

Emergency Remote Teaching During the COVID-19 Pandemic: The Case of Music Teachers in Turkey and England

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ABSTRACT

The biggest and most devastating pandemic of the 21st century began to affect our world, with the Chinese Government reporting that a mysterious respiratory disease of unknown origin was detected in 2019. Education has been one of the areas most affected by this deadly disease, which spread all over the world in a short time. In this process, countries went into lockdown and changed the education model and switched to the “emergency remote teaching” model. Consequently, many students have been deprived of face-to-face education. According to UNESCO data, more than 1 billion students were affected on 13 April 2020 due to the disruption of education due to the pandemic. While face-to-face education is suspended in 7 countries today, approximately 37 million students are affected by this situation. In this research, the opinions of the music teachers working in primary and secondary public schools in Turkey and England during the emergency remote teaching about the process were taken. A sample group was formed with a total of 50 music teachers from Turkey and England. The opinions of the teachers were taken with a Likert-type interview form consisting of 6 sections and 22 questions and open-ended answers. According to these answers, the average duration of a lesson is almost equal in both countries, the lessons are generally taught from the same platforms and devices, the teachers in Turkey have more problems with the internet infrastructure during the process. While teachers’ opinions about the COVID-19 processes were generally negative, it was revealed that they developed themselves in digital literacy after the process. In addition, suggestions were received from the teachers for the development of possible new emergency remote music teaching after the process. It has been seen that teachers working in both countries agree on providing equal opportunities to students. At the same time, one of the most striking suggestions is to keep the online alternative education model always ready. This study is important in order to be better prepared for the new possible emergency distance music education.

Key words: COVID - 19, Emergency remote teaching (ERT), Digital literacy on Music Education

INTRODUCTION

The biggest and most devastating pandemic of the 21st century began to affect the whole world, with the Chinese Government reporting that a mysterious respiratory disease of unknown origin was detected on December 31, 2019 (World Health Organization [WHO], 2021a). The first death occurred in China on January 11, 2020, and the events experienced by the Chinese Government were declared as an pandemic, making it even more understandable that it is a deadly disease (Euronews, 2020; WHO, 2021b). Later, the pandemic made its transition from local to global and the first non-Chinese case was seen in Thailand (Anadolu Ajansı [AA], 2020). While these were happening, the virus continued to spread all over the world and the first coronavirus case in Europe was seen in France on January 24, 2020 (WHO Europe, 2020). Then, the first case in England was seen on January 30, 2020 (UK Government, 2021a), and in

Turkey on March, 11 2020 (Ministry of Health, 2021). On the same date, due to the spread of the disease all over the world, it was declared a pandemic by WHO (Ministry of Health, 2020). As of December 15, 2021, there were approximately 270 million cases and 5.3 million deaths worldwide (WHO, 2021c).

All countries have tried to take some measures to prevent the pandemic. First of all, countries tried to prevent the virus from entering their countries by closing their borders, but after a while, the virus spread to every country. Due to the transmission of the virus from person to person, the precautions taken were primarily aimed at not being together. For this reason, measures have been taken to affect social life. Places where people come together such as restaurants, cafes and cinemas have been closed. Educational institutions, which are one of these environments where people are most concentrated, are also among the areas most affected

by these measures. According to UNESCO data, more than 1 billion students were affected on 13 April 2020 due to the disruption of education due to the pandemic. This is the most affected time in the process, with 72% of the total registered students. Although this number has decreased to date, approximately 38 million students were affected by the closure on 16 December 2021 in 6 countries (UNESCO, 2021).

Although the cases were seen earlier in England, lockdown in the field of education coincide with Turkey's recent dates. As of the 20th of March, all schools in the UK are closed to face-to-face education, with the exception of children who have to go to work (grocery, health workers) and children deemed vulnerable (children with special educational needs) (BBC News, 2020). In Turkey, on 12 March 2020, education was "urgently" suspended for 1 week (Ministry of National Education [MEB], 2020). After the understanding that the impact of the COVID-19 pandemic will continue around the world, some countries have switched to emergency remote teaching for the continuity of the interrupted education.

The concepts of distance education and emergency remote teaching are different from each other. Distance education, which eliminates the time and space limitations of teachers and students with the help of various technologies, is a planned education conducted in line with a determined curriculum (Odacıoğlu, 2012). Although distance education dates back to the 1700s, it is a concept that has been included in the education literature after the proclamation of the Republic in 1923 in Turkey. Bozkurt (2017) considers the distance education process in our country as four periods;

- First Term -Discussion and suggestions: Conceptual (1923-1955).
- II. Term - By Correspondence: By Letter (1956-1975).
- III. Period - Audio-visual means: Radio-Television (1976-1995).
- IV. Term -Computer-based: Internet-Web (1996-present)

In Turkey, distance education was first put forward as a concrete idea in 1927 and discussed as a concept in the studies carried out to increase the number of educated individuals and the level of education in line with the country's conditions, but it could not be put into practice (Akyürek, 2020). In our country, the first steps of distance education were taken when Ankara University, Faculty of Law, Banking and Commercial Law Research Institute carried out letter education in 1956, and it started to become widespread with the establishment of the Letter Education Center in 1958 under the Ministry of National Education (Kırık, 2014). After the establishment of the Non-formal Higher Education Institution (YAYKUR) in 1974, educational broadcasts were made in 1976 - through television teaching - and the method of teaching via radio and television was put into practice as well as teaching by letter. With the developments that have taken place since 1996, the information-based, online distance education period has started (Bozkurt, 2017). In 1998, the Open Primary School distance education program was started under the Ministry of National Education, and distance education started to be implemented for the 6th, 7th and 8th grade levels (MEB, 2017). Unlike this, the education put into practice due to the COVID-19 outbreak is called

"Emergency Remote Teaching". Emergency remote teaching is

...in contrast to experiences planned from the very beginning and designed to be online, emergency distance learning is a temporary shift of teaching delivery to an alternative mode of delivery due to crisis conditions...In these circumstances, the primary goal is not to rebuild a robust education ecosystem, but rather to provide temporary access to education and training supports that can be quickly and reliably installed during an emergency or crisis. (Hodges et al., 2020, p. 9).

The education model applied during the COVID-19 process is not "Distance Education" but "Emergency Remote Teaching". After the interruption of education in Turkey, with the necessary arrangements, education was moved to EBA TV (Education Information Network) for all levels affiliate to the Ministry of National Education (Öztürk & Çetinkaya, 2021, p. 142). At the same time, in line with the agreement made with TRT, education continued through television channels. For everyone to use EBA, 8 GB internet usage right from all telephone operators has also been given (MEB, 2020). The British government, on the other hand, provided financial support for schools and colleges to take part in digital platforms (Microsoft Teams or Google Classroom) for free. Thanks to these programs, teachers were able to create virtual classrooms that allow them to conduct both live and recorded lessons, and by getting information from management information systems, they were able to access all lessons and resources from a single point (UK Government 2021b).

The budgets allocated by the states for their education during the pandemic process and the opportunities they provide directly affect the protection of the education quality of the countries. At this point, from March 2020 to the present day, each country has tried to produce many solutions within its possibilities, and they have made continuous attempts to ensure that education can continue with a quality. Current studies in the field of education are very useful for determining the current situation and taking lessons from this situation to move education forward. In the light of all this information, it is important to examine the education process from the perspective of teachers and students with examples from different countries

Objective and Research Questions

In the study, it was aimed to determine the opinions of music teachers about the emergency distance education process during the pandemic process in Turkey and England. The objective of this study is to investigate the views of music teachers working in Turkey and England on emergency remote teaching during the COVID-19. To address this objective, the following research questions are addressed:

1. What is the duration of the lesson in emergency remote teaching, the digital platform on which the lessons are held, and the technological device on which they perform the lessons?
2. What are the opinions of the music teachers about the physical possibilities/opportunities in emergency remote teaching?

3. What are the opinions of music teachers about the lesson process in emergency remote teaching?
4. What are the views of music teachers on digital literacy levels in emergency remote teaching?
5. What are the other opinions of music teachers about emergency remote teaching?

METHOD

In this study, qualitative and quantitative research methods were used in a mixed manner. In mixed methods research, the researcher combines qualitative and quantitative methods, approaches and concepts within a study or successive studies (Creswell, 2003; Tashakkori & Teddlie, 1998; Johnson & Onwuegbuzie, 2004, as cited in Baki & Gökçer, 2021, p. 2).

Research Model

In the section where qualitative research methods were used in the study, case study design was used. Case studies; “It is an empirical research method that studies a contemporary phenomenon within its real-life framework (content), and is used when the boundaries between the phenomenon and its content are not clear-cut and more than one source of evidence or data is available” (Yin, 1984, p. 23, as cited in Yıldırım & Şimşek, 2016, p. 289).

Case studies can be done with a quantitative or qualitative approach. In both approaches, the aim is to reveal the results related to a particular situation. The most basic feature of the qualitative case study is the in-depth investigation of one or more cases. In other words, factors related to a situation (environment, individuals, events, processes, etc.) are investigated with a holistic approach and focused on how they affect the relevant situation and how they are affected by the relevant situation. In addition, if it is important to understand the changes and processes that occur in a situation, it may be possible to study these situations in the long term. (Yıldırım & Şimşek, 2016, p. 73)

In the part of the study where quantitative research methods were used, research design was used. “Research studies conducted on relatively larger samples compared to other studies, in which the views of the participants or their interests, skills, abilities, attitudes, etc. on a subject or event are determined, are called survey studies” (Büyüköztürk et al., 2010, p. 231).

Population and Sample

The population can be defined as the large group in which the data needed in a research is obtained or the group in which the results obtained from the research will be valid and interpreted (Buyukozturk et al., 2010). The sample, on the other hand, is a piece chosen from the existing universe in certain ways in order to represent it (Kaptan, S. 1988, p. 118). The sample group of this study is 25 music teachers who were chosen randomly and voluntarily from Turkey and 25 music teachers who were chosen randomly and voluntarily from England.

Demographic information of the sample is shown in Table 1.

The age distribution of music teachers is mostly between 26 and 35. While the majority of the teachers are undergraduate graduates, the majority of them have graduate degrees. When the professional experiences of the teachers are examined, it is seen that the majority of them are less than 15 years.

Data Collection Tools and Data Analysis

“Music Teacher Opinion Form” has been prepared by researchers in order to determine the opinions of music teachers working in Turkey and England on emergency remote teaching during the COVID-19 process. In the preparation of the form, the steps in Figure 1 were followed. The form is in a five-point Likert type and consists of options such as “Strongly Agree”, “Agree”, “Undecided”, “Disagree” and “Strongly Disagree”.

“Music Teacher Opinion Form” was made into two different Google Documents for Turkey and England and sent to music teachers. By means of the form, it is aimed to reach the cumulative score of the common views of the music teachers. In the analysis and interpretation of the data, the score ranges of the form were determined as shown in Table 2.

The average scores obtained from the music teacher opinion form are evaluated 4.21 - 5 “strongly agree”, 3.41 - 4.20 “agree”, 2.61 - 3.40 “undecided”, between 1.81 - 2.60 “disagree” and between 1.00 - 1.80 “strongly disagree”.

RESULTS

Figure 2 shows the average duration of the lessons of the music teachers working in Turkey and England in the emergency remote teaching process. The average lesson duration of the music teachers working in Turkey was 30.04 minutes, and the average lesson duration of the music teachers working in England was 31.5 minutes. The average course duration of the two countries was found to be 30.7. According to the data obtained, it is concluded that the average duration of courses in both countries is very close and they allocate the same time for music education.

Figure 3 shows the digital platforms where music teachers in both countries conduct their lessons during the emergency remote teaching process. The most used platforms in this process both in Turkey and in England are “Zoom” (n=44), “WhatsApp” (n=8), “Google Meets” (n=4) and “Microsoft Teams” (n=3) was determined. Facetime, Eba and Discord platforms were used by two educators in both countries. This shows that the Zoom application is the most preferred platform by music educators.

The technological devices with which music teachers perform lessons in emergency remote teaching are shown in Figure 4. Accordingly, music educators follow their lessons with three different electronic devices during the COVID-19 Pandemic. When the figure is examined, the device used by most of the teachers during the pandemic process is the computer (n=45). Most of the teachers followed the lessons with

Table 1. Demographic information of music teachers

Age	f	%	Graduation	f	%	Professional Experience	f	%
20-25	2	4	Undergraduate	27	54	Less than 10 years	23	46
26-30	11	22	MA	18	36	11-15 years	18	36
31-35	25	50	Graduate	5	10	16-20 years	4	8
36-40	4	8	Total	50	100	21-25 years	2	4
41-45	4	8				26-30 years	3	6
46-50	1	2				Total	50	100
51-55	2	4						
56-60	1	2						
Total	50	100						



Figure 1. Development procedure of the music teacher opinion form

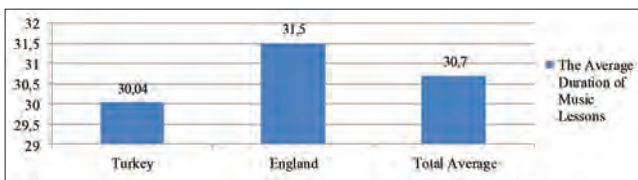


Figure 2. Average duration of music teachers in emergency remote teaching

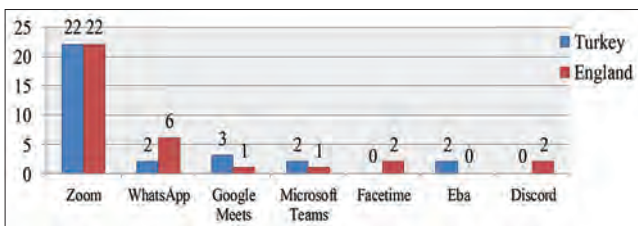


Figure 3. The digital platform used by music teachers for emergency remote teaching

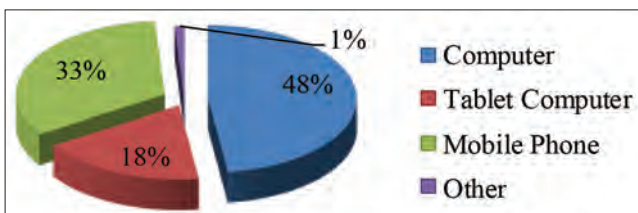


Figure 4. Technological device that music teachers apply in emergency distance education

their mobile phones after the computer (n=31). The number of educators who perform music lessons with a tablet computer is less than the others (n=17). The reason why computers are highly preferred is that they are larger and more useful than other devices in terms of functionality and size.

In Table 3, the opinions of music teachers regarding the physical possibilities/opportunities in emergency remote

teaching are given. According to this, the most striking differences of opinion in the statements of music teachers in Turkey and England are respectively; In the statement “The internet-based platforms I used in the E.R.T. process were sufficient for the qualified teaching of the course”, Turkey 3.4 England 4.24; In the statement “There were enough technological devices for the needs of every individual at home during the E.R.T process”, Turkey 3.56 and England 4.28; In the statement “The quality of my internet infrastructure at home was suitable for me to do online education during the E.R.T process”, Turkey is 3.88 and England is 4.2. During the E.R.T. process, it was observed that the music teachers in the two countries were of the same opinion in the statement “I had a suitable physical environment where I could do my lessons at home”. The average rating of the two countries is 4.24 in Turkey and 4.24 in the UK. No significant difference was observed between the views of music teachers in the statement “I had enough music education material at home during the A.U.E process”. The Turkey rating average is 4.36, the UK rating average is 4.44. Based on the findings from Table 3., the difference between the views on internet infrastructure quality is observed due to the internet infrastructure quality between Turkey and England; The difference between the views on technological opportunities is due to the differences in purchasing power and technological device prices between Turkish and English teachers; The big difference observed in the views on the effect of internet-based platforms on the quality of teaching is interpreted as the previously mentioned inadequacy of internet infrastructure and the inadequacy of teachers’ technological devices.

In Table 4, the opinions of music teachers about the lesson process in emergency remote teaching are given. Accordingly, it has been observed that there are serious differences between the views of music teachers in Turkey and England regarding the lesson process in emergency remote teaching. The most striking differences of opinion in the expressions of music

teachers are respectively; “E.R.T. platform was convenient/sufficient for me to use musical materials in lessons” Turkey 2.06, England 3.88; “Audio synchronization on the E.R.T platform used was convenient/sufficient for the course” Turkey 2.08, England 3.72; “Students participated in the lessons continuously and effectively during the E.R.T process” Turkey 2.12, England 3.64; “E.R.T. platform was convenient/sufficient for me to make a sound assessment and evaluation at the end of the course and the semester” Turkey 2.24, England 3.84; “Image synchronization on the E.R.T. platform used was convenient/sufficient for the course” Turkey 2.72, England 3.76; “The course duration determined at E.R.T. was sufficient for the course to be taught in a qualified manner” is 3.36 in Turkey and 3.92 in England.

Based on the findings from Table 4, in this section, it was observed that the differences of opinion between music teachers in Turkey and England were larger and more striking, and the opinions of music teachers in Turkey were more negative. It is interpreted that the differences between the opinions of music teachers in the two countries regarding the lesson process in emergency remote teaching are directly proportional to the opinions obtained from the internet infrastructure and technological device opportunities. It

Table 2. Common score ranges regarding the music teacher opinion form

Form	Common Score Range
Strongly Agree	4.21 - 5.00
Agree	3.41 - 4.20
Undecided	2.61 - 3.40
Disagree	1.81 - 2.60
Strongly Disagree	1.00 - 1.80

Table 3. Opinions of music teachers on physical facilities/possibilities in emergency remote teaching

Music Teachers’ E.R.T. Opinions on Physical Opportunities/ Possibilities in the Process	Turkey M	England M
• During the E.R.T process, the quality of my home internet infrastructure was suitable for my online education.	3.88	4.2
• In the E.R.T process, there were a number of technological devices (computer, tablet, and phone) at home to meet the needs of each individual.	3.56	4.28
• During the E.R.T process, I had a suitable physical environment where I could do my lessons at home (a room of my own, etc.)	4.24	4.24
• During the E.R.T process, I had enough music education materials at home (keyboard, piano, guitar, orff instruments, etc.)	4.36	4.44
• The internet-based platforms (Zoom, Google Meet, EBA, etc.) I used during the E.R.T process were sufficient for the qualified teaching of my courses	3.4	4.24

is possible to make an inference that the quality of internet infrastructure in Turkey has a direct effect on audio and video synchronization in internet-based platforms used in the emergency remote teaching process. It is interpreted that the synchronization problems experienced make it difficult to use the lesson materials, negatively affect the effective use of the lesson time, and have a negative direct effect on the interest and attention of the students to the lessons due to the glitches and synchronization problems.

In Table 5, the views of music teachers on digital literacy levels in emergency remote teaching are given. Accordingly, it has been observed that there is no significant difference between the views of music teachers in Turkey and England on literacy levels in emergency remote teaching. The most

Table 4. Opinions of music teachers about the lesson process in emergency remote teaching

Music Teachers’ E.R.T Views on the Lesson Process	Turkey M	England M
• The course duration determined in E.R.T. was sufficient for the course to be taught in a qualified manner.	3.36	3.92
• During the E.R.T. process, students participated in the lessons continuously and effectively.	2.12	3.64
• Image synchronization on the E.R.T platform used (Zoom, Google meet etc.) was convenient/sufficient for the course to be taught.	2.72	3.76
• Audio synchronization on the E.R.T. platform used was convenient/sufficient for the course to be taught.	2.08	3.72
• The E.R.T. platform was convenient/sufficient for me to use musical materials in the lessons.	2.06	3.88
• The E.R.T. platform was convenient/sufficient for me to make a sound assessment and evaluation at the end of the course and the semester.	2.24	3.84

Table 5. Opinions of music teachers on digital literacy levels in emergency remote teaching

Music Teachers’ Views on Digital Literacy in the E.R.T. Process.	Turkey M	England M
• I could easily adapt to the platforms used during the E.R.T process.	3.76	4.08
• Thanks to the E.R.T process, I was able to be aware of technological opportunities and developments that I was not aware of in the past.	4.0	3.88
• I feel more competent in digital literacy after E.R.T.	3.84	4.32
• After the E.R.T process, I am/will benefit from technological opportunities related to music education.	4.36	4.28
• After the E.R.T process, I am following/will follow the technological developments related to music education.	4.52	4.20

striking differences of opinion in the expressions of music teachers are respectively; “I feel more competent in digital literacy after E.R.T.” is 3.84 in Turkey, 4.32 in England. Music teachers working in Turkey expressed a higher opinion in the items “Thanks to the E.R.T process, I was able to be aware of technological opportunities and developments that I was not aware of in the past”, “I am/will follow the technological developments in music education after the E.R.T. process”. Based on the findings from Table 5, it has been observed that all music teachers in general have high opinions on their digital literacy levels, while the opinions of music teachers in Turkey are more positive.

In Figure 5, which includes the opinions of music teachers on the quality of emergency remote teaching, it is seen that the opinions of music teachers living in Turkey and England are quite different. Music teachers were asked to evaluate the quality of music lessons in emergency remote teaching in the range of 1-10 and Turkey’s average rating was “5.6”; England rating average was determined as “6.84”. Based on this situation, it is understood that emergency remote teaching is not considered very qualified by the music teachers working in both countries. The fact that Turkey’s average is lower can be understood from the above opinions. It is thought that the difference of about 1 point can be eliminated with better physical facilities.

The data obtained were coded and divided into categories and gathered in 8 basic categories within meaningful

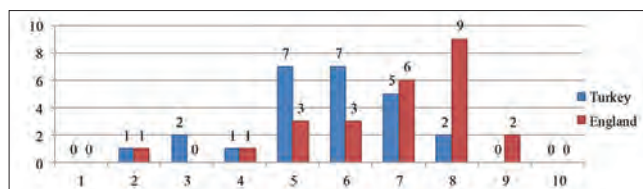


Figure 5. Opinions of music teachers on the quality of emergency remote teaching

Table 6. Opinions of music teachers on digital literacy experiences and developments

Opinions of Music Teachers on digital literacy experiences and developments	Turkey <i>f</i>	England <i>f</i>
I discovered new applications (especially in music)	4	4
I couldn't improve myself	1	0
Before, I was skeptical of technological tools and equipment related to music education.	2	0
I found the digital materials that I had not used before as useful in the process and decided to use them afterwards.	2	0
I developed myself in digital literacy	8	9
There was no change since I considered myself sufficient in digital literacy before.	1	0
I easily adapted to the process	1	1
I made my students watch the concerts that I could not find time for before the process.	0	1
Total	19	15

answers. As shown in Table 6, music teachers of each country also stated that they improved themselves in digital literacy with the highest frequency (n=17) compared to the pre-process. Again, the music teachers of each country stated that they discovered new applications during the process with four frequencies (n=8). Music teachers in Turkey stated that they found the digital materials that they did not use before the process with 2 frequencies useful during the process and that they would use them after the process. It is understood that the music teachers of both countries improved themselves in digital literacy after the process.

As shown in Table 7, the data obtained were coded and divided into categories and gathered in 9 basic categories within meaningful answers. Music teachers of both countries shared a common opinion with 7 frequencies on ensuring equality of opportunity in education. Mainly, music teachers in Turkey complained about the sound synchronization in online interview applications and suggested that it should be improved. At the same time, while it was recommended to develop the internet infrastructure with 3 frequencies, music teachers in England did not make any suggestions on this subject. From this point of view, it can be interpreted that the internet infrastructure in England is better than that in Turkey. Music teachers in England also suggested that better practices related to music education should be developed for distance education, mainly with 5 frequencies.

DISCUSSION AND CONCLUSION

As a result of this study, which aims to determine the views and digital literacy levels of music teachers working in

Table 7. Recommendations of music teachers to improve emergency remote teaching

Recommendations of music teachers to improve emergency distance education	Turkey <i>f</i>	England <i>f</i>
Internet infrastructure should be developed	3	0
Technology-related seminars should be given to music teachers	2	0
Audio synchronization in online calling apps should be improved	6	1
Every student should be provided with equal opportunity in terms of opportunity.	4	3
More content on music lessons should be included on the EBA platform.	3	0
Better practices related to music education should be developed for distance education.	2	5
Music teachers should support their lessons with the help of videos	1	0
The online alternative education model should always be kept in reserve.	0	1
Music related apps should be free to music educators	0	1
Total	21	11

Turkey and England on COVID-19 emergency remote teaching;

- It has been determined that the time allocated for music education in emergency remote teaching in both countries is very close, and the average duration of the two countries is 30.7. During E.R.T., the most commonly used platforms in both countries were “Zoom” (n=44) and “WhatsApp” (n=8), while the least used platforms were “Eba” (n=2), “Facetime” (n=2.) and “Discord” (n=2), the most used technological device by music teachers in this process was computer (n=24), and the least used technological device was tablet computer (n=9). İnal et al. (2021) examined the lessons held on the Eba platform during the pandemic period, in line with the opinions of the teachers, and concluded that the most used technological device by the teachers in this process was the computer, and the least used device was tablet computers. Aksoy et al. (2020) investigated the distance education status of private music courses and concluded that the digital platforms that teachers frequently use in this process are Zoom, WhatsApp and Skype. The studies support each other in terms of purpose, sample, method and results.
- When the teachers’ views on physical facilities are examined, the physical facilities scores at home are equal in both countries. When the opinions about home internet infrastructure, technological devices sufficient for each individual, sufficient music material for the lesson and the adequacy of the platforms used are examined, the scores of the music teachers working in England are higher. Opinions of both countries on opportunities are in the middle scores. Sakarya and Zahal (2020) investigated the internet and technological device opportunities of the students in their study on distance violin education in the COVID-19 period and stated that some students do not have technological devices, while others are broken and in common use with their family members. Regarding internet access, they have reached results such as connection problems and limited internet.
- When the opinions of music teachers about the lesson process are examined, the results with the highest difference between Turkey and England data draw attention. While the active and continuous participation of the students in the lessons, the image and sound synchronization and the assessment-evaluation status are at a very low level for the music teachers working in Turkey, this situation is more constructive for the teachers working in England. Çakın and Akyavuz (2020) in their study, in which they sought the opinions of teachers from various branches during the COVID-19 process, concluded that students could not attend classes effectively and continuously, and that they could continue their education with people far below the class size. This situation shows that regardless of the branch, students’ attendance/attendance to the course in the emergency distance education period was very low.
- While the concept of digital literacy was a concept that educators had perhaps never heard of in their lives

before the pandemic, it is one of the concepts that they find themselves most competent today. When the sub-dimensions of the study were examined, the dimension in which both countries expressed the highest opinion was digital literacy. Music teachers, who found themselves more competent than the pre-emergency distance education period, stated that they would follow the technological developments in music education and integrate these opportunities into their education life after this process. Topalak (2021), as a result of his research on education in the pandemic process based on the opinions of teachers, reached the opinion that thanks to emergency distance education, teachers have the opportunity to practice and develop their 21st century learning-teaching skills, and they adapt to technological devices more quickly.

- While the average of the opinions of the music teachers working in Turkey on the quality of emergency remote teaching is “5.6”, the average of the teachers working in the UK is “6.84”. Teachers in both countries described the emergency remote teaching process as secondary to upper secondary. Teachers stated that their digital literacy levels increased in this process and stated that they met with many music applications. Their views on the improvement of emergency remote teaching, on the other hand, made 9 different suggestions, primarily providing equal opportunities for students, improving sound synchronization, and developing better practices in the field of music education. Balaman and Hanbay (2021), in their study with teachers from different branches, concluded that teachers made suggestions such as equal opportunities for emergency distance education, improving servers and infrastructure, and increasing software.

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