

# **A Comparative Analysis of Camus' the Plague Novel and Covid-19 Pandemic: A Training Program<sup>1</sup>**

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## **Abstract**

Humanity has witnessed a large number of pandemics. These pandemics direct people to question themselves, their lives and world order. On the other hand, pandemics leave deep permanent marks on humanity by making significant changes on people's habits and daily lives. Pandemics are mostly viewed as concerns for science and institutes of healthcare but there are pieces of literature about pandemics. One of these literary pieces is "The Plague" novel published in 1947 written by French philosopher Albert Camus. Covid-19, which has financially, socially and psychologically traumatized world, shares some similarities with events in Camus's Plague novel. It seems very useful to use literary texts to make sense of current events that affect human life such as pandemics. Educational institutions are among the most effected organizations from Covid-19. For this reason, it is thought important to discuss what they have experienced during pandemic with teacher candidates. The aim of this study is to examine "Comparative Analysis of Camus' The Plague Novel and Covid-19 Pandemic" activity in terms of opinions of teacher candidates participating in the activity. In this study the qualitative research design was used. 22 teacher candidates participated in the study. This training, which was carried out with distance education, lasted 7 sessions. Teacher diaries and focus group discussions were used as data collection tools. Qualitative techniques were used in the analysis of the collected data. Findings of the study compares teacher candidates' views about The Plague novel and Covid-19 pandemic in terms of individual and social reactions, ethics and being scientific. Additionally, teacher candidates generated ideas related to individual, social, educational, and financial consequences of Covid-19 pandemic. Finally, teacher candidates expressed that the activity was beneficial for them.

**Keywords:** Teacher candidates, plague, novel, training, pandemic, Covid-19.



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## INTRODUCTION

Societies go through some critical junctures over time. In these periods, balance of societies is disturbed and there is uncertainty about what they will turn to. Some may continue what they used to do, some may change completely, and some may get worse. Economic crises, wars, famines, epidemics are some of these critical junctures ([Acemoğlu & Robinson, 2020](#)).

Human communities have faced many pandemics throughout history. During these kinds of epidemics, people question themselves, the meaning of life, and what is happening in the world. Pandemics that last especially long require people to adapt to new conditions. In pandemic conditions, people face feelings such as anxiety, fear, weakness, selfishness, empathy, and helping each other. Although pandemics are mostly related to health, there are many artistic and literary works related to pandemics. Pandemics are related to health, but they have many consequences such as social, economic psychological. For this reason, they are also the subject of literary works ([Gelir, 2020](#)).

One of these works is *The Plague* novel published in 1947 by Albert Camus. In his novel, author describes the psychological and social situations of the people of a city struggling with the pandemic. The novel takes place in the Algerian port city of Oran. This city, where a busy commercial life was experienced at the beginning of the novel, falls into silence when the epidemic reaches a frightening and unexpected stage. People, feeling anxious and desperate, hope that the pandemic will not last too long. Measures against the epidemic become more and more stringent. Doctor Rieux, Mayor Grand, and Narrator Tarrou show an example of solidarity however, the number of people dying from the plague continues to rise. The pandemic in Oran lasts ten months and ends unexpectedly ([Durakoğlu & Coşkun, 2020](#)).

The Covid-19 pandemic, which affects the world socially, psychologically and economically, shows significant similarities with what happened in Camus's *The Plague* novel. For example, [Durakoğlu and Coşkun \(2020\)](#), in their study comparing the events in the *Plague* and Covid-19, found that there are similarities in terms of the perception of the epidemic, the measures taken against the epidemic, the habits that emerged during the epidemic, and the feelings people experienced during the epidemic. The fact that cause of its emergence is not known exactly, the virus cannot be brought under control and all individuals in the world are at potential risk transforms the pandemic into a global trauma ([Aşkın, Bozkurt & Zeybek, 2020](#)).

During the period of Covid-19 pandemic, different behaviors began to be exhibited with the atmosphere of panic and fear both in Türkiye and in the world. Panic shopping, stockpiling, crises in health systems, irrational and unethical situations in social life are some of these behaviors. Extraordinary times bring extraordinary behaviors. As a matter of fact, [Taylor \(2021\)](#) draws attention to the fact that pandemics on a global scale reveal five important psychosocial conditions. The first is urgent purchase of large quantities of supplies, stockpiling of food and cleaning supplies for fear of a possible famine. The second situation is that foreign groups are seen as the source of virus and racist attitudes and behaviors including exclusion and stigmatization are exhibited against these groups. Third, resistance to measures such as wearing masks, physical distancing and isolation, which are applied to prevent spread of pandemic. Fourth, there is an increase in unsubstantiated claims and conspiracy theories about pandemic. Fifth is unnecessary preoccupation of healthcare system ([Taylor, 2021](#)).

Pandemic affects everyone regardless of religion, language, race, culture or social status. The impact of the pandemic on society depends on whether the immunity of individuals is strong, the rate of spread of the virus, the contact status of people, and sufficiency of healthcare system. Pandemic has caused distressing economic, health and social impacts ([Tüzün et al., 2020](#)). One of the institutions that the Covid-19 pandemic has had the most negative impact on is the education system ([Toprakçı, 2017; Kavuk & Demirtaş, 2021; Toprakçı et. al., 2021; Yavuz & Toprakçı, 2021](#)). It can be considered that it is significant to discuss the psychological, social, economic and educational situations experienced during the Covid-19 period with prospective teachers. When the literature is examined, it is seen that current events are recommended to be used for educational purposes ([Bekret, 2019; Kalafatoğlu, 2019; Öztürk & Veziroğlu, 2020; Sömen, 2020](#)).

Stories and novels motivate learners to connect with daily life, think and question. Unlike traditional content presentation, literary texts provide a setting for learners of group discussions and

new research. Effective usage of literary texts in learning environment improves the learners' ability to understand, interpret, analyze, see different perspectives, and empathize. Additionally, thanks to these texts selected in accordance with the learning purpose, learners can gain local and universal values (Beldağ & Aktaş, 2016). On the other hand, these literary texts also allow a critical discussion of current events. Based on a fiction, individuals compare, interpret and make a decision about current events. Such literary texts have the function of producing content for qualified discussions. Even though it is a fiction, the plague novel, which shows significant similarities with what happened in Covid-19, can be an opportunity to make sense of the crises experienced during the Covid-19 period. Teachers are at the forefront of professional people who have the power to normalize societies in crises. In order to do this, it is very important for teachers to acquire intellectual skills that can effectively interpret social events, starting from the education faculties. In order to be able to do this, it is very important for teachers to acquire the intellectual skills to interpret social events effectively, starting from the education faculties. In this context, it is thought that it would be beneficial to add reading-discussion activities to the education faculty teaching programs and to develop critical thinking activity programs. With this study, an exemplary program development study for critical thinking was carried out. The problem situation of the study was determined as follows: What are the opinions of the pre-service teachers about the "Comparative Analysis of Camus's Novel of Plague and the Covid-19 Epidemic" activity program? When the relevant literature is examined, it is observed that such a study has not been carried out. It is hoped that this study will contribute to the literature on teacher education and curriculum development.

In this context, this study aims to examine "Comparative Analysis of Camus' Plague Novel and Covid-19 Pandemic" activity in terms of opinions of teacher candidates participating in the activity. In connection with this purpose, the sub-research questions of the study are given below:

How do teacher candidates;

- 1) analyze characters in The Plague Novel, Dr. Rieux, Grand, Tarrou, Rambert, Paneloux and Cottard?
- 2) compare social and personal reactions in The Plague and Covid-19?
- 3) compare unethical behaviors in The Plague and Covid-19 pandemic?
- 4) interpret Tarrou's and Father Paneloux views on plague?
- 5) predict changes in individual's daily lives after Covid-19 pandemic?
- 6) discuss the social, economic and educational lessons that can be learned from Covid-19?
- 7) evaluate "Comparative Analysis of Camus' Plague Novel and Covid-19 Pandemic" activity?

## METHODS

A case study is an empirical research method that studies a contemporary phenomenon in its real-life context, and is used in situations where boundaries between a phenomenon and its context are not clear-cut and more than one source of evidence or data is available (Yin, 2003) Holistic single case design, which is one of case study designs, is the work carried out with a single analysis unit (an individual, a program, a school, etc.) (Yıldırım & Şimşek, 2016). This research was structured with a holistic single-case design, as it was carried out to examine "Comparative Analysis of Camus's Plague Novel and Covid-19 Pandemic" activity.

### **Participants:**

A total of 22 volunteer from psychological counselor, classroom teacher and social studies teacher candidates 14 female and 8 male, participated in the research. This training, which was carried out with distance education, lasted 7 sessions in the spring semester of 2020.

### **Data Collection Tools**

#### **Diaries of Teacher Candidates**

After each session, teacher candidates wrote their opinions, comments and evaluations about the session in their diaries. At the end of each session, the diaries written by participants were collected.

#### **Focus Group Interviews**

How do teacher candidates evaluate Comparative Analysis Activity of Camus' Plague Novel and Covid-19 Pandemic? In order to answer this question, interviews were held with teacher candidates at

the end of activity. Interviews were conducted with two different groups and lasted approximately 40-50 minutes.

### **Data Collection and Analysis**

The data of the research were collected throughout the process. Pre-service teachers wrote their opinions about each session in their diaries. The pre-service teachers sent these diaries to the researcher electronically. In addition, at the end of the program, the researcher conducted focus group interviews with prospective teachers in 2 groups, which lasted approximately 40-50 minutes. Qualitative techniques were used in the analysis of the data obtained through diaries and focus group interviews. The findings were presented in accordance with the thematic framework of "Comparative Analysis of Camus' Plague Novel and Covid-19 Pandemic". Descriptive analysis was used in direct quotations (Yıldırım & Şimşek, 2016). Teacher candidates were coded as TC1,TC2....TC21, TC22.

### **Validity and Reliability**

In this qualitative research, some strategies suggested in the literature were used to ensure validity and reliability (Yıldırım & Şimşek, 2016). First of all, The long-term interaction method was used to ensure internal validity. an agreement on confidentiality and trust was reached with the Participants. Secondly, the written documents of the focus group interviews were read to 3 randomly selected pre-service teachers for participant approval, and confirmation was obtained. Thirdly, selected excerpts from the diary and interviews are given directly without any comments. Fourth, the data were collected with two different data collection tools, diaries and interviews, and extracts from different participants were selected. Fifth, detailed information about the structure of the program, research method, and data collection and analysis are given. Finally, in qualitative research, the researcher is the person who has experience and knowledge in the field and communicates with the people participating in the research (Yıldırım & Şimşek, 2016). According to Mertens (1998), in qualitative research, the researcher is also seen as a data collection tool. For this reason, it is useful to explain the role of the researcher in qualitative studies. The researcher is an academician who specializes in curriculum and instruction. The researcher also has extensive knowledge of curriculum development, evaluation, teacher training and teaching-learning methods.

### **Procedures**

Announcements about "Comparative Analysis Activity of Camus' Plague Novel and Covid-19 Pandemic" were made to teacher candidates. 26 teacher candidates came to the first online meeting. After informing about Comparative Analysis Activity, the activity was started with 22 teacher candidates. Firstly, teacher candidates read the Plague in a week. Critical reading and creative writing activities, large and small group discussions were carried out during the seven-sessions training program. In order to get their comments about each session, teacher candidates wrote their opinions on their diaries after each session. They sent the diaries to the researcher. After the sessions were completed, two separate focus group interviews were held with the teacher candidates. Sessions and themes of "Comparative Analysis of Camus' Plague Novel and Covid-19 Pandemic" activity are presented in Table 1.

**Table1:** "Sessions and Themes of Comparative Analysis Activity of Camus' Plague Novel and Covid-19 Pandemic" activity

<b>Sessions</b>	<b>Themes</b>
1st Session	<b>Character Analysis:</b> Character Analysis of Dr. Rieux, Tarrou, Rambert, Grand, Paneloux and Cottard
2 st Session	<b>Individual and Social Reactions during Pandemic:</b> Comparison of social and personal reactions during plague and Covid-19 pandemic.
3 st Session	<b>Ethics in The Plague and Covid-19 Pandemic:</b> Discussion of unethical behaviors in plague and Covid-19 pandemic.
4 st Session	<b>Dogmatism and Science:</b> Discussion of Father Paneloux, Tarrou and Rieux's views on pandemic.
5 st Session	<b>Life after Covid-19 pandemic</b> A) Predicting changes in individual's daily lives after Covid-19 pandemic.
6 st Session	<b>Life after Covid-19 pandemic</b> B) Discussing the social, economic and educational lessons that can be learned from Covid-19.
7 st Session	Self-reflection and closing

## FINDINGS

Findings of this study are summarized in two sections which are findings obtained from diaries of participants and findings obtained from focus group interviews.

### 1) Findings Obtained From Diaries of Teacher Candidates:

#### a) 1st Session: Character Analysis of Rieux, Tarrou, Rambert, Grand, Paneloux and Cottard

In the first session, teacher candidates made character analysis of characters in *The Plague*. Teacher candidates evaluated reactions given during pandemic from perspectives of heroes of the novel. First of all, the opinions of all teacher candidates were shared in Table-2, and then direct quotations about the teacher candidates' comments on the plague heroes are included.

**Table 2:** Features of novel characters according to teacher candidates' opinions

Novel Characters	Features
Dr. Rieux	Responsible (f:20), scientific (f:19), hardworking (f:18), kind-hearted (f:17), leader (f:16), talent (f:16), helpful (f:15), rational (f:15), ability to interpret events (f:15), resistant to difficulties (f:13), solidary (f:12).
Tarrou	Struggling (f:20), helpful (f:18), optimistic (f:18), hardworking (f:16), collaborative (f:15), solidary (f:15), observation skill (f:14), able to deduce events (f:10), activist (f:9), having communication skills (f:9), goal setting (f:7).
Grand	Helpful (f:20), realistic (f:17), solidary (f:14), warm-hearted (f:13), perfectionist (f:11), humble (f:9), having a mysterious nature (f:7), having difficulty expressing himself (f:6).
Rambert	Foolhardy (f:14), determined (f:13), ambitious (f:12), stubborn (f:10), decisive (f:7), compromising on values (f:7), shy (f:4).
Cottard	Selfish (f:18), unethical (f:16), uncaring (f:12), insensitive (f:11), hopeless (f:10), dejected (f:9), lonely (f:8), distrustful (f:7), introverted (f:6), skeptical (f:5).
Paneloux	Strong (f:19), dogmatic (f:18), persuasive (f:17), unscientific (f:15), eloquent (f:12).

Some of teacher candidates' comments on heroes of *The Plague* are as follows:

*"Dr.Rieux: Working as a doctor in the city where the plague pandemic occurred, Dr. Rieux is a kind-hearted doctor. The doctor, who is not insensitive to people and feels responsible for people, does not even get paid from the poor. He has a strong nature that is resistant to difficulties. He is a leader, talented and hardworking. Besides, he has the ability to interpret events. He fights against dogmatic views in the society and defends the idea that a possible cure for the disease can end the pandemic. He doesn't agree with Father Paneloux who encourages people to submit to God's will and fights against the disease."*(TC5)

*"Tarrou: He deserves a loud round of applause with his encouraging attitude and ability to organize against the pandemic. He cooperates with Rieux to prevent further spread of pandemic. We can observe that his belief in science affects readers and also he is good at human relations. Tarrou, who can be called a social individual, is a good-hearted person who loves to have fun. His observation skills are high. He is honest and willing to help people. He likes to set goals and fight for that goal. Ali tries to learn from the past pains by thinking about them"* (TC9).

*"Rambert: He is a passionate journalist and values love just as Grand character but he is more brave than Grand. He is determined, resolute and ambitious enough to break the rules in order to unite with his lover. For this reason, he has a stubborn and accusing manner. Rambert who can make compromises with his values also has a shy and timid side. He cooperates with others to fight against plague."* (TC17)

*"Grand: He fights against pandemic with Rieux and Tarrou. Grand, who has a mysterious nature, is an officer who cannot express himself very well. He is humble, helpful and realistic. He has a simple lifestyle. He has struggled in poverty for a long time and believes that the things promised to him hadn't been fulfilled. He aspires to write a book but cannot find the perfect sentence to begin writing which reveals his perfectionist nature."* (TC11)

*"Cottard: He is a selfish person who doesn't care much about others and disregards other peoples' sufferings when he is the one who benefits. He exhibits unethical behavior during plague. He is a desperate person and lacks any joy for living. He is a lonely and introverted person. Cottard is a skeptic who doesn't trust anyone and mostly lives in his own complex life."*(TC20)

*"Paneloux: He is a devout priest who wants to lead people by preaching. He has a strong, persuasive nearly hypnotic way of speaking and wants to make people believe that plague is a scourge sent by God to the ones who closed their hearts to faith. He has dogmas and doesn't trust science and doctors."* (TC1)

### **b) 2nd Session: Social and Personal Reactions during Pandemics**

In the second session teacher candidates compared social and personal reactions during plague and Covid-19 pandemics. They expressed that individual and social reactions described in Plague novel and reactions they observed during Covid -19 pandemic highly resembled each other. Experiences during pandemics are analyzed in terms of psychological and socio-psychological aspects. Also, effects of socio-economic differences during pandemics are examined. The opinions of all teacher candidates were shown in Table-3. In addition direct quotations about the pre-service teachers' comments on the social and personal reactions during pandemics are included

**Table 3:** Comparison of social and personal reactions during plague novel and covid-19

Reactions	Common reactions in plague novel and covid-19
<b>Social Reactions</b>	Weakening of social relations (f:18), loneliness (f:16), social isolation (f:15), restriction of freedom (f:14), slowing down of life (f:13), resistance to new social living conditions (f:13), quarantine (f:12), disregard for rules (f:12), return to basic needs (f:11), rejection (f:11), panic shopping (f:10), social manipulation (f:8), poverty (f:8), helping each other (f:7), indifference (f:7), distortion of the news (f:6), religious explanations (f:5), anxiety that the pandemic will not end (f:5), solidarity with the needy (f:4), insensitivity to death (f:3).
<b>Personal Reactions</b>	helplessness(f:14), psychological insecurity (f:13), fears (f:12), anxiety (f:12), sense of uncertainty (f:11), understanding the value of life (f:10) blaming someone (f:9), mental disorders (f:8), fear of death (f:8), worrying about one's health (f:7), breaking rules (f:7) ignoring (f:6), mourning (f:6), indecision (f:5), worry (f:5), selfishness (f:5), seeking remedy (f:4).

Some of the ideas generated by teacher candidates are as follows:

*"In the book plague is only in Oran but Covid -19 has spread to the entire world. However, both of them slowed down social life. At the beginning, rich and poor were affected similarly but later rich people had some advantages over the poor both during plague and Covid -19 pandemics."* (TC17)

*"Doctors from Oran and government didn't want to acknowledge the disease as plague just like people didn't want to acknowledge lethality of Covid -19 and people who didn't believe the disease were majority in the beginning. As the number of deaths grew people who die from these diseases became just numbers in both pandemics."* (TC3)

*"With respect to individual experiences most situations are same. People became isolated, they couldn't communicate and in both pandemics psychological problems increased."* (TC22)

*"Religious point of view is similar in every event and period. In both pandemics we can see that there is an attitude against science which worsens an already bad situation."* (TC6)

*"Losing jobs, deaths, and uncertainty about the length of the situation put some people in a more anxious and depressed mood."* (TC13)

*"Feeling insecure motivated people to buy more basic needs and they tended to stockpile lots of goods."* (TC8)

### **c) 3rd Session: Ethics in Plague Novel and Covid -19 Pandemic**

Third session of the activity includes discussions related to ethical violations during plague and Covid -19 pandemics. Teacher candidates shared their opinions about ethical problems experienced as a result of people's tendency to prioritize their personal interests during pandemic. Also, ethical problems related to business people seeking for financial gains during pandemic were examined. Final topic discussed in this session was unethical behaviors resulting from government officials who do not inform public sufficiently thus causing spread of misunderstandings and conspiracies. The opinions of all teacher candidates were shown in Table-4. Furthermore direct quotations about the teacher candidates' comments on the ethics in plague novel and covid -19 pandemic are included.

**Table 4:** Ethics in plague novel and covid-19 according to teacher candidates' opinions

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Failure to comply with isolation rules (f:16)
Taking adequate economic and social measures for the poor (f:14)
Insufficient information of the administrators to the public (f:12)
Selfishness, dishonesty (f:12)
Ambition to earn more money (f:11)
Black Market (f:10)
Stocking (f:10)
General measures taken late (f:9)
Opportunism (f:8)

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Some of the comments given by teacher candidates are as follows:

*"The governor of Oran city didn't inform public sufficiently from the beginning of plague breakout until it became a widespread pandemic and as a result people didn't take sufficient measures to protect themselves. Insufficient and delayed public announcement of the disease causes a delay in protective measures, which is an ethical violation. Covid-19 wasn't also taken seriously at the beginning and measures to protect poor people were not adequate."* (TC21)

*"It is possible to say that some parts of society who consider pandemic as a financial opportunity didn't present a moral example to humanity."* (TC4)

*"People's Republic of China didn't take strict measures at the onset of the pandemic and avoided informing other countries about the pandemic which I believe are a serious ethical violation. Also, World Health Organization remained passive and it is an ethical violation."* (TC16)

*"Ethical violations can be different or similar but I believe that selfishness, immorality, sufferings and mistakes are definitely global. If they weren't global, plague which occurred in one city and Covid-19 which spread to all world wouldn't be such similar to each other"* (TC9)

#### **d) 4th Session: Dogmatism and Science**

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In the 4th session, teacher candidates examined dogmatic and scientific approaches from the viewpoints of Father Paneloux, Dr.Rieux and Tarrou. People's tendency to be vulnerable to dogmatic ideas as a result of negative situations and feelings like ignorance, desperation, fear, and panic was analyzed. Also, necessity of rational, scientific and objective knowledge during pandemics is discussed in this session. The opinions of all teacher candidates were shared in Table-5. Moreover, direct quotations about the teacher candidates' comments on the dogmatism and science are included.

**Table 5:** Dogmatic and scientific approaches to the pandemic according to teacher candidates' opinions

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<b>Peder Paneloux (Dogmatism)</b>	The pandemic is the punishment for our sins (f:22) People should learn lessons from this coming punishment (f:20) Pandemic indicates the apocalypse (f:19) We should not resist the pandemic and bow down (f:17) The sinless do not get sick (f:17) Science should not be helped (f:16) Only prayers can be saved from the pandemic (f:14) Distorting and distorting the facts (f:10)
<b>Dr.Rieux and Tarrou (Science)</b>	The fight against the pandemic is with science and knowledge (f:18) Social and mental health is ensured under the leadership of science (f:17) Ignorance, helplessness, fear and panic are struggled with science (f:15) Science is problem solver (f:13) Social and mental health is ensured under the leadership of science (f:12) Fighting the pandemic in solidarity (f:11) Science must be respected (f:9)

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Some of the ideas generated by teacher candidates are as follows:

*"Paneloux, as a priest who views plague pandemic from a religious point of view and interprets it as a punishment from God. He believes that humanity should learn from this punishment. Unlike the priest Tarrou has a scientific view of the pandemic. He believes that prayers are not enough to solve this*

problem and only scientific methods can help humanity to overcome pandemic. Thus, he contributes more to resolve the problem.” (TC14)

“Tarrow has a more philosophical, conscious and logical way of thinking and believes that plague causes inequality among people. Instead of seeing plague as a deserved punishment, he achieves to organize people fight against it and form aid groups.” (TC8)

“Dr. Rieux didn't bow to ignorance of the priest, showed that there is a cure for disease and people can overcome this pandemic by this cure. We can say that he believes in science and doesn't submit to dogmas.” (TC9)

### e) 5th Session: Life after the Covid-19 Pandemic (Predicting changes in individual's daily lives)

5th session includes examination of possible events in individuals' lives after Covid-19. What type of individual conclusions would people draw from what they had experienced is another topic discussed in this session. Teacher candidates acknowledged significant effects of pandemic but also expressed that peoples' tendency to easily forget bad experiences would limit extent of lessons learned from the pandemic. The opinions of all teacher candidates were shown in Table-6. In addition direct quotations about the teacher candidates' comments on the changes in individual's daily lives after covid-19 are included.

**Table 6:** Daily individual life after covid-19 according to teacher candidates' opinions

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Lessons learned from covid-19 are quickly forgotten (f:19)
All habits get old after a while (f:18)
The pandemic is forgotten and unimportant (f:15)
After a while, old mistakes can be returned (f:14)
May be more careful about hygiene (f:12)
Physical contact between people may be reduced (f:10)
Wasting habits can change (f:8)
Human relationships can be weakened (f:7)
The meaning of life can be discovered (f:7)
Adapting to life after the pandemic may take some time (f:5)
Obsessiveness may become common (f:4)
The death trauma of those who lost their loved ones can last for a long time (f:3)

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Some of the comments made by teacher candidates are as follows:

“I think people can easily forget what they have learned from Covid-19 because a common trait of human beings is easily getting used to comfort.”(TC6)

“Some minor changes in individual and social relations may occur but these won't be radical changes. Nevertheless, an obsessive state of mind which can be felt in individual and social levels may cause some minor restrictions in interpersonal relations.”(TC11).

“People will be more careful about personal and environmental hygiene. I think there will be more emphasis on religious and spiritual values. Also, I believe that the period when people stayed at home changed people's habit of wasting but this will be temporary. Covid-19 pandemic and experiences brought with it will be forgotten just as plague and conditions leading to it was forgotten over time. .” (TC12)

“With an optimistic point of view, I want to hope that people will try to enjoy their lives more, forget about their regrets and always remember how their lives exist on a borrowed time. However, I believe that it is highly likely that people will revert to their previous mistakes.” (TC21)

### f) 6th Session: Life After Covid-19 Pandemic (Discussing social, financial and educational implications)

6th session includes teacher candidates' ideas related to social, financial and educational implications which can be drawn from Covid-19 pandemic. Teacher candidates expressed that this pandemic provided many opportunities to inquire drawbacks in current society. The opinions of all teacher candidates were shown in Table-7. Furthermore direct quotations about the teacher candidates' comments on the social, financial, and educational implications from Covid -19 pandemic are included.

**Table 7:** Economy, society, education after covid-19 according to teacher candidates' opinions

Society	Economy	Education
The meaning of life, awareness (f:15)	Changing shopping habits(f:12)	Inequality of opportunity in education(f:15)
Recognizing the importance of social contact (f:14)	Increasing online shopping(f:9)	Education access issues(f:13)
Increasing meaning of freedom (f:13)	Stocking(f:9)	Learning losses(f:11)
Awareness of human destruction on nature(f:10)	Increasing homeoffice work (f:8)	Internet access problems of poor children(f:11)
Social solidarity awareness(f:9)	Increasing poverty (f:8)	Increasing knowledge gaps between wealthy and poor children (f:10)
Increasing expectations for social justice(f:7)	Slowdown of the economy(f:7)	Expanding distance education opportunities (f:10)
Recognizing the importance of non-governmental organizations (f:6)	Increase in prices (f:7)	Development of distance education tools (f:7)
Increasing advocacy of disadvantaged groups (f:3)	Decreased production (f:6)	
	Unjust enrichment (f:5)	
	Increasing healthcare spending(f:5)	
	Increasing need for internet (f:5)	
	Difficulties in reaching basic needs(f:4)	
	Borrowings increase (f:4)	
	Economic solidarity (f:3)	

Some of the ideas related to social, financial, and educational implications from Covid -19 pandemic are as follows:

*"Having strong non-governmental organizations strengthens social structure in such periods of crisis and for this reason non-governmental organizations must be supported."* (TC19)

*"From an educational point of view, social infrastructure should be prepared for this kind of crisis on the basis of gender equality during the period after Covid -19."*(TC10)

*"Distance education opportunities must be available for all children."* (TC4)

*"Special precautions in education, finance and social areas must be taken for disadvantaged groups such as poor, disabled and elderly people."* (TC15)

*"Individuals must be supported to easily access distance education tools."* (Ö18)

*"Fair distribution of world resources must be ensured for all socio-economic groups and additional precautions must be taken in impoverished areas."* (TC7)

*"Topics such as social justice and human rights must be taught in all stages of education."* (TC11)

*"Psychological problems such as post-traumatic stress disorder caused by Covid-19 pandemic must be treated adequately by using state facilities efficiently."*(TC2)

*"Many small businesses were closed and musicians became unemployed because of the pandemic."*

*"Government subsidies were not enough. The pandemic proved us importance of individual and governmental savings."* (TC20)

### g) 7th Session: Self-reflection and Closing Remarks

Teacher candidates were asked to give their opinions about "A Comparative Analysis of Camus's Plague Novel and Covid-19 Pandemic" activity in the last session. They discussed in what ways this activity can contribute to their development. The opinions of all teacher candidates were shared in Table-8. Moreover, direct quotations about the teacher candidates' self-reflections are included.

**Table 8:** Reflections of Teacher Candidates

Opportunity to analyze individual and social psychology during the pandemic process (f:17)
Finding the opportunity to evaluate the educational, social and economic consequences of the pandemic(f:17)
Comparing the responses of communities in pandemics (f:14)
Empathizing with others (f:13)
Better analyze the pain, troubles and fears experienced in the pandemic(f:11)
Gaining a universal perspective on pandemics (f:10)
Evaluating the battle of science and dogmatism in pandemics (f:8)
Awareness raising (f:7)

Some of the answers given by teacher candidates are as follows:

*"Thanks to this activity we had a chance to look at plague disease, which we previously had heard of, from a different perspective and our recent pandemic experience tops it all. We had a better*

*understanding of pandemics by having a deeper look and comparing people's troubles, sufferings, and fears.” (Ö22)*

*“The book was excellent and emphasized universality of the situation we are currently experiencing. I believe it was a beneficial activity.” (Ö10)*

*“I can easily say that Plague novel shed light on my understanding of pandemic. I can make various comparisons and interpret psychological situations of people.” (TC5)*

*“Thanks to this activity, I believe that I can assess events of a pandemic from various perspectives such as psychological, financial, social and educational.” (TC16)*

## **2) Findings Obtained from Focus Group Interviews with Teacher Candidates:**

In this part of the study teacher candidates were asked how they evaluate "A Comparative Analysis of Camus's Plague Novel and Covid-19 Pandemic" activity. Focus group interviews were carried out with teacher candidates after the activity. They were asked to comment about efficiency of the activity in these focus group interviews. All teacher candidates participating in focus group interviews expressed that they found the activity efficient. They expressed that this activity enabled them to generate various ideas and think critically on various subjects. The opinions of all teacher candidates were shown in Table-9. In addition direct quotations about the teacher candidates' comments on the "Comparative Analysis of Camus' Plague Novel and Covid-19 Pandemic Activity" are included.

**Table 9:** Findings obtained from focus group interviews with teacher candidates

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Critical thinking environment (f:18)
Gaining different perspectives (f:17)
Opportunity to evaluate the psychological, social, economic and educational consequences of the pandemic (f:17)
Opportunity to develop common ideas (f:15)
Opportunity to see pandemics from multiple perspectives (f:14)
Motivation to learn new topics (f:13)
Opportunity to follow developments in the world (f:12)
Empathy development (f:10)
Opportunity to confront (f:8)
Advocacy (f:7)
Advanced analysis skills (f:5)
Egalitarian just world dream (f:3)

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Some comments made by teacher candidates are as follows:

*“We were able to express our ideas in a critical thinking environment even though we had very different ideas from others. I think I gained new perspectives because after I expressed my idea I had chance to listen to my friends ideas and this made me think different aspects. Also, I noticed that we sometimes shared similar ideas.” (TC18)*

*“I think we examined pandemics from all points of view and down to the last detail. Especially discussion setting created in this activity was very constructive.” (TC2)*

*“I started to imagine a more egalitarian and fair world. I started to better interpret this reality of pandemic we are currently experiencing. I realized once again that good and bad are not related to culture.” (TC9)*

*“I had opportunity to investigate and learn about topics which I previously had no idea. Also, I followed some developments in the world.” (TC14)*

*“I derived many personal lessons from Plague novel and Covid-19 pandemic thanks to this activity.”(TC20)*

*“I had opportunity to understand and evaluate how pandemics effect behaviors, ideas, and feelings.” (TC15)*

*“This activity made me face realities of the society that I live in. I had opportunity to analyze our level of crisis management skills and readiness.” (TC7)*

## DISCUSSION AND CONCLUSION

Teacher candidates analyzed characters in *The Plague* at the end of the first session. Analysis of participants' diaries and group discussions reveal that teacher candidates made detailed analysis of characters in terms of their personality traits and perspectives about social life. They were able to define and critically analyze various aspects of these characters such as behaviors during pandemic, expectations, anger, cruelty, compassion, and selfishness. It is well established that every piece of literature aims to convey a message in accordance with its' topic or content which may be historical, religious, moral, financial, cultural or artistic (Aytaş, 2006). We can say that teacher candidates participating in the activity tried to interpret Camus' message through character analysis.

Teacher candidates compared social and personal reactions in *The Plague* and Covid-19 pandemic in the second session. They expressed that experiences and reactions in *The Plague* and Covid-19 pandemic are highly similar to each other. Teacher candidates discussed experiences during pandemics from psychological, socio-psychological, and socio-economic perspectives. They stated that people started to appreciate the value of life both in *The Plague* and Covid-19 pandemic. They realized once again that feelings such as love, peace, and safety are special and how these feelings affect people. However, when people face uncertainty feelings turned into fear and anxiety. Also, negative situations such as thinking only own interests, selfishness, avoiding quarantine, and insensitivity are individual reactions observed in both pandemics. Individual reactions defined in this activity are similar to individual reactions predicted by Inter-Agency Standing Committee (IASC). IASC (2020) states that common negative feelings related to pandemics are fear of catching a disease and dying from the disease, hesitancy to apply medical institutions, fear of losing job, fear of staying in quarantine, fear of losing loved ones, fear of staying away from loved ones because of quarantine, feeling desperate because of social isolation. Similar to the findings of this study, Aşkın, Bozkurt and Zeybek, (2020) stated that during the Covid-19 process, situations such as depression, anxiety, health anxiety, loneliness, social isolation, stigmatization and financial difficulties, and changing work and working conditions were experienced.

According to teacher candidates social reactions observed during both pandemics are denying the realities of pandemic, financial difficulties, opportunistic behaviors, resistance to social rules, and selfishly stocking physical needs. The most significant problems observed during Covid-19 pandemic are difficulty to obey restrictions, problems related to healthcare system, losing jobs, increase in domestic violence, increase in social anger, conspiracy theories related to pandemic, social desperation, impoverishment of society, imparity in accessing educational facilities. Similarly, Üstün and Özçiftçi (2020) stated that home-office work, economic slowdown, and panic behaviors in consumption were observed during the Covid-19 process. However, pandemic brought new opportunities in fields of science, medicine, education, and technology. This finding of the study correlates with Taylor's (2021) 5 main psychosocial conditions of global pandemics. Taylor (2021) states that people tend to exhibit social reactions such as stockpiling physical needs, resisting isolation rules, cause problems in healthcare services, and creating conspiracy theories.

Third session of the activity includes ethical violations during plague and Covid-19 pandemics. Teacher candidates expressed that people prioritize self-interests and behave selfishly during pandemics. Business people's attempts to increase prices and black marketing are most common ethical violations. Teacher candidates also expressed that government subsidies for low income groups were not sufficient. Another ethical violation discussed during the session was insufficient information provided to public by authorities which in turn created an environment open to speculations and misinformation of public by some celebrities and public figures. Similarly, Büken (2020) draws attention to ethical violations related to healthcare system, healthcare workers, efficient usage of resources, and discrimination. Üstün and Özçiftçi (2020) emphasizes importance of examining ethical violations emerged during Covid-19 by stating that these violations do not only damage public healthcare systems but they also have permanent and temporary negative effects on socio-cultural system, judicial system, education, tourism, and agriculture by adding that each of these effects must be examined separately.

The conflict between dogmatism and science is the topic discussed in the 4th session of the activity. The topic was examined from the perspectives of Father Paneloux, Dr. Rieux and Tarrou who are

characters of The Plague novel. Teacher candidates expressed that negative feelings experienced during pandemics such as uncertainty, fear, panic, and desperation may direct people to dogmatic views. It was noted that extensively informing society with scientific, rational and objective information is an effective way of preventing dogmatism. Various conspiracy theories created during pandemics are also a result of this dogmatic perspective. Sudden emergence of Covid-19 and lack of enough information about virus brought many uncertainties and problems related to spread of reliable information caused creation and propagation of various conspiracies (Akyüz, 2021). Pursuing dogmas and explaining events within this perspective is mostly the easiest choice but this doesn't contribute to humanity. For centuries, developments and improvements in various fields were gained by fighting against dogmas. Pandemic can be considered as a new opportunity for fight against dogmas and defend existential views (Çelebi & İnal, 2020).

The 5th session of the activity includes teacher candidates' ideas and predictions about what expects the world after Covid-19. What lessons can humanity learn from this pandemic is one of the topics discussed in this session. Teacher candidates acknowledged significance of pandemic but also added that people's tendency to easily forget events may restrict the extent of lessons learned from this experience. Research shows that Covid-19 pandemic brought permanent changes in various areas such as social media usage (Kütükoğlu, 2021), urban planning (Balci & Türk, 2020), regulations in healthcare systems (Okuy, 2021) and regulations in educational systems (Kara & Bozkurt, 2021). Government authorities have important roles in channeling these changes to public interests. Taylor (2021) states that government authorities must take proactive measures against problems such as disobeying rules of pandemic, discrimination, panic buying, and mental health problems. However, effectiveness of these measures on changing individual habits can only be understood over a long period.

The topic discussed in the 6th session of the activity was social, financial and educational implications which can be drawn from Covid-19 pandemic. Teacher candidates expressed that the pandemic provided many opportunities to draw implications for social, financial, and educational fields which can be beneficial to citizens, government authorities, and non-governmental organizations. Similarly, Kara and Bozkurt (2021) found out that Covid-19 pandemic contributed to school administrators in various areas such as improvement of crisis management skills, maintaining higher standards of hygiene, improving distance education facilities, giving more autonomy to local administrators, improving skills for distance administration of schools, and designing alternative methods for educational processes.

Özlü and Öztaş (2020) emphasizes importance of learning from this experience in the field of medicine by taking all the possibilities into account, allocating necessary resources to the service of epidemiology, efficient cooperation among institutions and maintaining communication about possible risk. Arslan and Bayar (2020) point out social and financial uncertainties created by pandemic and warns financial actors to pay attention to these uncertainties and risks. They also argue that developing countries must adopt financial models based on established rules which developed countries have already adopted. This pandemic, because of its' very nature, will eventually come to an end and what has or hasn't been done during the pandemic will be evaluated to take lessons for future pandemics. Experiences from past events have been and will continue to be the most important means for fighting against challenges in most difficult times (Özlü & Öztaş, 2020).

The last session of the activity includes teacher candidates' reflections about the activity. All teacher candidates participating in the study expressed that they found the activity effective. They stated that the activity gave them new perspectives about pandemics and helped them to thoroughly analyze social, financial, and psychological experiences of people during pandemics. Also, they had opportunity to develop ideas for predicting possible events after pandemic. An individual with critical thinking ability can understand, analyze, and objectively evaluate possible causes of problems from various viewpoints as well as disagreeing any idea whenever necessary and make decisions about what is right and wrong (Saracaloğlu, & Yılmaz, 2011). In this respect, this activity helped teacher candidates improve their critical thinking skills.

The final part of the study includes focus group interviews with teacher candidates to reveal effectiveness of the activity. Teacher candidates expressed that the activity enabled them to compare

various aspects of The Plague novel and Covid-19 pandemic, interpret individual and social reactions during pandemics, draw ethical and scientific conclusions from events, and make predictions for financial, educational and social life after pandemic. Finally, teacher candidates expressed that they believed the activity was efficient, enjoyable, and inspiring. To sum up, using literary texts to analyze current events can be considered as an efficient method.

### Suggestions:

1. Planning curricular and extracurricular activities in which teacher candidates can effectively discuss current events can help them improve their critical thinking skills.
2. Teacher training programs should include more elective courses which include cultural and artistic activities.
3. Mixed design interdisciplinary studies consisting of qualitative and quantitative methods should be conducted to further analyze effects of Covid-19 pandemic on behaviors, feelings, ideas and habits.

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## **Camus'nun Veba Romanı ve Kovid-19 Pandemisinin Karşılaştırmalı Analizi: Bir Eğitim Programı**

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### **Özet**

İnsanlık tarihi çok sayıda salgına tanıklık etmiştir. Salgınlar insanların kendilerini, yaşamlarını dünya düzenini daha fazla sorgulamaya yöneltir. Diğer taraftan salgınlar, insanlığın yaşamında ve alışkanlıklarında çok önemli değişiklikler yaparak insanlığın belleğinde kalıcı izler bırakır. Salgınlar ağırlıklı olarak bilimin ve sağlığın alanına girmekle beraber salgınları konu eden sanat ve edebiyat eserlerine de rastlanmaktadır. Bu eserlerden biri de Fransız filozof Albert Camus'nun 1947'de yayımladığı "Veba" romanıdır. Dünyayı ekonomik, sosyal psikolojik açıdan büyük travmalara uğratan Kovid-19 salgını Albert Camus'nun Veba romanındaki kurguyla çok büyük benzerlikler göstermektedir. Kovid-19 salgının en çok etkilediği kurumların başında eğitim gelmektedir. Kovid-19 sürecinde yaşananların öğretmen adaylarıyla tartışılmasının önemli olduğu düşünülmektedir. Çalışmanın amacı Camus'nun Veba Romanı ve Kovid-19 Pandemisinin Karşılaştırmalı Analizi Etkinliğini öğretmen adaylarının görüşleri açısından incelemektir. Araştırmada nitel araştırma desenlerinden bütüncül tek durum deseni kullanılmıştır. Çalışma, 14'ü kadın 8'si erkek toplam 22 gönüllü eğitim fakültesi öğrencisi ile yürütülmüştür. Etkinlik 7 oturum sürmüştür ve uzaktan eğitim araçları kullanılarak gerçekleştirilmiştir. Veri toplama aracı olarak öğretmen günlükleri ve grup odak görüşmeleri kullanılmıştır. Nitel verilerin analizinde betimsel yöntemden faydalanılmıştır. Araştırma sonuçları öğretmen adaylarının Veba romanı ve Kovid-19 pandemisini bireysel ve toplumsal tepkiler, etik ve bilimsellik açısından karşılaştırmışlardır. Ayrıca öğretmen adayları Kovid-19'dan çıkarılacak bireysel, toplumsal, eğitimsel, ekonomik, sosyal sonuçlara ilişkin görüşler üretmişlerdir. Son olarak öğretmen adayları etkinliğin faydalı ve etkili olduğunu ifade etmişlerdir.

**Anahtar Kelimeler:** Kovid-19, pandemi, veba, roman, öğretmen adayları, eğitim.



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## Genişletilmiş Özet

**Problem:** Acemoğlu ve Robinson (2020) göre tarih boyunca toplumlar bazı kritik dönemeçlerden geçerler. Bu dönemlerde toplumların ortada olan dengeleri bozulur neye yönelecekleri konusunda belirsizlikler oluşur. Bazıları eskiden yaptıklarına devam edebilir, bazıları tamamen değişebilir, bazıları ise daha kötüye gidebilirler. Ekonomik krizler, savaşlar, kıtlıklar, salgın hastalıklar bu kritik dönemeçlerden bazılarıdır. İnsanlık tarih boyunca çok sayıda salgın hastalıkla karşı karşıya gelmiştir. Bu salgınlar sırasında insanlar kendilerini, yaşamlarını, dünyayı sorgularlar. Özellikle uzun zaman süren pandemiler insanların yeni koşullara uyumlarını gerekli kılar. Pandemi şartlarında kişiler kaygılar, korkular, zaafılar, endişeler, bencillikler, empati, fedakarlık, özveri, yardımlaşma gibi özellikleriyle yüzleşirler. Pandemiler çoğunlukla bilimin ilgi alanına girse de pandemileri konu eden sanat ve edebiyat eserleri de bulunmaktadır (Gelir,2020).

Bu eserlerden biri de Fransız filozof Albert Camus'nun 1947'de yayımladığı "Veba" romanıdır. "Veba" romanında Camus pandemiyle mücadele eden Oran şehir halkının başından geçen psikososyal süreçleri ele almaktadır. Oran şehrinde yaklaşık on ay süren salgın, umulmadık bir şekilde sona erer (Durakoğlu ve Coşkun, 2020). Dünyayı sağlık, ekonomik, eğitimsel ve sosyal psikolojik açıdan büyük travmalara uğratan Kovid-19 pandemisi Albert Camus'nun Veba romanındaki kurguyla çok büyük benzerlikler göstermektedir. Gerek Kovid-19 sürecinde gerekse Veba'da yaşam koşulları ve kurumlar ciddi şekilde etkilenmiştir. Bu etkilenen yaşam koşullarının, yeni deneyimlerin öğretmen adayları ile tartışılmasının önemli olduğu düşünülmektedir. Bu bağlamda çalışmanın amacı Camus'nun Veba romanı ve Kovid-19 Pandemisinin Karşılaştırmalı Analizi Etkinliğini öğretmen adaylarının görüşleri açısından incelemektir.

**Yöntem:** Araştırmada nitel araştırma desenlerinden bütüncül tek durum deseni kullanılmıştır (Yıldırım ve Şimşek, 2016). Çalışma, 2020 bahar yarıyılında 14'ü kadın 8'si erkek toplam 22 gönüllü eğitim fakültesi öğrencisi ile uzaktan eğitim ile yürütülmüştür. Bu süreçte, öğretmen adaylarına Albert Camus'nun Veba isimli kitabını okumaları için bir haftalık süre verilmiştir. Yedi oturum süren etkinliklerde küçük ve büyük grup tartışmaları, eleştirel okuma ve yaratıcı yazma çalışmaları yapılmıştır. Araştırmada veri toplamak amacıyla öğretmen adaylarının günlükleri ve grup görüşmeleri kullanılmıştır. Her bir oturumun değerlendirilmesi için oturumlardan sonra öğretmen adaylarından günlüklere yorumlarını yazmaları istenmiştir. Oturumların hemen ardından katılımcılar yazdıkları günlükleri elektronik olarak araştırmacıya göndermişlerdir. Eğitim sürecinin sonunda etkinliğin değerlendirilmesi amacıyla öğretmen adaylarıyla odak grup görüşmeleri yapılmıştır. Veba Kitap Etkinliğinin sürecinde toplanan günlüklerden ve görüşmelerden elde edilen veriler nitel tekniklerle analiz edilmiştir. Çalışmada ulaşılan veriler 7 oturumluk etkinliğinin tematik çerçevesine uygun olarak analiz edilmiştir. Doğrudan yapılan alıntılarda ise betimsel analize başvurulmuştur.

**Bulgular ve Tartışma:** Ulaşılan bulgular, katılımcıların günlüklerinden elde edilen bulgular ve odak grup görüşmelerinden elde edilen bulgular olmak üzere iki bölümde özetlenmiştir.

### Öğretmen Adaylarının Günlüklerinden Elde Edilen Bulgular:

Birinci oturum sonucunda öğretmen adayları Veba romanındaki karakterleri analiz etmişlerdir. Öğretmen adayları karakterlerin psikolojik özellikleri ve sosyal hayata bakış açılarını ayrıntılı bir biçimde analiz etmişlerdir. Her edebî eserin iletmek istediği bir mesaj vardır (Aytaş, 2006). Öğretmen adaylarının roman kahramanlarına ilişkin yaptıkları karakter analizi sayesinde Camus'nun pandemilerde insan davranışlarına yönelik verdiği mesajları anlamlandırmaya çalıştıkları söylenebilir.

İkinci oturumda öğretmen adayları Veba ve Kovid-19 salgınlarında bireysel ve toplumsal tepkileri karşılaştırmışlardır. Öğretmen adayları gerek Veba romanında gerekse Kovid-19 sürecinde bireysel ve toplumsal anlamda yaşananların ve bunlara verilen tepkilerin çok büyük oranda birbirine benzediğini ifade etmişlerdir. Öğretmen adayları salgın sürecinde yaşananları psikolojik, sosyal-psikolojik, sosyo-ekonomik açılardan tartışmışlardır. Tartışmalar IASC (2020) ve Taylor (2021) ile benzerlik göstermektedir. Üçüncü oturumunda Veba ve Kovid-19 sürecinde ne tip etik ihlallerin yapıldığı tartışılmıştır. Öğretmen adayları salgın sürecinde bireylerin kişisel çıkarlarını ön plana koyarak bencilce ve etik dışı davrandıklarını ifade etmişlerdir. Alan yazın incelendiğinde oturumlarda tartışılan farklı etik dışı davranışlarla karşılaşıldığı ifade edilmektedir (Büken, 2020; Üstün ve Özçiftçi 2020). Dördüncü oturumda salgın sürecinde

dogmatizm- bilim etkisi tartışılmıştır. Konu Veba romanının kahramanları Peder Paneloux, Dr.Rieux ve Tarrou'nun görüşleri açısından değerlendirilmiştir. Öğretmen adayları salgın dönemlerinde bireylerin yaşadıkları bilgisizlik, çaresizlik, korku, panik gibi olumsuz duyguların onları dogmatik bakışı açlarına yöneltebileceğini ifade etmişlerdir. Beşinci oturumda öğretmen adaylarıyla Kovid-19 sonrası dünyada neler olabileceği tartışılmıştır. İnsanlığın bu yaşanan travmadan bir ders çıkarıp çıkarmayacağı tartışılmıştır. Öğretmen adayları pandeminin çok önemli etkileri olduğunu kabul etmekle birlikte insanların unutmama eğilimlerinin çıkarılan dersleri kısıtlayacağını ifade etmişlerdir. Alanyazın incelendiğinde pandeminin insanlara sosyal yaşamdan, ekonomik hayata birçok alanda önemli dersler verdiğini ve önemli değişikliklere neden olduğu görülmektedir (Kütükoğlu, 2021; Balcı ve Türk, 2020; Okyay, 2021; Kara ve Bozkurt, 2021). Altıncı oturumda Kovid-19 sonrası toplumsal, ekonomik ve eğitimsel açıdan çıkarılabilecek sonuçlar neler olmalıdır sorusu tartışılmıştır. Öğretmen adayları bu salgın deneyiminin çok fazla ders çıkarma fırsatını da beraberinde getirdiğini belirtmişlerdir. Öğretmen adayları toplumsal, ekonomik ve eğitimsel açıdan vatandaşların, yöneticilerin sivil toplum kuruluşlarının, kurum ve kuruluşların çıkarılabileceği çok önemli dersler olduğunu ifade etmişlerdir. Bu bulgular alanyazınla benzerlik göstermektedir (Kara ve Bozkurt, 2021; Özlü ve Öztaş, 2020; Arslan ve Bayar, 2020). Son oturumda öğretmen adaylarından program ile ilgili yansımalar alınmıştır. Öğretmen adaylarının tamamı etkinliği etkili bulduklarını ifade etmişlerdir. Etkinlik sayesinde salgınlara farklı açılardan bakabildiklerini, insanların pandemi dönemlerinde sosyal, ekonomik, ruhsal açıdan yaşadıkları sorunları derinlemesine analiz ettiklerini, pandemi sonrasına ilişkin tahminler yapabilmeye fırsat bulduklarını ifade etmişlerdir.

### **Öğretmen Adaylarıyla Yapılan Odak Grup Görüşmelerinden Elde Edilen Bulgular:**

Programın etkililiğini ortaya koymak amacıyla öğretmen adaylarıyla odak grup görüşmeleri yapılmıştır. Öğretmen adayları, bu etkinlik sayesinde Veba romanı ve Kovid-19 pandemisini çok yönlü olarak karşılaştırabildiklerini, bireysel ve toplumsal tepkileri anlamlandırabildiklerini, etik, bilimsellik açısından önemli tartışmalar yapabildiklerini, kendileri ve insanlık için önemli dersler çıkarabildiklerini, pandemi sonrası ekonomi, eğitim ve sosyal yaşam hakkında gelecek tahminlerinde bulunabildiklerini ifade etmişlerdir. Son olarak öğretmen adayları programı etkili, keyifli ve ufuk geliştirici bulmuşlardır.

**Sonuç ve Öneriler:** Sonuç olarak öğretmen adayları, bu etkinlik sayesinde Veba romanı ile Kovid-19 pandemisini çeşitli yönleriyle karşılaştırabildiklerini, pandemi sırasındaki verilen bireysel ve toplumsal tepkileri yorumlayabildiklerini, pandemi sırasında yaşanan olaylardan etik ve bilimsel sonuçlar çıkarabildiklerini, pandemi sonrası finansal, eğitimsel ve sosyal hayata ilişkin öngörülerde bulunabildiklerini ifade etmişlerdir. Ayrıca, öğretmen adayları etkinliğin verimli, eğlenceli ve ilham verici bulduklarını paylaşmışlardır. Özetle, edebî metinlerin kullanılmasının güncel olayların tartışılmasında etkili bir yaklaşım olduğu söylenebilir. Öğretmen adaylarının eleştirel düşünme becerilerine katkı sağlayacak, güncel durumları daha etkili bir biçimde tartışabilecekleri ders içi ve ders dışı etkinlikler planlanmalıdır. Öğretmenlik eğitimi programlarına kültür, sanat faaliyetlerini içeren daha fazla seçimsel ders eklenmelidir. Kovid-19 pandemisinin davranışlar, duygular, düşünceler ve alışkanlıklar üzerindeki etkilerini inceleyen nicel ve nitel araştırma yöntemlerinin birlikte kullanıldığı karma yöntemde desenlenmiş disiplinler arası araştırmalar tasarlanabilir.