

Teaching Practice Course During the COVID-19 Pandemic in Turkey: From the Perspective of Primary School Mathematics Pre-service Teachers, Practice Teachers, and Practice Instructors

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Abstract

The aim of this study is to evaluate the teaching practice course within the scope of an unusual mathematics course from the perspective of pre-service teachers, practice teachers, and practice instructor. This research was carried out with the help of action research, which is one of the qualitative research patterns. In this research, the researcher is personally involved in the process, and with a qualitative approach, the teaching practice course is aimed to be evaluated by all the people involved in the process (pre-service teacher, practice teacher, practice instructor). The sample of the study consists of eight pre-service teachers, two practice teachers, and one practice instructor. The data of the study were collected during 2 semesters, including the fall and spring semesters of the 2020-2021 academic year. According to the results obtained, practice teachers and the practice instructor generally expressed negative opinions about the teaching practice course being conducted during the pandemic process, while pre-service teachers expressed both positive and negative opinions. When the negative opinions of pre-service teachers, practice teachers, and the practice instructor regarding the teaching practice course were examined, it was seen that negative opinions usually arose depending on the learning environment. In this study, the teaching practice course was evaluated in the dimensions of pre-service teachers, practice teachers, and the practice instructor. Students can also be involved in this process in the next studies.

Keywords: Mathematics, Teaching Practice Course, Pre-Service Teachers, Practice Teachers, Practice Instructor, Pandemic

Introduction

Teacher, as being one of the essential elements of the education system is affected by the system itself as well as affecting it. The process of becoming a teacher is intertwined with theory and practice making pre-service period quite important (Baştürk, 2009). For this reason, in the process of teacher education, the theoretical education that pre-service teachers receive at the faculties, as well as the experiences that they gain in practice schools, take a very important place (Gökçe & Demirhan, 2005). Pre-service teachers must do practical work with teachers and students in schools during their preparation for the teaching profession.

These implementations are given in the course "Teaching Practice" at universities. Teaching practice is an important lesson that allows pre-service teachers to apply what they have seen and learned. Within the scope of this course, pre-service teachers prepare daily plans weekly and implement these plans. Then, this implementation study is evaluated by the practice teacher, the practice instructor, and the students and given feedback. At the end of this course, a portfolio is prepared that includes the work done during the

semester (YÖK, 1998; YÖK, 2007). This course is conducted at universities for two semesters. When the literature is examined, many studies are evaluating the functioning of the teaching practice course (Aslan & Sağlam, 2018; Baştürk, 2009; Beck & Kosnik, 2002; Caner, 2011; Görgen, Çokçalışkan & Korkut, 2012; Çiçek & İnce, 2005; Davran, 2006; Güven, Kürüm & Sağlam, 2012; Şişman & Acat, 2003).

During the COVID-19 pandemic, which began to occur in our country in 2020, several precautionary plans were also taken in educational and training activities in our country. Among the precautionary plans taken there was the decision to stop the face-to-face conduct of educational activities. Now educational activities have begun to be carried out not face-to-face, but through distance education. The content of the teaching practice course has also changed in this process, and the pre-service teachers have started to conduct the activities they will carry out within the scope of this course through distance learning under the guidance of the practice teachers and the control of the practice instructor.

Mathematics course is one of the most important courses that students have to learn. However, this course is a course that is considered difficult to learn by many students (Peker & Mirasyedioğlu, 2003). It seems quite abstract to students (Altun, 2006). In addition, it is among the courses in which students show the lowest success. In mathematics classes, conducting mathematics teaching through distance education, rather than face-to-face, as is customary, can also lead to some problems. Therefore, this study was aimed to evaluate the teaching practice course within the scope of an unusual mathematics course from the perspective of pre-service teachers, practice teachers, and practice instructor. Accordingly, the

questions to be answered in the study are as follows:

- What are the opinions of the pre-service primary mathematics teachers about the functioning of the teaching practice course?
- What are the opinions of practice teachers about the functioning of the teaching practice course?
- What are the opinions of the practice instructor about the functioning of the teaching practice course?

Method

Research Model/Pattern

This research was carried out with the help of action research, which is one of the qualitative research patterns. Action research is a type of participatory, self-reflective research conducted by teachers to help teachers understand their own or their colleagues’ practices and the results of these practices (Taggerd & Kemmis, 1988). In this research, the researcher is personally involved in the process, and with a qualitative approach, the teaching practice course is aimed to be evaluated by all the people involved in the process (pre-service teacher, practice teacher, practice instructor).

Sample/Working Group

The sample of the study consists of eight pre-service teachers, two practice teachers, and one practice instructor.

Pre-service teachers are coded as T1, T2, T3, T4, T5, T6, T7 and T8. T5 and T6 are men, T1, T2, T3, T4, T7 and T8 are women. Pre-service teachers are senior students of the department of elementary mathematics teaching at a university located in Trabzon province.

The practice teachers are coded as PT1 and PT2. Demographic characteristics related to practice teachers are given in Table 1.

Table 1 Demographic Characteristics of Practice Teachers

Practice Instructor	Gender	Professional Experience (year)	Bachelor Graduation
PT 1	Female	10-15	Faculty of Education
PT 2	Male	15-20	Faculty of Education

As can be seen in Table 1, PT 1 is a woman, a graduate of the faculty of education and has 10-15 years of professional experience. PT2 is a male, a graduate of the faculty of education and has 15-20

years of professional experience.

The practice instructor is coded as PI. The practice instructor is the researcher herself. PI is a woman, a graduate of the faculty of education who

has completed her doctoral studies and has 10-15 years of professional experience.

Data Collection Tools

The data of the study were collected during 2 semesters, including the fall and spring semesters of the 2020-2021 academic year. Pre-service teachers observe practice teachers by participating in online mathematics lessons with their practice teachers. In addition, they teach 2 lesson hours a week. While the pre-service teachers give lectures, the practice teachers and the practice instructor also participate in the distance education system. Pre-service teachers interview their practice teachers at the beginning and end of each lesson. In addition, at the end of each course, they prepare a course report to present to the practice instructor about the functioning of the course. Practice instructor and pre-service teachers come together on a designated day and time every day of the week to make a critic of that week. The practice teachers and the practice instructor come together at the beginning of the semester and the end of the semester to evaluate the situation.

The data of the study were obtained from the following items listed below: From the informal conversations that take place during the entire process between the pre-service teachers- the practice instructor, and the practice instructor- the practice teachers, semi-structured interviews with pre-service teachers and practice teachers at the end of the semester, from the observations made by the practice instructor during the process.

Data Analysis

The interviews were recorded with a voice recorder with the permission of the pre-service teachers and the practice teachers. In order to ensure consistency in this study, the data obtained from the interviews were submitted for the approval of the

participants after they were transferred to the article. Thus, misunderstandings were avoided. The written interview data were analyzed with the help of content analysis. The interview data of each participant were coded independently of each other. Then in the resulting code list, similar codes were combined and given a common name. Codes related to some topics were collected under themes.

The findings obtained by the practice instructor based on her observations during the process were noted in an observation notebook. These findings were presented descriptively in the research.

It was explained to the participants that their names will be kept secret during the research process and after the research and that the data obtained from them will be used only to find answers to research problems. Accordingly, while presenting the data, the names of the participants were coded and these codes were used throughout the research. In addition, only the behaviors of the participants for the study were noted during the observation.

The Role of the Researcher

The researcher is one of the people in the process who experiences what happens in the process, witnesses the problems personally, and is involved in the process. The practice instructor is the researcher herself. In addition, the researcher is the person who interacts with pre-service teachers and practice teachers.

Findings

In this section, the opinions of the practice teachers, the practice instructor, and the pre-service teachers about the teaching practice course were presented.

Table 2 shows the opinions of the pre-service teachers regarding the teaching practice course.

Table 2 Opinions of Pre-Service Teachers about the Teaching Practice Course

Negative Opinions			f
Technique	The problem of Internet access	T1, T2, T3, T4	4
Individual	Difficulty expressing yourself	T7, T8	2
	Lack of communication	T1, T2	2
	Health Issues	T1	1

Individual	Gaining their professional experience only through students who are active in the course	T2, T4	2
	Not getting enough feedback from the practice teacher	T2, T4, T6, T8	4
	Difficulty transferring topics to writing	T2, T3	2
	Feeling inadequate	T3	1
	Feeling that the lesson is insignificant	T5, T7	2
Learning Environment	Inability to gather the attention of the student	T1, T3	2
	Inability to get feedback from the student	T1, T2, T4, T5, T6, T7, T8	7
	Inability to determine the level of the student	T1, T6, T7	3
	Low participation in the course	T1, T7, T8	3
	Inability to determine the readiness of the student	T2, T3, T4, T7, T8	5
	Lack of experience in classroom management	T2, T3, T4	3
	Lack of experience in the use of concrete materials	T2	1
	Inability to realize learning by doing/living	T3, T4	2
Inability to concretize the lesson	T4, T8	2	
Positive Opinions			
Technique	Providing technology experience	T1, T2, T3, T4, T5, T6, T7, T8	8
	Getting to know online course platforms	T2, T3, T4, T8	4
Individual	Less excitement	T1, T5, T6	3
	Development of creativity	T3	1
	Having a positive attitude towards the profession	T1, T2, T3, T4, T6	5
	Developing awareness of the ability to manage extraordinary situations	T1, T2, T3, T4, T7	5
Learning Environment	Low number of students	T1	1
	Providing both visual and auditory perception	T2	1
	Saving time	T3, T4, T5, T6	4
	Ability to use different methods and techniques	T5, T6, T7	3
	Ability to solve more questions	T7	1

As can be seen in Table 2, the opinions of the pre-service teachers were determined as negative and positive. More negative and positive opinions are divided into themes such as the technical, individual, and learning environments.

The negative opinions of the pre-service teachers are expressed as the problem of internet access from a technical point of view. (T1, T2, T3, and T4) The quote about this situation in the interviews is as follows:

“Since the formation of an educational environment depends on the Internet, the disruptions experienced on the Internet directly affect the education.” (T1)

The negative opinions of the pre-service teachers from the individual point of view are expressed in the following articles: Difficulty expressing yourself (T7,T8), lack of communication (T1, T2), health issues (T1), gaining their professional experience only through the students who are active in the course (T2, T4), not getting enough feedback from the practice teacher (T2, T4, T6, T8), difficulty transferring topics to writing (T2, T3), feeling inadequate (T3), feeling that the lesson is insignificant (T5, T7), the quotes about these situations in the interviews are as follows, respectively:

“It’s not like a classroom environment, of course, there’s no eye-to-eye communication, it’s even harder for them to understand what you’re saying....” (T7)

“I think it is much more different and special for students to be in the classroom and giving the lecture by looking into their eyes, caressing their heads when necessary, feeling the atmosphere of love and respect ...” (T1)

“Because technological devices such as computers, phones, etc. are constantly being used, we are exposed to excessive radiation. Likewise, looking at these devices for a long time can cause health issues such as headaches, fatigue, vision problems, etc. ...” (T1)

“No matter how much we have a grasp of the learning outcomes, I think that I have a problem getting to know the students since we didn’t do our practice in a real classroom environment. Within the frame of the ZOOM application, I have the opportunity to communicate only with students who can attend the course.” (T2)

“I also think that we cannot get enough feedback from our internship teachers. There was a little lack of post-class evaluations. If I made a mistake, I don’t know where I did it...” (T4)

“I experienced the first negation due to my lack of technology, I had a lot of difficulty writing when teaching the lesson...” (T2)

“Students look like they’re in class, but sometimes there’s no one on the other side..Since students are in a home environment, it is more difficult for them to pay attention to the lesson because it is difficult to gather their attention and explain the subject at a limited time. I feel inadequate and sad when it happens like this ...” (T3)

“Math class lost its importance due to distance education ...” (T5)

The negative opinions of the pre-service teachers regarding the learning environment are as follows: Inability to gather the attention of the students (T1, T3), not getting feedback from the students (T1, T2, T4, T5, T6, T7, T8), inability to determine the level of the student (T1, T6, T7), low participation in the course (T1, T7, T8), inability to determine the readiness of the student (T2, T3, T4, T7, T8), lack of experience in classroom management (T2, T3, T4), inability to realize learning by doing/living (T3, T4), inability to concretize the lesson (T4, T8)

The quotes about these situations in the interviews are as follows, respectively:

“Since we can’t see the students, we can’t fully predict whether they understand the subject or not. That’s why I sometimes have to repeat a clear point. This can cause other students to get bored. It is difficult to get to know the students, notice their level and tell them the lesson accordingly in the half-term. ...” (T1)

“Sometimes we can’t get feedback from students. They may be reluctant to volunteer and we may have to process the lessons alone. I can’t form a basic idea of who understands what. Classroom management sometimes can be difficult ...” (T7)

“Because students can’t draw in ZOOM, sometimes we may not understand each other enough. In other words, we had a lack of identifying points that could not be understood in the question solutions. As a teacher, since writing online is difficult we generally tried to give what we want to tell as verbally and visually ... (T6)

“Class attendance is very low. Later this is always a problem while teaching the other subject.” (T8)

“Low attendance makes you sad. It is very difficult to make up for their deficiencies with short-term courses from distance. I think my teaching is good. But no matter how good we teach when there are deficiencies in students, it is really difficult to structure the information ...” (T6)

“In addition, we couldn’t have experience in providing classroom management. Students will be much more active in the classroom than when they are online. I think there is more material to distract students in the classroom environment ...” (T2)

“Not being able to have children do activities is also a disadvantage because students can’t touch a material, so they can’t learn by living by doing...” (T3)

“We also couldn’t gain any experience in managing the activity process because we couldn’t use concrete materials. Again, we had to do our lessons more abstractly because we were very limited in terms of teaching tools and equipment.” (T8)

“I think the most difficult lesson to explain from distance is mathematics. Because it’s an abstract course, and some students have deficiencies from previous years. It was difficult to teach students in this sense. You teach a lesson. You know that you are not understood....” (T4)

The positive opinions of pre-service teachers from the technological point of view are emphasized as providing technology experience (T1, T2, T3, T4, T5, T6, T7, and T8) and getting to know online course platforms.(T2, T3, T4, T8) The quotes about these situations in the interviews are as follows, respectively:

“Technology is now an indispensable part of our lives it’s good that we are actively using technology to teach distance lessons. I think it improves me...” (T3)

“I got to know online lesson platforms. We are now aware of how to teach online classes in any subject” (T8)

Positive opinions of pre-service teachers from an individual point of view are emphasized as less excitement (T1, T5, T6), development of creativity(T3), being in a positive attitude towards their profession (T1, T2, T3, T4, T6), developing the awareness of the ability to manage extraordinary situations(T1, T2, T3, T4, T7).

“Since we don’t turn on the camera, I think our excitement is less when it is compared to teaching directly in front of the students in practice face-to-face education....”(T1)

“It pushes you to think. You are trying to create something so that the lesson passes more efficiently, which forces you to think, create.....” (T3)

“I realized that teaching is a demanding profession. Although the conditions become difficult, the teacher should learn to change this

situation from negative to positive. ...” (T2)

“It taught me how to use technology more effectively in teaching. It taught us that we can also do effective teaching if we want to in extraordinary situations ...” (T3)

The positive opinions of the pre-service teachers are stated as follows in terms of the learning environment: Low number of students (T1), providing both visual and auditory perception (T2, saving time (T3, T4, T5, T6),ability to use different methods and techniques (T5, T6, and T7), ability to solve more questions (T7), the quotes about these situations in the interviews are as follows, respectively:

“Since the participation of students is low, we were able to pay more attention to those in the lesson...” (T1)

“We had a lot of options to support students’ visual and auditory learning. That’s why I think we can use video programs and dynamic software quite intensively and effectively....”(T2)

“We were able to go to class comfortably at home. It bought us some extra time. Going to school would take time ...” (T3)

“To attract the attention of the student, you have to resort to different methods and techniques...” (T6)

“You’re trying to contribute something to the student by solving too many questions rather than lecturing. Solving question is much more interesting...” (T7)

Table 3 shows the opinions of the practice teachers regarding the teaching practice course.

Table 3 Opinions of the Practice Teachers Regarding the Teaching Practice Course

<i>Negative Opinions</i>			f
Technique	The problem of Internet Access	PT1, PT2	2
Individual	Lack of communication	PT1, PT2	2
	Difficulty expressing yourself	PT1, PT2	2
	Feeling that the lesson is insignificant	PT1, PT2	2
	Lack of use of technology	PT2	1
Learning Environment	Inability to attract the attention of the student	PT1, PT2	2
	Inability to get feedback from the student	PT1, PT2	2
	Inability to determine the level of the student	PT1, PT2	2
	Low participation in the course	PT1	1
	Inability to determine the readiness of the student	PT1, PT2	2
	Inability to concretize the lesson	PT1	1

<i>Positive Opinions</i>			
Technique	Getting to know online lessons platforms	PT1, PT2	2
Individual	-	-	-
Learning Environment	Ability to solve more questions	PT2	1

As can be seen in Table 3, the negative opinions of the practice teachers from a technical point of view; expressed as internet access problems (PT1, PT2)

“There is no internet in the students’ house. They try to join the class through their parents’ phones, but the parents may not be at home every class hour ...” (PT1)

The negative opinions of practice teachers from the individual point of view are as follows: Lack of communication (PT1, PT2), difficulty expressing yourself (PT1, PT2), feeling that the lesson is insignificant (PT1, PT2), lack of use of technology (PT2)

“You’re teaching a one-sided lesson, students’ cameras are off, communication is zero.” (PT1)

“Since there is no eye contact, it becomes difficult for the student to understand you. Math is already difficult face-to-face, it is even more difficult from distance...” (PT2)

“The math class had importance before. The student would take the class into account. Now that they think that they will pass anyway, the importance of the lesson has been lost...” (PT1)

“It is also difficult to teach math in the classroom environment. Distance education also requires a different occupation. You should include technology in mathematics so that the lesson is productive. But if you can’t use the technology, just use the auditory element, that’s it ...” (PT2)

Practice teachers emphasize their negative opinions in terms of the learning environment as seen: Inability to attract the attention of the student (PT1, PT2), inability to get feedback from the student (PT1, PT2), inability to determine the level of the student (PT1, PT2), low participation in the course (PT1), inability to determine the readiness of the student (PT1, PT2), inability to concretize the lesson (PT1)

“No matter what you do in class, you can’t connect the student to the lesson when you’re

not face to face. Many of them are ‘supposedly’ listening to lesson in bed with the camera turned off...” (PT1)

“It’s very important to get answers to the questions you ask in math class. You can’t get feedback when there is no participation in the lesson ...” (PT2)

“You look at the class of 40 people, you only see 5 people are in the live lesson. I’m calling all of them one by one, as the lesson time approaches, but they are only 10-15 people at the end...” (PT1)

“Before we introduce a subject, we must know what students already know so that we can start the lesson that way. You’re teaching 8th grade, let’s see if students got the background of 6th grade and 7th grade...” (PT1)

“The most common complaint about the mathematics course is that the course is abstract. Although you use material, the student has a lot of difficulties embodying it unless there is a one-on-one interaction. Everything stays in the air...” (PT2)

The positive opinions of the practice teachers are stated in the form of getting to know the online course platforms from a technical point of view. (PT1, PT2)

“The good thing about this is that I had an experience with how to handle the online course. From which platforms the online course is processed. For example, the teacher can use it in extra classes. Teachers’ awareness has increased. ...” (PT2)

The positive opinions of the practice teachers are emphasized in terms of the learning environment; in the form of being able to solve more questions (PT2)

“I’m a more traditionalist teacher. Therefore, if the number of questions increases in one course, that course is quite efficient for me. There is no waste of time writing on the blackboard on the online platform. This means more time and more questions ...” (PT2)

The results of the observations made by the practice instructor are as follows:

As a result of the observations made, it was seen that pre-service teachers have problems with using

technology, so they are demoralized by any problems they face in online courses.

It was determined that it is more difficult to attract the student's attention in online courses, and the student is more uninterested in the course. Apart from the pre-service teacher who conducts the course in the courses, it has been observed that the other pre-service teachers are also more indifferent to the course. Pre-service teachers cannot use enough materials in the lessons. Therefore, there were difficulties in concretization in the lessons. In general, the video was tried to be watched, but audio and image glitches also affected the fluency of the course. Since attendance is not compulsory, most of the students attend the lesson with the supervision of the teacher. Therefore, they remained more passive in the lessons. It was observed that the pre-service teacher expressed herself more difficult in the lessons since there was no bilateral interaction and the pre-service teacher could not get enough feedback from the student. As a result of the constructivist approach, the sections that should be in the courses were skipped. For example, among the stages of gathering attention, exploring, explaining, deepening, and evaluating; exploring and deepening were the ones usually being skipped. In this process, pre-service teachers should share more than the practice teachers so that the process would be productive, but the evaluation of the course conducted by the pre-service teacher could not be made comprehensively because the meetings were limited in time. It was observed that the students attending the course also did not gain experience in classroom management since their microphones were kept off and the number of participants in the course was low.

In addition, the technology experience of pre-service teachers has increased through online courses. It was also observed that they strive to fulfill their profession under any circumstances.

Conclusion- Discussion- Recommendations

In this study, it was tried to determine how the 'teaching practice' course was conducted during the pandemic process following the opinions of the pre-service teachers, practice teachers, and the practice instructor involved in the process.

According to the results obtained, practice teachers and the practice instructor generally expressed negative opinions about the teaching practice course being conducted during the pandemic process, while pre-service teachers expressed both positive and negative opinions. When the negative opinions of pre-service teachers, practice teachers, and the practice instructor regarding the teaching practice course were examined, it was seen that negative opinions usually arose depending on the learning environment.

The problem of internet access is one of the individual negative opinions of pre-service teachers, practice teachers, and the practice instructor about the functioning of the course. In the study conducted by Arslan and Şumuer (2020) to determine the difficulties faced by teachers in online classrooms during the covid period, it was determined that the problem of internet access negatively affects this process. Similarly, in the study conducted by Lau et al. (2020) in China regarding the pandemic period, it was determined that one of the most important problems is the access problem.

It has been seen that the negative opinions of the pre-service teachers regarding the course in the individual dimension are mostly not getting enough feedback from practice teachers. However, one of the objectives of the teaching practice course is to provide pre-service teacher-teacher interaction and to raise awareness about teaching with the guidance of the teacher (Gedik and Göktaş, 2008)

Lack of communication, the inability to express oneself, and the feeling that the lesson is insignificant are both the negative opinions of pre-service teachers and practice teachers on the individual dimension of the course implementation. Similar results have been found in the study conducted by Güven and Uçar (2021) with pre-service teachers. In addition to cognitive theory, affective theory is also essential for the quality of education (Yakar & Duman, 2017). In addition, practice teachers note that negativity occurs due to the inability of pre-service teachers to use technology. In the study conducted by Eti and Karaduman (2020), which examined the competencies of pre-service teachers during the pandemic period, it was determined that pre-service teachers need more experience in technology.

Likewise, similar results were found in the research conducted by Karadağ and Yücel (2020).

Not getting feedback from the student and not being able to determine the readiness of the student are among the negative opinions mostly expressed by the pre-service teachers about the lesson in terms of the learning environment. The negative opinions of both pre-service teachers and practice teachers regarding the learning environment related to the lesson are that they cannot gather students' attention, they cannot get feedback from the student, they cannot determine the student's level, low participation in the lesson, and lesson's being abstract. The practice instructor, on the other hand, emphasizes the negative effects of gathering the attention of the students in his opinions about the course. In the study conducted by Akmeşe and Kayhan (2021), it was determined that it is very difficult to gather students' attention during the distance learning process.

When the positive opinions of the pre-service teachers regarding the teaching practice course are examined, it is seen that the positive opinions are generally related to the individual dimension. Practice teachers and the practice instructor have a rare positive opinion about the implementation of the course.

Providing technology experience is one of the most positive opinions of pre-service teachers on the technical dimension of course functioning. It is seen that the positive opinion of practice teachers on the technical dimension is pre-service teachers' having an idea of online course platforms. The practice instructor sees gaining technology experience as an advantage. Technology is now at every stage of education. In addition, the use of technology in learning environments is inevitable (Şenel and Gençoğlu, 2003). Therefore, the ability to use technology will be very useful for pre-service teachers' future teaching lives.

While having a positive attitude towards the profession and the development of the awareness of being able to manage extraordinary situations are among the most expressed positive opinions of pre-service teachers in the individual dimension, saving time and using different methods and techniques are among the most expressed positive opinions in the dimension of the learning environment. In the study

conducted by Eti and Karaduman (2020), it was determined that the pandemic process motivated pre-service teachers and increased their self-confidence about dealing with the possible situations that could emerge.

In this study, the teaching practice course was evaluated in the dimensions of pre-service teachers, practice teachers, and the practice instructor. Students can also be involved in this process in the next studies. In addition, on-the-job courses can be organized to enable teachers to use online learning environments more efficiently. Information seminars can be given to students and teachers about distance learning and the effectiveness of this process can be increased even more. The opinions of the pre-service teachers can be examined in terms of the subject as well as the general course.

Data Availability: All data analysed are included in the paper.

Conflicts of Interest: The authors declare that they have no conflicts of interests.

Ethics Committee Decision: 23.08.2021, 2021-8/2.3 Trabzon University

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