

“I am also in the compensation” program for learning losses during the Covid 19 process

Aytekin Karbeyaz* and Murat Kurt

Department of Basic Education, Classroom Education, University of Amasya, Amasya, Turkey.

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ABSTRACT

In Turkey, for the first time in the summer season of 2020-2021, the “I am in compensation program” was applied to compensate for learning losses due to Covid 19. This research aims to determine the opinions of classroom teachers about the “I am in compensation program”. The research was designed according to the phenomenology method. A semi-structured interview form developed by the researchers was used as a data collection tool. Nineteen participants from the classroom teachers who applied the “I am in for compensation program” at least once by using the criterion sampling method were included in the study. The data were interpreted with the NVivo 9.2 package program using the thematic analysis method. According to the opinion of the classroom teachers, “I am in compensation program”, it has been revealed that it supports the students academically, contributes to the socialization of the students, makes the students happy by playing many games, and develops a positive attitude towards the lessons. Various suggestions were made based on the research findings.

Keywords: Covid 19, problems, learning losses, face-to-face training, solutions.

*Corresponding author. E-mail: aytekinkarbeyaz@gmail.com.

INTRODUCTION

Covid 19 (Coronavirus), which has spread to the world and affected people's lives negatively, has not only affected people's health but also negatively affected their social life. Covid 19 has the ability to spread rapidly (Bonal and González, 2020; Syauqi et al., 2020). From December 2019, when the virus first appeared, to 29.10.2021, a total of 245,373,039 cases were seen in the world, 4,979,421 people died from these cases, and 6,838,727,352 doses of vaccine were applied to people to overcome this situation (WHO, 2021). Figure 1 shows the current Covid 19 situation in Turkey.

According to Figure 1, it is seen that there are 7,961,535 cases in Turkey, 69,998 of them died, and 115,255,712 doses of vaccine were applied to people to prevent this. In order to prevent the spread, the top managers of the countries have taken some decisions prohibiting social interaction in their countries. Collectively, cinemas, shopping malls and even taking to the streets are prohibited. In order to reduce the spread of the virus, administrators have imposed bans restricting social interaction with their citizens (Karbeyaz and Kurt,

2020a; Karbeyaz and Kurt, 2021a). Many beings were adversely affected by these prohibitions, and people could not leave their homes. Many activities have been adversely affected by Covid 19 (Bonal and Gonzalez, 2020). Educational institutions, which have an important place in these activities, were negatively affected by this situation and schools were closed for a certain period of time. Figure 2 shows the data obtained from UNESCO regarding the situation of schools around the world due to COVID 19 dated 30.10.2021.

When Figure 2 is examined, due to the suspension of face-to-face education, it is seen that approximately 55 million students in 14 countries cannot benefit from face-to-face education, which corresponds to 3.5% of the students in the world. Schools in Turkey have been fully opened since September 6, 2021. Due to the fact that face-to-face education was mostly suspended by the Ministry of National Education (MNE) in the 2020-2021 academic year, distance education was started. Turkish Ministry of National Education officials continued to teach students using the Education Information Network (EIN)



Figure 1. An overview of the coronavirus -29/10/2021 (WHO, 2021).



Figure 2. Impact of coronavirus on education - 30/10/2021 (UNESCO, 2021).

distance education platform and televisions (Bakırcı and Kılıç, 2021). Distance education has been started due to Covid 19 (Bhamani et al., 2020; Arslan et al., 2021; Cahoon et al., 2021). In addition, live lessons have been implemented since 13.04.2020 in order to reduce students' passivity in learning (Karbeyaz and Kurt, 2021b). In order for students to participate in distance education, computer, internet network, etc. hardware is required. In addition, the constant interruption of the internet and electricity, especially in rural areas, and the expensive internet package can be seen as factors that make it difficult for students to participate in distance education (Can and Ozan, 2021; Canpolat and Yıldırım, 2021). This situation inevitably affected the children of families living in rural areas and with poor socio-economic status more than other children (Bonal and Gonzalez, 2020; Cahoon et al., 2021). Distance

education, which was activated due to the closure of schools in Turkey; in the beginning, was carried out on TV and online via EIN (Education Informatics Network), and later on other online platforms within the framework of needs. Distance education was also carried out on platforms other than EIN (Karbeyaz and Kurt, 2020a). Distance education, which was introduced as an alternative to face-to-face education, had a negative effect on students (anxiety, fear, lack of social interaction, etc) (Bhami et al., 2020; Hall et al., 2021). In distance education, students are more passive than in face-to-face education. Before the pandemic, it was recommended that students should not spend their time in virtual environments such as social media and the internet. The pandemic has made distance education compulsory. In a study conducted, it has been found that primary and secondary school students spend an average of 5 hours

a day in front of the computer (Andrew et al., 2020). The human mind forgets what it has learned, and considering the periods when schools are open, students forget some of the knowledge they have learned. Students lose about 25% of the knowledge they gain during the academic year (Cahoon et al., 2021). To compensate for such learning losses, families also supported their students. Efforts were made by the administrators to maximize the social interaction between parents and their children by providing emotional support to families through online learning (Bhami et al., 2020; Cahoon et al., 2021). Rich families spend an average of 5.8 hours a day with their students (Andrew et al., 2020). Parents in disadvantaged families spend less and less time with their children (Andrew et al., 2020). Educational deficiencies of students are tried to be compensated with educational activities such as online chat, online classes and private lessons (Andrew et al., 2020).

LITERATURE REVIEW

Under this heading, the effect of distance education on students and the "I am in the compensation program" are discussed, respectively.

Effect of distance education on students

Due to the pandemic, face-to-face education was suspended and distance education was started. In this process, some students could not participate in distance education due to various reasons. Distance education is boring for students (Firdoussi et al., 2020). The interface of the distance education platform is written in English and it is difficult to use; Inadequate technological tools, lack of internet infrastructure or its constant malfunctions, inability to access the internet package due to economic insufficiency, lack of computers, tablets and mobile phones due to the high number of siblings at home make it difficult for students to take lessons (Yılmaz et al., 2020; Arıcı, 2021; Can and Ozan, 2021; Karacaoğlu et al., 2021; Karbeyaz and Kurt, 2021b). Every student has the right to benefit from school, regardless of who the students are, where they live and how much money their families earn (UNICEF, 2021). There is no doubt that; Face-to-face education in schools is more effective than distance education. According to a study conducted by Harvard University in England; It was found that before and during the pandemic, there was a sudden decrease in the mathematics achievement scores of the students with the teaching of mathematics courses by distance education (Chetty et al., 2020). Özbay (2008) stated in his research that learning cannot take place in environments where students participate passively. Families and students were negatively affected as a result of the suspension of face-to-face education. One of

these negative effects is the possibility of students forgetting the information they have learned. In this process, there are many learning losses for students (Bonal and Gonzalez, 2020). Some problems may arise in homeschooling (Andrew et al., 2020). The learning losses of students from economically disadvantaged families are higher than students from families that are economically better (Bonal and Gonzalez, 2020). In the 2020-2021 academic year, distance education has been started due to the suspension of face-to-face education in Turkey. In addition to the benefits of distance education for the student, there have also been some visible or invisible negative effects. Students could not adequately experience distance education and social communication skills. Students should experience cognitive, affective and psychomotor skills in the learning process, especially in vocational education (Syauqi et al., 2020). In addition, the effect of the role of the teacher on the student should not be overlooked, and the students were deprived of this. Teacher support is important for students (Avan and Şahin, 2020). Families tried to compensate for the learning losses caused by the closure of schools with their efforts. Families helped their students to compensate for the learning losses that occurred on their return to school (Andrew et al., 2020). It has been tried to compensate for the learning losses caused by the interruption of face-to-face education during the Covid 19 process with the support of parents and online learning activities (Bhami et al., 2020; Cahoon et al., 2021).

I am in the Compensation Program

Compensation for losses is important for student development. The Ministry of National Education did not leave it to chance to eliminate the learning losses that occurred on the student, and started "I am in the compensation program". In order to compensate for the learning losses of the students, the Ministry of National Education initiated "I am in the compensation program" with the letter dated 11.06.2021 and numbered 26359669 sent to 81 provinces in Turkey. The purpose of the I am in compensation program is; within the framework of the 2023 Education Vision, to provide equal opportunities among students, to minimize the differences between schools, to support the comprehensive development of students, and to help students with physical, social-emotional activities (MEB, 2021b). With this application, the Ministry of National Education, within the framework of its 2023 Vision targets, in order to ensure equality of opportunity and to minimize the difference in success and opportunity between schools, between 5 July 2021 and 31 August 2021 for students studying in our pre-school, primary, secondary and special education schools, physical and social - their emotional and academic development; has prepared the I am in for compensation program in order to support it with scientific, social,

cultural and sports educational activities (MEB, 2021a). The field of activity of the I'm in for compensation program:

1. To provide students with skills in line with their interests, to allow them to show their talents, to develop a sense of responsibility; to keep national and spiritual values alive, nature and environmental awareness, etc., bring.
2. To carry out scientific, social, cultural, artistic and sportive educational activities in order to ensure the professional development of teachers and school administrators.
3. To provide parents with skills in line with their interests, to enable them to spend effective time with their children, to increase school-family interaction, children's cognitive, to parents to support their emotional development, scientific, social and cultural activities.

If the operation of the program I'm in for compensation is to be examined:

1. The program can be opened in all schools and all willing branch teachers can give this program.
2. Students can participate in this program free of charge with the permission of their families. Students from all levels can participate in a program in the same class.
3. If the number of students in a class is at least 12, the program can be opened. However, this number limit is not sought in the programs to be opened for special education students.
4. The curriculum structure of the program is very flexible. The Ministry of National Education stated that the program should be planned in accordance with four themes: physical, social-emotional, academic development and special education (MEB, 2021a). Teachers are free to choose subjects in accordance with these four themes. Play-oriented activities, museums, outdoor trips and sports activities can be carried out with students.

If the principles of the MEB (2021b) I am in compensation program are to be examined:

- The program is organized within the framework of the general and special purposes found in the National Education Basic Law No. 1739.
- Voluntary principle is sought in participation.
- In the activities to be carried out; facilities of other ministries, institutions and organizations are used.
- No fee is charged within the program.
- Personal data is protected.

As it can be understood from these principles, the Ministry of National Education is trying to compensation the learning losses of teachers, students and parents due to Covid 19 with this program that includes students and society in a planned and programmed way because

development is a whole. If the student passes to the next grade without the knowledge and skills he/she needs to gain, he/she will not be able to grasp the subjects in the next grades sufficiently. With this program, students will be able to compensate for their deficient learning by adapting to the school to some extent. With this program, students; gain knowledge and skills, increase self-confidence, learn national and spiritual values, gain awareness of nature and environment and professional and individual development of teachers and administrators is supported; when it is considered from a parents point of view, they spend effective time with their students, increase parent-school communication and gain many knowledge and skills (MEB, 2021b). With this study, it has been tried to determine the opinions of the classroom teachers about the "I am in compensation program."

When the scope of the program "I'm in for compensation is examined", to compensate for the negativities caused by the pandemic, activities for teachers, parents and students can be organized (MEB, 2021b). With this program, activities can be organized for both teachers and parents besides students. Compensation for learning losses is important for students and society. It is difficult for a student who moves to the next grade with insufficient readiness to acquire the behaviors expected from him/her. The literature on the subject has been examined and a small number of studies have been found. When the studies are examined, after the schools suspended face-to-face education due to Covid 19, distance education was started and this practice had some negative effects on students such as anxiety, fear and lack of social interaction (Bhami et al., 2020; Hall et al., 2021). Families had to stay at home to slow down the rate of transmission of Covid 19, and this negatively affected the emotional development of children (Andrew et al., 2020). It is thought that trying to determine the effect of this program, which was implemented for the first time, on students with the opinion of classroom teachers will contribute to the literature.

Objective of the research and research questions

This research aims to determine the opinions of the classroom teachers about the "I am in the compensation program". For this aim, answers to the following questions were investigated:

1. What are the opinions of the classroom teachers about "I am in compensation program"?
2. What are the opinions of the classroom teachers on the practices of the "I am in the compensation program"?
3. What are the opinions of the classroom teachers about the program after the application of the "I am in the compensation program"?

METHODOLOGY

This section covers the research method, research design, and research groups, the roles of researchers, and data collection and analysis.

Research method

This research was carried out with a qualitative research approach. Researchers argue that the qualitative approach can be distinguished from the quantitative approach by its numerous features (Creswell, 2009). Experiences are tried to be understood in the qualitative research approach (Creswell, 2014). The role, understanding, values and assumptions of the researcher are important in the qualitative research approach (Creswell, 2014).

Research pattern

In this study; the phenomenology pattern, which is included in the qualitative approach, was used to answer the research question. In the phenomenology research design, there are experiences that people have lived (Yıldırım and Şimşek, 2018). In phenomenology, the opinions of people who have experienced the phenomenon are taken into account (Creswell, 2014).

Study group

In the "I am in compensation program", the criterion sampling method was used. The criterion sampling method is the selection of participants in line with predetermined criteria (Yıldırım and Şimşek, 2018). In this study, classroom teachers who applied the "I'm in compensation program" at least once were used. 19 class teachers who met this criterion were included in the study. Demographic information of the participants is given in Table 1.

When Table 1 is examined 8 participants were female and 11 participants were male, the age of the participants ranged from 27 to 59, 6 participants live in the village, 9 participants town center and 4 participants city center live detected.

Researchers' role

The first researcher working in the Ministry of National Education in Turkey has seen closely that the Ministry of National Education has started the "I am in compensation program" to minimize the effects of distance education on students and to enable students to adapt to school. In this context, it was decided to carry out this research to

Table 1. Demographic information of classroom teachers participating in the research.

Participants	Gender	Age	Working place
P 1	Male	27	Town Center
P 2	Female	34	Village
P 3	Female	29	Town Center
P 4	Male	35	Town Center
P 5	Male	37	Village
P 6	Female	28	Town Center
P 7	Male	38	Village
P 8	Male	40	Village
P 9	Female	31	Town Center
P 10	Male	34	Town Center
P 11	Male	32	Town Center
P 12	Male	45	Town Center
P 13	Female	35	City Center
P 14	Female	40	City Center
P 15	Male	32	Village
P 16	Male	30	City Center
P 17	Female	48	Village
P 18	Male	59	City Center
P 19	Female	36	Town Center

make the program more qualified by drawing attention to the problems related to the implementation.

The second researcher works as a lecturer at a university. He thinks that the "I am in the compensation program" should be examined, which is applied for the first time in Turkey.

Data collection tool and data collection

Data were collected through a semi-structured interview form developed by the researchers. Semi-structured interview form was used to ask pre-prepared questions and to obtain in-depth information (Yıldırım and Şimşek, 2018). The semi-structured interview form developed by the researchers was examined by two faculty members who are experts in their field. Then, in terms of the clarity of the questions, it was read by a Turkish teacher and the deficiencies were corrected. The time to fill out the form was determined as approximately 35 minutes. The form was sent to the participants via social media by the first researcher and interviews were held with the participants via WhatsApp and Zoom. Interviews can be conducted face-to-face, over the phone, by e-mail, or in an online group with the people participating in the study (Creswell, 2014).

Analysis of data

The data from the semi-structured interview questions

were interpreted using the content (thematic) analysis method. Content analysis; It is to present the research in a way that the reader can understand by establishing a logical relationship between concepts and themes (Yıldırım and Şimşek, 2018). In the analysis of qualitative data, researchers continue until they create comprehensive themes about a series of phenomena, and in this process, data are constantly collected (Creswell, 2014). It is the reporting of the meanings and concepts hidden in the obtained data in the form of concepts and categories by following certain systematic rules (Güler et al., 2015). The data obtained from the

interview form were interpreted using the NVivo package program. QSR NVivo, MAXqda and Atlas.ti computer programs can be used in the analysis of qualitative data (Creswell, 2014). The theme showing the opinions of the classroom teachers about the "I am in compensation program" is given in Figure 3.

The themes showing the opinions of the classroom teachers on the implementation of the "I am in compensation program" are given in Figure 4.

The themes that show the opinions of the classroom teachers about the program after the application of the "I am in compensation program" are given in Figure 5.

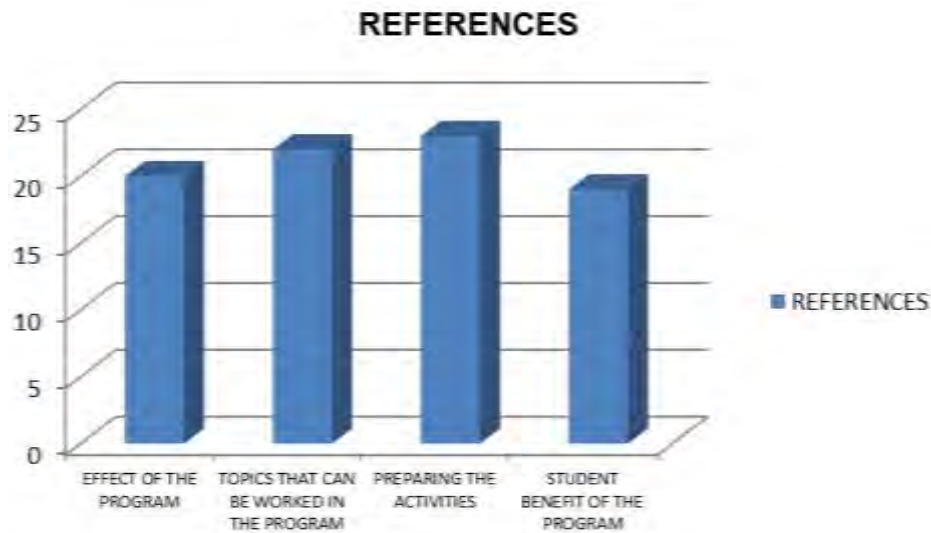


Figure 3. Themes showing the opinions of the classroom teachers about the "I am in the compensation program."

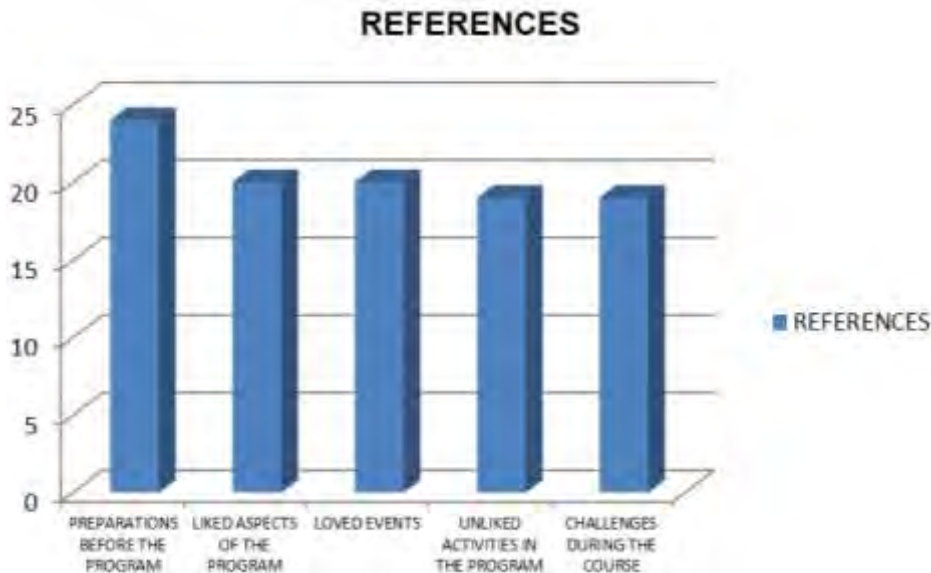


Figure 4. Themes showing the views of classroom teachers on the implementation of the "I am in the compensation program."

REFERENCES

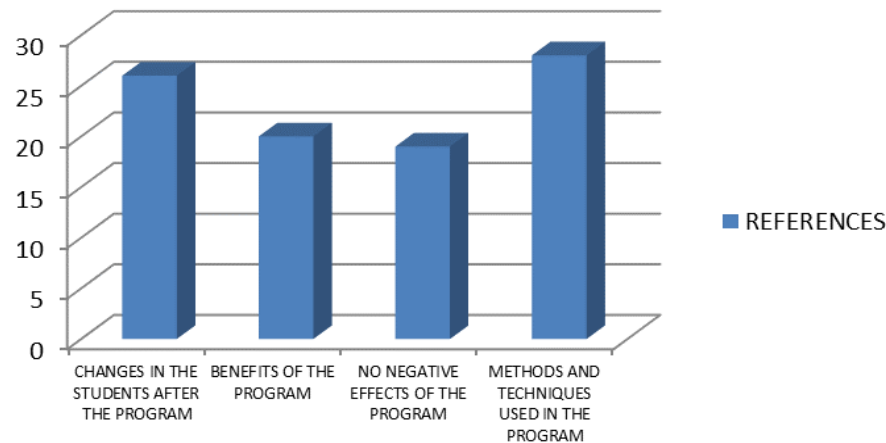


Figure 5. Themes showing the views of the classroom teachers towards the program after the implementation of the "I Am in Compensation program."

Validity and reliability

Validity in qualitative research is a detailed explanation of the process steps from the beginning to the end of the research. A detailed interpretation of a qualitative study is proof of validity (Yıldırım and Şimşek, 2018). The data obtained from the interview form were meticulously coded into the computer package program, the concepts that had a connection between them were combined around the themes and were reported clearly at the end. In validity, findings should be explained in detail (Given, 2021). Reliability is to reach the same themes by coding the same data by different encoders. Reliability is the situation where the findings come from the participants and if the research is done with the same participants or in similar environments, the findings are repeated (Given, 2021). The data were analyzed in terms of codes by two faculty members who are experts in their fields, and similar categories and themes were reached.

FINDINGS

The data from the interview form were analyzed question by question, taking into account the research questions. To find an answer to the first question of the research, 1-4 of the interview form, 5-9 to answer the second question of the research and to find an answer to the third question of the research, questions between 10-13 were analyzed (Participant = P).

Program impact theme

Interview question 1: "What do you think about the "I am in compensation program" of the Ministry of National

Education? Please explain". When this question is analyzed; the impact of the program theme was created. In this theme, socialization of students (80%), completion of academic deficiencies (10%), the program is fun (5%) and Introduction of the program (5%) categories were created and given in Table 2.

Themes that can be covered in the program

Interview question 2: Which subjects should be used especially in the teaching of the Ministry of National Education's "I am in compensation application"? please explain. When this question is analyzed; topics that can be covered in the program were created. In this theme; students' social skills (54.5%), lesson topics (27.3%), intelligence games (9.1%) and moral education (9.1%) categories were created and given in Table 3.

Theme of preparation of events

Interview question 3: How do you think the activities to be carried out in the "I am in compensation" application of the Ministry of National Education should be prepared? Please explain. When this question is analyzed; the theme of preparation of activities was created. In this theme; the categories of being suitable for environmental conditions (43.4%), being student-centered (43.4%), using auxiliary resources (4.4%), preparing extracurricular activities (4.4%) and time must be kept short (4.4%) categories were created and given in Table 4.

Program's benefit to students theme

Interview question 4: Do you think that the Ministry of

Table 2. Program impact theme, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Program impact theme	Socialization of students	16	80	<p>“Due to the fact that distance education was mainly carried out in the last academic year, our students regressed especially in terms of social development. For this reason, it would be good to open courses in this field in summer compensation trainings. Taking this into account, we thought of opening courses that will contribute to the social development of children.” (P1)</p> <p>“This application has enabled children to socialize after the virus and to get rid of the psychological effects of the virus, at least. With this application, it was ensured that children embark on a journey where they can express themselves comfortably, find themselves in activities where they can have fun, have a good time, mingle with their friends, help each other, understand each other more and feel active all the time.” (P5)</p>
	Completion of academic deficiencies	2	10	<p>“I think that I am in compensation application is useful in eliminating the social and academic deficiencies of students who were away from school during the Covid-19 epidemic.” (P2)</p> <p>It was useful for children who did not have the opportunity to use their summer vacation efficiently. Missing learning could be corrected.” (P10)</p>
	The program is fun	1	5	<p>“It is a program where students can play games and have fun. Students have been separated from their schools due to Covid 19, this program is a back-to-school rehearsal.” (P18)</p>
	Introduction of the program	1	5	<p>“It was a good app. I wish parents and students knew better the importance of such studies... if the conditions were more applicable.....but it is a fact that while my teacher is very willing to work and teach, the same is not true for some parents and students..some of them think that the school is still in progress and they think that it was stolen from the holidaysI think it would be useful to announce this education to the parents before the schools are closed.....” (P17)</p>

National Education's “I am in compensation” application will be beneficial for students? please explain. When this question is analyzed; the program's benefit to students theme was created. In this theme; the categories that the program is beneficial to students (94.5%) and that the program is useless to students (5.5%) were created and are given in Table 5.

Pre-program preparations theme

Interview question 5: Did you make any preparations before the classes in the “I am in compensation” application of the Ministry of National Education? if so, what kind of preparations did you make? please explain.

When this question is analyzed; the theme of preparations before the program was created. In this theme; The categories of material supply (54.2%), student-centered preparations (29.2%) and using auxiliary resources (16.6%) are given in Table 6.

Favorite aspects of the program theme

Interview question 6: What are the aspects of the Ministry of National Education's “I am in compensation” application that you like? please explain. When this question is analyzed, the favorite aspects of the program theme was created. In this theme, the categories of students being happy (55%), facilitating adaptation to

Table 3. Themes that can be covered in the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample Reviews
Topics that can be covered in the program	Social Skills	12	54.5	<p>“Actually, there are deficiencies due to the intenseness of the subjects during the period. To make up for these deficiencies and to include social and cultural activities, it is necessary to contribute to the development of children. It can be used in activities that enable children to produce something concrete rather than expression, to develop children's perception of what I can do and their self-esteem, and to get children to work.” (P5)</p> <p>“I didn't use the app for academic purposes because I was anticipating that there would be no participation and it would be inefficient. That's what happened. We tried to do games and skill-building activities, but even in this, participation dropped after the first week. For this reason, it is very difficult to use this application in teaching subjects, especially in primary schools.” (P4)</p>
	Lesson topics	6	27.3	<p>It should be used in improving the literacy skills of students in primary school, in 4 operations in mathematics, and in teaching subjects that every student should know such as self-introduction, numbers and colors in English.” (P2)</p> <p>Students who are behind from their stakeholders due to various reasons during the academic year may have a chance to complete the missing subjects...” (P3)</p>
	Intelligence games	2	9.1	<p>“...Sports branches can be taught in schools with opportunities, and mind and intelligence games, robotic coding and software subjects can be taught in schools with limited opportunities.” (P3)</p> <p>“Especially chess, orienteering and intelligence games should be used in teaching.” (P8)</p>
	Moral education	2	9.1	<p>“Moral issues can be treated. Today, there is moral corruption. Our values have begun to disappear in parallel with the development of technology. In addition, these morals can be given to students accompanied by activities that they will enjoy.” (P13)</p> <p>“Values education, art, sports...” (P19)</p>

school (25%), considering student development (10%), small number of students in the class (5%) and productive summer vacation (5%) are given in Table 7.

Favorite events theme

Interview question 7: What were your favorite activities in the “I am in compensation application” of the Ministry of National Education? Why did you like these activities more? Please explain. When this question is analyzed; the favorite event activities theme was created. In this theme, the categories of organizing trips (40%), playing games (30%), doing sports (25%), and having religious activities (5%) are given in Table 8.

The unloved activities theme in the program

Interview question 8: Were there any activities that you did not like in the “I am in compensation” application of the Ministry of National Education? if so, which ones? Why didn't you like these activities? please explain. When this question is analyzed; the theme of unloved activities was created in the program. In this theme; the category of no disliked activity (100%) was created and is given in Table 9.

Theme of challenges encountered during the lesson

Interview question 9: Did you encounter any difficulties

Table 4. Theme of preparation of activities, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Preparation of Activities	Preparation in accordance with environmental conditions	10	43.4	<p>“It is absolutely necessary to consider the school and environmental conditions in the activities, the activities must be in a format that can attract the attention of the students, and they must be prepared according to a plan.” (P3)</p> <p>“I think these activities should be prepared according to the physical conditions of the region where the school is located and the missing aspects of the children. In addition, more activities should be given to the children in which they can always find their self-confidence. In particular, activities for children's games for handicrafts belonging to our culture, which are on the verge of being forgotten, can also be included.” (P5)</p>
	Being student-centered	10	43.4	<p>“There should be activities that are student-centered and aim at the active participation of the student. In the summer compensation trainings we have opened, we have implemented activities for this purpose.” (P1)</p> <p>In the program, the priority should be to entertain our target children at school and make them do activities such as attention and intelligence games. Basic gains from only two basic courses, Turkish and mathematics, can be interspersed with daily breaks.” (P9)</p>
	Using auxiliary resources	1	4.4	<p>“I'm in compensation website can be visited to see sample activities there, different internet addresses, forums and pages related to this subject in social media can be visited. In addition, the readiness levels and interests of the students who will participate in the application should be measured and appropriate preparations should be made.” (P2)</p>
	Preparation of extra-curricular activities	1	4.4	<p>“It would be good to include activities that are not in the curriculum or that cannot be done during school time.” (P10)</p>
	Time must be kept short	1	4.4	<p>“The time should be kept short and time should be allowed for students to take a vacation.” (P19)</p>

Table 5. The program's benefit to students theme, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample Reviews
Benefit of the program to the student	Benefits of the program to students	18	94.5	<p>The I'm in compensation app has definitely been helpful for eager students. Because students are bored of distance education and miss school. In my opinion, students missed their friends and teachers very much. “ (P1)</p> <p>“I think it's useful. I think it is beneficial because it allows free-time activities to be done without worrying about learning for children and teaching for teachers.” (P10)</p>
	The program is useless to students	1	5.5	<p>“It was not beneficial because the participation was low and the holiday had started. Because the students were already in vacation mode. They were not very willing.” (P7)</p>

related to the teaching of the Ministry of National Education's "I am in compensation application"? please explain. When this question is analyzed; the theme of

challenges encountered during the lesson was created. In this theme; the categories of the hot weather (36.8%), no difficulties (31.6%), the decrease in the number of

Table 6. Theme of preparations before the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Preparations before the program	Material supply	13	54.2	<p>“Since the activities I do are mostly attention, intelligence games and physical activities, I prepared the tools and materials that I will use in these activities.” (P9)</p> <p>I made preliminary preparations with books about materials, activities, writing and reading. I especially focused on materials related to speed reading.” (P8)</p>
	Student-centered preparations	7	29.2	<p>“I planned student-centered activities in accordance with the content of the courses we opened and made the preparations accordingly on time. For the museum training course, I visited all the museums one by one and took notes before the training. I made the trip plans on time by meeting with the authorities. We arranged our shuttle bus with the support of our school principal. I did our parent information. By preparing videos and slides, I prepared the materials I will use in the pre-trip training...” (P1)</p> <p>“I made a plan for the activities before the lessons, taking into account the school facilities and environmental conditions and the needs of the students. Educational environment was created. Necessary materials and resources were prepared. “ (P3)</p>
	Auxiliary resources	4	16.6	<p>“I planned the activities I would do before the lessons by looking at the activity examples on the related internet pages. I prepared mostly English games-oriented materials.” (P2)</p> <p>“For the storytelling course, I researched telling techniques if appropriate for the children's level beforehand.” (P10)</p>

Table 7. Favorite Aspects of the Program Theme, Categories, Frequency and Percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Favorite aspects of the program	Students being happy	11	55	<p>“In the activities I do and in many other activities, the fact that children are involved in every activity and concrete beautiful objects etc. It was nice of them to come up with things. The joy of children when they produce a product shows that the work done is correct and useful. We had the best time with the children in the ceramic application. I really liked the activities where the children felt happy.” (P5)</p> <p>“It was good that it included social and cultural activities and students played with each other. The students were very happy. I expect it to happen again next summer.” (P10)</p>
	Facilitating adaptation to school	5	25	<p>“I think that it helps students who have been away from school for a long time to adapt to school again and to remind students about the subjects they have learned before.” (P2)</p> <p>“Contribution to the socialization of children, increasing their ties to school etc.” (P4)</p>
	Considering student development	2	10	<p>“I really liked that they took into account the development of our children in terms of social and physical aspects and prepared a program in this direction. Because this is what we need most in this pandemic period. “ (P9)</p>
	Small number of students in the class	1	5	<p>“My favorite part of the program is that it can be started with 12 students. One of the best aspects of the program is that the students in these small classes learn about the subjects</p>

Table 7. Continues.

				they lagged behind and participate in both social and sports activities." (P18)
A productive summer vacation	1	5		"It allowed the students to spend their summer vacation productively." (P19)

Table 8. Favorite activities theme, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample Reviews
Favorite activities	Organizing a trip	8	40	"Museum tours and drama activities have been good. Our students were given the opportunity to get out of the classroom environment and use the stage during the summer vacation and to travel outside of school. These activities were very productive." (P1) They loved nature walks. The school where I work is rural. The students know the environment well. Still, they loved the activities we did together around the village." (P8)
	Playing games	6	30	"I liked the English games the most. Because the students and I had a lot of fun while doing these activities. (P2) "In football, station work and educational games were good. I think it gave students self-confidence." (K6)
	Doing sports	5	25	"All the activities were beneficial for the children, but they especially liked the applications that included sports activities such as football, jogging and travel." (P10) "In addition to sports activities, activities for mind and intelligence games, which are also considered sports, were my favorite activities. What I like is that it consists of activities that teachers prefer and like in line with their interests, abilities and skills, and that they can choose whatever they want from these activities." (P3)
	Having religious activities	1	5	"Quran education: because I find it more appropriate to give this education by teachers."(P19)

Table 9. The theme of unloved activities in the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Unloved activities in the program	Lack of disliked activity in the program	19	100	"Since all of our training plans have been carefully selected and implemented, there hasn't been any activity that we didn't like. All of them were very enjoyable, entertaining and at the same time instructive activities." (P1) "I cannot comment on this. Because I chose the activities that I liked, but there was no negative activity in general." (P9) "We didn't do the activities we didn't like anyway..." (P4)

students (15.8%), difficulty in obtaining material (10.5%) and repetition of events (5.3%) were created and given in Table 10.

Changes in students after the program theme

Interview question 10: What kind of changes occurred in

Table 10. Theme of difficulties encountered during the lesson, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Difficulties encountered during the lesson	Hot weather	7	36.8	<p>"Because it is summer, it is a little difficult for children to be motivated for activities." (P8)</p> <p>"Because the weather was hot, our nature walks were tiring. My problem was that it was hot." (P9)</p>
	No difficulty	6	31.6	<p>Our school administration has been very helpful in this regard. They also provided support for our school's classroom, Z-library, stage and museum tours, such as vehicle procurement. We did not encounter any difficulties." (P1)</p> <p>"I did not encounter any difficulties regarding the teaching of the course." (P2)</p>
	Declining number of students	3	15.8	<p>"I did not encounter any difficulties as all the conditions were taken into account during the planning stage of my choice in the I am in compensation application. However, it was a problem to end the activities when the group numbers fell below a certain number." (P3)</p> <p>"We started the class well, the students were very happy, but when the number fell below 12, the course was terminated. This was not good for other students." (P4)</p>
	Difficulty in obtaining material	2	10.5	<p>"We provided the materials necessary for the activity with our own means. In this sense, material support can be provided for the selected courses. Shuttle service can be provided for out-of-school trips. In order to diversify the events, examples can be shared with a common event catalog or a common platform via eba." (P11)</p> <p>Student participation was not at the level we wanted, as the majority of our students participated in the activities held in different institutions due to the "I'm in the compensation application being held in the summer. I tried to procure the materials to be used in some events with my own means. Unfortunately, apart from a couple of my teacher friends, I could not see the necessary financial and moral support. This situation made me a little bit difficult." (P12)</p>
	Repetition of events	1	5.3	<p>"It was boring to have one event (two or three days) in a row. Children are bored of doing the same activity all the time, even if it has different subtopics....." (P17)</p>

the students at the end of the "I am in compensation" application of the Ministry of National Education? please explain. When this question is analyzed; the theme of changes in students after the program was created. In this theme; The categories of students are happy (30.8%), increase in social communication (27%), failure to detect change (15.3%), increase in students' knowledge (11.5%), increase in positive attitude towards the lesson (7.7%) and increase in self-confidence (7.7%) were created. and are given in Table 11.

Program benefit theme

Interview question 11: Was the Ministry of National Education's "I am in compensation" application helpful to the students at the end? if so, how was it? please explain. When this question is analyzed, the benefit of the program theme was created. In this theme, the categories of students are happy (25%), socialization of the students (25%), reinforcing the course topics (25%), feeling a sense of achievement (10%), environmental

Table 11. The theme of changes in students after the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Changes in Students After the Program	Students are happy	8	30.8	<p>“At the end of our training, I specifically asked the parents of our students to make evaluations. It was nice to hear that students who grew up in the village and never saw a museum stated that they enjoyed the trips and benefited a lot. Our parents sent messages expressing that they are very satisfied with all of our courses.” (P1)</p> <p>Normally, it is a little difficult to bring our children to school in the summer season. As the weather warms up, absenteeism increases, but I saw all the students I included in the program every day at school and they were very happy with their situation. This shows that the program has achieved its purpose.” (P9)</p>
	Increasing social communication	7	27	<p>“The interaction and cooperation between students have increased. Students' skills and self-confidence increased. It contributed to students' self-knowledge and self-development. They realized that when doing any business or participating in events, everyone's opinion is important, it is important to listen to everyone, it is important to respect everyone's opinions.” (P5)</p> <p>The students participating in the activities socialized among themselves and had a fun time.” (P6)</p>
	Failure to detect change	4	15.3	<p>“Behavior changes could not be detected because students did not attend school for enough time to observe behavioral changes.” (P3)</p> <p>“Because the participation was low and then it fell below the determined number, we did not have time and time to observe the change.” (P4)</p>
	Increasing students' knowledge	3	11.5	<p>“Children gained knowledge on both history and traditional handicrafts through museum tours. They got to know the city they lived in better.” (P1)</p> <p>“Progress is being made in literacy and reading comprehension.” (P8)</p>
	Increasing positive attitude towards the lesson	2	7.7	<p>“I have observed that students leave with more positive thoughts towards school and English class.” (P2)</p>
	Increasing self-confidence	2	7.7	<p>“Students' skills and self-confidence have increased. It contributed to the students' self-knowledge and self-development.” (P5)</p>

awareness instillation (5%), little change (5%) and instilling the national consciousness of the program (5%) are given in Table 12.

Theme of negative impact of the program

Interview question 12: Did the Ministry of National Education have any negative effects on the students at the end of the “I am in compensation” application? if so, what are they? please explain. When this question is analyzed; the theme of no negative effects of the

program was created. In this theme, The category of not having a negative aspect of the program (100%) was created and is given in Table 13.

Theme of methods and techniques used in the program

Interview question 13: Which methods and techniques did you mainly use in the application of the Ministry of National Education's “I am in compensation”? please explain. When this question is analyzed, the theme of

Table 12. Program benefit theme, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Benefit of the Program	Students are happy	5	25	<p>“Thanks to the activities carried out, it was beneficial in terms of developing positive behaviors and attitudes in students. The students had fun and were happy.” (P3)</p> <p>“It has definitely been helpful. They relieved the stress of a difficult year, played games, laughed, had fun, and saw the compensation for the missing aspects in their lessons with a general repetition.” (P9)</p>
	Socialization of students	5	25	<p>“It has been helpful. The children's self-confidence increased and they became socialized. They learned to listen, to empathize, to be kind and respectful to everyone, to plan, to research, to follow and solve problems when faced with any problem.” (P5)</p> <p>“Children were given the opportunity to express themselves better.” (P10)</p>
	Reinforcement of course topics	5	25	<p>“Students remembered what they had learned before. They reinforced these topics with fun games and songs.” (P2) Progress in literacy and reading comprehension.” (P8)</p>
	Feeling a sense of achievement	2	10	<p>Students experienced a sense of achievement, albeit for a short time. We played football and basketball matches, they won and lost, but they were still happy.” (P14)</p> <p>“It enabled the students to spend their summer months productively. It contributed to their personal development.” (P16)</p>
	Environmental awareness instillation	1	5	<p>“The students' perspective on nature has changed. Students who used to break trees and throw chocolate packages on the ground have now abandoned this habit. Children who saw how hard a tree grows became more respectful towards nature.” (P15)</p>
	Little change	1	5	<p>“It is meaningless to expect a big change due to the conditions and possibilities. I did it for two weeks and we had to choose at least four or five different subjects. As such, it is ridiculous to expect a big change after a ten-hour event...” (P17)</p>
	Instilling the national consciousness of the program	1	5	<p>“The training were useful and instructive for the students. A sense of history has developed in students. The love of country and nation developed. They got information about where they lived.” (P1)</p>

Table 13. Theme of no negative impact of the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
No negative impact of the program	Not having a negative aspect of the program	19	100	<p>“I did not observe any negative effects of the application on students. On the contrary, I think it is very useful. I saw this both during the implementation phase of the events and in the evaluations afterward.” (P1)</p> <p>“I did not see any negative effects. Because if it had been adversely affected, all of it would not have come without a hitch until the last day of the compensation. This shows that our children should not only be brought up with a lesson-oriented approach but should be considered as a whole and supported socially and physically.” (P9)</p>

methods and techniques used in the program was created. In this theme, student-centered methods and techniques (67.8%) and teacher-centered methods and

techniques (32.2%) categories were created and are given in Table 14.

Table 14. Theme of methods and techniques used in the program, categories, frequency and percentages.

Theme	Categories	Number of views (N)	Percentages (%)	Sample reviews
Methods and techniques used in the program	Student-centered methods and techniques	19	67.8	<p>"We played student-centered games, we did drama activities, they were the leading roles. We did physical activities, they were in the lead role, I think that's what they needed anyway." (P9)</p> <p>"We helped them learn by guiding student-centered demonstration methods and techniques" (P6)</p> <p>"I used more practice, doing-living methods." (P4)</p>
	Teacher-centered methods and techniques	9	32.2	<p>"Lecture, question and answer..." (P10)</p> <p>"Mainly question and answer..." (P2)</p> <p>"Predominantly narration and demonstration, question and answer..." (P3)</p>

DISCUSSION AND CONCLUSION

In this section, the findings of the study are compared with previous studies. Thus, some conclusions and some suggestions are made.

The first question of the research, What are the opinions of the classroom teachers about the "I am in compensation program"? It is in the form. According to the opinion of the classroom teachers, the I'm in the compensation program; It has been revealed that it supports the socialization of the students and the elimination of academic deficiencies, provides social skills, and contributes to the consolidation of the course subjects. Schools make an important contribution to the social development of students (Baltacı and Uysal, 2021). It has been understood from the teachers' opinions that this program is mostly beneficial for students. Four alternatives have been presented to compensate for learning losses due to the pandemic in the Netherlands (Eğitim Bir Sen, 2021):

- summer school; compensating for unlearned subjects,
- normal school day intervention; after-school extra lessons,
- long school day;
- after school programs

In addition, cooperation will be made with areas such as public institutions, municipalities and sports facilities in activities to be held outside the school for students (Kortekaas-Rijlaarsdam, Ehren and Meeter, 2020). Countries such as United Arab Emirates, United States, Italy, France, Egypt, Pakistan, Korea, China, Peru,

Thailand, Iran, Rwanda have used distance education platforms and benefited from online courses to compensate for learning losses due to Covid 19 (Bhamani et al., 2020). In order to compensate for the loss of education in the United Kingdom due to Covid 19, distance education was benefited from videos and supported by education. (Andrew et al., 2020). In order to compensate for the learning losses caused by the pandemic in England, the families of the students at home provided educational support and online courses were given to the students in cooperation with the Education Development Organization (Cahoon et al., 2021). Some schools were kept open for a certain period of time for the children of individuals working in critical sectors in the UK, such as health, justice, food, public and national security, education and caregiving families (Eğitim Bir Sen, 2021). In the USA, it was announced the "American Rescue Plan" to the public in March 2021 to keep schools open and support students (USDOE, 2022):

- 122 billion dollars have been allocated to meet the needs of schools and to take measures related to Covid 19.
- 400 million dollars have been allocated to cure mental illnesses in students after Covid 19.
- A systematic data collection method will be developed.
- Summer school and other compensation activities will be covered from this budget.
- Teachers will be recruited to schools.
- Wireless network centers will be established for students.

The second question of the research is, What are the opinions of the classroom teachers on the

implementation of the “I am in compensation program”? It is in the form. According to the findings; It has been revealed that the classroom teachers made some preparations before the program and while preparing the activities, they were prepared in accordance with the environmental conditions, student-centered, and the teachers benefited from auxiliary and extra-curricular resources while preparing the activities. Teachers; stated that students like playing games, doing sports and participating in trips the most, there are no unpopular activities, the hot weather and the decrease in the number of students affect the program negatively. During out-of-school excursions, students show higher thinking performance, especially in science lessons (Quigley, 2014). Students remember the information they have experienced in out-of-school environments and can find more material in these environments than at home and at school (Power et al., 2009). Sports contribute to the socialization of students (Tuncel and Bayram, 2019). It has been revealed that the knowledge and skills that students learn in out-of-school learning environments are more permanent and students have fun in these environments (Eshach, 2007; Karbeyaz and Kurt, 2020b; Karbeyaz and Karamustafaoğlu, 2020; Schmoll, 2013; Ustabulut, 2021; Weyer, 2009). A hybrid model has been proposed to compensate for learning losses due to Covid 19 in the USA. To compensate for the learning loss, the New York state education department has proposed making a “high-quality digital curriculum” and a “digital learning center” for each school, making it easier for students and teachers to access the Internet, and for teachers to give lessons for their students outside of school hours (Veiga, 2020).

The third question of the research is, what are the opinions of the classroom Teachers about the program after the application of the “I am in compensation” program? It is in the form. Classroom teachers revealed that at the end of the program, students were happy, their social communication skills and academic knowledge increased, they developed a positive attitude towards the lesson and their self-confidence increased (Eshach, 2007; Karbeyaz and Kurt, 2020b; Schmoll, 2013; Ustabulut, 2021; Weyer, 2009). Classroom teachers explained that the program instills national consciousness in students. The school teaches students basic knowledge and skills, as well as a heritage of social culture (Baltacı and Uysal, 2012). It was revealed that the teachers mostly used student-centered methods and techniques during the program. It was understood from the statements of some teachers that they could not understand the change in students due to the shortness of the activities. In order to compensate for the learning losses due to Covid 19 in France, the French Ministry of Education has requested a plan in which at least 50% of each student's lessons will be face-to-face (MoNE, 2020). Moreover, the National Center for Distance Education offers free support to students for learning losses through the “My Classroom at Home” platform, It offers courses

through the Maison Lumni TV channel, digital resources via the virtual learning space app, and private lessons on the Mes Cours en Solo website (Eğitim Bir Sen, 2021). Thus, students have the chance to interact with their classmates and teachers.

RECOMMENDATIONS

According to the research findings, the following recommendations were made:

- The “I am In compensation program” can be continued in the upcoming summer seasons as well.
- In addition to the “I am in compensation program”, other programs can be added that can relax students and do not worry about the lesson.
- This research can be done as part of a project.
- Schools can be financed for materials etc.
- Other studies can be carried out using different methods, different samples and different data collection tools.

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