Turkish Teachers' Experiences on the Distance Education Process and Technological Education Tools

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ABSTRACT

Education has had an important place throughout history. Education should continue continuously because it shapes society. Education is required to progress in fields such as construction, health, agriculture, transportation, tourism, science, art, literature, etc. Because education is important for the future of society, it continues even in extraordinary situations such as war and epidemics. Education continued remotely during the COVID-19 epidemic, which was considered an extraordinary situation. The COVID-19 virus, which has felt its impact in many areas around the world, has caused changes in some areas in Turkey. The aim of the study is to determine the experiences of Turkish teachers regarding the educational method applied and the technological tools used to continue education during the distance education process. This study also aims to shed light on other studies on how the distance education process can become more efficient. Qualitative research method and case design were preferred in the study, which included the opinions of the Turkish teachers who participated in the study about the distance education process. In the study, it was stated that our teachers as a country were not yet ready for the distance education system, but this process in which we suddenly found ourselves with the pandemic was managed well in line with the possibilities. During the pandemic period distance education process, having communication skills and mastering technology came to the fore as teacher competencies. It has been determined that the most important factor behind students' inability to attend class is the lack of materials. In addition, the most used communication tool during the distance education process during the pandemic period was the phone, while the most used communication application was Whatsapp. It was concluded that Zoom and EBA applications are the most preferred applications after Whatsapp. Various suggestions were made in the light of the findings obtained at the end of the study.

Keywords: *Distance education, Turkish education and teaching, technological tools used in education.*

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INTRODUCTION

In the distance education process in our country, it is aimed to be in coordination with students, teachers and parents, as in face-to-face education, and to progress as planned in achieving target behaviors and achievements. This situation requires preparation and continuity, especially for students and teachers, as in face-to-face lessons. For this, the student and the teacher must have the necessary materials and infrastructure, and the teacher must have the professional competencies required by the process they are in. Studies are being carried out on how the distance education process is implemented in our country. In these studies, the difference between distance education and face-to-face education, how the distance education process can be made more efficient, whether there are needs of students and teachers in the

distance education process, if so, how they can be met, how measurement and evaluation are done, what kind of practices should be done for which course, teachers' Situations such as how competent they are in the process etc. are examined.

During the pandemic period, face-to-face education was suspended in Turkey and distance education was started. This situation emerged based on the idea that the high active population in the education field would increase the transmission rate of the virus. The education community has been negatively affected by the COVID-19 virus, with more than 1.5 billion students, 63 million teachers and many education personnel affected by quarantine, lockdown and school closure worldwide (EBR, 2020). Looking at the data, this decision, taken to prevent the epidemic from progressing, has been updated according to the course of the epidemic. According to the spread of the virus, attempts were made to transition to face-to-face education both nationally and provincially, but in the long run, these attempts were replaced by distance education. There are differences in the practices in the distance education process in Turkish education and teaching from city to city and even in schools in the same district. Many factors such as teachers, students, parents, technology or materials can be mentioned in the formation of these differences. While distance education attracts attention with its positive aspects, it also faces some limitations. These limitations are more evident especially for practical, student-oriented and activity-based courses such as Turkish language courses. Different studies have examined how distance education performs compared to face-to-face education. These studies generally address how face-to-face education and distance education compare in terms of factors such as success, satisfaction and attitude (Aydın, 2002; Demir Kaymak & Horzum, 2013; Gaytan, 2007; Horzum, 2007, 2011; Moore & Kearsley, 1996; Şimşek, 2002).

Education is directly or indirectly helping children and young people acquire the knowledge, skills and understanding necessary to take their place in social life, and to develop their personalities, inside or outside school; teaching is defined as the work of organizing activities, providing materials and guidance that will facilitate learning (TDK, 2021). The education program is a functional structure aimed at practice and life, including all kinds of activities to achieve the goals of education. It is the most comprehensive program. This scope includes all experiences, teaching and extracurricular activities. The curriculum is a guide limited to the lessons and related activities at school, which have an important place in the education program.

Throughout history, civilizations have struggled with many situations such as war and epidemics. The most effective way to overcome this challenge has always been education. There must be a backup plan ready to continue education by taking precautions in case of emergency. While emergencies affect the whole country, they mostly affect children, who constitute the country's future. Situations such as the war in Syria, the 1st and 2nd World Wars, the Spanish flu, the dropping of an atomic bomb on Japan, the loss of life of many teachers fighting on the Çanakkale front, the Plague epidemic, and the Cholera epidemic can be defined as emergencies. In emergencies such as these, education continued unabated. The following studies can be cited as examples of this situation: Infectious Disease Outbreaks in History (Parıldar, 2020, p.19-26), Japanese Development: Historical Process and Policies (Kıncal, 2016, p.76-86), Education of School-Age Children in Emergency Situations: The Example of Syrian Refugees in Turkey (Mızrak, Ömer, 2016, p.175-199). During the COVID-19 period, face-to-face education has been suspended in line with the measures announced by the Ministry of Health. Many studies have been carried out in our country regarding the education system in the COVID-19 period. Some of these studies are: COVID-19 and Education (Çiçek, Tarhan, Tanrıverdi, 2020, p. 1091-1104), Evaluation of the Effects of the Change Created by the Mandatory Break in Education During the Pandemic Period in terms of Education in Primary Schools (Tümkan F. Tümkan Ş., 2020, p. .1163-1184), Difficulties Encountered by Teachers in Distance Education During the COVID-19 Pandemic (Kavuk, Demirtaş, 2021, p.55-73). During the distance education process of the pandemic period, technological devices such as computers, phones, tablets and EBA were used in Turkish education and teaching. In this context, the study aimed to determine teacher experiences regarding both the Turkish language course and the technological tools used in the Turkish language course during the distance education process. For this purpose, the answer to the following question has been sought: "What are the teachers' opinions about the Turkish course and the technological tools used in the course during the distance education process?"

METHOD

Research Model

In this research, case study, one of the qualitative research models, was adopted. Case studies are adopted as a distinctive approach used in searching for answers to scientific questions (McMillan, 2000). He defines case studies as a method in which one or more events, environments, programs, social groups or other interconnected systems are examined in depth. Accordingly, case studies are research in which an entity is defined and customized depending on space and time. In research, case studies are used to a) describe and see the details that make up an event, b) develop possible explanations for an event, c) evaluate an event (Gall, Borg and Gall, 1996). For example, let's imagine that a new teacher is being examined to see how he/she attracts students' attention during the lesson. Generalizing this situation to the teacher in another class is not possible because the students, student reactions and the teacher in this class are different (McMillan, 2000).

Study Group

Purposeful programming enables the investigation of various situations by selecting and expanding them depending on the purpose of use (Büyüköztürk, et al., 2018: 92). There are different strategies and strategies in the purposeful finger, independent of each other. Patton stated that there are 14 different purposeful working groups (cited in Patton, Büyüköztürk, et al., 2018: 93). In this research, typical application (typical case sampling), maximum diversity rules (maximum variation sampling) and measurement rules (criterion sampling) were used in purposive rules methods to obtain detailed and comprehensive information for the purpose. Research; Semi-theoretical one-on-one interviews were held regarding Turkish treatment, which was included in depth during the distance education process in 5th, 6th, 7th and 8th grades. This research was conducted in Hazro district of Diyarbakır province with the permission received from the Ministry of National Education. A total of 20 Turkish teachers were interviewed throughout the district.

Collecting the Data

Interview technique, one of the qualitative data collection techniques, was used to collect data. With the interview method, it is possible to obtain information about individuals' attitudes, opinions, complaints, feelings and beliefs. Interviews are conducted in different ways depending on the availability of resources and the characteristics of the data to be collected in the research. These are classified as structured, semi-structured and unstructured (Büyüköztürk et al., 2018: 159). Structured interviews are interviews that the researcher has created according to a specific plan in advance. Unstructured interviews are interviews that are conducted with questions that are shaped during the interview, without any specific questions. Semi-structured interview is an interview technique that allows the features of two applications to be used together (Karasar, 2006: 168). A semi-structured interview form was used to collect data for the qualitative dimension of the research. In accordance with the nature of the qualitative study, open-ended questions were preferred during the data collection process, with the aim of allowing the participants to think independently, and semi-structured one-on-one interviews were conducted to ask additional questions when necessary. Interviews help us define and understand phenomena in phenomenology (Büyüköztürk, et al., 2018). In the study, 8-question interview forms were used as data collection tools for semi-structured one-on-one interviews directed to teachers. While preparing the questions in the form, the literature was first scanned and the criteria were determined. Each of the items in the interview guide is intended to illuminate a different aspect of the research phenomenon. For content validity, faculty members at the faculty of education were asked to evaluate the relevant interview questions. Based on the opinions and evaluations from the relevant people, the items in the interview form were re-checked. Necessary arrangements were made on the created items in line with expert opinions and in the light of the literature. In order to implement the research, teachers were contacted and information was given about the purpose and scope of the research. The prepared semi-structured interview document was applied. In addition, reminder notes obtained during the interviews were used.

Analysis of the Data

The data obtained from the interviews with the participants were analyzed using descriptive analysis methods. Descriptive analysis method is an analysis method in which participant opinions are described as they are (Sönmez, Alacapınar, 2018). In order to increase the robustness and transparency of the study, reminder notes were kept during the interviews to diversify the data source. Categories to be created based on participant opinions were created based on literature to reflect the sub-dimensions of each phenomenon, thus ensuring category quality. In this sense, phenomenological reduction was achieved by removing opinions that were not thought to be related to the problem. In the study, similar answers were brought together, the frequencies of the answers within the total answers were transferred to the table, and the frequencies were interpreted under the tables.

FINDINGS

Understanding how the distance education process went during the pandemic period, benefiting from the thoughts of students and teachers about the situation we are in, and determining what is needed to identify and eliminate the deficiencies related to the situation constitute the center of this study. Findings regarding the sub-problems of the research that emerged from the research problem "What do Turkish teachers think about the distance education process during the pandemic period in Turkey?" are listed below.

4.1. What are your thoughts about the developments in education during the pandemic period?

Table 1. *Grouping Thoughts Based on Participants' Answers*

Thoughts	Frequency	%
Education is progressing.	9	45
Education is not progressing.	4	20
Education is progressing but insufficient.	5	25
Neutral	2	10
Total	20	100

As seen in Table 1, the participants' answers were categorized into 4 different groups. 9 participants, constituting 45% of the 20 participants who participated in the research, are of the opinion that there has been progress in the distance education process despite the current conditions. The number of people who think that there is progress in the education system but find this progress insufficient is 5 people, which constitute 25% of the total researchers. There are 4 people who find the developments in the education system insufficient during the pandemic period and think that education has not progressed, and these 4 people constitute 20% of the research. Finally, there are 2 participants in the 10% of the study who see continuing education remotely as an opportunity because students and teachers are intertwined with technology, but do not comment on progress or lack of progress. Participants' thoughts about distance education during the pandemic period can be summarized as follows: In this process where education was transferred to the digital environment, Turkey, like other countries, was caught unprepared. Despite being unprepared, the process was managed as well as possible within the means available. The place of technology in education has undeniably increased. This intertwining of technology with education should be considered as an opportunity for students and teachers when considering the needs of the age.

There were 13 participants who added their comments about EBA, EBA TV, technology and infrastructure to the answer to the first question. The thoughts of these 13 participants are given in Figure 1.

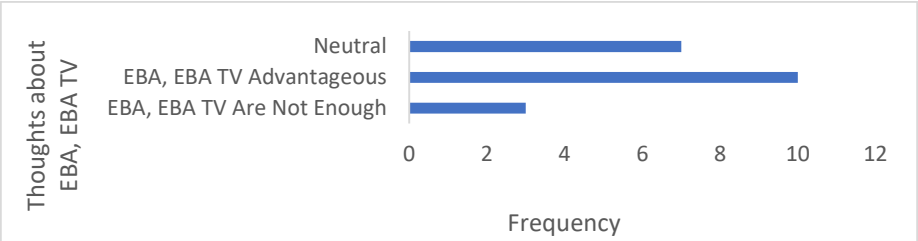

Figure 1. *Column Chart Showing Participants' Thoughts About EBA and EBA TV for Question 1*

As seen in Figure 1, the participants' thoughts about EBA and EBA TV came to the fore in their thoughts about the developments in distance education. We have used the EBA application, which has shown its existence in previous years, so actively in the distance education process for the first time. 10 participants who answered the question think that EBA and EBA TV are an advantage for this process. In their answers, expressions are included such as positive effects such as teachers benefiting from EBA content during the period when they have difficulty finding digital content, students watching lesson videos on EBA TV at certain times of the day and thus repeating the subject, and the lesson videos on EBA TV preventing students from being distracted from the lessons even if they do not have access to the internet and cannot take distance education courses. Among the participants of the research, there are 3 people who think that EBA and EBA TV are insufficient, there are infrastructure problems in some settlements, and therefore distance education is not efficient. In their answers to the 1st question, 7 people did not comment on EBA and EBA TV.

4.2. Do you think the distance education process is efficient during the pandemic period?

Table 2. *Distance Education Process Efficiency Analysis*

Thoughts	Frequency	%
Distance education is efficient.	0	0
Distance education is not efficient.	6	30
Distance education is not efficient enough.	14	70
Total	20	100

The majority of participants do not think that the distance education process during the pandemic period is efficient enough. Although distance education is considered as a right step taken in line with the available opportunities, when the answers given are examined, face-to-face education is thought to be more efficient. While 6 people, constituting 30% of the participants, find this process completely inefficient, 14 participants, which constitute 70%, think that it is efficient, but the efficiency is low because it is insufficient. There is no participant who considers it completely productive.

4.2.1. Have the target behaviors and achievements been achieved in this process? Why?

When the answers given to the question asked to evaluate whether the target behavior and achievements, which were included as sub-items in the second question of the research, were examined, it was seen that the majority of the participants were in dilemma. While it is thought that target behaviors and achievements have been achieved for students with internet infrastructure and materials that can attend classes, it is thought that target behaviors and achievements cannot be achieved for students who do not have internet infrastructure and materials. The participants said, “They either did not attend the classes at all or attended very little, so there was a problem of absenteeism. The target behavior and achievements were not fully achieved because there was no progress in the lessons." When the answers given to this item are examined, it is concluded that the most important factor in reaching the target behavior and achievements is the lack of internet infrastructure and materials to take the course such as phone and tablet.

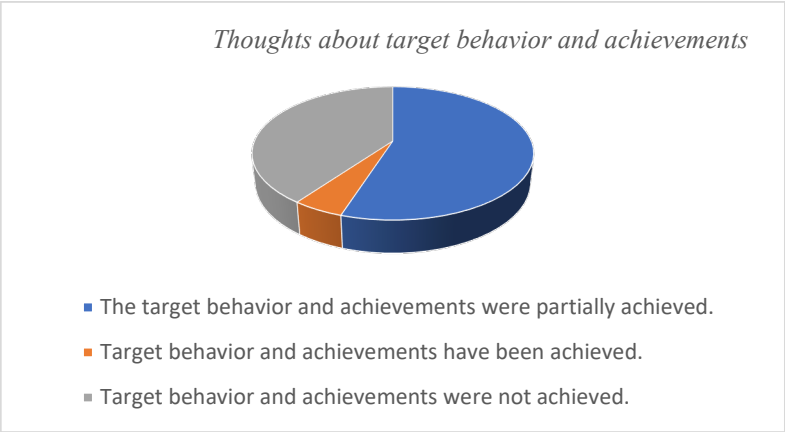

Figure 2. *Pie Chart Showing Thoughts About Target Behavior and Achievements*

4.3. What problems did you encounter during the distance education process during the pandemic period? Evaluate these problems from different perspectives such as teacher, student, parent and technology.

When the answers given to the 3rd item in our research were examined, the following problems were encountered during the distance education process:

- The most important problem for the student is the lack of equipment (tablet, phone, computer) to participate in the lesson. Since the student cannot participate in the lesson, he cannot achieve the target behavior and achievements.
- The most important problem for parents is having more than one school-age student in the same house. While in face-to-face education, the teacher takes care of the student from the school start time to the end time, including breaks, in distance education, the parent is also involved in the process from the start to the end of the lesson. The large number of school-age students reduces the parent's interest in the student during the distance education process.
- The most striking problem that arises in terms of technology is undoubtedly the infrastructure problem. Most of the participants think that class attendance will increase by eliminating the infrastructure problem in some school districts - in rural areas -.
- The most important problem for the teacher is that the student does not attend the lesson. Having more than one school-age child in the same house or the internet being cut off during the lesson and the student disconnecting from the lesson and reconnecting, requires repeating the same subject more often than necessary for an outcome. This situation creates a time problem for the teacher. The fact that the lessons are 30 minutes long and the problems mentioned above prevent compliance with the planned program.

4.4. What do you think your students need for Turkish lessons during distance education during the pandemic period? Why?

When the first items of the research were examined, it was determined that students had infrastructure problems and lack of technological materials for distance education. In this article, the scope has been narrowed down to Turkish lessons and it has been tried to determine what students need most for Turkish lessons in this process.

Participants think that during the distance education period of the pandemic period, students mostly need reading books for Turkish lessons and a dictionary for the words in these books that they do not know the meaning of. Participants with this opinion stated that students spend more time on technology than face-to-face education and therefore move away from reading books. The rate of participants who think that students need books and dictionaries in this process is 35% among all participants. Right after that, 5 people make up the 25% slice. These participants also stated that students need to connect to live lessons in order

to understand the subjects, but they need technological materials because they cannot connect because they do not have technological materials. The participants who think that both technological materials and materials such as books and dictionaries are needed at the same time, that both situations are basic needs for this process and cannot be independent of each other, are 4 people with a rate of 20%. When the answers given were examined, 4 people responded to the need for practice and activity as the last need for the Turkish course, and these participants were also in the 20% slice. These researchers supported their thoughts with the following comments:

Turkish course is a course that includes activities to improve reading, writing, listening and speaking skills. Students spend more time in front of the computer on listening skills than on other skills. Speaking, writing and reading skills practices remain in the background. In order to correctly achieve the target behaviors and achievements of the Turkish course, students need activities aimed at these skills.

According to the answers given by the researchers, the following graph emerged:

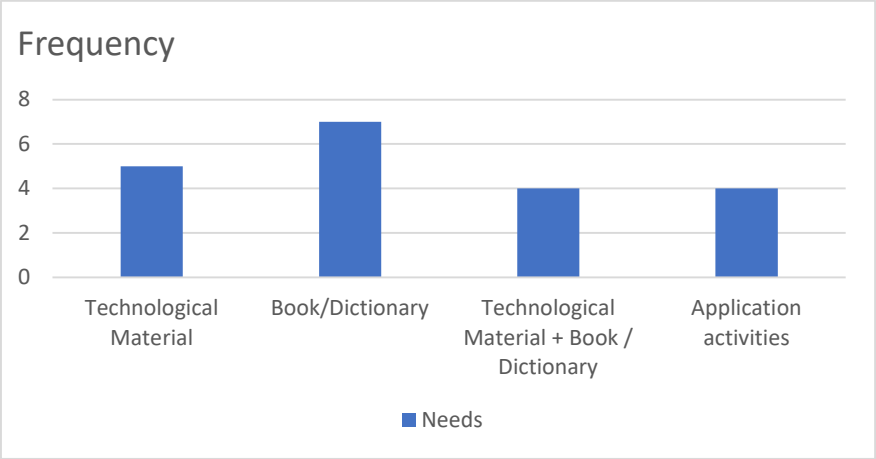

Figure 3. *Pie Chart Showing List of Needs*

4.5. Which communication tool and application did you use most when communicating with your students during distance education during the pandemic period?

Turkish teachers who participated in our research mostly used phones when communicating with students and parents during the distance education process. Among the communication tools used, the telephone usage rate is at the top with 65%. There are no participants who use only tablets or only computers. Those who used tablets and computers also used phones. There is 1 participant who uses a phone and a tablet and has a rate of 5%. The number of participants who stated that they use the phone and computer together is 6 people, which is 30%. The usage rate of communication tools is shown in the table below:

Table 3. *Communication Tools Used in the Distance Education Process*

Communication Tool	Frequency	%
Phone	13	65
Phone/Tablet	1	5
Phone/Computer	6	30
Toplam	20	100

When the participants' answers to the 4th item were analyzed, it was determined that the phone was the most used communication tool, while WhatsApp was the most preferred application. Researchers used more than one application at the same time and when their answers were examined, 14 Whatsapp, 11 Zoom, 7 EBA, 2 BIP answers were given.

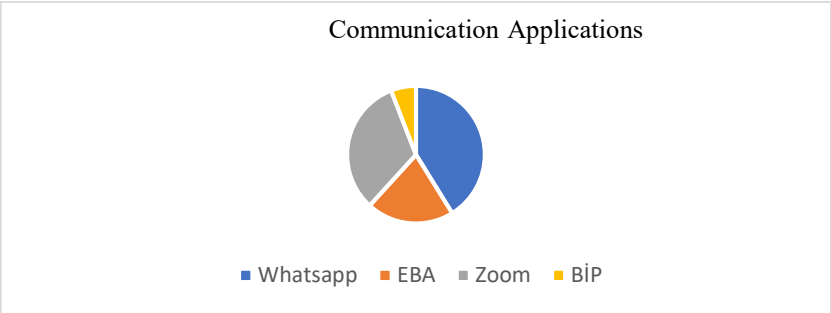

Figure 4. *Pie Chart Showing Communication Applications Used*

4.6. What should Turkish teacher qualifications be during distance education during the pandemic period? How do you evaluate yourself in this context? Why?

According to the answers given to item 6, Turkish teacher qualifications during the distance education process during the pandemic period are as follows:

- The teacher must have knowledge of the subject he/she will teach, plan the activities he will do in the lesson, and prepare the visuals he will use and the content he will reflect in advance.
- The teacher must have developed self-expression, speaking, listening, empathy and reading comprehension skills.
- The teacher should be activity-oriented and the subject should not be explained at length.
- The teacher should teach the lessons by taking into account the individual differences of the students.
- The teacher must have the ability to use computers and computer programs effectively. It must keep up with the age it is in and be technological.
- The teacher should follow the national and international agenda.

4.7. What are your opinions and suggestions to eliminate the deficiencies that emerged after the pandemic?

Our participants made the following suggestions to eliminate the deficiencies that emerged after the pandemic. In the new education period, the volume of textbooks can be reduced and time can be created to gain critical gains. Specifically for Turkish lessons, drama classes can be established in every school, and book needs can be met by establishing libraries in schools that do not have libraries in order to improve students' reading skills. Compensation programs should be created to compensate for missing gains. Starting from the 2021-2022 academic year, a hybrid education model can be used by providing both face-to-face and distance education. For rural areas without technological infrastructure, schools can close late and open early, and class hours can be increased. EBA TV and EBA applications, which are among the advantages that emerged with the pandemic, can be further developed and the shortcomings can be completed by using them effectively in the face-to-face education process. Internet infrastructure problems must be resolved. Students receiving education must synchronize their materials. Every child should have access to the internet and materials to access the lesson.

4.8. What are your opinions and suggestions regarding the structuring of the education system after the pandemic?

Opinions and suggestions from our participants regarding the structuring of the education system after the pandemic were analyzed item by item:

- A special education system can be developed in accordance with the geographical location, the conditions of the region and the needs of the students.
- Education should continue face-to-face as in the past, and distance education should be activated as an auxiliary system to face-to-face education in revision lessons, problem solving or when needed by the teacher or student.

- Considering the extraordinary events that may occur after the pandemic, base stations should be established even in the remotest corners of Turkey. Internet infrastructure should be provided to every village where there is a school. As a result, infrastructure works should be done.
- EBA system should be further strengthened. Audio books and videos should be increased by making content studies.
- Educational seminars on the use of technology should be given to teachers and students.
- The education system can only be configured as a whole. Teacher, student and parent should cooperate.
- After the pandemic, provincial meetings should be held with one representative from each province, then a meeting should be held with the provincial heads throughout Turkey and a program that considers every student should be designed.
- Education should continue intertwined with technology. In this way, students will adapt to face-to-face education more easily.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The reason for conducting scientific research is to recognize the gap in that field, fill it in a qualified way, and contribute to science by shedding light on future studies. The aim of this study is to evaluate the developments during the Pandemic period by consulting the opinions of Turkish teachers and to draw general conclusions as a result of this evaluation. The COVID-19 virus, which felt its impact suddenly in many countries, caused the entry and exit between countries to stop and required different measures to be taken within the country. Although China, the center of the disease, is geographically far from our country, the virus has been seen in our country due to commercial or private travel. While the first case in our country was officially announced on March 11, 2020, the first death due to COVID-19 was reported to the public by the Ministry of Health of the Republic of Turkey on March 15, 2020 (Ministry of Health, 2020). After this date, serious changes have occurred in our country for precautionary purposes in many areas such as education, trade, tourism, health and transportation.

According to the 2020 data shared by the Ministry of National Education, a total of 18,241,281 students receive education in our country, while 1,117,686 teachers work (MEB, 2020). The education community has been adversely affected by the COVID-19 virus, with more than 1.5 billion students, 63 million teachers, large numbers of education staff affected by quarantines, lockdowns and school closures worldwide (EBE, 2020). Considering the numerical data shared by the Ministry of National Education and the transmission rate of the COVID-19 virus, it is predicted that this virus will spread rapidly in the field of education and have serious effects within the country. In this process, which started with the idea that education can be done anywhere as a country, the recognized form of distance education is a form of education in which both students and teachers are newly acquainted and therefore far away. Regardless of the epidemic process we are in, this form of education has both positive and negative aspects for teachers, students, parents and other people related to education. With this form of education, which is in parallel with the century and technology we are in, all participants spend more than normal time with technological devices (computer, phone, tablet). At the same time, students and teachers do not waste energy and time to go to school for lessons. The fact that the participants of the training are up-to-date with technology, that is, they do not fall behind the times and save time and energy, can be considered as the positive side of the distance education method. This type of education is a sensitive period that requires the student, teacher and parent to work in coordination like three legs of a sheet of metal. Students' age levels and their physical or mental development periods should be fully prepared for this process. Otherwise, learning will be incomplete and it will be difficult to achieve the target behavior. According to Piaget, students in the concrete operational period learn by seeing and touching the material (Wadsworth, 2015). However, the student who is in the same period in distance education must also acquire the target behavior in front of the screen. A similar situation also applies to vocational high schools with practice courses. While students need to learn the job practically on the machine, they need to follow the process from the screen. Trying to learn lessons

that require practice in this way will be insufficient for the target behavior to occur. This situation will affect future generations professionally. Such reasons constitute the negative side of distance education.

Distance education, which occurs in our education system with pandemic period and is made with different applications according to time and provinces; reading, listening, speaking, Turkish, which is an important lesson for earning writing skills and native language education, has led to the application of different technical methods in transferring the target behavior and achievements of all courses to students. While the whole world is going through a sensitive period, the process of adapting to these changes in the education system on a country basis has become easier with the cooperation of students, teachers and parents. Teachers have learned to teach from the screen, and students have learned to achieve target behaviors and achievements away from the learning environment and teacher. The study concluded that our teachers, as a country, are not yet ready for the distance education system, but they think that we have managed this process in which we suddenly found ourselves with the pandemic, in line with the possibilities. During the pandemic period distance education process, having communication skills and mastering technology came to the fore as teacher competencies. The majority of our teachers, who are the most active members of this process, consider themselves sufficient for the process. It has been determined that the majority of students do not attend distance education courses regularly and the subjects do not progress as planned due to attendance problems. As a result, the target behavior and achievements were not achieved sufficiently, and this caused the efficiency of the distance education system to decrease. It was determined that the most important factor why students could not attend the course was the lack of materials. Some homes do not have telephone or internet access. In some houses, there was a lack of materials due to the presence of more than one school-age student. Turkish teachers specifically stated that their students need reading books as well as materials and internet for this process. While the most used communication tool during the distance education process during the pandemic period was the telephone, the most used communication application was Whatsapp. After Whatsapp, Zoom and EBA applications have become the most preferred applications.

Similar to the study; COVID-19 and Education (Çiçek, Tarhan, Tanrıverdi, 2020, p. 1091-1104), Evaluation of the Effects of the Change Created by the Mandatory Break in Education During the Pandemic Period in terms of Education in Primary Schools (Tümkan F., Tümkan Ş., 2020, p. 1163-1184), The Difficulties Experienced by Teachers in Distance Education During the COVID-19 Pandemic (Kavuk, Demirtaş, 2021, p. 55-73), the effects of the virus on education were examined by considering the experience of the COVID-19 period. In these studies, pandemic period distance education was examined by addressing titles such as the effect of Covid-19' on students, the opinions of students regarding Covid-19', the opinions of students regarding distance education given in the Covid-19 period, the effect of COVID-19' on teachers, teacher opinions on education given in the COVID-19 process.

In this study conducted to evaluate teacher experiences regarding the Turkish course of the pandemic period distance education system and the technological tools used in the course, the following suggestions were developed in the context of the findings:

- Infrastructure problems should be resolved by identifying places that do not have or have inadequate infrastructure. For this purpose, base stations for all operators can be installed at every point where there are students in Turkey.
- Lack of materials (free internet, tablets, etc.) should be eliminated in accordance with the principle of equality of opportunity and opportunities in education for students between provinces and even between districts within the same province.
- The Education Information Network (EBA), which is used by both students and teachers during the distance education process, should be constantly updated in terms of content and renewed according to changing times and conditions. Priority should be given to digital books and video lectures.
- Even if there is a return to face-to-face education, distance education should be structured to support face-to-face education and should be readily available for students who need it.

- All our teachers, especially those who consider themselves inadequate for the distance education process, should attend the courses given under the name of "Professional Development Program" and these courses should be developed and increased in frequency.
- Book reading activities should be continued for students.
- In any activity planned during this process, the cognitive, physical and affective characteristics of the student and the current period should be taken into consideration. Student health and safety should be the priority.
- Target behaviors and achievements for the post-pandemic education process should be rearranged, taking into account the distance education process and student needs during the pandemic period.

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