

The Metaphor Perceptions of Pre-service Classroom Teachers on Distance Education

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ABSTRACT The aim of the study is to determine the perception of pre-service classroom teachers on distance education using metaphor technique. The study group of the research consisted of 34 participants studying at a private university in 2020-2021 fall semester academic years. Since the study is a descriptive study, survey model was used. The data were analyzed using the content analysis method, categories and themes were created. Participants' perceptions about distance education were interpreted according to the determined themes and categories. At the end of the study, recommendations were provided about using the distance education process more efficiently and getting ready for the necessary change.

INTRODUCTION

The Covid-19 pandemic emerged in Asia in December 2019 and turned into a pandemic affecting the whole world in a short period of four months as of March 2020 (WHO 2020a, b). With the pandemic, the flow and rhythm of life has changed all over the world (Zhao 2020). In order to reduce the impact of the pandemic and slow down its spread due to its highly contagious nature, practices such as flexible working, working from home and working in rotations have been implemented. In addition, measures such as partial or total curfews, quarantine processes, individuals' self-isolation and social distance protection have been taken all over the world. In the context of these measures, places where human-to-human contact could be possible were closed; schools and universities were included in this scope (Bozkurt et al. 2020; Bozkurt and Sharma 2020; Doghonadze et al. 2020; Gupta and Goplani 2020). With the closure of educational institutions and the interruption of face-to-face education, the education of 1.6 billion students, corresponding to approximately half of the student population of all education levels, has been interrupted (UNESCO 2020a; UNICEF 2020c). Most countries in the world are trying to fill this gap in education with a distance education platform. The closure of education and training institutions can be

shown among the most important reasons for the emergence of distance education, or in other words, online education.

The distance education method has been integrated into the education system in order to eliminate the disruptions in traditional education to some extent. This model, which is supported by the state in many countries as a solution to the disruptions in education has been supported in the recent past for purposes such as reducing the costs in education, lifelong education, and equal opportunity in education. Distance education is an education system that emerged as an alternative to formal education without time and space limitations and is now integrated with technology (Usun 2006: 210-228; Yamamoto and Altun 2020).

There are several studies examining attitudes and perceptions towards distance education (Ojo and Olakulehin 2006; Panda and Mishra 2007; Horzum 2013; Yildiz and Seferoglu 2020). However, it is known that the data collected through questionnaires and scales have some limitations in measuring real experience (Akbulut 2015). It is stated that metaphor analysis can be used to conduct in-depth research in qualitative research when it is not possible to use traditional data collection tools such as interviews and observations (Günes and Firat 2016). The word "metaphor" comes from Metapherein, which is the combination of the words Meta and Pherein in

Greek (Levine 2005: 172). Kaplan and Kizdirici (2017: 615) define the metaphor as “the explanation of a concept or a situation by using various analogies”. In other words, if it is necessary to define metaphor, it can be expressed as the perception/s created by a concept or event in an individual. Therefore, metaphor is a perception process.

It is possible to come across metaphor studies related to distance education. These studies are given in Table 1.

A literature review was conducted in accordance with the purpose of the study. Ten different studies on distance education that have been published recently have been discussed and these are summarized in Table 1. It is seen that some of the studies are about determining the perceptions of teaching staff, students and pre-service teachers about distance education through metaphors. In studies related to students (Tuncay and Özçinar 2009a; Gürbüz 2014; Fidan 2017; Çivril et al. 2018; Bağriacik 2019; Bozkurt 2020) it is seen that they generally present positive metaphors for distance education. Especially due to the pandemic we are witnessing in this period (COVID-19), it is revealed that students who receive distance and face-to-face education at higher education level have uploaded positive metaphors about distance education due to the opportunities and possibilities it provides, as Bağriacik (2019) also obtained in his study. In the given Table 2, studies were discussed for pre-service teachers (Yılmaz and Güven 2015; Atik 2020), which show similarities with the study we have conducted. In this study, metaphors were interpreted by dividing them into positive and negative categories.

The Aim of the Study and Research Question

In this study, metaphor analysis method was used to determine the metaphor perceptions of pre-service primary school teachers towards distance education. It is aimed to examine the perceptions and perspectives of students who continue their education in an institution where all educational activities are carried out by distance education using with metaphor analysis and make contribution to the field. In this direction, answers were sought for the following sub-questions:

- 1) What are the metaphors that pre-service primary school teachers use for the concept of distance education?
- 2) Under which conceptual categories can the metaphors produced for the concept of distance education be collected according to their common characteristics?

METHODOLOGY

Research Model

This research is a descriptive study. In this direction, the survey model was used in the research. Descriptive research involves collecting data to test hypotheses regarding the current state of the subject under study or to find answers to questions. In this model, effort is paid to obtain the opinions, attitudes, tendencies and perceptions about the subject through the population or a sample that represents the population (Fraenkel et al. 2012).

Study Group

The research was conducted with the participation of 34 (N = 34) freshmen students enrolled in the Department of Classroom Teaching in the fall semester of the 2020-2021 academic year within the distance education system of a private university. As seen in Table 2, 18 (53%) of the participants are male students and 16 (47%) are female students.

Table 2: Demographic characteristics of participants

<i>Pre-service teachers at classroom teacher department (N=34)</i>		<i>%</i>	<i>N</i>
<i>Gender</i>	Female	47	16
	Male	53	18
	Total	100	34
<i>Age</i>	Aged 17-19	20	7
	Aged 20-29	32	11
	Aged 30-39	48	16

Collection of Data

The research data were collected with a form prepared by the researcher containing an incomplete sentence such as “Distance education is like ... because ...”. This form was prepared in

Table 1: Studies conducted on the subject

<i>Study</i>	<i>Objective</i>	<i>Most important result</i>
Tuncay and Özçınar (2009a)	To reveal students' metaphors about distance education	They stated that since distance education is very different from traditional education, students have a lot of metaphors about this subject.
Çivril, Aruğaslan and Özkara (2018)	To determine the perceptions of distance education students towards distance education by using the metaphor technique	It was observed that the majority of the students used positive metaphors and their perception towards distance education was affirmative.
Bozkurt (2020)	To examine the experiences of primary and secondary school students within the scope of emergency distance education, which is employed to ensure the continuity of education with the Covid-19 pandemic, with metaphorical images and perceptions.	It is thought that when the themes emerging in positive and negative groups are examined, a balanced application of theory and practice in distance education will lead to meaningful learning experiences.
Sahin, Izmirli and Misirli (2018)	To determine the metaphorical perceptions of lecturers about distance education	As a result of the research, it was determined that the lecturers used different metaphors regarding the concept of "distance education".
Yılmaz and Güven (2015)	To determine pre-service teachers' perceptions of distance education through metaphors	It has been observed that the metaphors that pre-service teachers have created for distance education are grouped under different categories such as need-oriented, diversity, voluntary, and necessity.
Fidan (2017)	To determine the perceptions of students who major in distance education with coeducation programs about the concept through metaphor	It was determined that the metaphors developed in the study differ significantly according to the department of education, but not according to gender.
Usta (2019)	To reveal the metaphorical perceptions of distance learners regarding the concept of open education	Distance education students mostly associate open education with metaphors in the category of "change and development".
Gürbüz (2014)	To examine students' views on distance education	It has been determined that students see distance education as a great opportunity and have positive attitudes and views towards distance education.
Atik (2020)	To determine the perceptions of pre-service science teachers towards distance education by using the metaphor technique.	Participants' perceptions about distance education were interpreted according to the determined themes and categories. Metaphors were grouped under four themes: "Communication", "Affective", "Educational" and "Accessibility". While some of the participants had positive opinions about distance education, some of the participants stated negative opinions.
Bagriacik Yılmaz (2019)	To determine and compare the metaphorical perceptions of face-to-face and distance education students towards distance education	In this study with students who receive distance and face-to-face education at the higher education level, it was revealed that distance education students attribute positive metaphors due to the opportunities and possibilities provided to distance education.

Google Forms and its link was sent to the students. In the sentence “Distance education is like ...”, the pre-service classroom teachers were asked to write 3 metaphors, and in the “Because ...” section, the students were asked to indicate the appropriate reason for the metaphors they wrote. At the beginning of the form, the points that students should pay attention to were indicated. In addition, the students were asked about their characteristics such as gender and age. The form created in order to determine the opinions of pre-service classroom teachers on distance education was sent to 34 people in the form of a link from social groups. The feedback of 34 students was also checked in Google Forms. In the forms sent, each student wrote three metaphors and stated their reasons.

Analysis of Data

The data obtained in the research were analyzed using content analysis. In the content analysis, according to Yildirim and Simsek (2013), similar concepts are combined and interpreted under common themes. The following stages were followed in the analysis of metaphors in the study: (1) coding of data, (2) editing of similar codes, (3) creating sub-themes, (4) ensuring validity and reliability, (5) analyzing quantitative data, and (6) interpreting the findings. Before the analysis, the answers left blank in the database where the electronic form was recorded and the concepts and justifications (4 forms) that could not be described as metaphors were excluded from consideration. Later, 34 different metaphors (68 pieces) that were

deemed appropriate were transferred to the Microsoft Excel program by coding as “S-1, S-2, ...” for each student. In this direction, sub-themes were formed by grouping similar metaphors by the researcher. The edited version of the metaphors and sub-themes was sent to three different field experts (1 graduate from Education Programs and Instruction and two PhD graduates in Computer and Instructional Technologies Education) to associate the relevant metaphors with the specified sub-themes. In line with the experts’ feedback, the rate of agreement between metaphors and sub-themes was calculated as 95 percent in line with Miles and Huberman’s (1994) formula. Finally, metaphors were interpreted by placing them on tables according to their frequency of repetition (f) and percentages (%). In addition, direct quotes from the participants were included in the reporting phase.

RESULTS

In this section, findings regarding the metaphor perceptions and sub-themes of the concept of distance education are included.

The 68 different metaphors developed by 34 students participating in the study regarding the concept of distance education were collected under 8 sub-themes. These are “accessibility”, “evaluator”, “observer”, “guide”, “correction provider”, “useful one (efficiency)”, “independence” and “technological”. The positive and negative metaphor perceptions and sub-themes produced by the participants for the concept of distance education are given in Table 3 and Table 4 together with their frequency distributions.

Table 3: Positive opinions on distance education

<i>Themes</i>	<i>Codes</i>	<i>Field of images</i>	<i>n</i>
Accessibility	S2, S12, S14, S15, S16, S19, S20, S21, S25, S30, S32	Bridge, Economic, Fast, Information Source,	11
Evaluator	S17, S18, S21, S34	Opportunity, Evidence, Control, Correction, Task, Responsibility, Discussion	7
Observer	S17, S19, S29, S30	Prevention, Anxiety, Monitoring, Accuracy, Measurement	5
Guide	S3, S9, S33	Routing, Development, Facilitator	3
Correction provider	S6, S8, S27, S28, S33	Repetition, Bulb, Knowledge, Experience, Technical Knowledge and Skill	5
Useful one (efficiency)	S1, S10, S11, S23, S26, S31, S32	Tree, Ocean, Repeat, Common Language, Oxygen, Energy	5
Independence	S5, S11, S18, S25	Casual, Comfort, Unlimited Internet, Driving, Telephone, Sportsman	5
Technological	S1, S14, S21, S24, S25, S32	Computer, Memory, Information Source, Technological Product, Digital Life	7

When Table 3 is examined, the metaphors as a result of the students' views are gathered under 8 sub-themes as "accessibility", "evaluator", "observer", "guide", "correction provider", "useful one (efficiency)", "independence" and "technological". In this context, the views of some of the students on the table were given as a reference.

1) Accessibility

According to the findings given in Table 3, it is seen that easy transportation roles of distance education are also emphasized. Students developed different metaphors (f = 11) in line with the "accessibility" sub-theme. In this context, comparisons such as bridge, tunnel, YouTube video, economy, and sand have been provided. It is seen that the metaphors connote meanings such as technology, connecting ways, repetition, possibility, and infinity. When the images are evaluated from a holistic perspective, it is seen that there is an emphasis on the aspects of distance education that facilitates connecting individuals and increasing opportunities. The sample opinions of the students on this subject are as follows:

(S-2) "*Distance education is like a bridge because it connects students and teachers who are miles away.*"

(S-14) "*Distance education is like a YouTube video because nothing you miss will not happen, you can enter whenever you want.*"

(S-3) "*Distance education is like sand because the information opportunities we will receive are countless.*"

2) Evaluator

According to the findings given in Table 3, it is seen that the evaluative roles of distance education are also emphasized. Students developed different metaphors (f = 7) in line with the "evaluator" sub-theme. In this context, comparisons such as life-saving medicine, working at home office, and a horse that quickly takes to the target are made. It is seen that the metaphors connote meanings such as health, diagnosis, treatment, healing, animal, comfort, convenience and speed. When the images are evaluated from a holistic perspective, it is seen that distance education is emphasized to minimize the negativities that can be experienced in education after face-to-face education and to provide independence from time

and place. The sample opinions of the students on this subject are as follows:

(S-26) "*Distance education is like a life-saving medicine because, although it is stated that distance education is not effective at the desired level, it is a great opportunity for students not to leave the school environment, and it is a great opportunity to minimize the loss suffered in education.*"

(S-18) "*Distance education is like a horse that takes you quickly to the target because when the responsibilities are used with knowledge, it can turn into a faster and more achievable state according to the situation of individual differences.*"

3) Observer

According to the findings given in Table 3, observer roles of distance education are also emphasized. Students developed different metaphors (f = 5) in line with the "observer" sub-theme. There were not many analogies about the observer sub-theme, and in the findings obtained, analogies such as minimal class in digital dimension were made. It is seen that the analogies made connoted meanings such as school, monitoring, measurement, anxiety, and convenience. When the observer sub-theme is examined, it is seen that there is an emphasis on the aspects of distance education which is generally accessibility and a measure that can be taken due to the current situation. The sample opinions of the students on this subject are as follows:

(S-32) "*Distance education is like a digital minimal class because we have to take some precautions in this pandemic period when our world is struggling with corona virus. Distance education is one of these measures.*"

4) Guide

According to the findings given in Table 3, it is seen that the guiding roles of distance education are also emphasized. Students developed different metaphors (f = 3) in line with the "guide" sub-theme. There were not many analogies about the observer sub-theme, and in the findings obtained, analogies such as a guiding, advanced education system were made. In addition to these analogies, the students were frequently mentioned in terms of facilitation. It is seen that the

analogies made connote meanings such as school, classroom, student, teacher, principal, mother and father. When the sub-theme of “guide” is examined, it is seen that students generally emphasize the aspects of guiding individuals, helping them keep up with developing technology, and providing convenience. The sample opinions of the students on this subject are as follows:

(S-9) “Distance education is like a router because it guides us to our lessons.”

(S-27) “Distance education is like an advanced education system. All possibilities of technology can be used.”

5) Correction Provider

According to the findings given in Table 3, it is seen that the correction provider roles of distance education are also emphasized. Students have developed different metaphors ($f = 5$) in line with the “Correction Provider” sub-theme. In the findings obtained about the Correction Provider sub-theme, metaphors about repetition, knowledge, experience, technical knowledge and skill were produced. One of the important metaphors that we come across especially on this subject has been the “light bulb” metaphor. The student with the code of S-8 said regarding the light bulb metaphor: “Distance education is like a light bulb because you have to turn on that light yourself, you have to go a long way by adding something to yourself at home with your own efforts.” Regarding the topic of repetition, the student with code S-6 said: “Distance education is like being able to do it again because being able to look back on what you do not understand in the class causes the class to be understood well”. When the Correction Provider sub-theme is examined, it is seen that students generally emphasize the aspects of distance education such as offering individuals the opportunity to do something with their own efforts and to look at the subjects again after the classes are taught.

6) Useful One – Efficiency

According to the findings given in Table 3, it is seen that the “Useful one - Efficiency” roles of distance education are also emphasized. Students developed different metaphors ($f = 5$) in line with the sub-theme of “Useful one - Efficiency”. In

this context, analogies such as trees, oxygen, and oceans have been mostly provided. It is seen that the analogies made connote meanings such as life, basic need, energy and eternity. In this sub-theme, the subject of repetition in the sub-theme of correction provider was mentioned by the students. Regarding the repetition topic, the student with the code of S-31 said: “Distance education is like being able to do it again because being able to look back on what you do not understand in the class causes the class to be understood better”. When the images are evaluated from a holistic perspective, it is seen that distance education is a basic need in terms of education in this process and it is emphasized that it provides repetition. The sample opinions of the students on this subject are as follows:

(S-10) “Distance education is like a tree because its branches are constantly growing and producing more oxygen for us.”

(S-11) “Distance education is like the ocean because we are immense and free in learning. It gave us the opportunity to learn what we want from anywhere. Before, it was not possible to listen to a lecture at a university in the USA, but now we have so much information that it was unimaginable before.”

7) Independence

According to the findings given in Table 3, it is seen that “Independence” roles of distance education are also emphasized. Students developed different metaphors ($f = 5$) in line with the “Independence” sub-theme. In this context, analogies such as athletes, advanced education system, face to face, and driver’s license are made. It is seen that the analogies made connote meanings such as convenience, comfort, being unlimited, and driving. When the images are evaluated from a holistic perspective, it is seen that the basic need of distance education in terms of education, ensuring the permanence of information and developing new skills are emphasized in this process. The sample opinions of the students on this subject are as follows:

(S-18) “Distance education is like a driver’s license, because no matter how much the driver instructor shows you, you must have perseverance and desire.”

(S-25) ‘Distance education is like an athlete because by training you play an away match, it takes your own effort.’

8) Technological

According to the findings given in Table 3, it is seen that the “Technological” roles of distance education are also emphasized. Students developed different metaphors (f = 7) in line with the “Technological” sub-theme. In this context, most analogies such as memory and computer have been made. It is seen that the analogies made connote meanings such as technological products, information sources and digital life. When the images are evaluated from a holistic perspective, it is seen that there is an emphasis on the technological aspects and persistence of information in distance education. The sample opinions of the students on this subject are as follows:

(S-1) “Distance education is not a single program, but a computer that can perform multiple tasks at the same time because our time is enough for everything, and most importantly, we spend more time with the people we care about.”

(S-14) “Distance education is like memory because we can save information and access it whenever we want.” Table 4 presents students’ perceptions of metaphors including negative opinions about distance education are given.

When Table 4 is examined, the metaphors developed by students as a result of their negative views on distance education are examined under 5 sub-themes as “fear-spreading, useless, destructive authority figure, inefficient, complicated”. In this context, the views of some of the students on the table were given as a reference.

According to the findings given in Table 4, it is seen that the “Fear Spreader” roles of distance

education are also emphasized. Students developed different metaphors (f = 3) in line with the “Fear-Spreader” sub-theme. In this context, one of the most important metaphors we come across is the “walker”. Regarding the “walker” metaphor, the student with code S-33 said: “Distance education is like a walker because it shows the way of walking, but it cannot hold your hand to walk.” It is seen that the metaphors that we come across as a result of the students’ general views connote meanings such as chronic illness, depression, feeling insecure, and using lies.

It is also seen that the “useless” roles of distance education are emphasized. Students developed different metaphors (f = 4) in line with the “useless” sub-theme. In this context, the most important metaphors we come across are fruitless trees, waterless soil, and virtual environment. Regarding the virtual environment metaphor, the S-3 coded student said: “Distance education is like a virtual environment because learning does not occur in a virtual environment”. Regarding the fruitless tree metaphor, the S-9 coded student said: “Distance education is like a fruitless tree because classes cannot be conducted by simply giving live courses online”. It is seen that the metaphors that we come across as a result of the students’ general views connote meanings such as chronic illness, depression, feeling insecure, and using lies.

Besides, according to the findings, it is seen that the roles of “Destructive Authority Figure” of distance education are also emphasized. As a result of students’ general views, it is seen that the metaphors we come across connote meanings such as punishment, motivation, authority, indiscipline, anxiety and irresponsibility.

Additionally, according to the findings, it is seen that the “inefficient” roles of distance education are also emphasized. Students developed

Table 4: Negative views on distance education

Themes	Codes	Field of image	n
Fear Spreader	S1, S9, S33, S4	Chronic Illness, Depression, Feeling Insecure, Lying,	4
Useless	S1, S3, S13	Virtual Environment, No Benefit, Ineffective, School With Its Walls Ruined,	4
Destructive Authority Figure	S2, S5, S26, S34	Punishment, Lack of Motivation, Authority, Indiscipline, Irresponsibility, Anxiety,	4
Inefficient	S1, S9, S28	Not a Classroom Environment, Waste of Time, Stepmother, Teacher Centered	5
Complicated	S7, S8, S10, S30	Pomegranate, Hard To Access, Mountain, Soup	4

produced. As regards the reasons for forming metaphors for this view, it was shown that it is a basic need for education and that it provides repetition. Students developed different metaphors ($f = 5$) in line with the “Independence” sub-theme. In this context, metaphors about the athlete, the advanced education system, face to face, and the person who will receive a driver’s license were produced. Among the reasons for forming metaphors for this view, it was shown that it is a basic need for education in this process, that it ensures the permanence of knowledge, and that it develops new skills. The findings obtained are parallel to the work of Tuncay and Özçınar (2009b). Students developed different metaphors ($f = 7$) in line with the “Technological” sub-theme. In this context, metaphors about memory and computers were produced. Among the reasons for forming metaphors for this view, it was shown that it is technological and that it ensures the permanence of the information. The findings show that we have obtained the same results with the studies of Anohina (2005), Moore et al. (2011) and Baris (2015).

It is seen that negative opinions are in minority compared to positive opinions. As can be seen from the sub-themes given in Table 4, which includes negative opinions, a total of 21 students ($f = 21$) presented metaphors. It is seen that the subthemes with the highest number of negative views are complicated ($f = 4$), useless ($f = 4$) and inefficient ($f = 5$) subthemes. In the “Complicated” sub-theme, students introduced metaphors such as pomegranate, mountain, and soup. In the “inefficient” sub-theme, students introduced metaphors such as fruitless tree, waterless soil, and virtual environment. When these three sub-themes are examined and the reasons that students have presented while revealing the metaphors are considered, it can be seen that they complain that distance education is a complicated environment for students, not enough work is done for the full realization of learning, and students are not at the center and are kept in the background in the trainings. The reasons such as not having enough learning in virtual environments compared to a face-to-face training, and lacking adequate level of student-student or teacher-student interaction in this process were mentioned. The obtained findings show that we have reached a common conclusion with the stud-

ies of Karal et al. (2015), Sung and Mayer (2012) and Yilmaz and Güven (2015).

CONCLUSION

In this study, pre-service primary school teachers’ perceptions of distance education were investigated through metaphors. As a result of the study, various positive and negative metaphors have emerged. Positive metaphors are divided into 8 and negative metaphors into 5 sub-themes. Positives consist of subthemes such as easy access, evaluator, observer, guide, correction provider, useful - efficiency, independence and technological. Sub-themes with negative metaphors consist of 5 concepts, respectively, as fear-spreading, useless, destructive authority figure, inefficient, and complicated. When metaphors are examined, it is seen that students’ perceptions of distance education are mostly positive. In the study in which positive metaphors are predominant, it is seen that students ($f = 11$) offer positive opinions especially in the “accessibility” sub-theme. Among the reasons for forming a metaphor for this view, it was shown that it kept the learners and teachers together and helped to attend the trainings easily and with convenience due to the health problems experienced. Especially in this sub-theme, the most important metaphors we encountered were metaphors such as bridges and tunnels. The findings obtained are in line which argues that distance education has an important role in increasing accessibility to universities, and that the most important principle underlying distance education practices and research is to increase accessibility.

After the “accessibility” sub-theme, the most frequent metaphor ($f = 7$) sub-theme was the “evaluator” sub-theme. In this context, comparisons such as life-saving medicine, working at home office, and a horse that quickly takes to the target were made. Among the reasons for forming metaphors for this view are that it has been shown to minimize the problems that may be experienced in education after failing face-to-face education and to provide independence from time and place. Students developed different metaphors ($f = 5$) in line with the “observer” sub-theme. In this context, analogies such as minimal class in digital dimension have been made. Among the reasons for creating metaphors for this view, distance ed-

education is generally shown as a measure that can be taken due to its accessibility and the current situation. Students developed different metaphors ($f = 3$) in line with the “guide” sub-theme. In this context, analogies such as guiding, advanced education system have been made. Among the reasons for forming metaphors for this view are that the characteristics of distance education generally guide individuals, help them keep up with developing technology, and provide convenience. Students developed different metaphors ($f = 5$) in line with the “correction provider” sub-theme. In this context, metaphors about repetition, knowledge, experience, technical knowledge and skill were produced. Among the reasons for forming metaphors for this view are that education has generally been shown to provide individuals with the opportunity to do something with their own efforts and to look at the topics again after the classes are taught.

RECOMMENDATIONS

Based on the metaphor perceptions of the pre-service teachers for distance education, the opinions of the pre-service teachers about the distance education process and the solution of the problems encountered in this process, some recommendations for the distance education platform to be more efficient on behalf of learners and teachers are presented below:

- 1) Distance education, which is a mandatory result of the Covid-19 pandemic, has been one of the biggest changes in education. At this point, all universities should check how well they adapt to this change or how prepared they are.
- 2) Faculty members at universities who will undertake distance education must be trained and equipped according to the competencies required by the age, and have the knowledge of technology.
- 3) Learners and trainers should be given distance education courses at the beginning or turn of each semester.
- 4) In distance education environments, instead of a uniform education in which the teacher is at the center, new models in which students will be emphasized should be brought forward.
- 5) Technological problems (computer, internet, telephone, etc.) should be eliminated in order to ensure equality in education

and training and to ensure that distance education can be performed properly.

- 6) Evaluations such as exams, homework and projects through distance education should be made by taking into account the problems of the students and attention should be paid to the reliability of the evaluations.
- 7) Teacher-learner communication should not only be ensured through distance education platforms, but the interaction should be increased by establishing necessary social groups, blogs etc.
- 8) Considering that distance education will exist in the next life, curriculum programs should be arranged accordingly and improvements should be made.

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