The Perspectives of Amasya University Students about Distance Education Application During the Coronavirus (Covid-19) Process

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Abstract

The Covid-19 virus, which affects the whole world, has affected human life in many areas, firstly including health and economy. Concordantly, first education was suspended for three weeks; then, compulsory distance education started in Turkey. With this qualitative research, it is aimed to deeply examine the thoughts of the students from Amasya University about the distance education. The study group of this current research consists of 18 students studying at Amasya University in the 2020-2021 academic year. Data has been collected through a semi-structured interview form. The analysis of the data was done by descriptive analysis method. While some of the participants think that distance education is inefficient and makes the student passive, some think that distance education is advantageous. Thanks to distance education, it is easy to reach and monitor the lessons. The most common problems of students can be listed as problems such as fear of academic failure and anxiety for the future, connection issues, lack of motivation, lack of documentation and material, and communication problems. In order to overcome these determined problems, the participant students have some recommendations such as students should be active, students should be motivated, the sound and camera in the system should be improved, internet packages should be provided to the students, and infrastructure should be improved. Based on the findings of this research, the researchers have concluded that the distance education process should be improved over time. When development is thought of as a process, today's shortcomings will shed light on the ways of tomorrow.

Keywords: Distance education, Problems in distance education, Solution suggestions.

Introduction

Education, which has been going on since humanity's existence, is the process of bringing about a deliberate change in an individual's behaviors. Educational activities have gone through many stages until today. Initially, education was taken from individuals, but with the invention of writing, it was started to be received through written materials (book, inscription, etc.). With the development of technology, computer technologies have started to be widely used in education (Dinçer, 2006). With the developments in technology, concepts such as online education, web learning, e-learning, web 2.0 tools, and distance education have been added to education concepts (Karakuş, Ucuzsatar, Karacaoğlu, Esendemir, & Bayraktar,

2020). Distance education is the educational activities that teachers and students carry out simultaneously through a communication tool, despite being remote (Dinçer, 2006). Distance education activities, which were regarded as an ideal in the past, have become manageable over the global communication network with technology developments (İşman, 2011). Distance education was needed due to reasons such as the distance of people who want to receive education from education centers, physical disability or illness that would prevent people from education, the need for education of young people who could not continue their education, and adults who want to improve themselves (Ateş & Altun, 2008). Coronavirus (Covid-19) seen in the Wuhan district of China by 2020 has impacted the economy, social life, education, and especially health, globally. Education systems worldwide have been affected by the Covid-19 pandemic, and schools and universities have been closed (Can, 2020). With the schools' closure and the interruption of face-to-face education for a while, the educational activities of 1.6 billion students worldwide were interrupted (Bozkurt, 2020). In Turkey, first, education had a break for three weeks, and then it was decided to continue by the distance education method (Kaysi, 2020). Similarly, after the decision of the Council of Higher Education, distance or hybrid education was started at state universities (www.memurlar.net, 2020). With the transition to compulsory distance education, many instructors had to transfer their course contents to online environments (Bozkurt, 2020). In this process, whether students have their computers, their internet, and infrastructure status in the regions they live in, computer self-efficacy, the reflection of pandemic fears and anxieties on distance education, and their attitudes towards distance education stand out as issues that need to be researched (Bakioğlu & Çevik, 2020).

In this research, we investigated the views of Amasya University College of Education students on distance education during the Covid-19 process. With this research, it is thought that the related study is very important, considering that the problems faced by the students in the distance education process are determined, and it allows distance education to be investigated and improved.

Literature Review

Under this heading, we discuss the definition of distance education, distance education applications, and benefits and limitations of distance education application, respectively.

The Definition of Distance Education
Distance education is an education system in which students and teachers can communicate through a tool simultaneously or at different times despite being far from each other (Dinçer, 2006). In other words, distance education is an application where students and teachers interact using communication technologies without time and space restrictions to ensure the integrity of education (Ateş & Altun, 2008). Distance education, which is also defined as learning activities in which learning activities are presented to users in a planned, comprehensive, and designed manner with the help of electronic or non-electronic systems (Bakioğlu & Çevik, 2020), is the transfer of educational activities to students on the web via the developing internet and computers (Keskin & Özer Kaya, 2020). Distance education can also be defined as an education model realized with various communication tools without a physical environment (Kaysi, 2020). In this context, distance education is a discipline that provides lifelong learning, meets social and individual needs, and enables the person who uses technology to learn on his own (Karatepe, Küçükgençay, & Peker, 2020). Distance learning is an interdisciplinary field that deals with existing technologies with a pragmatist

approach to eliminate the boundaries between teaching, learner, and learning resources (Sayan, 2020).

There are teacher, learner, and communication methods. The communication method can be expressed as the link between the person who teaches the knowledge and the person who learns. Any form of technology can provide this link. Television broadcast, computer network, mail, radio, printed materials, graphics, sound, and images are tools that create the link between the teacher and the learner in distance education (Dinçer, 2006). Distance learning is the learning-teaching process designed by an institution using tools such as the internet, telephone, and mail in institution-based formal education. Distance education, which started with written correspondence education, continued with one-way radio and television, two-way radio and television, satellite, and modern technologies. Today, distance education can be carried out simultaneously (synchronous) or asynchronously thanks to technology (Sayan, 2020). When distance education was first implemented, there was no student-teacher interaction; with the help of developing technology, the interaction with instant messages, audio, and video connections became two-way (Başaran, Doğan, Karaoğlu, & Şahin, 2020). Distance education, which is introduced as an alternative to traditional education, can be considered the biggest change brought about by the internet and information technologies in educational activities (Karakuş et al., 2020).

Distance Education Applications

Distance Education in Turkey
Between the years 1927-1960, there was little study on distance education applications, but only the studies that could be done were discussed, and recommendations were made. In 1960, the correspondence teaching method was used to provide university opportunities for secondary vocational schools (Dinçer, 2006). Correspondence teaching was first used in 1953 for foreign language education by the Limassollu Naci brand (Telli Yamamoto & Altun, 2020).

The activity called IHEI (Informal Higher Education Institution), which the Ministry of National Education carried out in 1974 with the aim of training teachers, is accepted as the first distance education study. This application, which was later turned into an Open Education Faculty at Anadolu University, has been continuing since 1982 with the Turkish Radio and Television Institution (Dinçer, 2006). In 1991, Fırat University used television broadcasts in education. Open Education High School was established in 1992, and web-based distance education was implemented in METU and Bilkent Universities in 1996. Open Primary School was established in 1997. In 2001, the first internet-based associate degree program was opened in Anadolu University's Open Education Faculty (Başaran, Doğan, Karaoğlu, & Şahin, 2020). In 1999, a Distance Education Master's Program with Thesis was initiated at Anadolu University. Distance education activities started at Sakarya University in 2000 and Ahmet Yesevi University in 2001. The Distance Learning Higher Education Commission was established in 2005. Anadolu University Institute of Social Sciences in the Department of Distance Education in 2006 launched Turkey's first "Distance Education Doctoral Program" (Bozkurt, 2017). With the legal regulations made since 2009, distance education applications have become widespread. Open and Distance Education Faculty implementations are carried out effectively in Anadolu University, Istanbul University, and Atatürk University (Telli Yamamoto & Altun, 2020).

During the pandemic period, schools were closed from March 16, 2020, until April 30, 2020. Later, it was decided to continue the distance education application over three television channels and Education Information Network (EIN). In higher education, education was suspended on March 12, 2020, and it was decided to continue education remotely as of March 23, 2020 (Can, 2020). There are Distance Education Application and Research Centers (DEARC) in 123 universities in our country. With the decision to conduct distance education as of Monday, March 23, 2020, distance education has been started using digital facilities at universities with distance education capacity. For universities that do not have distance education capacity, an open pool of course materials were created and it was decided to be made available to all universities (Telli Yamamoto & Altun, 2020).

Distance Education in the World
The first distance education practice in the world started in 1728 with the advertisement of "Shorthand Lessons" published in Boston newspaper. In the 19th century, "Composition Lessons by Letter" started to be given to women at the University of Sweden. University Correspondence College was established for teaching with this letter method in 1843 (Telli Yamamoto & Altun, 2020). In England in 1840 distance education by mail was started for shorthand education. In 1883, a letter-based university was established in Ithaca, state of New York in the United States (USA). In 1856, distance education institutions such as "Fern Universitat", "Tele Colleg", "Deutsch Institut Fur Fern Studien", and "Schulfernsehen" were established. Studies on distance education in France started in 1907, and the Distance Education Center was officially established in 1939. In 1920, radio broadcasts started to be used in education in the USA, and radio stations affiliated with universities were established. In 1948, distance education in Japan started with the aim of providing education to those who do not have access to school, those who dropped out of school, and soldiers, and it has become widespread in education levels since then (Başaran, Doğan, Karaoğlu, & Şahin, 2020).

Due to the pandemic, online platforms connected to the internet have been used in China, the Republic of Korea, Japan, USA, Italy, France, Greece, Argentina, Mexico, Portugal, Croatia, Egypt, Cyprus, Saudi Arabia, and the United Arab Emirates to ensure continuous learning. In Spain, France, Croatia, China, Argentina, Costa Rica, Rwanda, Peru, Thailand, Mexico, Republic of Korea, Senegal, Vietnam, Islamic Republic of Iran, and Saudi Arabia, learning contents have started to be presented with the help of television and other media tools (Can, 2020). From the end of January, distance education has been started at all education levels, from kindergarten to doctorate in China. All schools and universities have been closed in Italy as of March 4, 2020. A portal for distance learning was opened, and webinars on distance education were given to teachers. In the United Kingdom (UK), it was initially thought that the pandemic process would not affect universities opening. However, with the spread of the epidemic, quarantine and martial law measures were implemented, and distance education was considered the primary solution (Telli Yamamoto & Altun, 2020). UNICEF and Microsoft have launched a global learning platform for children and young people affected by Covid-19 to continue their homeschooling. A distance education platform called "Learning Passport" has been established to ensure continuity in students' participation in education and enable parents, caregivers, and teachers to access distance education resources during the quarantine process (Bakioğlu & Çevik, 2020).

Benefits and Limitations of Distance Education Application
Distance education applications are beneficial in sending the information to the whole world, having no time limitation, providing the information wherever the student wants, and giving

feedback to the student faster. Besides, when higher numbers of students are reached, the use of certain materials decreases, which allows for a reduction in costs (Dinçer, 2006). In the absence of appropriate time, place, and conditions, distance education provides equal opportunity in education by enabling every student to receive a quality education. People with different characteristics and experiences can benefit from the advantages of online distance education environments and receive effective education with modern methods (Bakioğlu & Çevik, 2020). Distance education offers educational opportunities for all age groups anywhere and anytime. Educational materials can be configured and updated electronically, conveniently, and flexibly. Since different technologies can easily participate in the learning process and can be used 24/7 (Can, 2020), educational activities become continuous (Telli Yamamoto & Altun, 2020). Distance education has an important place in providing adult education and sustaining lifelong learning. People of a certain age may not be able to benefit from formal education. In distance education, unlike formal education, there is an opportunity to receive the targeted education regardless of age (Akyürek, 2020).

Advantages of distance education include providing individuality in education, promoting lifelong learning, creating new opportunities, benefiting from educational institutions effectively, democratizing the education process, ensuring the integrity between work and education, balancing the educational demands with financial opportunities, serving the needs of the individual and society, ensuring the integrity of individual and mass education, and reaching large masses (Toker Gökçe, 2008). Distance education application also has benefits such as reducing faculty members' workload, reducing costs, providing better opportunities to students, increasing the quality of education, and making the university's name heard. Besides, it also provides a solution to teaching staff and classroom problems due to the high number of students in higher education. Also, distance education plays an important role in the continuity of education in critical situations, such as during the pandemic period (Sayan, 2020).

Despite the above advantages, distance education, which is seen as an activity carried out from home or a residence, has many difficulties and limitations (Bakioğlu & Çevik, 2020). Today, distance education presentations can be web based. However, online presentations are limited due to the low internet bandwidth in our country and the insufficient internet infrastructure. In distance education, there are also limitations such as not establishing face-to-face interaction, not solving problems immediately, experiencing communication problems due to the high number of students, and planning difficulties of students who do not habitually self-regulate their learning (Dinçer, 2006). In cases where the teacher cannot be reached in distance education environments, the possibility of preparing the materials to the needs of the students' decreases, and the course materials cannot be offered consistently (Ateş & Altun, 2008). Not every student has a device or secure internet, and parents who do not have a digital literacy level that can help their children in online education are among the problems encountered in distance education (Can, 2020). Besides, the interaction between students, teachers, and again between students and their peers may be limited; thus, a lack of motivation may arise (Bakioğlu & Çevik, 2020). In addition to those mentioned above, the cost of installation, dependence on communication technologies and infrastructure, lack of self-learning, lack of communication, limited socialization, and disciplinary problems can be listed as other disadvantages of distance education (Sayan, 2020).

With the transition to compulsory distance education during the pandemic process, the limitations of distance education applications have also come to light. Online exam applications and security problems in exams attract attention as one of the most important

distance education problems (Solak, Ütebay, & Yalçın, 2020). Besides, in distance education practices, it has been observed that students are frivolous, their motivation is low, they perceive distance education as flexible, and they are inadequate trained to fulfill their responsibilities (Kaysi, 2020). Also, it has been observed that the sense of community has decreased due to the presence of text-based communication in online environments and physical distance (Yıldız, 2020).

Objective of the Research and Research Questions

The aim of this research was to explore the views of students studying at Amasya University about distance education system, to identify the problems encountered in this process and to find possible solutions. For this aim, the following research questions are investigated throughout the study:
1. What is the distance education system?
2. What are the problems encountered in the distance education process?
3. What can be done to overcome the problems encountered in the distance education process?

Method

In this section we discuss research method, research pattern, study group, researchers' roles, and data collection and analysis.

Research Method

This research has been carried out by qualitative research approach. The qualitative research focuses on how and why facts and behaviors occur. Qualitative studies are conducted in the natural environment where the event, phenomenon, or behavior takes place. Data are obtained directly from its source. Detailed descriptions are made to examine the cases in depth (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016). Social facts and events may be discussed in qualitative studies. The uncountable aspects of events and phenomena -how and why events occur- are examined by interpreting the answers to how and why questions, human behaviors, social facts, and events are made better understandable (Demirbaş, 2014). Qualitative research focuses on the diverse and profound nature of individual traits. In qualitative research, the originality and depth of the information are considered rather than generalizations. Specific and deep data are obtained from small study groups rather than large samples (Baltacı, 2019). In this research method, which is an effort to obtain in-depth information, the researcher acts as an explorer and tries to learn the participants' subjective perspective with additional questions (Karataş, 2015).

Research Pattern

We employed a phenomenology research design in this research within the framework of the qualitative research approach. Phenomenology research design tends to focus on cases that we do not already have in-depth knowledge of (Büyüköztürk et al., 2016). The purpose of phenomenology research design is the clarification and interpretation of a phenomenon or reality from the learner's perspective, and the investigation of the researched world (Çepni, 2010). In phenomenology, the states of consciousness that the participants feel, perceive, and think about their experiences are structured and addressed (Aydın, 2014). The starting point of phenomenology is the facts, and there is a link between the person experiencing the phenomenon and the facts. Phenomenology research design focuses on the evaluation of

experiences. In phenomenology, the underlying causes of the phenomena and the essence of the experiences are attempted to be explained (Onat Kocabıyık, 2015).

Study Group

The research has been carried out with 18 students pursuing their education in 8 different fields at Amasya University in the 2020-2021 academic year. The participant students have been coded as P1, P2, P3 …… and P18. The participants were determined according to the maximum diversity sampling technique. Maximum diversity sampling technique aims to discover and define the main themes covering many differences related to the event and phenomenon studied (Neuman, 2014, cited in Baltacı, 2018). Maximum diversity sampling technique seeks to investigate different situations that are similar in themselves regarding the problem. It is aimed to identify the common or different aspects and patterns between different situations determined according to the purpose of the study and thus to describe the problem in a broad framework (Büyüköztürk et al., 2016). In maximum diversity sampling technique, the goal is to find and identify themes that contain some differences. Findings and results in studies conducted with maximum diversity sampling technique may provide rich data compared to studies conducted with other sampling methods (Koç Başaran, 2017). Maximum diversity sampling technique is to choose units that will represent situations at the extremes. A detailed description of the dimensions specific to each case in the sample is important in revealing the common themes and values between heterogeneous situations (Kabakçı Yurdakul, 2013). Demographic information of the participants is shown in Table 1 below.

Table 1

Demographic Information of Participants

	Gender	Department of Education	Class	Age
P1	F	English Language Teaching	3	21
P2	M	Mathematic Teaching	1	22
P3	F	English Language Teaching	3	21
P4	M	English Language Teaching	3	21
P5	M	Science Teaching	4	23
P6	F	Turkish Language Teaching	4	36
P7	F	Science Teaching	4	21
P8	F	Primary School Teaching	3	20
P9	F	Primary School Teaching	3	21
P10	F	Physical Education and Sports Teaching	3	23
P11	M	Physical Education and Sports Teaching	3	23
P12	F	Primary School Teaching	3	20
P13	M	Social Sciences Teaching	4	28
P14	M	Social Sciences Teaching	4	23
P15	F	Turkish Language Teaching	4	29
P16	F	Educational Science	1	27
P17	F	Educational Science	1	33
P18	F	Educational Science	1	27

As seen in Table 1, six (33%) of the participant students were male, and 12 (67%) were female. They pursue their education in the field of English Language Teaching, Science Education, Turkish Language Teaching, Primary School Teaching, Physical Education Teaching, Social Studies Education, Mathematics Education, and Educational Science. The

ages of the participants range from 20 to 36, and all of them have their internet and devices. Students follow the lessons over the computer and phone and mostly attend the lessons on the computer.

Researchers' Role

The first researcher occasionally witnessed that some problems were experienced during the process, as the entire university carried out the distance education application with the pandemic. In this context, it has decided to do this study to increase the distance education process's quality by drawing attention to the problems related to the application.

The second researcher completed her undergraduate education in Social Studies Teaching Program, and her master's degree in Social Studies Education program in 2018. She is currently pursuing her master's degree in Educational Administration graduate program. Due to the compulsory distance education practice during the pandemic process, the researcher continues her education life with distance education. For this reason, she thinks that students' opinions about distance education should be examined.

Data Collection and Analysis

Data were collected using a semi-structured interview form. In semi-structured interviews, questions are prepared in advance, and questions can be added during the interview, questions can be moved, questions can be explained in more detail (Çepni, 2010). In this interview style, which is more flexible than a structured interview, the researcher can influence the interview flow by asking different sub-questions depending on the course of the interview and enabling the person to openly share their answers. If the participant gave answers to certain questions in other questions during the interview, the researcher might not ask these questions again (Türnüklü, 2000). In-depth information can be obtained in these interviews, which allow the person to express himself/herself as desired (Büyüköztürk et al., 2016).

We prepared an interview form in light of the obtained data from the literature on the subject. After the preliminary application, we obtained an expert opinion about the form, and the form was finalized. The interview form consists of 7 open-ended questions. The interviews have been conducted online, and voice recording was made. Then, the sound recordings were written and analyzed. The data has been analyzed by the descriptive analysis method. The purpose of descriptive analysis is to organize the data obtained from the interview, interpret it, and present it to the reader. A cause-effect relationship may be suggested between the findings. If deemed necessary, a comparison between cases can be made (Yıldırım & Şimşek, 2008). In the descriptive analysis, a structure is created, data is processed according to subtitles or themes, findings are defined and interpreted (Çepni, 2010). The data are summarized or interpreted within the framework of the research or interview questions' themes. In this process, after we describe the data in detail, we illustrate the data with direct quotations from the interview data (Cansız Aktaş, 2014).

Findings

We analyzed the data obtained according to the research questions of this current research. The first research question of the research is "What is the distance education system?". The students' opinions on distance education are as follows: 1) inefficient, 2) offers the opportunity to re-watch the lessons, 3) provides a nice opportunity and advantage, 4) comfortable, 5) the student remains passive, 6) easy to access the document, 7) easy to reach the lesson, 8) offers the opportunity to reach many people, 10) providing individual learning,

and 11) making students lazy. Students' views on distance education are given in the Table 2 below.

Table 2

Students' Perspective on Distance Education

Theme	f	%	Cod	f	%	Sample Sentence
Positive	20	63	Offers the opportunity to re-watch the lessons	6	19	Actually, it is better to record, which is better in terms of listening to lectures over and over again later (P7).
			Provides a nice opportunity and advantage	5	16	Let me put it this way; I can say that distance education made my condition easier on the one hand because I started a second part of the psychological counseling and guidance department. If I were at school, I might not be able to attend all of them face to face. Now that the courses are being recorded, I first watch my major courses by prioritizing them and then when I have time, I can watch other courses. This is a huge advantage for me (P12).
			Comfortable	3	9	Since we are studying the teaching department, I think learning with activities such as making presentations in the classroom is more beneficial, but you can get out of bed and go directly to the lesson with distance education, which is really nice (P1).
			Easy to access the document	2	6	Some of our teachers did not share documents in face-to-face education, but many teachers shared documents in distance education. It has been very good for me too (P15).
			Easy to reach the lesson	2	6	We can only go to the lesson from where we sit without being tied to a place in distance education. We can access the lesson directly from a place, and more than one lesson option is available (P2).
			Offers the opportunity to reach many people	1	3	I think it has the advantage that you can reach many people at the same time comfortably because you can conduct the lesson in a virtual environment whenever you want (P2).
			Provides individual learning	1	3	First of all, it provides individual learning, and this is the biggest benefit (P8).
Negative	12	37	Inefficient	7	22	Frankly, I do not think it is efficient, even though we have the chance to talk to the teachers. I cannot express myself either; I think we just watched and passed the lessons for the grade (P3).
			The student remains passive	3	9	As students, this learning process is a little more passive. I think there is a huge difference between face-to-face learning and distance education (P11).
			Not an equal system	1	3	Of course, I can attend classes because I have my opportunity, but I also have friends from my class who can't attend. People live in villages, and there is no electricity, there is no internet in their villages. So, it's not exactly an equal system, but the best system that can be achieved and used (P5).
			Makes students lazy	1	3	I cannot say that it is such an effective education. I also think it really made us lazy. Just being able to go to school was a move for my body, after all, but now I just get up from here and go to my desk. Personally, I do not think this is beneficial for me (P2).
Total	32	100				

The second research question of the research is "What are the problems encountered in the distance education process?". The participants mentioned that they faced the following problems in the distance education process: 1) fear of academic failure and anxiety for the future, 2) connection issues, 3) lack of motivation, 4) lack of documents and materials, 5) communication problems, 6) the problem of not paying enough attention to slides, 7) the problem of not interacting and asking questions in the lessons, 8) the decrease in success, 9) unreliable exam practices and cheating, 10) insufficient exam times, 11) insufficient course periods, 12) lack of practice, 13) the problem of not being able to focus on the lesson, dealing with other things (cyberloafing), 14) lack of feedback, 15) some teachers' lack of technology, 16) the problem of some teachers not turning on the camera, only teaching with voice, 17) health problems, and 18) the decline of the classroom culture. The findings obtained are presented in Table 3.

Table 3

Problems Students Encounter in Distance Education

	Problems	f	%	Sample Sentence
1	Fear of academic failure and anxiety for the future	16	12	Inevitably, this is a situation that every student will experience, so you cannot go to school, you have no communication with teachers. Also, I will enter the Public Service Personnel Selection exam right now, I wonder how much I have seen in the lessons you normally have to see face to face, so how much I had benefited when I was online, that worry will always be (P13).
2	Connection issues	15	11	Because the system gives such constant errors, sometimes there is an intensity, we cannot log in to the system in any way, or we log in to the system, we cannot see or hear our teachers. Here is the connection error is constantly falling from the system, or our teachers fall in this way (P7).
3	Lack of motivation	13	10	It varies from person to person, but I think the motivation affected me negatively. This process, that is, when we were in face-to-face education, we were always together with the instructors, the teaching of the lesson was very fluent, and unfortunately, three or five people attend the lessons with distance education, which is not very efficient. There is a big difference between face to face (P11).
4	Lack of documentation and material	11	9	As I said in the lesson of the person I mentioned, we have always tried to find it independently. He/she did not give any information about the book he/she followed, nor the PDF in any way, so we tried to pass this lesson by just listening to his/her lessons, or rather finding notes from other students from the school in this way (P3).
5	Communication problems	10	8	I will not say names, but we have a communication problem. We cannot even send a message to reach out. Of course, I am not saying that I will constantly call and disturb the teacher, but for example, when I have a problem, I have to call you about the lesson. So, you are not my teacher for nothing. We cannot call that teacher for the general class and me; unfortunately, we cannot communicate with some teachers. (P13).
6	The problem of not paying enough attention to slides	9	7	Some teachers read and pass the slide directly and do not try to make the knowledge permanent (P7).
7	The problem of not interacting and asking questions in the lessons	8	6	The best part of face-to-face training is when we want to say something, so we can easily say whatever comes to mind. We do not have such a chance in distance education. While writing, the topic has already changed. I'm going to ask exactly the question I want to ask, but at that moment, a completely different topic is passed (P18).
8	The decrease in success	8	6	I think it affects my academic achievement. Of course, learning is a little more personal, but the experience we can get from our teachers has also decreased, so it has also affected my academic success somewhat. As a course note, we encountered fewer subjects on a subject basis, as our teachers were able to transfer fewer subjects. This has led to an increase in grades, but I think it has a negative impact on me academically in the future, as what we can get from our teachers, their experience has decreased, because what we can learn is limited by some (P5).

	Problems	f	%	Sample Sentence
9	Unreliable exam practices and cheating	8	6	I think it is an unfair evaluation because everyone cheats. Obvious teachers know this, so the students also know. Many of the people I spoke with say there is no need to study, and they have resources. That's why they say I don't need to work (P10).
10	Insufficient exam times	5	4	We also had difficulties in some lessons during the exam periods. For example, it took them 25 minutes for 20 questions or 20 minutes for 20 questions, and 2 minutes to write the questions in long paragraphs; for example, I would read or answer a question in 1 minute. So, I lost time on it. There were also questions I could not make time for. (P13).
11	Insufficient course periods	5	4	Of course, the lessons' hours are normally only 4 hours when we are in schools, but the subjects are now trying to be taught as distance education to 2 hours or 2 hours of lessons in 45 minutes. They try to fit a lot of information there because there is an excessive information density, or some information needs to be discarded. The negative aspect of this work due to time constraint (P5).
12	Lack of practice	5	4	Now, there is something like this in distance education; theoretically, we can access information as much as anyone wants, but face-to-face education is something like that more permanent learning can be achieved. I am not preparing any material or making presentations; I think this is a negative situation for us; I would like to have face-to-face training as there are things, we can learn from them. So, distance education is a bit lacking in this regard (P9)
13	The problem of not being able to focus on the lesson, dealing with other things (cyberloafing)	4	3	I really think it makes the student lazy, and I personally get very distracted. I can also say that I am looking to escape from the simplest lesson because people are bored. You are just in one place for hours and trying to listen to the teacher and understand something. In this sense, the student is also in search of an escape (P1).
14	Lack of feedback	3	2	For example, let me give an example from myself. When I went to face-to-face training, I found it more efficient to talk and my lesson by writing something, asking the teachers, interacting because we can get immediate feedback there directly. We were going more efficiently by getting instant feedback because our teacher showed us the right way, but we cannot get immediate feedback in distance education (P2).
15	Technology insufficiency of some teachers	3	2	I can say that the problems we encounter in the lessons are generally the lack of knowledge of the teacher in terms of technology (P1).
16	The problem of some teachers not turning on the camera, only teaching with voice	3	2	Some teachers teach in a very remarkable way by asking us questions, but some teachers get a little sleepy. Here, their voices remain weak; some teachers do not want to open their cameras. These are a bit of a problem (P8).
17	Health problems	3	2	It also goes like this during the day, for example, because my classes overlapped and we sat in front of the screen too much, I had a problem with my eyes, and I started wearing glasses (P12).
18	The decrease in classroom culture	2	2	In other words, when I look at it from my perspective, I feel as if I have moved away from the classroom culture because I am not in a classroom environment during the distance education process. I feel like I'm straying from class rules (P2).
Total		131	100	

As can be seen in Table 3, students have fear of academic failure and future anxiety in the distance education process at the rate of 12%, connection issues at 11%, lack of motivation at 10%, lack of documents and materials at 9%, communication problems at 8%, the problem of not paying enough attention to slides at 7%, the problem of not interacting and asking questions in the lessons at 6%, the decrease in success at 6%, unreliable exam practice and cheating at 6%, insufficient exam times at 4%, insufficient course periods at 4%, lack of practice at 4%, the problem of not being able to focus on the lesson, dealing with other things (cyberloafing) at 3%, lack of feedback at 2%, technology insufficiency of some teachers at 2%, the problem of some teachers not turning on the camera, only teaching with voice at 2%, health problems at 2%, and problems in the form of a decrease in class culture at a rate of 2%.

The research's last question is, "What can be done to overcome the problems encountered in the distance education process?". When the collected data are analyzed, the participants

offered some recommendations in order to overcome the problems encountered. These are 1) students should be active, 2) students should be motivated, 3) the sound and camera in the system should be improved, 4) internet packages should be provided to the students, 5) infrastructure should be improved, 6) teachers should be in communication with the students, 7) events can be arranged, and 8) system should be switched to the Google Classroom system. The findings obtained are listed in Table 4.

Table 4

Solution Suggestions for the Problems Experienced by Students

	Suggestions	f	%	Sample Sentences
1	Students should be active	3	17	Like the normal education process, I think it should be approached seriously, and if possible, the student should be able to participate actively in the lessons (P16).
2	Students should be motivated	3	17	For example, something can be done in terms of motivation. Teachers can give motivation by opening a live broadcast one day (P8).
3	The sound and camera in the system should be improved	3	17	The university's application is good, but there is a sound problem on some computers or phones. For example, sometimes I want to talk to the teachers because there is a sound problem on my computer, they cannot get my voice, they give other students the right to speak. In this respect, I think it needs to be developed a little more like an application, sound, and camera (P13).
4	Internet packages should be provided to the students	2	11	In my opinion, I strongly recommend that the Higher Education Council give 10 GB of the internet to all university students during the exam and the exam weeks. It can only happen during the exam. Whether this is a restriction of the internet or if this person is on social media, their access should be blocked. I would definitely recommend an internet package that works only in the Uzem system because I am in the city, I can do it, but unfortunately, our citizens are living in the village, some people live in the town, some people do not have the infrastructure, so I do not want them to be deprived of education (P14).
5	Infrastructure should be improved	2	11	The distance education system can be improved a little more (P15).
6	Teachers should be in communication with the students	2	11	I think teachers should communicate with students in the first place (P13).
7	Events can be arranged	2	11	A social event could be organized; for example, I saw a lot on social media; let's say Gazi University's students hold conferences, so let's say Zoom on social media. Such events could be done. It would be both social interaction and a contribution to education; it would contribute to the academic success of the students (P15).
8	System should be switched to the Google Classroom system	1	5	In other words, I think the systemic problems and the course processing system can be changed. As I said, Google Classroom style can be brought to a system where the student can be active and interact (P17).
Total		18	100	

Considering Table 4, 17% of the participants state that students should be active, 17% of them emphasize that students should be motivated, 17% of them mention that the sound and camera in the system should be improved, 11% of them suggest that internet packages should be provided to the students, 11% of them state that infrastructure should be improved, 11% of them offer that teachers should be in communication with students, 11% of them recommend

that events can be arranged, and 5% of them state that system should be switched to the Google Classroom system.

Discussion, Conclusion, and Recommendations

In this section we compare obtained findings with previous studies in the related literature. Following this, we offer some conclusions and some suggestions.

While 63% of the participant students' views on distance education are positive, 37% are negative. In this context, the participants positively consider distance education as 1) offers the opportunity to re-watch the lessons, 2) provides a nice opportunity and advantage, 3) it is comfortable, 4) it is easy to access the document, 5) it is easy to reach the lesson, 6) offers the opportunity to reach many people, and 7) it provides individual learning. On the other hand, the participants negatively assume distance education as 1) inefficient, 2) the student remains passive, 3) it is not an equal system, and 4) makes students lazy. The most striking finding here is that the students who participated in the research found distance education inefficient at the highest rate (22%). In the study conducted by Karadağ and Yücel (2020), students' distance education satisfaction was examined, and it was determined that the students were not satisfied with their university/faculties and digital content/teaching materials. In a study, it was concluded that pre-service teachers had connection problems, device/hardware deficiencies, could not follow the whole lesson, and had more difficulties in connecting to the system because of not having distance education experience in the past. For these reasons, it has been stated that distance education causes inequality of opportunity (Karakuş et al., 2020).

According to the findings of the second research question of the study, the problems experienced by the students are: 1) fear of academic failure and anxiety for the future, 2) connection issues, 3) lack of motivation, 4) lack of documents and materials, 5) communication problems, 6) the problem of not paying enough attention to slides, 7) the problem of not interacting and asking questions in the lessons, 8) the decrease in success, 9) unreliable exam practices and cheating, 10) insufficient exam times, 11) insufficient course periods, 12) lack of practice, 13) the problem of not being able to focus on the lesson, dealing with other things (cyberloafing), 14) lack of feedback 15) technology insufficiency of some teachers, 16) the problem of some teachers not turning on the camera, only teaching with voice, 17) health problems, and 18) the decrease in classroom culture. When related literature was considered, we found related evidence that faculty members did not like to teach online, they were not motivated to the lesson, they could not motivate the students, and they could not communicate with the students (Sayan, 2020). In another study, it was found that students cannot access the internet, their participation in classes is low, and student motivation is low (Bakioğlu & Çevik, 2020). When looking at the studies examining the effect of distance education on motivation, although according to some studies motivation in distance education decreases, some studies indicate that motivation in distance education increases (Karakuş et al., 2020). According to Karadağ and Yücel (2020), 48% of students are dissatisfied with the sound and image quality of distance education at a bad and very bad level, and 51% are dissatisfied with teachers' teaching skills at a bad and very bad level. In distance education, as in face-to-face education, communication and interaction may not be provided comfortably. Students may be prevented from socializing, practical courses may not be processed effectively, and students with insufficient technology and communication tools may be deprived of education (Akyürek, 2020). Since there is no direct communication in

distance education, social skills are negatively affected, and in-group behaviors are limited (Karakuş et al., 2020).

In order for students to become more qualified in the distance education process and to overcome the problems they encounter, the participants have the following recommendations: 1) students should be active, 2) students should be motivated, 3) the sound and camera in the system should be improved, 4) internet packages should be provided to the students, 5) infrastructure should be improved, 6) teachers should be in communication with the students, 7) events can be arranged, and 8) system should be switched to the Google Classroom system. Similarly, when the relevant literature is taken into consideration, it is recommended to develop the infrastructures in which students can be active, to solve communication problems, and to publish explanatory and educational guidance publications in line with the need for guidance (Başaran, Doğan, Karaoğlu, & Şahin, 2020). In addition, in times of crisis, people need not only education but also fun, physical, and emotional strength (Can, 2020). Considering the findings of the research, we reached the following suggestions:

- In order for students to be more active in lessons, the system infrastructure can be renewed, and a system can be developed in which students can press the talk button and speak without permission from the teachers.
- Duration of lessons and exams should be adjusted.
- Students should be provided with psychological support.
- Education should be given to instructors who have poor technological knowledge.
- Students with inadequate financial status should be identified, and students should be supported to participate in education.

Morever, we have the following recommendations for future studies:
- Further studies should be conducted by quantitaive reserach approach in order to generalize the results of the research.
- Further studies should be conducted by case study research design to get thicker and richer information from a small number of students.

Education, which is considered a process, has entered a new era with the pandemic. Teaching technologies, which have been seen as an indispensable element of education in recent years, have reinforced this importance with the pandemic. Considering that distance education applications will continue after the pandemic, it is obvious that the distance education process should be improved over time. Therefore, it is necessary to increase the number of studies that include student opinions on distance education. When development is thought of as a process, today's shortcomings will shed light on the ways of tomorrow.

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