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# Social Sciences Teachers' Views About Distant Education in the Covid 19 Process

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## Abstract

The aim of this study is to determine the views of Social Studies teachers on distant education during the COVID-19 process. The case study design, which is frequently used in qualitative research, was used in the study. A semi-structured interview form was used to determine the views of Social Studies teachers on distant education. The data were collected in the spring semester of the 2020-2021 academic year and the content analysis method was used in the analysis of the data. The study group consists of 21 Social Studies teachers working in secondary schools affiliated to Afyonkarahisar center. The teachers generally have stated that they saw distant education as the best method to be applied in this process. In addition, teachers stated that they did not generally make use of distant education before the epidemic process, found face-to-face training sufficient, saw distant education as necessary and benefited during the epidemic process, and that they would not benefit from distant education because of the problems experienced and did not think it was effective after the epidemic process. Teachers have stated the general problems as lack of technical equipment, infrastructure and motivation. Some suggestions have been made in the light of the findings obtained in line with this research.

**Keywords:** Distant Education, Covid-19, Social Studies

## 1. Introduction

The Covid-19 outbreak, which negatively affected all countries around the world and was classified as pandemic by the World Health Organization (WHO), first appeared in Wuhan, China in December 2019. Since then, all aspects of life have been adversely affected worldwide, and social anxiety and concern have reached high levels in many countries (Lin, 2020; Tesini, 2020; Üstün & Özçiftçi, 2020). The epidemic process, which adversely affected many sectors, social life and economy all over the world, also negatively affected the education systems. In this process, educational activities were stopped in order to prevent the spread of the epidemic in many countries and these countries started to benefit from distant education (Agnolotto & Queiroz, 2020; ILO, 2020; TAoS, 2020; Zhong, 2020). In order to ensure effective teaching and learning Turkey has also tried to manage this period with distant learning like other countries.

Distant education has been integrated into the education system in order to eliminate the disruptions and restrictions in face-to-face education during the epidemic process. Distant education is an education system that offers many learning activities to its users without time and space limitations through electronic or non-electronic systems, and today, technology has been integrated into it by various hardware and software. Clark reminds that distant education has been carried out by means of letters, radio, books and newspapers since the past, and therefore states that distant education is not a concept that has emerged in recent years and that the development of information and communication technologies diversifies the environments in which distant education is offered. In this respect, the distant education system is not an unfamiliar system.

In Turkey, the open education model implemented in high schools and universities, online education and certification programs used in many years of foreign language education is carried out as part of distant education. However, it can be said that with the closure of schools due to the epidemic, distant education has become more widespread and that teachers and students have to deal with educational technologies more closely in this process.

When the literature is examined, it is seen that there are various advantages and disadvantages of distant education. Distant education has a different learning environment compared to face-to-face education. Studies show that distant education is advantageous in terms of economy and accessibility, appeals to a wider audience, can be shaped according to the speed and method of learning of the individual and provides equal opportunity (Traxler 2018; Arat & Bakan, 2014; Odabaş, 2003). However, in distant education, especially in this period, some disadvantages such as limited interaction between learners, difficulty in communicating, lack of motivation, its creating a feeling of constraint, weak internet and technological infrastructure, and anxiety of not catching up with the curriculum are mentioned (Burke & Dempsey, 2020; Çetin and others, 2004; Hilli, 2020; Uzoğlu, 2017). From this point of view, and considering that distant education is an indispensable part of the education system during the epidemic process, it is very important to identify the problems experienced and to develop solutions to these problems quickly. For this purpose, it is important to investigate the Covid-19 outbreak process in terms of education and to get the opinions of teachers, one of the most important stakeholders of education, on the process for a healthy functioning of the process. When the literature is examined, it is seen that the studies conducted are mostly in the field of health (Çalışkan Pala & Metintas, 2020; Çetintepe & İlhan, 2020; Sahu, Amrithanand, Mathew, Aggarwal, Nayer, Bhoi, 2020). In the field of education, studies that include the views of Social Studies teachers on distant education during the Covid-19 outbreak are especially quite limited (Özkara & Bozyiğit, 2020; Osmanoğlu, 2020). It is thought that determining the opinions of Social Studies teachers about distant education during the COVID-19 process, which is the main purpose of this study, will contribute to the field.

For this purpose, answers to the following questions were sought.

1. What are your thoughts on distant education?
2. Did you benefit from distant education before the Covid 19 process? How?
3. Have you benefited from distant education during the Covid 19 process? How?
4. Do you plan to benefit from distant education after the Covid 19 process?
5. What are the problems you have encountered in distant education during the Covid 19 process?
6. What are your solutions to the problems you have encountered in distant education during the Covid 19 process?

## **2. Method**

In this study, which aims to determine the views of Social Studies teachers on distant education during the COVID-19 process, the case study design, one of the qualitative research methods, was used. Case study is a research method that is carried out in a natural environment and aims at the holistic interpretation of the environment or events that are the subject of the study (Yıldırım & Şimşek, 2016).

### *2.1 Study Group*

The working group of the research consists of 21 Social Studies teachers working in secondary schools affiliated to Afyonkarahisar in the 2020-2021 academic year. For this reason, the sample group was chosen from among the teachers working in secondary schools with the criterion sampling method, which is one of the purposeful sampling methods, in accordance with the design of the research. Of the 21 teachers participating in the study, 7 are male and 14 are female.

### *2.2 Data collection tool*

A semi-structured interview form was used to determine the views of Social Studies teachers on distant education during the COVID-19 process. In order to prepare the interview form, the relevant literature was scanned and an item pool was created in the light of the obtained information.

While preparing the form, the opinions of three field experts, one of whom are educational sciences and two of them are social studies educators, were taken. After the form was prepared, pre-application was made to three teachers outside the study group. At the end of the pre-application, some corrections and additions were made and the form was finalized. The interview form consists of six questions in its final form and is answered in about 30 minutes.

The research was completed in accordance with the rules of publication ethics. Within the framework of the research carried out, ethical permission was obtained from Afyonkocatepe University Scientific Research and Publication Ethics Committee (Ethics Committee Decision dated 19.03.2021 and subject 2021/157).

### *2.3 Data Collection and Analysis*

In this study, data were obtained through a semi-structured interview form in order to determine the opinions of Social Studies teachers on distant education during the COVID-19 process. First of all, ethical permission was obtained from Afyonkocatepe University Scientific Research and Publication Ethics Committee. Then, the social studies teachers in the study group were determined and the participation in the research was discussed with the teachers. The teachers were informed about the purpose and scope of the research, the informative text was read to the parties and their voluntary participation was ensured. The interviews were held in March of the 2020-2021 academic year. The interviews were conducted during the breaks or during the empty lessons of the teachers. Each interview lasted approximately 20-30 minutes. The interview was conducted as a face-to-face meeting and the statements of the participants on the subject were written down. At the end of the interview, the data were re-read to the participant and it was determined whether their thoughts were reflected correctly. Content analysis method was used in the analysis of the data obtained in the study, and quotations were made from the expressions of the participants from time to time. According to Yıldırım and Şimşek (2016), the main purpose of content analysis is to reveal the real facts in the collected data. For this, the operations performed in content analysis are to collect similar data under the determined themes and to organize and interpret them in a way that the reader can understand. The collected data were analyzed separately by two people and the results of the analysis were compared. Teachers participating in the study were shown coded as T1, T2, T3.... The reliability of the research data was calculated with the formula of  $\text{Consensus} / (\text{Consensus} + \text{Disagreement}) * 100$  put forward by Miles and Huberman (1994), and a consensus of 93% was achieved.

## **3. Findings**

### **Social Studies teachers' views on distant education**

Social Studies teachers' views on distant education have been given in Table 1.

Table 1: Social Studies teachers' views on distant education

<b>Social Studies teachers' views on distant education</b>	<b>Positive Views</b>	I find it useful
		The most suitable solution in this process.
		The use of technology attracts the attention of students.
		Many activities can be given.
		Students can be reached in many different ways.
	<b>Negative Views</b>	Quick feedback can be provided
		Distant education is very comfortable and it provides flexibility.
		Technology can be used more effectively.
		It allows you to repeat.
		Lessons can be customized.
<b>Negative Views</b>	The student cannot give himself	
	The student is not motivated	
	There are frequent technical problems	
	No interaction with the student	
	Students are very indifferent	
	Student and learning differences cannot be taken into account	
	Participation in the lesson is very low	
Less interest when attendance is not compulsory		

As can be seen in Table 1, the opinions of Social Studies teachers on distant education have been grouped under 2 themes as positive and negative views.

Teachers' positive opinions are as follows: I find it useful, the most appropriate solution in this process, the use of technology attracts students, many activities can be given, students can be reached in many different ways, rapid feedback can be provided, distant education is quite comfortable and it provides flexibility, technology can be used more effectively, repetition is possible, lectures can be arranged according to demand.

Regarding the positive views, the teacher Ö2, who has the view of "the most appropriate solution in this process," expressed his opinion as follows:

*"It is one of the most appropriate solutions that can be applied in this process in terms of students not being behind their lessons in a period when even going to the market is difficult, let alone going to the school..."*

The teacher Ö9, who has the view that students can be reached in very different ways expressed his opinion as follows:

*"In this troubled period, distant education should be used very much, very effectively in terms of education. We can reach students in many different ways (EBA, Whatsapp etc.)."*

The negative thoughts of the teachers are as follows: the student cannot give himself / herself, the student is not motivated, there are frequent technical problems; there is no interaction with the student, students are quite indifferent, student and learning differences cannot be taken into account, participation to the lesson is very low, there is little interest when attendance is not compulsory.

Regarding the negative views, the teacher Ö4, who has the view that "technical problems are encountered frequently," expressed his opinion as follows:

*"Though the thought is good, the implementation is not in the best direction, we are experiencing many technical problems, the disconnection in half an hour lesson is countless ..."*

The teacher Ö18, who has the view that “participation in the lesson is very low,” expressed his opinion as follows:

*“When we are not face to face with the students, participation in the lesson is low, asking questions and getting answers are all troublesome. Some people log into online class and walk away from the computer.”*

### **Social Studies teachers' views on using distant education before the Covid 19 process.**

The opinions of Social Studies teachers about benefiting from distant education before the Covid 19 process are given in Table 2.

Table 2: Social Studies teachers' views on using distant education before the Covid 19 process.

<b>Social Studies teachers' views on using distant education before the Covid 19 process</b>	<b>Yes</b>	I was sending homework and activities via EBA. Sometimes I was asking and answering questions over whatsapp.
	<b>No</b>	I usually taught face to face in class and at school. I was not using it. I was training face to face.

As can be seen in Table 2, the opinions of Social Studies teachers about benefiting from distant education before the Covid 19 process were grouped under 2 themes as yes and no.

The teachers who stated their thoughts as yes stated that they sent homework and activities via EBA and sometimes asked and answered questions over WhatsApp.

Regarding the views favoring yes, the teacher Ö5, who has the view that he was sending homework and activities via EBA", expressed his opinion as follows:

*“EBA is actually a platform that we should use in normal times, that’s why sometimes I was sending homework, activity etc.”*

Having the view that "Sometimes I was asking and answering questions on whatsapp," the teacher Ö11 expressed his opinion as follows:

*“Yes, I was actually using it. We were solving questions with students over WhatsApp, I was sending them questions and answering them.”*

The teachers who stated their thoughts as no stated that they were teaching face to face in class and at school, they did not use it.

Regarding the views favoring no, the teacher Ö9, who has the view that he was teaching face to face in class and at school in general, expressed his opinion as follows:

*“In general, I was doing educational activities face to face in class, at school.”*

The teacher Ö18, who has the view that he did not use it, expressed his opinion as follows:

*“I wasn't using it. I would usually teach in class, assign homework where necessary and check it the next week.”*

### **Social Studies teachers' views on using distant education in the Covid 19 process**

The opinions of Social Studies teachers about benefiting from distant education in the Covid 19 process are given in Table 3.

Table 3: Social Studies teachers' views on using distant education in the Covid 19 process

<b>Social Studies teachers' views on using distant education in the Covid 19 process</b>	<b>Yes</b>	I continued to send homework and activities via EBA I have always done live lessons from EBA I have taught on the ZOOM program We have shared homework and activities from Whatsapp groups. We asked students to watch the lessons from EBA TV. I shared videos on Whatsapp
	<b>No</b>	-

As can be seen in Table 3, the opinions of Social Studies teachers regarding the use of distant education in the Covid 19 process were gathered under a theme as yes.

The teachers, who stated their opinions as yes, had the following views: I continued to send homework and activities via EBA, I constantly did live lessons from EBA, I did lessons on the ZOOM program, we shared homework and activities from whatsapp groups, we asked students to watch the lessons from EBA TV, I shared a video from whatsapp.

Regarding the views favoring yes, the teacher Ö6, who has the view that he has taught through the ZOOM program, expressed his opinion as follows:

*"I have been doing live lessons on ZOOM since face-to-face education was suspended."*

The teacher Ö12, who has the view that he did live lessons from EBA, expressed his opinion as follows:

*"At first, I shared activities, questions etc. Especially after the new term has started, I enter my classes to EBA and give live lessons."*

#### **Social Studies teachers' views on using distant education after the Covid 19 process**

The opinions of Social Studies teachers about benefiting from distant education after the Covid 19 process are given in Table 4.

Table 4: Social Studies teachers' views on using distant education after the Covid 19 process

<b>Social Studies teachers' views on using distant education after the Covid 19 process</b>	<b>Yes</b>	I will continue to send homework and activities via EBA I can continue to share homework and activities from Whatsapp groups.
	<b>No</b>	Although distant education is necessary for this process, face-to-face training will be sufficient afterward. I do not think it is useful It takes too much time I can't spare time for myself and my family I'm running into a lot of trouble, it's stressing me out

As can be seen in Table 4, the opinions of Social Studies teachers regarding the use of distant education after the Covid 19 process are grouped under 2 themes as yes and no.

The teachers who stated their opinions as yes stated that they would continue to send homework and activities via EBA, and they can continue to share homework and activities from Whatsapp groups.

Regarding the views favoring yes, the teacher Ö20 who has the view that he will continue to send homework and activities via EBA expressed his opinion as follows:

*"Anyway I was doing some stuff over EBA before, and after this process, I may continue to send homework via EBA ..."*

Having the view that he can continue to share homework and activities from Whatsapp groups, the teacher Ö18 expressed his opinion as follows:

*"We live in a period in which technology is at the forefront, I may continue to use these technologies after this period, at least I will continue to send events from Whatsapp groups."*

Teachers who stated their thoughts as no presented opinions as follows: although distant education is necessary in this process, face-to-face education will be sufficient afterwards, I do not think it is beneficial, it takes too much time, I cannot spare time for myself and my family, I encounter a lot of problems, it puts me under stress. Regarding the views favoring no, the teacher with the "I do not think it is useful" view expressed his opinion as follows:

*"I do not think that distant education is very useful, it does not help as students attend classes just for the sake of being there ..."*

The teacher Ö2, who has the view that he is facing a lot of problems, it makes him stressful, expressed his view as follows:

*"Since the distant education infrastructure is not sufficient, I encounter a lot of problems such as disconnections, sound-related problems and these problems stress me out."*

### **Social Studies teachers' views on the problems they encountered in distant education during the Covid 19 process**

The opinions of Social Studies teachers regarding the problems they encountered in distant education during the Covid 19 process are given in Table 5.

Table 5: Social Studies teachers' views on the problems they encountered in distant education during the Covid 19 process

<b>Opinions on the problems they encountered in distant education during the Covid 19 process</b>	Not everyone has an internet connection or they have an inadequate one
	Disconnection
	Unable to open uploaded assignments
	Sound and visual problems in lessons
	Inadequate phone connection
	EBA infrastructure inadequacy
	Being unfamiliar with the technologies used
	Students' intervention in the system in live lessons
	Little to no attendance
	Difficulty controlling the lesson
	Lack of sufficient course content and materials regarding distant education
	Lack of covering all students
	Adapting to the course is difficult for both students and teachers
	Not being able to observe student differences
	Not paying attention to the lesson because attendance is not compulsory

As seen in Table 5, Social Studies teachers made their views on the problems they encounter in distant education during the Covid 19 process as not everyone having internet connection or insufficient connection,



disconnection, inability to open loaded homework, audio and video problems in lessons, insufficient phone connection, lack of EBA infrastructure. being unfamiliar with the technologies used, students' intervention in the system in live lessons, low participation in the lesson, difficulty in controlling the lesson, not having enough course content and materials for distant education, not being able to cover all students, adaptation to the lesson is difficult for both students and teachers, failure to pay attention to student differences and students' giving no importance when attendance is not compulsory.

Regarding the solution suggestions for the problems encountered in distant education in the Covid 19 process, the teacher Ö9, who had the opinion of "disconnection," expressed his opinion as follows:

*"The process sometimes may go so problematic like the connection gets broken when you are so much focused on the subject and time runs out while trying to reconnect."*

Ö11 coded teacher who has the view that "the loaded homework cannot be opened" expressed her opinion as follows:

*"Of course, we encounter many problems in this process. For example, when I upload an assignment or an activity, sometimes a message is received from the student saying he/she cannot open the homework I sent ... "*

The teacher Ö17, who has the view of "difficulty controlling the lesson," expressed his opinion as follows:

*"This process is a bit difficult for teachers with little technology knowledge. For example, I start the lesson and the student is doing his best to sabotage the lesson. Meaningless messages from the message part of the program start coming interfering with the main screen. I sometimes do not know whether I should teach a lesson or deal with them."*

### **Social Studies teachers' opinions on the solution suggestions for the problems they encountered in distant education during the Covid 19 process**

The opinions of Social Studies teachers regarding the solution suggestions for the problems they encounter in distant education during the Covid 19 process are given in Table 6.

Table 6: Social Studies teachers' opinions on solutions to the problems they encounter in distant education during the Covid 19 process

<b>Opinions on solutions to problems they have encountered in distant education in the Covid 19 process</b>	Internet infrastructure should be strengthened
	Both students and teachers should be made aware
	EBA infrastructure should be strengthened
	Measures should be taken to increase attendance to lessons.
	Content and materials that can be used in the distant education process should be prepared
	Internet and technology support should be provided for distant education
	Supervision should be done in terms of good management of the process
	Seminars should be given about the educational technologies used

As can be seen in Table 6, Social Studies teachers' opinions about solutions to problems encountered in distant education during the Covid 19 process are as follows: internet infrastructure should be strengthened, both students and teachers should be made aware, EBA infrastructure should be strengthened, measures should be taken to increase participation in lessons, content and materials that can be used in the distant education process should be prepared, Internet and technology support required for distant education should be provided, supervisions should be carried out for good management of the process, seminars should be given about the educational technologies used.

Regarding the solution suggestions for the problems encountered in distant education in the Covid 19 process, the teacher Ö1, who has the view that "Both students and teachers should be made aware," expressed his opinion as follows:

*"I don't know how, but everybody needs awareness in this process, neither the student nor the teacher is aware of the situation. Everyone is doing something just for show, but our future is getting out of hand and nobody realizes that. "*

Having the view that "seminars should be given about the educational technologies used," the teacher Ö16 stated his opinion as follows:

*"Many of the teachers do not know about the technologies used. For this reason, we encounter many problems in the lessons. I think it would be nice if a training seminar was organized on this topic."*

The teacher Ö21, who has the view that "Internet and technology support required for distant education should be provided" expressed his opinion as follows:

*"Yes, we are trying to do something with distant education, but it is not enough. Some do not have a computer, some lack internet. Measures that will benefit in these matters should be taken urgently. "*

#### **4. Conclusion Discussion and Suggestions**

In this study, it is aimed to reveal the views of Social Studies teachers regarding distant education in the Covid 19 process. For this purpose, the opinions of Social Studies teachers on distant education were divided into three phases as before the Covid 19 process, during the Covid 19 process and after the Covid 19 process. The opinions of 21 teachers were consulted in order to discuss the problems they encountered in distant education during the Covid 19 process and their solution suggestions for the problems they encountered in distant education during the Covid 19 process.

Teachers' views on distant education were grouped under 2 themes as positive and negative views. Teachers who gave positive opinions stated that they found it useful; that it was the most suitable solution in this process; the use of technology attracted the attention of students; many activities could be given; students could be reached in many different ways; rapid feedback could be provided; distant education provided very comfortable and flexible; technology could be used more effectively; it gave the opportunity to repeat; the lessons could be arranged according to wishes. Teachers who stated a negative opinion, on the other hand, stated that the student could not give himself; the student was not motivated; frequent technical problems occurred; there was no interaction with the student; the students were quite indifferent; student and learning differences were not taken into account; participation in the lesson was very low and there was little interest when attendance was not compulsory. When these opinions are evaluated in general, although there are negative opinions, it can be said that the views of most of the teachers are that distant education is the best method to be used in this process and it will be beneficial and have a positive effect if it is used effectively. These findings obtained from the data of the study are similar to the studies conducted by Barış and Çankaya (2016), Taşlıbeyaz, Karaman and Göktaş (2014), Şenyuva (2013), Adams and Timmis (2006), Gömlekçi and Pullu (2020), Paydar and Doğan (2019) and Özgül and Uysal (2016). In the study conducted by Barış and Çankaya (2016) with lecturers, the positive aspects of distant education were emphasized as being independent from time and place, providing the opportunity for repetition, and the negative aspects as lack of interaction and less participation in the lesson. Taşlıbeyaz, Karaman, and Göktaş (2014), in their study with primary school teachers, revealed that some teachers find remote in-service training practices to be preferable in terms of providing freedom of time and space, being interesting and accessible, and some view them negatively due to technical problems. Şenyuva (2013), on the other hand, in his study with nurses, concluded that the majority of nurses stated that they could attend distant education classes due to reasons such as being easy to adapt to their working hours and not being able to continue face-to-face education. Adams and Timmis (2006) emphasized in their study that the necessary trainings can be received through distant education in the time spent in face-to-face education. In the study conducted by Gömlekçi ve Pullu (2020) with vocational school students, it is seen that the students have positive

feelings because they will return to their hometown and their education will not be interrupted, while some are worried and have negative feelings. Paydar and Doğan (2019), on the other hand, concluded in their study that prospective teachers find distant education applications useful and that they are willing for distant education. Özgül and Uysal (2016), in their study with undergraduate and graduate students, concluded that students find summer school programs with distant education more efficient than summer school programs with face-to-face education.

When looked at the opinions of teachers about the use of distant education before the Covid 19 process, during the Covid 19 process and after the Covid 19 process; we see most of the teachers stating that they did not benefit from distant education before the Covid 19 process, sometimes they sent homework and activities via EBA, and during the epidemic, all of them benefited from distant education. After the Covid 19 process, again, most of the teachers stated that they would not benefit from distant education, they would send activities via EBA at most and face-to-face education would be sufficient. When these opinions are evaluated, although most of the teachers state that they use distant education as it is the most effective way during the epidemic period, it can be said that they did not use distant education before the epidemic period and do not think to use it after the epidemic period. These findings obtained from the data of the study show similarity with the studies done by Gömlekçi and Pullu (2020), Genç and Gümrükçüoğlu (2020), Bakioğlu and Çevik (2020), Bayburtlu (2020), Paydar and Doğan (2019), Özgöl, Sarıkaya and Öztürk (2017), Atabey (2016). Bayburtlu (2020) stated in his study that Turkish teachers participating in the study tried to teach Turkish lessons during the pandemic period so that students would not be disconnected from the lesson. In the study conducted by Genç and Gümrükçüoğlu (2020) with the students of the Faculty of Theology, it was concluded that the students did not find distant education efficient and understood the importance of face-to-face education. Paydar and Doğan (2019), on the other hand, concluded that distant education applications are not suitable for every course. Similarly, Özgöl, Sarıkaya, and Öztürk (2017) concluded that distant education was insufficient in applied courses in their studies. Finally, Atabey (2016) found in his study with vocational school students that students preferred face-to-face education instead of distant education.

Teachers stated the problems they encountered during the Covid 19 process as technical, infrastructural and motivational ones such as not everyone having internet or having insufficient internet connection, disconnection, inability to open loaded assignments, sound and video problems in lessons, inadequate phone connection, inadequate EBA infrastructure; being unfamiliar with the technologies used, students' intervention in the system in live lessons, low participation in the lesson, difficulty in controlling the lesson, lack of sufficient course content and materials for distant education, not being able to cover all students, adapting to the lesson is difficult for both students and teachers, student differences cannot be observed, not paying attention to the course when attendance is not compulsory. Teachers have listed their solution suggestions for the problems they encountered as follows: Internet infrastructure should be strengthened, both students and teachers should be informed, EBA infrastructure should be strengthened, measures should be taken to increase participation in lessons, content and materials that can be used in distant education should be prepared, necessary internet and technology support should be provided for distant education, supervisions should be made in terms of administration, seminars should be given about the educational technologies used. These findings obtained from the study are similar to the studies conducted by Gömleksiz and Pullu (2020), Burke and Dempsey (2020), Karahan, Bozan and Akçay (2020), Bayburtlu (2020), Karakuş, Ucuzsatar, Karacaoğlu, Esendemir and Bayraktar (2020), Özkara and Bozyiğit (2020), Bao (2020), Sintema (2020), Kırmacı and Acar (2018), Atabey (2016), Bakioğlu and Çevik (2020), Özgöl, Sarıkaya and Öztürk (2017), Hong (2016) and Birişçi (2013). Gömleksiz and Pullu (2020) expressed the problems experienced by students as problems stemming from systemic and technological infrastructure in their study. Burke and Dempsey (2020) stated in their report that teachers working in Ireland do not have sufficient distant education skills and have various problems related to hardware, software and technological skills. Birişçi (2013), in his study with sociology students, stated that the technical problems experienced in the video conferencing system constitute an obstacle in communicating during the course. The students stated that these problems caused a decrease in interest and motivation in the lesson. This situation is also stated in the studies of Doggett (2008) and Roberts (2009). Similarly, Karahan, Bozan, and Akçay (2020), in their study with university students, mentioned the problems arising from the insufficient internet quotas and technological infrastructure. Kırmacı and Acar (2018) stated in their study that some students had problems due

to their internet access status and could not attend live classes. Atabey (2016) concluded in his study that vocational school students' computer skills were low, so lessons were inefficient. Likewise, Özgöl, Sarıkaya and Öztür (2017) and Bakioğlu and Çevik (2020) stated in their studies that students are unfamiliar with the system and have problems due to the internet problem. Hong (2016), in his study with Social Studies teachers, mentions that there is not enough technological equipment, the teachers do not have sufficient knowledge and talks about connection problems. In their study, Kırmacı and Acar (2018) talked about the problems students experienced in terms of lesson time, the problems they had in accessing the system by phone, and the problems they experienced in audio-video. Finally, Bayburtlu (2020) pointed out in his study that teachers stated that the textbooks should be interactive with the EBA education network, and that it would be beneficial for teachers to receive training on digital content development.

Based on the results obtained in line with the opinions of the teachers, the following suggestions can be made:

- Distant education can be made a part of the education system, taking into account the developing technologies, and its use can be expanded.
- Teaching materials for distant education can be prepared, access to these materials can be provided and the teaching environment can be enriched.
- In-service training can be given to teachers for distant education systems.
- Distant education infrastructure can be developed and solutions can be produced for the problems experienced.
- This study was conducted only with Social Studies Teachers. Studies can also be conducted with other branches, school administrators, students and parents.
- Experimental studies can be conducted on the effect of distant education on success.

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