**Full Text Writing Rules**

* Margins: 2.5 cm
* Times new roman, write in 12 pt. (The title of the article, names of authors, institutions, e-mail addresses, mobile phone numbers, all abstract and keywords should be in 12 pt. For parts such as graphics, tables, the author's font size can be determined by the author in the most appropriate way)
* Give the line spacing 1.25
* Do not indent from the left at the beginning of the paragraph.
* MAIN titles should be written in CAPITAL letters and bold
* Sample full text is given below
* Your full texts must be at least 6 pages.
* ABSTRACT, INTRODUCTION, RESEARCH AND FINDINGS, CONCLUSION and REFERENCE sections should be shown under separate headings in your full texts.

**OVERVIEW OF DISTANCE EDUCATION PROCESS IN THE COVID-19 PANDEMIC PROCESS**

**Assoc. Prof. Dr. Hasan ÇİFTÇİ**

Harran University

**ABSTRACT**

A new type of Coronavirus that unexpectedly appeared in Wuhan, China, threatened human life and quickly affected the entire world. The outbreak caused by the Coronavirus is considered by experts to be one of the biggest health crises faced by humans from the recent past to the present. Many sectors such as economy, education, tourism, especially health, as well as social life were affected due to the Coronavirus epidemic. Most of the educational institutions around the world have tried to reduce the impact of the epidemic and take measures by interrupting face-to-face education during the pandemic process. With the decision taken to minimize the transmission rate of the virus, formal education was suspended on March 16, 2020 in schools in Turkey like the rest of the world. After this date, all educational institutions started distance education. Reorganizing the content and methods of the trainings within the scope of distance education, providing access to technology and resources, and preparing the technological infrastructure made it necessary to plan and manage education in a very short time, taking into account the inequality of opportunity. For many years, distance education practices have been used by many institutions in Turkey and around the world on a small scale, while education has been moved from formal education to distance education due to the pandemic that took place in this unexpected process. The pandemic process has led to the spread and development of distance education. Although it is a negative process for many sectors, it has become a positive process for distance education in the name of the expansion of distance education and the expectation that it will spread to a more professional basis in the future.

**Key Words:** Pandemic, Digitalization, Distance Education.

**PANDEMIC PROCESS**

Since the last months of 2019, due to the fact that a corona virus type started to threaten human life in Wuhan, China, it was labeled as a "pandemic" by the World Health Organization (WHO) on March 11, and all local authorities were asked to maximize their emergency health conditions. (WHO, 2020). The Covid-19 pandemic constitutes a global health crisis. A pandemic, defined as infectious epidemics that spread across a very wide geography, a continent, or from time to time all over the world, causing diseases and deaths in animals or humans, has led to the loss of many lives in a very short period of time (Aslan, 2020: 35) . World Health Organization - WHO (2020: 2) of patients; identified and isolated to be taken under quarantine and monitoring of contact, they in addition to limiting international travel, social life and individuals away from physical contact the infection and saving lives is an important factor in reducing the number of implies that.

A pandemic that affects the global dimension can be considered a disaster by its nature, and this disaster can be interpreted as the end of some things, as well as a sign of new beginnings (El Maarouf et all,2020).

Turkey has encountered Covid-19 relatively later than European countries thanks to the measures it has taken. But after it became clear that the epidemic would become widespread, the practices of countries fighting this virus before Turkey in the world were also evaluated. In addition, with the warning of the presidency, in addition to converting the primary and secondary education process in Turkey into distance education, there was a 3-week decommissioning of higher education in the first place, and then it was announced that the spring 2020 semester will be fully realized with distance education (YÖK, 2020).

Turkey was one of the countries that decided to close schools around the country in the outbreak of the corona virus. As of March 23, 16 million students and 800 thousand teachers in their schools have switched to online education organized and implemented by the Ministry of Education (Mone). On the same date as an alternative option to education and teaching and learning portal digital education information network (EBA) and the Turkish Radio and Television Corporation (TRT) provided by three TV channels, internet, and TV-based Distance Education has been launched (MEB,2020).

**DISTANCE EDUCATION**

21, which we are in, called the information age. information technologies are developing rapidly in YY. These developments in information technologies have contributed significantly to the development of the global communication network through distance education applications. 21, which we call the information age. in the century, communication has become an inevitable need for individuals living in all layers of society. Distance education applications, which were considered utopias for societies in the past years, have become easily applicable through the Global Communication Network today with the developments in Information Technologies. (İşman,2011:2)

With the development of information and communication technologies, changes have occurred in all areas. One of these areas is education. An attempt was made to find solutions to problems arising in educational systems with information communication technology-based systems. One of these systems is Distance Education. Distance education is a model of an educational system in which the teacher and student do not have to be in the same places and educational activities are carried out through postal services and Information Communication Technologies. (İşman,2011:2) Distance education is a planned, institutional and managerial arrangement in which students and teachers are located in different places, requiring the application of special course designs and teaching methods and the use of various technologies (Moore & Kearsley, 2005).In general, the term distance education refers to the education that occurs when the student and teacher are physically located in separate environments.

The history of distance education dates back to the 1800s (Akdemir, 2011: 48). In 1728, advertisements were found in the Boston Gazette that he had been given lessons in shorthand by letter. In the 1890s, the University of Queensland in Australia ran an off-campus educational program. A similar program was carried out by Columbia University in the 1920s. By the 1930s, radio was now being used as a distance learning tool by many schools. In the 1950s, a paper-based communication medium was used in America for distance education, especially used for military purposes (NEA, 2000).

Although the history of distance education in Turkey goes back 70-80 years, the issue of distance education, which will be close to its present meaning, was seen in the 1970s and was actually implemented in 1982. *The issue of distance education was first raised in 1927 with the debate that it could be used to make citizens literate.* (Alkan, 1998) The most important reason why distance education was not implemented in our country until 1955 is the idea that education without teachers cannot be realized, especially literacy education cannot be done with distance education. Ankara University Faculty of Law Institute of banking and Commercial Law took the first concrete and important step related to the implementation of distance education in Turkey by training bank personnel by letter in 1956. In 1961, a training center was established by the Ministry of National Education by letter, and in this unit, preparatory classes were given by letter to people who want to complete their education from outside. These studies were organized at the general directorate level in 1966 and became even more widespread (Kaya, 1996). Especially after the 2000s, developments in the field of information and Communication Technology have moved the distance education system to very different locations and provided opportunities for millions of students. Besides Anadolu University, open teaching activities have been organized by Atatürk University and Istanbul University (Gürer et al, 2016: 52).

Nowadays, satellite, fiber optic, television, radio, computer, internet and other information technologies affect the format and structure of the rapid developments in education, new educational programs and educators to develop models of teaching and learning forces. Educators using information technologies state that” global education " applications must be used. One of the models offering global education is Distance Education. Distance education, the first application of which was made by mail in 1728, is more qualified thanks to information technologies that are developing today, in the form of teleconference and internet applications. Thanks to these distance learning applications, teachers and students who are miles away from each other in different environments can communicate effectively with each other by video and voice. (İşman,2011:3)

Thanks to the developing hardware technology, distance education projects have started to be produced with virtual reality, augmented reality and even mixed reality glasses. Due to the high image quality of the content they provide and the level of realism they offer, the modern technological equivalent of experiential education is defined as virtual reality and connected technologies (Yamamoto, Özgeldi, & Altun, 2018).

Distance education to reach many people at the same time, to allow students to self-evaluate, to offer simultaneous and asynchronous learning alternatives, to save time, to be easy to access increases the preference of distance education. (Begimbetova, 2015)

Distance education courses can be conducted synchronously (simultaneously) or asynchronously (synchronously). In a virtual classroom environment, students and the teacher can communicate with each other live in a synchronous course. In this method, students can simultaneously ask questions, communicate their demands on issues that are not understood to the other party, and get the opportunity to discuss with each other. In an asynchronous course, the student can access the lessons over the internet at any time, anywhere, and follow the lesson using materials such as video and audio recordings previously uploaded to the system. In this method, students cannot immediately provide questions about incomprehensible topics and communication with the tutorial (Serçemeli ve Kurnaz,2020: 42).

**WHY DISTANCE EDUCATION**

One of the most important factors affecting the development of societies is education. For this reason, large investments are needed in education systems. Meeting the growing need for education in parallel with population growth is also one of the important educational problems that societies must solve. At the same time, the need for Lifelong Learning, which is a requirement of the information age, needs to be met. Developed, undeveloped or developing countries should quickly continue their activities to renovate and develop their education systems in accordance with the conditions of the era. Cost-effective solutions for undeveloped countries, solutions that provide mass education for developing countries, solutions that will provide lifelong education needs for developed countries and improve the quality of education are needed. Countries with such educational needs seek to offer educational opportunities that will highlight the interests and abilities of individuals when educating their citizens or students.

The Internet can be defined as the net of networks, the network of networks, or a network consisting of hundreds of thousands of computer networks from all over the world connecting to each other for the purpose of accessing information. The Internet is a technology that allows people on different computer networks to communicate with each other as if they were on the same network, wherever they are in the world, and to share their information in the most efficient way.(Kılıç & Karaaslan,1998)

In human history, in the field of communication and education, no other technology other than the internet has yet been developed that facilitates globalization to this extent. With the use of the internet in education, traditional student and teacher concepts have changed, and they have taken on the names of learning and facilitating. The role of the student is now not only to get the information presented to him, but also to search for and find the information, to make it available in everyday life and to make use of it. In this way, the concept of” lifelong learning " has found itself a strong friend. In this way, a large part of society will soon be able to become a lifelong learner. Thanks to the Internet, the concept of “place” ceases to be a concept that determines whether to use educational services. Because on the internet,” one place “is”everywhere." "Locality”, which is firmly adhered to in the curriculum, is about to abandon its throne to the concepts of "globalism” or" universality” ( Karasar, 2004: 120).

With the covid-19 pandemic, it was observed that the existing educational systems in the world and in Turkey were unprepared to ensure the continuity of education in all circumstances, and that learners were physically separated from their schools, teachers and other learners (Bozkurt ve Sharma, 2020).

The last quarter of the twentieth century witnessed the “revolution”in communication technology. In the face of these technologies that affect all areas of life, change the way of work and life, the attitude taken and should be taken by the education sector has become a much more important issue than its predecessors. In this sense, the internet, which can be considered at the beginning of the latest and most effective technological developments, has created a very important environment for education. “Virtual Education " conducted on the internet has made it easier to reach a wide audience in education and has increased alternatives for those who will receive educational services (Karasar,2004,124). The ability to transfer and communicate data in different formats offered by computers and the internet has made education over the internet popular in higher education. It is observed that our universities provide educational services with various programs, especially over the internet, in order to keep up with changing student needs, and these programs increase over time (Akdemir, 2011: 71).

It allows geographical or temporarily separated students to exchange thoughts and knowledge, collaborate, explore alternative paths and develop their own forms of learning; it eliminates geographical boundaries and can give them a multicultural perspective on any topic. On the other hand, the fact that students and instructors are independent of the class, that the building and staff are not needed, can also lead to a reduction in teaching costs (Yeniad, 2006).

**DISTANCE LEARNING IN THE PANDEMIC PROCESS**

Topics such as the transition to an information society at the turn of the millennium, the use of information technologies in a wide variety of ways were envisaged by authors such as Naisbitt, Naisbitt, Toffler. At the beginning of 2020, humanity faced the threat of a virus that allegedly appeared in Wuhan, China. The fact that this virus quickly spread to the environment and became a threat to the entire world, affecting the global economy and countries, has led to different measures and practices. At the beginning of these practices are actions taken by states or local governments, such as flight bans, quarantine, martial law, and regulations aimed at maintaining social distance. In order to slow the outbreak, the suppression approach, which envisages reducing the movement as much as possible by ensuring that the masses remain at home for a while, has become more dominant than the approach to creating community immunity by allowing the virus to spread without intervention and has been adopted as a common practice in all countries. (Yamamoto, & Altun, 2020:25).

When the effects of the Covid-19 pandemic are examined, it is thought that not only is it a global epidemic, but it is a test that humanity must first pass in its continuation of the field of Education. With the pandemic, people began to wear masks, but with a bitter experience, the mask of an inadequate education system, inequality and globalization fell away. One of the biggest concerns with the pandemic is the possibility that education will be interrupted again with the risk of a second and even third wave, although there may be a slowdown in the course of the pandemic in the context of some countries. However, the interruption of training is not a pandemic-specific situation, Covid-19 attracts so much attention that it causes a global interruption. At the moment, causes such as ongoing wars, social pressures and economic depressions in the world are an obstacle to access to education and information, which is the basic human right. As long as we ignore these waves, we can say that in the future it will have a tsunami effect that can cause great damage to everything that comes in front of it, not in the form of a wave that hits the shore. In this context, we can express that there is a need for radical reforms and strategic planning in education, and that this crisis is an opportunity to start a new renaissance in education. In order to take this opportunity and not to fall for the same mistakes that happened in the past, we must put aside stereotypical dogma thoughts and learn to forget (learning unlearning) and start a new beginning to create a sustainable learning ecology (Bozkurt, 2020 :129). After the health sector, the education sector was one of the sectors most affected by this situation. Although rapid efforts were made to understand Covid-19 in the field of Health and to produce a solution to the pandemic, such studies in the field of education were insufficient (Hossain, 2020).

Although there are many successful and unsuccessful applications in the urgent distance education process, one of the biggest controversies and shortcomings has been experienced in the measurement and evaluation processes. The fact that educational institutions were unprepared for the covid-19 pandemic prompted them to suspend measurement and evaluation processes based on passing/staying in many countries (Bozkurt et al., 2020) or required online exams at once without adequate validity and reliability studies instead of traditional exams and tests (d’Orville, 2020). Problems with distance education due to lack of face-to-face interaction, low interaction between learner and tutorial, insufficient feedback, lack of experience, technical glitches, insufficient skill and attitude development (Bilgiç & Tüzün, 2015). Teachers 'limited internet, lack of internet in the regions where they are located, some teachers and students' lack of tools such as tablets, computers, disrupted online education and activities. It is believed that many people, from students to teachers, from school administrators to parents, were caught unprepared for distance education, leading to the formation of technical problems (Akyavuz & Çakın, 2020:734).

Covid - 19 pandemic, period, no virus before, war, famine, etc. it has been a period that has affected the entire world, including tribes that live in a very short time and away from humans, unprecedented in periods. During this period, at least until the vaccine or medication is found, the only thing that can be done is to close people's homes and stay away from each other. This has affected every point of life and forced states, institutions, people, and ways of doing business to change. One of the most important elements of life that has undergone change is education In the relevant process all over the world, studies have been carried out to ensure that education is carried out entirely with distance learning opportunities. At universities in Turkey, education was partially decamped at first, and then it was decided to continue and complete distance education. This decision has left students facing new systems and practices that they have not seen before.

**CONCLUSION**

The transformation of the Korana virus into an outbreak has affected education and higher education systems in all countries where the outbreak occurred, and has led to the use of distance education instead of face-to-face education in educational structures in order to slow this outbreak and with the support of states. In this study, examples around the world were examined in the transformation of education, especially higher education into distance education after the covid-19 epidemic. In China, where coronavirus first appeared, Italy, which has the most problems in Europe, the United States, which has the largest number of patients in the world, in practice, the United Kingdom and Turkey, which are primarily concerned with the natural spread of the virus, focused on the actions on this issue. In Turkey and around the world, the transition process of universities to compulsory distance education has also been tried to be analyzed with all aspects and even-şens. On the other hand, Education has been focused on campus and distance education experiences in terms of the sustainability of teaching, and distance education has also been studied in terms of user experiences. In light of all these developments, positive and negative aspects have been tried to be put forward as clearly as possible.

As a result, in the near future, distance education and even digital learning, with a more recent name, are projected to become the primary basis of education, rather than being a secondary(inert) alternative or support function in face-to-face learning. Hence a fast adaptation lessons from the early epidemic that traversed covid19 common digital learning experience, that will serve the development of this method all over the world in the near future, digital learning, and systems with the contribution of new technology, increased functionality, and will become the main learning structure

Digital skills, digital competencies and digital literacy are among the requirements of the digital information age and should be primarily focused on. It is a fact that new reforms and strategies are needed in distance education first. These processes should be continued with an inclusive approach, taking the opinion, support and cooperation of all stakeholders. With digital learning and online distance education often on the agenda, all citizens need to acquire these skills from an inclusive perspective, not just those who learn and teach. Education is one of the most fundamental human peoples. Everyone has the right to an accessible, equal, free, scientific and qualified education in their mother tongue.

**REFERENCES**

Akdemir, O. (2011). Teaching Math Online: Current Practices in Turkey. Journal of Educational, Technology Systems, 39, 1, 47-64.

Akdemir, O. (2011). Yükseköğretimimizde Uzaktan Eğitim. *Journal of Higher Education and Science,* 1(2), 69-71.

Alkan, C. (1998). *Eğitim Teknolojisi ve Uzaktan Eğitimin Kavramsal Boyutları,* Uzaktan Eğitim Yaz 1998/Kış1999.

Aslan, R. (2020). Tarihten Günümüze Epidemiler, Pandemiler Ve Covid-19. *Ayrıntı Journal*, 8(85), 35-41.

Begimbetova, K. (2015). *Uzaktan Eğitimde Öğretim Elemanı Ve Öğrencilerin Memnuniyet Düzeyi.* Unpublished master's thesis, Gazi University / Institute of Informatics, Ankara.

Bilgiç, H.G. ve Tüzün, H. (2015). Yükseköğretim Kurumları Web Tabanlı Uzaktan Eğitim Programlarında Yaşanan Sorunlar. *Açıköğretim* *Journal of Applied and Research,* 1(3), 26-50.

Bozkurt, A. & Sharma, R. C. (2020). Emergency Remote Teaching İn A Time Of Global Crisis Due To Coronavirus Pandemic. *Asian Journal of Distance Education, 15*(1), i-vi.

Bozkurt, A. (2020). Koronavirüs (Covid-19) Pandemi Süreci Ve Pandemi Sonrası Dünyada Eğitime Yönelik Değerlendirmeler: Yeni Normal Ve Yeni Eğitim Paradigması. *Açıköğretim Journal of Applied and Research, 6(3),* *112-142.*

d’Orville, H. (2020). COVID-19 Causes Unprecedented Educational Disruption: Is There A Road Towards A New Normal?. *Prospects,* 1-5.

El Maarouf, M. D., Belghazi, T., & El Maarouf, F. (2020). COVID–19: A Critical Ontology of the present. Educational Philosophy and Theory, 1-19.

Gürer, M. D., Tekinarslan, E., & Yavuzalp, N. (2016). Çevrimiçi Ders Veren Öğretim Elemanlarının Uzaktan Eğitim Hakkındaki Görüşleri. *Turkish Online Journal of Qualitative Inquiry*, 7(1).

Hossain, M. M. (2020). Current status of global research on novel coronavirus disease (COVID-19): a bibliometric analysis and knowledge mapping [version 1; peer review: 1 approved with reservations]. *F1000Research, 9*, 1-13.

İşman, A. (2011). *Uzaktan Eğitim*. Ankara: PEGEM AKADEMİ

Karasar, Ş. (2004). Eğitimde Yeni İletişim Teknolojileri -Internet Ve Sanal Yüksek Eğitim. The Turkish Online Journal of Educational Technology 3 (4), 117-125.

Kaya, Z. (2002). *Uzaktan Eğitim*. Ankara: Pegem Yayıncılık.

Külekçi Akyavuz, E. & Çakın, M. (2020). Covid-19 Salgınının Eğitime Etkisi Konusunda Okul Yöneticilerinin Görüşleri*Turkish Studies*, *15*(4), 723-737.

Moore, M. ve Kearsley, G. (2005). *Distance Education : A System View.* Canada: Wadsworth.

NEA - National Education Association*.* (2000). *A Survey of Traditional and Distance Learning Higher Education Members.* Washington. DC

Serçemeli, M. & Kurnaz, E. (2020). Covıd-19 Pandemi Döneminde Öğrencilerin Uzaktan Eğitim Ve Uzaktan Muhasebe Eğitimine Yönelik Bakış Açıları Üzerine Bir Araştırma. *Journal Of International Social Sciences Academic Researches ,* 4, 1, 40-53.

Telli Yamamoto, G. & Altun, D. (2020). Coronavirüs ve Çevrimiçi (Online) Eğitimin Önlenemeyen Yükselişi. *Journal of University Research*, 3(1),25-34.

World Health Organization, (2020). *Coronavirus Disease 2019 (COVID-19): Situation report*, 72.

Yamamoto, G. T., Özgeldi, M., & Altun, D. (2018). Instructional Developments and Progress for Open and Equal Access for Learning. *Open and Equal Access for Learning in School Ma­nagement* (s. 117-143). Insıde IntechOpen.

Yeniad, M., (2006). Uzaktan eğitimde kullanılmak üzere web tabanlı bir portal yazılımı geliştirme: *Yüksek Lisans Tezi.* Adana: Çukurova Üniversitesi Sosyal Bilimle Enstitüsü.

**INTERNET RESOURCES**

https://www.meb.gov.tr/turkiye-koronavirus-salgininda-ulusal-capta-uzaktan-egitim-veren-

2-ulkeden-biri/haber/20618/tr, 01Nisan 2020.

https://apps.who.int/iris/bitstream/handle/10665/335803/WHO-EURO-2020-1168-40914-

55408-eng.pdf, 11 July 2020.