

Teachers' Opinions on Conducting Mathematics Education Online and Recommendations on Improving its Quality

Hediye Sarikaya Yetis¹ and Mehmet Salih Yarimsakalli²

*¹Near East University, Nicosia, Cyprus, P.O. Box 670, Nicosia, 99138
Cell: +90 392 22 36 464, E-mail: hediye.sarikaya@neu.edu.tr*

*²Near East University, Nicosia, Cyprus
E-mail: myarimsakalli@gmail.com*

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ABSTRACT This research aims to determine lecturers' views on online mathematics education and to get suggestions for its improvement. The participants of the study consist of 15 people who work as instructors in a private university. In the study, the quantitative-qualitative mixed pattern model was used. The data were collected from the participants with the help of an online form containing questions about sex, age, pedagogy status, computer usage levels and ten questions related to research. Participants expressed many positive and negative opinions on the online mathematics education process. Responses were analyzed as the opinions of the lecturers with/without pedagogical formation. According to the data obtained, faculty members with pedagogical formation argue that online mathematics education is appropriate in all aspects; however, those without a pedagogical formation are often against online mathematics education. Recommendations developed as a result of the findings are presented at the end of the study.