

Research Paper

Examination of Pre-service Teachers' Experiences in Teaching Practice with Distance Education

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ABSTRACT

The COVID-19 epidemic, which affects the functioning of institutions in almost every field, has also affected pre-service teacher education. In this process, unlike the traditional practice, pre-service teachers carried out the teaching practice with emergency distance education. However, since the application was sudden, urgent and new, it could not be adequately evaluated. In this research, it is aimed to examine the pre-service teachers' experiences of teaching practice with distance education in the COVID-19 process. The research was designed as a case study. Research data were obtained by semi-structured interview and observation forms. The collected data were analyzed with descriptive, and content analysis methods. The participants of the study are seven primary school pre-service teachers selected according to the typical case sampling technique and two primary school practice teachers who guide these candidates in the 2021 academic year. According to the results of the research, pre-service teachers teach according to their own possibilities and adapt to the process in teaching practice. However, they faced some problems such as the late delivery of the course topics to be taught, the lack of computers, and not knowing the level of the students in preparation, classroom management, teaching process and using technology. It is expected that future applications will be more effective if pre-service teachers receive training on distance education, are supported with distance education tools, and their infrastructure problems are resolved.



INTRODUCTION

In the last fifty years, globally great progress has been made at all levels of education. But the COVID-19 pandemic has been the biggest challenge education systems have ever faced. Many governments have instructed educational institutions to stop face-to-face education for most of their students (Baczek, Zaganczyk-Baczek, Szpringer, Jaroszynski, & Wożakowska-Kapłon, 2021) and switch to online teaching or virtual education almost overnight (Daniel, 2020). Schools have been closed in 192 countries and more than 1.6 billion students are temporarily suspended from school due to the COVID-19 pandemic (Bishop, 2021). School closures affected 94% of students worldwide and 99% of students in low- and middle-income countries (United Nations, 2020). One of the most important changes brought by the COVID-19 epidemic has been the continuation of education in the form of distance education.

During the COVID-19 process, Turkey suspended face-to-face education at all education levels and started using distance education applications (Can, 2020). Distance education has not only affected students and teachers, but also all stakeholders related to education. One of the groups affected by this process was pre-service teachers (Neumann, Short, Hall & Alvarada-Albertorio, 2021). Teaching preparation programs play a vital role in preparing pre-service teachers for the role of teacher and in developing their field experiences and competencies (Clark et al., 2013). In higher education, new regulations have been made in terms of teaching process and decisions have been taken regarding the participation of students in education (Güven & Uçar, 2021). With the new practice, teacher candidates had to teach the teaching practice course, which is one of the most important courses for the profession, with distance education for the first time.

Teaching practice course is defined as "the course or courses in which practice activities are discussed and evaluated, aiming to provide teaching skills to practice students in the field of teaching, together with management and extracurricular activities, and enabling them to teach a certain lesson or lessons in a planned manner" (MoNE (Ministry of National Education of Turkey), 2018, s. 2). Teaching practice allows pre-service teachers to gain professional experience, learn how to apply the theoretical knowledge acquired at the university in their professional activities, and realize their creative potential in the process of designing and conducting offline and online courses (Antonova, & Kruglikova, 2020). The general aim of the teaching practice course is to ensure that the practice students are better prepared for the teaching profession, and that they gain the competence to use the knowledge, skills, attitudes and behaviors related to the general culture, special field education and teaching profession in a real education and training environment (MoNE, 2018). The teaching practice course lasts two hours a week in theory and six hours in practice. Within the scope of this course field-specific teaching methods and techniques of observation, practice, activity and material development,

preparation of teaching environments, classroom management, assessment, evaluation and reflection are included (YÖK (Turkish Council of Higher Education), 2018).

In distance education application, there is a need to determine how the application dimension is realized rather than theoretical knowledge (Bayındır, 2021). With the distance education decision, pre-service teachers taught the teaching practice course for the first time with distance education (Aygüneş, Mirzeoğlu, & Güneş, 2022). In this process, pre-service teachers not only used technology for educational purposes, but also had to manage many technical features related to technological tools. Although distance education is not included in undergraduate education and the pre-service teachers did not receive any training related to distance education, they applied the teaching practice with distance education. In this respect, there is a need to determine how teacher candidates conduct the teaching practice course with distance education.

When the studies on teaching practice are examined, it was determined that the views of pre-service teachers and practice teachers (Aslan & Sağlam, 2018; Ballı, Müldür, & Büyükkarcı, 2018; Bay, Şeker, & Alisinanoğlu, 2019; Çapçioğlu & Kızılabdullah, 2020; Çiçek & İnce, 2005; Eskici, 2019; Güven, 2020; Kalender, 2020), the experiences and evaluations of pre-service teachers during their teaching practice (Altıntaş & Görgen, 2014; Eraslan, 2009; Koç & Yıldız, 2012), the problems experienced by pre-service teachers and instructors (Akgül, Ezmeci, & Akman, 2020; Avcı & İbret, 2016; Baştürk, 2009; Coşkun, 2020; Demir & Çamlı, 2011), the expectations of pre-service teachers from teaching practice (Tanşu & Bektaş, 2020), pre-service teachers' observations on inclusion practices (İlik & Deniz, 2020), pre-service teachers' views on practice instructors (Yılmaz, 2011), the views of the practice teachers about the mentor teachers (Akpınar, Çolak, & Yiğit, 2012) and the feedback on the teaching practice (Paker, 2008).

In the literature, it has been determined that a model for teaching practice has been presented and the advantages and limitations of distance education have been revealed based on the experiences of the theology faculty pre-service teachers who took the teaching practice course with the distance education method (Koç, 2020) and the views of the practice teachers about the teaching practice course during the COVID-19 epidemic were examined (Kırcı, 2022; Piştav Akmeşe & Kayhan, 2021; Yıldız & Kalkan, 2022). In addition, it was seen that Eti and Karaduman (2020) examined the COVID-19 pandemic process, and Yolcu (2020) examined the distance education experiences of primary school pre-service teachers in terms of professional qualifications of pre-service teachers. This shows that the studies on teaching practice in the COVID-19 epidemic process are limited. Although teaching practice was carried out with distance education as a necessity arising from the epidemic, it is possible that it will be an option to be applied in other epidemics or in unexpected situations where face-to-face education needs to be interrupted in the future. Therefore, this research is needed to determine how distance education affects teacher candidates. It is expected that the results of the research will contribute to the field, provide better guidance to pre-service teachers and provide scientific data to teacher training institutions in improving the quality of undergraduate education of pre-service teachers. Also, it is expected that the research will contribute to further planning and applications by determining the distance education experiences of pre-service teachers. In this direction, the aim of the study is to examine the pre-service teachers' experiences of teaching practice with distance education in the COVID-19 process. Within the scope of the research, the experiences of pre-service teachers related to preparatory, classroom management, teaching process and using technology in teaching practice with distance education were examined.

METHOD

The research was designed as a case study. A case study is an intensive study of a single case or a small number of cases, based on observational data and promises to shed light on larger cases (Gerring, 2017). Case studies can be done with a quantitative or qualitative approach. The most basic feature of the qualitative case study is the in-depth investigation of one or more cases (Yıldırım & Şimşek, 2020). In the research, the case study was conducted with a qualitative approach. In the study, a school where distance education and teaching practice was applied during the COVID-19 process was chosen as a situation. Teaching practice in this school has been researched in depth. According to Creswell (2007), it is essential to use multiple data collection tools (observations, interviews, audio-visual tools, documents, reports) in the case study. In this direction, in the study, the observations of the practice teachers and the views of the pre-service teachers were examined.

Study Group

Typical case sampling method was used in the study. In typical case sampling, the researcher works on one or more of the most typical cases out of a series of cases in which the application is made to promote an application (Yıldırım & Şimşek, 2013). In this context, a school where teaching practice with emergency distance education was carried out in the spring term of 2021 academic year was selected. In the research group seven primary school pre-service teachers and two practice teachers guiding these pre-service teachers in this school were included. The pre-service teachers in the study group were senior undergraduate students, and four of them were men and three of them were women. None of them have previous teaching practice experience. All of the pre-service teachers have not taken a course or training related to distance education before and have no experience in the subject. Practice teachers, on the other hand, have training and experience in teaching practice, but they do not have any training and experience in distance education. All of pre-service teachers were connected to the courses from the cities where they stayed. In terms of internet connection and infrastructure, it was seen that the conditions of the first five pre-service teachers were generally favorable, but one pre-service teacher had a special situation due to language and one pre-service teacher was disadvantaged in terms of internet connection.

Data Collection Tools

The case study does not rely on a single data source. Therefore, it is necessary to use more than one data source (Yin, 2003). In this direction, two data collection tools, namely semi-structured interview form and course observation form, were used in the research. The semi-structured interview form was developed in order to determine the experiences of pre-service teachers regarding the teaching practice. Opinions of three experts were taken for the semi-structured interview form. In the interview form, which was finalized according to expert opinions, four questions were included. A pre-interview was held with a pre-service teacher to check the suitability of the questions in terms of language and intelligibility. Then, interviews were held within the framework of the interview form.

An observation form was developed for practice teachers in order to evaluate pre-service teachers. While developing the observation form, general qualifications of the teaching profession were used. In addition, the opinions of three experts on the prepared observation form were consulted. The observation form, which was finalized according to expert opinions, included 22 items. While evaluating pre-service teachers, the practice teachers were asked to mark each item as "very good (3)", "intermediate (2)", "unsatisfactory (1)" or "not observed (0)".

Data Collection Process

The data collection process was carried out in two stages. In the first stage, the observations of the practice teachers were consulted. The application lasted for 12 weeks. Pre-service teachers were taught two hours a day, once a week. They taught at all four grade levels. Class participation of students varied between 7-15. In the other four lessons, they followed the teaching of the lesson. Practice teachers filled the observation forms about the coursework of the pre-service teachers for six weeks. The observation forms were sent to the researchers electronically after being filled.

In the second stage of data collection, the opinions of pre-service teachers were consulted. The interviews were conducted after the 12 week teaching practice completed. The interviews were recorded with the permission of the teacher candidates. The interviews lasted a total of 221.56 minutes, the shortest being 19.51 and the longest being 43.10 minutes. After the interviews, the recordings of the interviews were written down in the computer and sent to pre-service teachers. The pre-service teachers were asked to finalize the interview text and were told that they could add, remove or correct the text. Data analysis was started on the text, which were updated in line with the feedback of the pre-service teachers.

In the study, the studies of other researchers are cited by citing the source. Participants were informed about the development and collection of data collection tools. Personal information of the participants is kept confidential. In general, scientific ethical principles were followed in the study. Additionally, Siirt University Ethics Committee Approval (meeting date: 15.01.2021 and no: 2021/17) was received before the study was implemented.

Data Analysis

Data analysis was carried out in two stages. First of all, the interview data were subjected to descriptive and content analysis. In descriptive analysis, the data is summarized and interpreted according to the previously determined themes (Yıldırım & Şimşek, 2013). In this context, the data were analyzed according to the themes of "preparatory experience", "classroom management experience", "teaching process experience" and "experience of using technology" specified in the research questions. While conducting the content analysis, the research data were coded independently by two researchers according to the previously determined themes and draft sub-themes were determined. Reliability was calculated with the "percent agreement formula" developed by Miles and Huberman (1994) for coding consistency among researchers. According to this formula, the percentage of agreement expresses "Reliability= Consensus/(Agreement + Disagreement) x 100". According to Yıldırım and Şimşek (2013), if the percentage of agreement is 70 or higher, it means that the researchers ensure coding reliability. With this formula, the percentage of agreement was found to be 0.92. Expert review was used for reliability. In this context, the data collected, the findings and the results obtained were examined by another field expert. Additionally, how interviews and observations were made and data analysis methods were explained in detail. The findings are visualized by and presented with the MAXQDA 2020 Program. While presenting the findings, they were supported with direct quotations. The pre-service teachers were coded as "PT". These codes were used when information about pre-service teachers was presented or their experiences were stated.

In the second stage, the observation results were analyzed. While analyzing the observation data, the arithmetic average of the six-week observation results of the practice teachers for each student was taken. In the observation results, the range of 0.00-0.75 was "not observed", the range 0.76-1.50 was "unsatisfactory", the range 1.51-2.25 was "moderate", and the range 2.26-3.00 rated as "very good". When presenting the findings, firstly the data obtained from the interviews and then the observations of the practice teacher were presented. Observation results were evaluated in terms of whether they supported the data obtained from the interviews or not.

FINDINGS

Preparatory Experiences of Pre-Service Teachers in Teaching Practice

The first theme regarding the teacher candidates' experience of teaching practice with distance education during the COVID-19 process was preparation. In the Figure 1, the preparation experiences of pre-service teachers are presented.

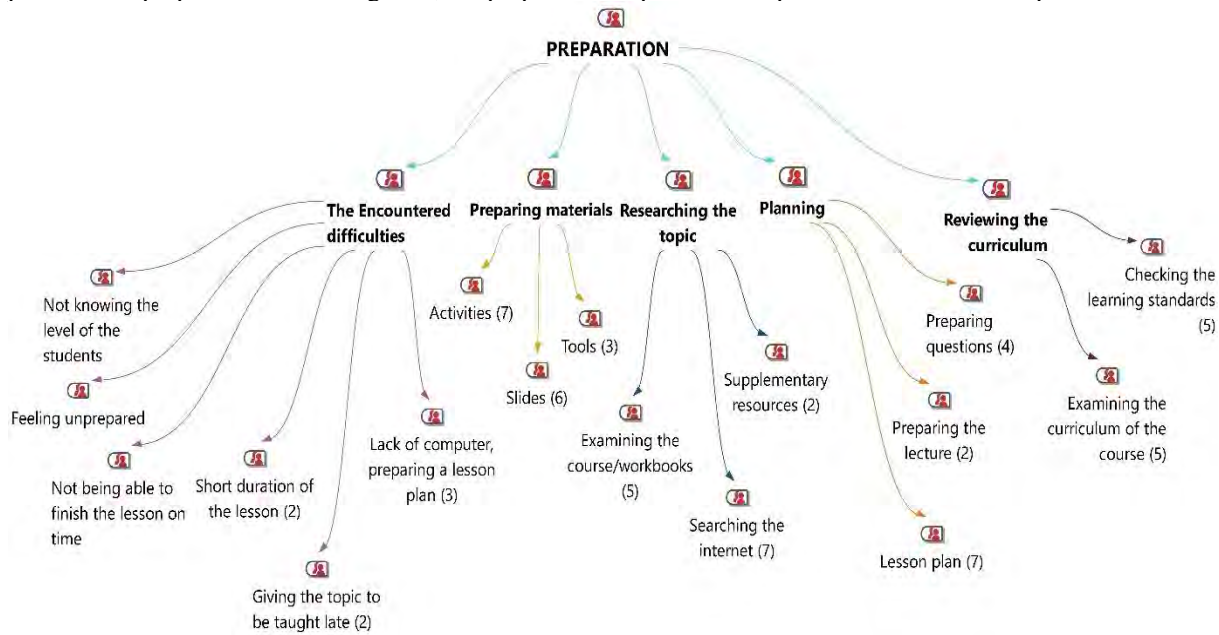


Figure 1. Preparation experience in teaching practice

As seen in the Figure 1, it was determined that the pre-service teachers examined the curriculum, researched the subject to be taught, and prepared lesson plans and materials within the scope of their preparatory experience. While researching the subject, it was revealed that they examined the course/workbooks and supplementary resources and visited various sites and platforms on the internet. In addition, it was determined that pre-service teachers faced some difficulties while preparing. These difficulties were expressed as the late delivery of the course topics to be taught, the lack of computers, feeling unprepared, not knowing the level of the students, and preparing a lesson plan. Some of the sample views about the preparation experience are presented below.

“After the subjects were determined, I first checked the learning standards. Then I tried to prepare the content of the lesson learning standards and, I benefited from the internet to see what kind of studies and activities were carried out on which subject. I prepared the lesson plan. But I had difficulties in the teaching part of the lesson plan. I could not complete what I planned to do in the lesson, both due to time constraints and some impossibilities. So I started thinking about how I should transfer what I was about to teach into the plan.” (PT1).

“I was researching videos and resources online. I was transferring them to paper. I was also preparing questions and lectures. In the lesson plan, I wrote the subject, the materials I used, the duration of the lesson and proceeded in that way” (PT2).

“On Mondays, we knew what subject we were going to teach. First, I was looking at the standard of the subject. Then I was looking at the textbooks for content. Later, I was watching the videos. In the videos, I was looking at what topics and what was covered. Afterwards, I was making preliminary preparations about how I should teach the subject. I was writing something sketchy about what I was going to touch on and talk about in class.” (PT3).

“I was downloading the curriculum and checking the learning standards. After that, I was searching the topic on facebook or youtube. If there was a suitable activity that I could do, I would choose them. At first, I didn't pay attention to the start and end time of the lesson. Therefore, the lesson time was not enough for me.” (PT5).

The observations of the practice teachers regarding the preparation experiences of the pre-service teachers are presented in Table 1.

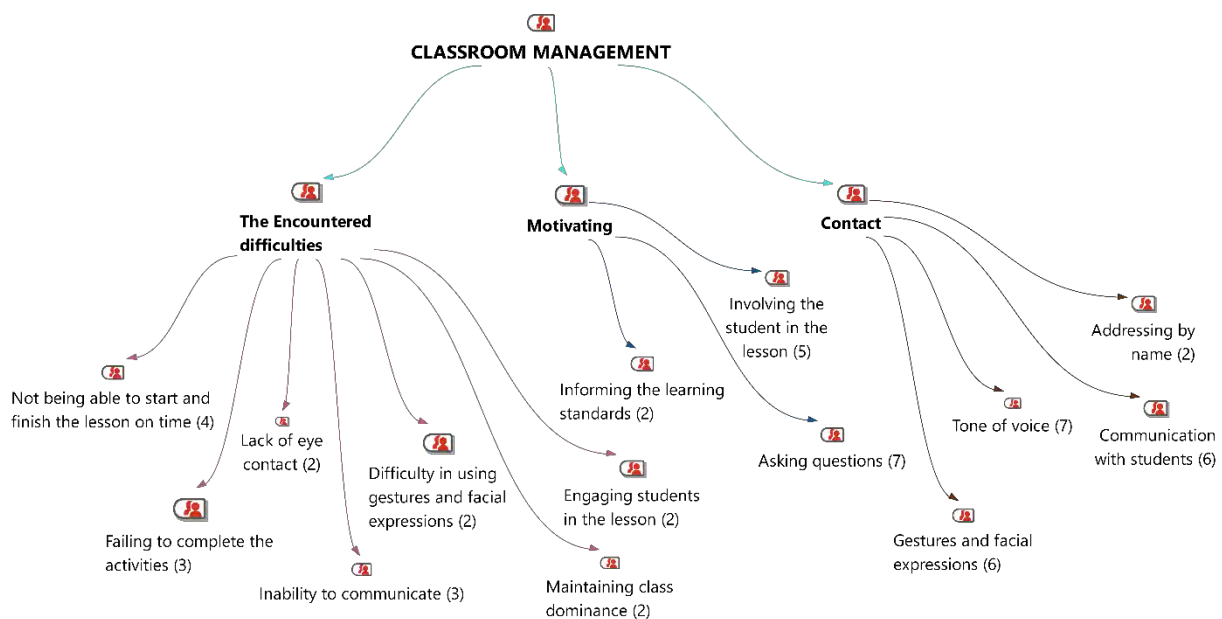
Table 1. Observation results on preparation experience with distance education

Criteria	PT1	PT2	PT3	PT4	PT5	PT6	PT7
Coming to class prepared.	3.00	2.88	2.86	3.00	2.86	2.86	3.00
Communicating with students.	3.00	2.88	2.86	3.00	2.86	2.86	3.00
Preparing an activity suitable for the lesson.	2.75	2.88	2.71	2.71	2.86	2.71	2.57
Using gestures and mimics effectively in the lesson.	1.13	2.63	0.71	1.71	2.86	3.00	2.29
Taking the feedback about the course into account.	2.38	2.63	2.00	2.14	2.29	2.43	2.14

As seen in Table 1, it was determined that the pre-service teachers were at a "very good level" in coming to the lesson prepared, communicating with the students and preparing appropriate activities for the lesson. In addition, it was stated that four of the pre-service teachers were at a "very good level" and three of them were at a "moderate level" in considering the feedback on the teaching of the course. Besides, the practice teachers determined that four of the pre-service teachers were at a "very good level", one at a "moderate level" and two of them at an "insufficient level" in using their gestures and mimics in the lesson.

Classroom Management Experiences of Pre-Service Teachers in Teaching Practice

The classroom management experiences of pre-service teachers in teaching practice with distance education are presented in Figure 2.

**Figure 2.** Classroom management experience in teaching practice

As seen in Figure 2, it has been determined that the pre-service teachers communicate with and motivate students within the scope of classroom management experiences. It has been stated that while communicating with the students, they pay attention to using their gestures, mimics and tones of their voice effectively, they call the students by name and involve the students in the lesson. It was determined that while motivating the students, they informed the students about the learning standards, asked questions to keep them from losing focus, and made the students active. However, some difficulties faced by pre-service teachers were also revealed. It has been stated that they have difficulties in starting and finishing the lesson on time, completing activities in the lesson, communicating due to lack of eye contact, using gestures and mimics due to the limited opportunity of the screen and maintaining classroom dominance. Some of the sample views about classroom management experience are presented below.

"I addressed the students mostly by their names and tried to give them the right to speak one by one. In most classes, students were joining... If students were making noise or disrupting the classroom environment, I would mute them or ask them to turn off their microphones." (PT3)

"Before the lesson, I made preparations about how I would start the lesson, how I would address the students and how I would talk to them. I think I used my tone very well. I didn't show my gestures, only last week. I had to turn on the camera because I was using notes for teaching. In the other weeks, I always taught video lessons. I involved the students in the lesson by asking more questions and using their names. It was easy to use their names because they were registered with Zoom." (PT4)

"I got the students to participate in the lesson. As a foreigner, I had some difficulties with the language. I couldn't express myself in some classes. I had difficulty communicating and pronouncing. I used my tone well. But I did

not use gestures or facial expressions. I was teaching with my cellphone. I couldn't turn on my camera because the phone's camera was broken." (PT6)

"I was starting with a question to get attention. After that, I would move on to the lesson. We started the lesson 5-6 minutes late because not everyone joined the class on time. Since we started late we couldn't finish the class on time either." (PT7)

The observation of the practice teachers regarding the classroom management experiences of pre-service teachers are shown in Table 2.

Table 2. Observation results on classroom management experience with distance education

Criteria	PT1	PT2	PT3	PT4	PT5	PT6	PT7
Getting students participate in the class.	3.00	3.00	2.86	3.00	3.00	3.00	3.00
Ensuring classroom management.	2.75	2.75	2.57	3.00	3.00	3.00	2.71
Completing the lesson in the scheduled time.	2.25	2.50	2.00	2.86	2.14	2.14	2.00
Paying attention to individual differences in their activities.	1.63	1.63	1.86	1.57	2.29	1.57	2.29
Providing a positive learning environment.	2.75	2.88	2.57	2.71	3.00	2.57	2.86

As seen in the Table 2, it was determined that pre-service teachers included the students in the lesson, provided classroom management and a positive learning environment at a "very good level". Besides, it was detected that one pre-service teacher completed the lesson at "very good level" and six of them at "intermediate level" within the planned time. In addition, the practice teachers stated that two pre-service teachers were at a "very good level" in considering individual differences in activities, and five pre-service teachers were at a "moderate level".

Teaching Process Experiences of Pre-Service Teachers in Teaching Practice

The teaching process experiences of pre-service teachers in distance education and teaching practice are presented in Figure 3.

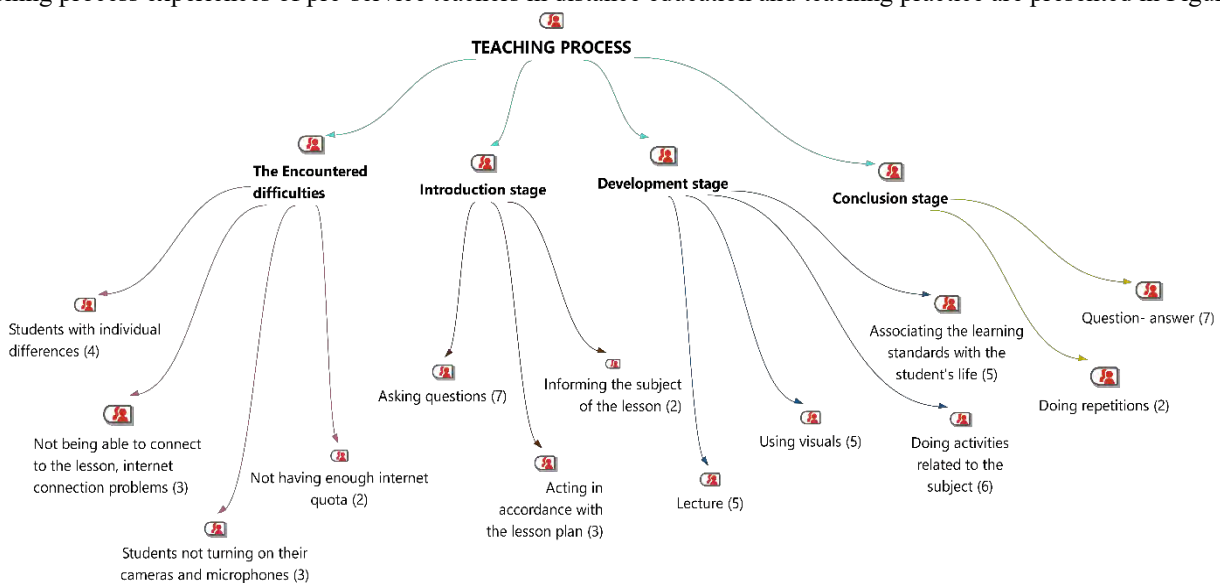


Figure 3. Teaching process experience in teaching practice

As seen in Figure 3, it has been determined that the teaching process experiences of pre-service teachers take place in three stages: introduction, development and conclusion. It was stated that at the introduction stage, they informed the students about the subject and asked questions; in the development stage they used various methods, did activities related to the subject, used visuals and associated the learning standards with the life of the students; at the conclusion stage they asked questions and repeated. In addition, it was emerged that they encountered some difficulties in this process. These difficulties determined as students with individual differences, being unable to connect to the course or dropping out of the course due to the internet being cut off, students not turning on their cameras and microphones, and insufficient internet quota. Some of the sample views about their teaching process experiences are presented below.

"First of all, before starting the lesson, I was telling the students which topic would be covered. After that, I was trying to check with questions if they knew anything about the subject. I couldn't connect to the class for a week... most of the time, the cameras and microphones of the students were turned off, their voices were not heard." (PT1)

“I think I acted in accordance with the lesson plan. There was a gap of four minutes last week. I wanted to play the wheel game with them anyway. Other than that, I did not have any problems with the duration of the lesson.” (PT2)

“Some kids wouldn't turn on both their cameras and their sound. It seemed like the kids wouldn't do anything if I didn't do something specifically to get them participate in the class. For this reason, it was very difficult to figure out what kind of problems they had. When my internet was sometimes not enough, I was using my father's and brother's phones.” (PT5)

“First, I was trying to give information about the subject. After that, if I had planned an activity I was trying to do it. If there was no activity, I was teaching with questions.” (PT7)

The observation of the practice teachers regarding the teaching experiences of pre-service teachers are presented in Table 3.

Table 3. Observation results on the experience of the teaching process with distance education

Criteria	PT1	PT2	PT3	PT4	PT5	PT6	PT7
Presenting the activities prepared in accordance with the learning standards.	3.00	2.88	2.71	2.57	3.00	2.57	2.86
Associating the subject with the learning standards.	3.00	2.88	2.71	2.57	3.00	3.00	2.71
Presenting the material effectively.	2.75	2.88	2.14	2.71	2.86	2.86	2.71
Supporting oral presentations with visuals.	3.00	2.75	2.86	3.00	2.57	2.00	2.86
Supporting the lectures with audio aids.	1.38	1.13	0.86	0.71	1.00	0.86	1.00
Associating the learning standards with the student's life.	2.50	2.75	2.43	2.14	2.86	2.71	2.57
Acting in accordance with the lesson plan.	3.00	2.88	3.00	3.00	3.00	3.00	3.00

As seen in Table 3, it was determined that the pre-service teachers were at a "very good level" in presenting the activities they prepared in accordance with the learning standards, associating the subject with the learning standards, and acting in accordance with the lesson plan. In addition, it was observed that six of the pre-service teachers were at a "very good level", and one of them was at a "moderate level" in effectively presenting the material they prepared, supporting their oral presentations with visuals, and associating their learning standards with the student's life. On the other hand, it was stated that all of the pre-service teachers were at an "insufficient level" in supporting the teaching with auditory tools.

Pre-Service Teachers’ Experiences in Using Technology in Teaching Practice

The experience of pre-service teachers in using technology in teaching practice with distance education is presented in Figure 4.

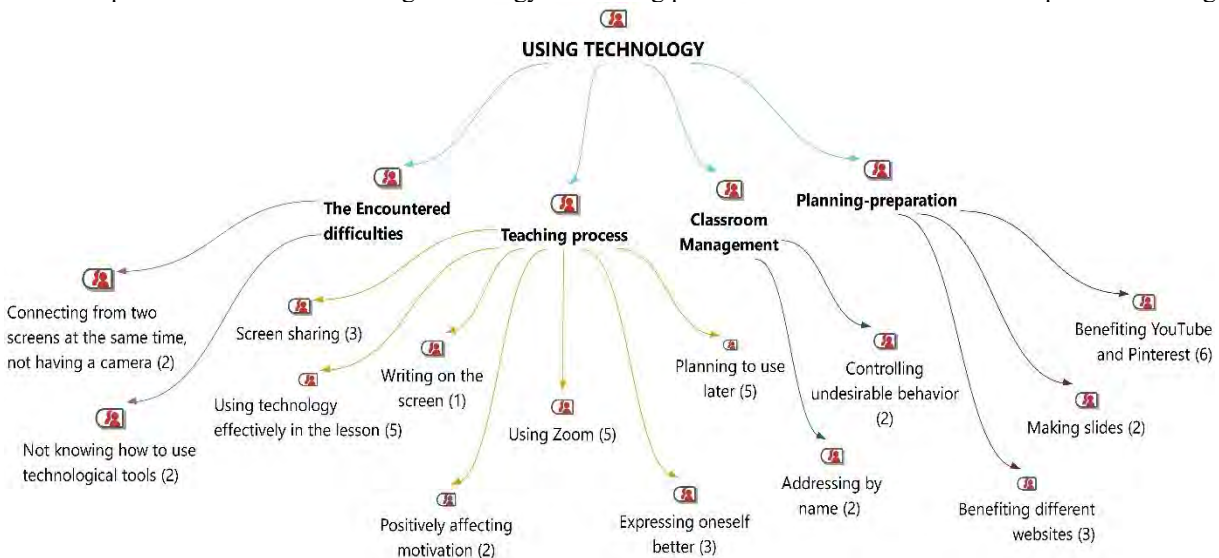


Figure 4. Experience of using technology in teaching practice

As seen in Figure 4, it has been determined that the experiences of pre-service teachers in using technology are grouped under three sub-themes: planning-preparation, classroom management and teaching process. Teacher candidates benefited from different sites and platforms on the internet in planning and preparation, and they prepared presentations and in the classroom management, they control the undesired behaviors by directly intervening with the students and address the students by their names. They stated that they express themselves better in the teaching process by using technology effectively. In addition, they stated that they use the Zoom program and its features more effectively, that the distance education process motivates them and that they want to benefit from distance education when they switch to face-to-face education. However, it is seen that they encounter some difficulties while

using technology. It has been determined that these are technical deficiencies such as not knowing how to use technological tools and lack of camera-sound. Some of the sample views about their experience of using technology are presented below.

“I added the activities to the plans I have prepared. I also prepared these activities as slides. I have benefited a lot from YouTube. The distance education process had a positive effect on my use of technology. I learned how to write on the screen, how to mirror the screen, and how to teach the student on the computer. When I was connected from the computer, I could not activate the camera and project my image because there was a problem with the computer's camera.” (PT1)

“I started to master the technology more. I learned what resources and technologies I can use from the internet. It also affected my motivation positively.” (PT3)

"I was researching how to start the lesson in accordance with learning standards. I mostly used YouTube for this purpose. I involved the students in the lesson by asking more questions and using their names. It was easy to use their names because they were registered with Zoom.” (PT4)

“By looking at their names on the screen, I had the students do the activities one by one and included the students in the lesson. I couldn't turn on my camera because my phone's camera was broken.” (PT6)

The observation of the practice teachers regarding the use of technology by pre-service teachers in teaching practice with distance education are shown in Table 4.

Table 4. Observation results on the experience of using technology with distance education

Criteria	PT1	PT2	PT3	PT4	PT5	PT6	PT7
Knowing how to use distance education tools (EIN, Zoom).	3.00	2.88	3.00	2.86	2.86	2.57	2.86
Using technology in the lesson.	3.00	2.50	2.86	2.29	2.86	2.43	2.57
Utilizing educational platforms (EIN, Morpa, Okulistik).	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Making use of educational sites (Google Earth, YouTube) in the lesson.	0.38	0.00	0.43	0.00	0.43	0.43	0.43
Adapting to distance education.	2.75	2.88	2.57	2.71	3.00	2.57	2.86

As seen in Table 4, it has been determined that the pre-service teachers are at a "very good level" in knowing how to use distance education tools, using technology in the lesson and adapting to distance education. However, it has been observed that they never use educational platforms such as Educational Informatics Network (EIN), Morpa and Okulistik and they do not benefit from education-related sites in the course.

CONCLUSION AND DISCUSSION

In this research, the experiences of primary school pre-service teachers in the teaching practice with distance education during COVID-19 process were examined. In this context, the views of pre-service teachers and the observations of practice teachers were consulted. According to the findings, pre-service teachers' teaching experiences with distance education were interpreted under four themes: preparation, classroom management, teaching process and using technology.

It was determined that pre-service teachers examined the curriculum, researched the subject to be covered, and prepared the lesson plan and material within the scope of the preparatory experience. While researching the subject to be covered in the course, they examined course and workbooks and supplementary resources, and visited various sites and platforms on the Internet. Regarding planning, they encountered problems such as being delivered late on the course topics to be taught, not having a computer, feeling unprepared, not knowing student levels, and preparing a lesson plan. In support of this study, faculty and administrators in the USA stated that students need more access to online digital materials and guidance and assistance in working from home (Johnson, Veletsianos & Seaman, 2020). Noor, Isa, and Mazhar (2020), in their study examining teacher perceptions of online teaching practices during the COVID-19 pandemic, found that teachers faced problems and challenges such as high-cost internet packages, uncooperative students, low student engagement, and limited educational opportunities. Aslan (2021) found that pre-service teachers had difficulties in planning education and training during the pandemic period, but then they adapted to the process. Yolcu (2020) also determined that classroom teachers do not have sufficient technical equipment in distance education. In general, it was seen that the observations of the practice teachers and the interview data were similar. However, according to the observations of the practice teachers, some of the pre-service teachers use their gestures and mimics insufficiently in the lesson. Aslan (2021) also determined that one of the most common problems faced by pre-service teachers is technical problems. It is thought that this situation is caused by the technical problems of the students or the lack of cameras. Alomyan (2021) mentioned that the sudden transition from face-to-face learning to distance learning has some negative effects. Dilekçi, Limon, and Kaya (2021) determined that students turned off their cameras and voices, could not make eye contact with each other, did not answer the questions asked, and as a result, they could not interact at a sufficient level.

It has been determined that the classroom management experiences of pre-service teachers in teaching with distance education are in the form of communicating with students and managing student behaviors. It has been revealed that pre-service teachers pay attention to using gestures and tones effectively, addressing students by their names and involving students in the lesson while communicating with students. While managing student behaviors, they inform the students about the learning standards and ask questions to the students so that they do not break away from the lesson. However, regarding classroom management, pre-service teachers face difficulties such as not starting and finishing the lesson on time, not being able to train the activities, not being able to communicate, not using gestures and mimics, and not being able to dominate the classroom. In the related literature, it has been determined that teachers have problems in communicating with their students during the distance education process (Çakın & Akyavuz, 2020; Çolak & Efeoğlu, 2021; Güven & Uçar, 2021; Kavuk & Demirtaş, 2021). Altan (2021) and Çolak and Efeoğlu (2021) also stated in their researches on online teaching practices that one of the most common problems faced by pre-service teachers is classroom management. In this research practice teachers also stated that all of the pre-service teachers are at a "very good level" in incorporating students into the lesson, providing classroom management and a positive learning environment. However, six of the pre-service teachers were evaluated as "moderate" in completing the lesson in the planned time and five of them in paying attention to individual differences in activities. Dhawan (2020), describes online learning as a tool that can make the teaching-learning process more student-centered, innovative and flexible.

In the practice of teaching with distance education, it has been determined that the pre-service teachers apply the teaching in the form of introduction, development and conclusion stages. While informing the students about the subject and asking questions at the introduction stage, in the development stage they use various methods and techniques, carry out activities related to the subject, use visuals and associate the learning standards with the life of the students. In the literature, it has been determined that the methods most used by teachers in distance education are narration, question-answer and brainstorming (Kavuk & Demirtaş, 2021; Koç, 2020). In the conclusion stage, the pre-service teachers asked the students questions and repeated the subject. In addition, it is revealed that pre-service teachers faced difficulties such as individual differences of students, not being able to connect the lesson or dropping out of the lesson, not turning on the cameras and microphones of students and insufficient internet quotas in the teaching process. Kavuk and Demirtaş (2021) determined that the problems of teachers regarding distance education are internet connection problems, technical problems and students' non-participation in the lesson actively. Likewise, Güven and Uçar (2021) determined that pre-service teachers had problems in connecting to the lesson and continuing the lesson uninterruptedly during the epidemic. Therefore, as schools are not physically accessible in distance education, inequalities in education that may arise should be eliminated first (Doucet, Netolicky, Timmers, & Tuscano, 2020). According to the observations of the practice teachers about the teaching process, all of the pre-service teachers were at a "very good level" in presenting the activities they prepared in accordance with the learning standards, associating the subject with the learning standards, and acting in accordance with the lesson plan. On the other hand, they were evaluated as "insufficient" in supporting the teaching with auditory tools. However, it was stated that a pre-service teacher was at a "moderate level" in presenting the material he had prepared effectively, supporting his oral presentations with visuals, and associating the achievement he had made with the student's life.

It has been determined that pre-service teachers use technology in planning-preparation, classroom management and teaching processes in teaching practice with distance education. In the distance education process, there have been significant developments in the technological and pedagogical knowledge and experience of teachers (Kırmızıgül, 2020). The use of practice pedagogies shows that prospective teachers can positively influence their potential to teach with technology in rich and blended environments (Neumann, Short, Hall & Alvarada- Albertorio, 2021). In planning and preparation, pre-service teachers prepare presentations by using different sites and platforms on the internet; in classroom management, it has been determined that they control the unwanted behaviors by directly intervening with the students and they address the students by their names by using the name information on the screen. In the teaching process, it was determined that they used technology effectively by learning and using the Zoom software and its features. Altan (2021), stated that one of the conveniences provided by the teaching practice in the distance education process is the preparation of digital materials. It was also observed that pre-service teachers stated that they expressed themselves better in the teaching process regarding the use of technology, the distance education process motivates them and they would benefit from distance education in face-to-face education. In addition, it was stated that pre-service teachers were familiar with instructional technologies and started to use technology more effectively with teaching practice (Aslan, 2021; Sarini Dewi, 2021). However, unlike this result of the research, there are also studies stating that teaching practice course with distance education negatively affects the professional competencies of pre-service teachers (Eti & Karaduman, 2020; Güven & Uçar, 2021). Despite that, it has been determined that some pre-service teachers also encounter difficulties such as not knowing how to use technological tools and lack of camera-sound systems. Practice teachers, on the other hand, stated that the pre-service teachers were at a "very good level" in knowing how to use distance education tools, using technology in the lesson and adapting to distance education, but they were insufficient in using education platforms such as EİN, Morpa and Okulistik, and in making use of education-related sites in the classroom. In general, distance education is thought to give good results if done well, but it is not suitable for all students, subject disciplines and subjects, so it should be used selectively (Bates, 2017). In the absence of face-to-face communication, teachers need to prepare, renew and design online lessons in a way that will increase students' motivation (Sun, Tang, & Zuo, 2020).

Study Limitations and Future Direction

This research is limited to the experiences of seven pre-service teachers in teaching practice. Researchers can get the opinions of teacher candidates who carry out their teaching practice with distance education after they start working. Another limitation of the study is that the interviews were conducted over the phone. Since no telephone conversation is expected to be like a face-to-face interview, researchers can investigate pre-service teachers' experiences with the process through face-to-face interviews.

According to the research findings, pre-service teachers have adapted to distance education during the pandemic process. However, they have problems in planning, classroom management, teaching process and using technological tools. Based on these results, the following recommendations were developed: The digital platforms prepared by the MoNE for teachers can be introduced to pre-service teachers in teaching practice course. Pre-service teachers should receive training on distance education in pre-service education. They should be supported with distance education tools and infrastructure problems related to distance education should be resolved.

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