (2020) points out that, there is a positive relationship between the excellence of online teaching design and learning. Regarding distance education design, the participants of this research mostly indicated the need. Also, the need to increase interaction, motivation, and participation among faculty members and students, and to improve their skills and competencies to use the time effectively has been revealed in other studies conducted in this period (Fidalgo, 2020; Nagar, 2020; Varalakshmia & Arunachalam, 2020). Even if the level of preparedness varies from the most developed countries to the developing countries in the world, the shake of the compulsory and urgent transition process does not seem to be much different.

5. Conclusion

As a result of this research, the faculty members claimed that technology-enhanced learning and online education are more accepted and respected than before. Even they were not very enthusiastic about moving solely to this method, they claim that it can be precisely used for theoretical courses. Also, there seems a need to focus more on

technology-oriented educational management to sustain the teaching and learning process in emergency situations.

Digital literacy is stated as both gain and need, in general, it is emphasized more as gain. Likewise, although online course materials are encountered in both gain and need themes, there is more mention of it as a need. The pandemic period seems to be the best time to question the technological and pedagogical infrastructure available to faculty members and to start the necessary professional development studies as a result.

Although the distance education centers are established in most universities in Turkey, just some of them are said to work effectively for offering mainly certain theoretical lessons. This overlaps with the lack of predetermined strategies to ensure the sustainability of the learning and teaching process, as stated by UNESCO (2020). On the other hand, with the measures taken by CoHE in the past years, the digital higher education gained momentum. However, not enough quantity of Teaching and Learning Centers or similar functioning centers are established in most universities for the professional development of faculty members. Since these structures are not dynamic enough, necessary institutional measures can be taken for their effective operation.

6. Suggestions

The following topics are suitable for future work:

• A number of gains are discovered in this research; it can be investigated whether individual or institutional support is received.

• In the Higher Education Institutions Courses Platform, open resources have been shared, but it can be determined to what extent faculty benefit from them.

• It is announced that the faculty members can take training being offered through the Learning and Teaching in the Digital Age via online education. Were there any faculty members benefiting from this opportunity?

• Did higher education institutions provide training to their faculty through their centers, and if so, what training did they provide? If the distance education process continues, what is planned to be done for the professional development of faculty, have the needs analysis been made in the institutions?

References

Al, U. & Madran, O. (2013). Açık ders malzemelerine genel bakış: Türkiye Bilimler Akademisi örneği. Bilgi Dünyası, 14(1), 1-16,

Bao W. (2020) COVID-19 and online teaching in higher education: a case study of Peking University. Hum Behav & Emerg Tech., 2(2), 113–115. doi: 10.1002/hbe2.191

Bates, A.W. (Tony). (2015). Dijital Çağda Öğretim. Eds. M. Adnan ve Y. Gülbahar Güven Creative Commons Attribution NonCommercial. Retrieved https://pressbooks.bccampus.ca/tonybates/

Craig, R. (2020). What Students Are Doing Is Remote Learning, Not Online Learning. There's a Difference. EdSurge. Apr 2, 2020. Retrieved https://www.edsurge.com/news/2020-04-02-what-students-are-doing-is-remote-learning-not-online-learning-there-s-a-difference?fbclid=IwAR1PxnBIg7qMu6t0qja9tY8ANWabijA0xi8PCURbe-1VIN-0rlfx2kJmrlY

Elçi, A. (2016). Teknoloji ile zenginleştirilmiş öğrenmeye yönelik öğretim elemanı geliştirme altyapısı. Anadolu Üniversitesi Sosyal Bilimler Dergisi, 16(4), 21-38.

Erturgut, R. (2008). İnternet temelli uzaktan eğitimin örgütsel, sosyal, pedagojik ve teknolojik bileşenleri. Bilişim Teknolojileri Dergisi, 1(2), 79-85.

Fidalgo, P. Thormann, J., Kulyk, O. & Lencastre, J. A. (2020). Students' perceptions on distance

education: A multinational study. International Journal of Educational Technology in Higher Education, 17(18), 1-18. doi: 10.1186/s41239-020-00194-2

Frankel, A. S., Friedman, L, Mansell, J. & Ibrahim, J. K. (2020). Steps towards success: faculty training to support online student learning. The Journal of Faculty Development, 34(2), 23-32.

Gelen, İ. (2017). P21-Program ve öğretimde 21. yüzyıl beceri çerçeveleri (ABD uygulamaları). Disiplinlerarası Eğitim Araştırmaları Dergisi, Journal of Interdisciplinary Educational Research, 1(2), 15-29.

Kabate, M. J. (2014). Assessing students perceptions on ıntensive face to face in open and distance education: a case of the open university of Tanzania. Huria Journal, 18, 107-118.

Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, A. (2020). The difference between emergency remote teaching and online learning. March 27, 2020. Retrieved https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Mather, M. & Sarkans, A. (2018). Student perceptions of online and face-to-face learning. International Journal of Curriculum and Instruction, 10(2), 61-76.

Nagar, S. (2020). Assessing Students' perception toward e-learning and effectiveness of online sessions amid COVID-19 Lockdown Phase in India: An analysis. UGC Care Journal, 19 (13), 272-291.

Shenoy, V., Mahendra, S., & Vijay, N. (2010) COVID 19 – Lockdown: technology adaption, teaching, learning, students engagement and faculty experience. Mukt Shabd Journal, IX(IV), 698-702.

UNESCO. (2015). Guidelines for Open Educational Resources (OER)in Higher Education. United Nations Educational, Scientific and Cultural Organization, Paris, France

UNESCO. (2020a). Tracking COVID-19 caused school and university closures. Retrieved https://en.unesco.org/sites/default/files/methogological_note_-_unesco_map_on_covid-19_caused_school_and_university_closures_final.pdf

UNESCO. (2020b). COVID-19 and higher education: today and tomorrow. Impact analysis, policy responses and recommendations. Erişim http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf

Varalakshmia, R. & Arunachalamb, K. (2020). COVID 2019 – Role of faculty members to keep mental activeness of students. Asian Journal of Psychiatry, 51(102091), 1-2. doi:10.1016/j.ajp.2020.102091

World Health Organization (WHO). (2020). (Nisan, 2020) World Health Organization. Erişim https://www.who.int/

Yıldırım, A., Şimşek, H. (2011), Sosyal Bilimlerde Nitel Araştırma Yöntemleri, 8. Baskı, Tıpkı basım, Seçkin Ankara mayıs 2011

YÖK. (2020a). YÖK'ten Koronavirüs (COVID-19) Hakkında Yükseköğretim Kurumlarında Alınacak Tedbirlere İlişkin Öneriler (6 Mart 2020). Retrieved https://www.yok.gov.tr/Sayfalar/Haberler/2020/coronavirus-hastaligina-iliskin-universitelerde-alinacak-tedbirler.aspx

YÖK. (2020b). Koronavirüs (COVID-19) Bilgilendirme Notu: 1 (13 Mart 2020). Retrieved https://www.yok.gov.tr/Sayfalar/Haberler/2020/coronavirus_bilgilendirme_1.aspx

YÖK. (2020c). Basın Açıklaması - (18 Mart 2020) Yükseköğretim Kurulu Başkanı Prof. Dr. M. A. Yekta Saraç. Retrieved https://www.yok.gov.tr/Sayfalar/Haberler/2020/universitelerde-uygulanacak-uzaktan-egitime-iliskin-aciklama.aspx

YÖK. (2020d) Yükseköğretim Kurulu Başkanı Prof. Dr. M. A. Yekta Saraç Basın Açıklaması (26.03.2020) Retrieved https://www.yok.gov.tr/HaberBelgeleri/BasinDuyurusu/2020/yok-dersleri-platformu-erisime-acildi.pdf

YÖK. (2020e) YÖK Dersleri Platformuna Öğrencilerden Yoğun İlgi (31 Mart 2020) Retrieved https://www.yok.gov.tr/Sayfalar/Haberler/2020/yok-dersleri-platformuna-yogun-ilgi.aspx

(YÖK, 2020f). YÖK: Üniversitelerde Dijital Ortamlarda Gerçekleştirilebilecek Sınavların Temel İlkelerini Açıkladı. Retrieved https://www.yok.gov.tr/Dergi/YOK-Dergi-Sayi-17/index.html#page/93