School Administrators' Views on Problem Situations and Solution Recommendations in Distance Education during Covid-19 Pandemi

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Abstract

This study was conducted to get school principals' views on transition to the distance education (via TRT-EBA TV and Education Information Network), which was implemented within the scope of the measures taken at schools in Turkey with Covid-19 pandemic, to identify the problems at schools in this process, to determine the activities to overcome the problems and to reveal administrators' recommendations. In this qualitative research, the phenomenology design was preferred. The study was carried out in the spring semester of the 2020-2021 academic year. 15 school administrators working in Gaziantep were included in the study using the maximum sampling method. Due to the pandemic conditions, interviews were held with the participants by technological devices and data were collected in this way. The data were analyzed by content analysis. According to the findings, problems concentrated under four main headings (categories) at schools during pandemic. These are technology, adaptation, planning and school-family cooperation. In line with the school administrators' views, problem situations were identified in sub-headings such as access to technology-based (online) education, student's technological proficiency, students' attendance in online classes, the environment in which students attend in distance education, distance education experience, supervision in distance education, teachers' adaptation to distance education, students' adaptation to distance education, psychological state and motivation, communication, preparing course schedules, arranging lessons such as remunerating the courses and calculating additional course allowances, planning in-school activities, providing parents' support for distance education and establishing school-family cooperation. Many activities and administrator recommendations to eliminate these problems were determined and presented in tables in the findings section. At the end of the study, some recommendations such as improving the infrastructure providing access to distance education, organizing trainings to increase technology literacy for both teachers and students, etc. were included for practitioners, policy makers and researchers.

Keywords: *Education, Distance education, School principal, Covid-19*

INTRODUCTION

'Education is a social process' as Dewey said (Gwyer & Hack, 2012). In this regard, social changes affect education, and vice versa (Özdemir, 2013). One of the social institutions that closely related with education is also health (Toprakçı & Meşe, 2019). It can be said that Covid-19 pandemic has had significant effects in the field of education, as in many other fields. Tadesse & Muluye (2020) emphasize that Covid-19 pandemic is a situation that closely affects schools, students, teachers and parents worldwide. With Covid-19 epidemic, schools were closed at all levels and distance education started and live streaming lessons were taught via remote platforms (Güngörer, 2020). "According to Toprakçı (2017), distance education is defined is the whole of the activities of learning and teaching they carry out partially or completely even though the students and teachers are physically separated from each other by coming together synchronously and asynchronously by the channels are wire, wireless and postal communication tools (telephone, radio, letter, television, internet, intranet, video, computer, etc.)" (as cited in Deniz & Bağçeci, 2022: 60).

Changes have an important place in human life. According to Helvacı (2010, 25), unplanned (urgent/sudden) changes are those that occur within a very short time as a result of natural conditions and neutral events. The New Coronavirus Disease (Covid-19) is a virus that was first identified on January 13, 2020, as a result of research conducted on a group of patients who developed respiratory symptoms (fever, cough, shortness of breath) in Wuhan, China, in late December (MHW, 2022). In this regard, Covid-19 pandemic can be considered in the group of sudden changes. Covid-19 pandemic can be described as a time of crisis that affects the whole world, and it is very difficult to make long-term plans at such times (Durak, Çankaya & İzmirli, 2020). Natural disasters such as earthquakes, floods, fires, bad weather conditions and terrorist incidents may cause the education to stop for a short time, and in such crisis situations, urgent solutions must be found by taking important measures to prevent the educational process from being disrupted in such crises (Kahraman, 2020). To reduce infection of Covid, many countries have decided to close their schools on a large scale or nationwide until March 2020. These practices which were carried out in line with the evidence on the effectiveness of social distance measures were implemented on the assumption that the benefits seen in other types of influenza epidemics would apply to this type (Viner et al., 2020). Also, Covid-19 confronted the countries' education systems with great challenges, many governments ordered institutions to stop face-to-face education and wanted them to switch to online teaching and virtual education quickly (Daniel, 2020). In all worldwide education systems, distance education and its sub-category, online education and learning, turned into a lifeline that countries resorted to in this challenging period (Ülker, 2020). In this respect, today, educational institutions are trying to adapt to this "new normal" in many aspects (pedagogy, assessment, evaluation, planning, structural administration) (Brammer & Clark, 2020).

To resist the spread of the epidemic, the Ministry of National Education decided to carry out formal education through distance education in Turkey. Within the scope of Covid-19 pandemic measures, the Ministry of National Education in our country, as of March 23, 2020, started the transition to distance education through TRT-EBA TV programs and Education Information Network in primary, secondary and high schools. Although there were some classes that were gradually opened to face-to-face education at the beginning of the first semester of the 2020-2021 academic year, after the November 2020 mid-term break, the distance education (online) was started again. Moreover, different online platforms (Sykpe, zoom, etc.) have started to be used as of December 2020, as it is used in many countries, due to the increase in the epidemic in Turkey and the excessive use of the Education Information Network (EBA) (İbili & Yalçın, 2021).

With the impact of the pandemic, many school systems engaged in virtual and online learning to varying degrees, and all school systems suddenly turned to distance education (Pollock, 2020). Since the beginning of the spread, the understanding of online learning has been greatly increasing day by day (Özutku & Başboğaoğlu, 2022). Accordingly, it can be said that distance education has become a widely used education model, especially in the new era which has developed with the pandemic. In this process, school principals have important tasks. In this storm, school principals have been responsible for leading their schools through this crisis (Kaul, VanGronigen & Simon, 2020; Yavuz & Toprakçı, 2021). Because the school and the school community need leadership in times of crisis (Money & Pacifici, 2020) and the school principals's administrational task includes solving the problems that arise (Aslanargun & Bozkurt, 2012).

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This research is important in terms of reflecting school administrators' views on the Covid-19 epidemic process. In this research, within the framework of the main question "What are school administrators' opinions about the changes in education with the transition to distance education in Covid-19 pandemic", based on school administrators' views, answers to the following sub-questions were sought:

1. What are the school administrators' opinions regarding the problem situations at schools in context of technology in distance education during Covid-19 pandemic? What are the activities they carry out in their schools to solve these problems? What are their recommendations for solving these problems?
2. What are the school administrators' opinions regarding the problem situations at schools in context of adapting to the new process in distance education during Covid-19 pandemic? What are the activities they carry out in their schools to solve these problems? What are their recommendations for solving these problems?
3. What are the school administrators' opinions regarding the problem situations at schools in context of planning education process in distance education during Covid-19 pandemic? What are the activities they carry out in their schools to solve these problems? What are their recommendations for solving these problems?
4. What are the school administrators' opinions regarding the problem situations at schools in the context of ensuring school-family cooperation in distance education during Covid-19 pandemic? What are the activities they carry out in their schools to solve these problems? What are their recommendations for solving these problems?

METHOD

Research Design

Qualitative research method was used in the research. The "phenomenology" approach, one of the qualitative research designs, was adopted. Phenomenology focuses on the phenomena that we are aware of but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2006, 72). The main purpose of phenomenological education research is to define and understand the experiences in education and to improve the learning-teaching process (Ersoy, 2017, 95). In phenomenological studies, both subjective and objective lived experiences of people about the phenomenon that are common with other people are explained depending on their basic views (Creswell, 2021, s.80).

Study Group

The study was carried out in the spring semester of the 2020-2021 academic year. Data sources in phenomenology research are individuals or groups that can express or reflect the phenomenon which the research focuses on (Büyüköztürk vd., 2015, 20). In this study, maximum variation sampling, one of the purposeful sampling methods, was employed to form the study group (n=15). According to Ersoy (2017, 109), maximum variation sampling can be used in phenomenological studies if it is aimed to reveal the participants' perspectives towards the phenomenon. The personal information of the school administrators in this study is given in Table 1 below.

Table 1. *Personal information of school administrators*

Variables / Participant No:	Gender:		Age:				School Level:				Administration Type:		Length of Service in Administration (Year):			
	Female	Male	20-30	31-40	41-50	51+	Kindergarten	Primary	Secondary	High school	Principal	Assistant Principal	0-5	6-10	11-15	16+
P1	x			x					x			x	x			
P2		X		x			x				x		x			
P3		X		x				x				x	x			
P4		X		x				x			x				x	
P5		X		x						x		x	x			
P6	x			x			x					x	x			
P7		X		x				x			x			x		
P8	x			x					x			x	x			
P9		X	x						x			x	x			
P10		X			x			x			x					x
P11		X			x			x			x				x	
P12		X		x						x		x	x			
P13		X			x					x	x					x
P14		X			x					x		x	x			
P15		X			x				x		x			x		
Total:	3	12	1	9	5	0	2	5	4	4	7	8	9	2	2	2

Table 1 shows that most of the participants are male and are between 31-40 years old. Participants work at various school level, five participants work in primary school level.

Data Collection Process:

In this study, data were collected using the interview technique. Research data were collected through a semi-structured interview form developed by the researcher. Due to Covid-19 pandemic, the interviews were conducted via technological devices. The data were collected on voluntary basis. In interviews in phenomenological studies, it is necessary to use a pre-prepared and pilot-tested interview form (Ersoy, 2017, 113). At this point, Creswell (2021, 52) emphasized that the questions would be formed after the "discovery" was made by talking to several people during the interview form preparation process. In this regard, while developing the interview form, the 'discovery' process was included and the preliminary study was carried out. At this step, the school administrators (n=10, the convenience sampling, in Gaziantep) were asked; "What are your evaluations regarding the transition to distance education with Covid-19 pandemic?, What do you think are the main problems at schools?" and the main topics on which problem situations intensify in the implementation of the distance education at schools were determined by making a general examination based on the preliminary data. Accordingly, the four main topics on which the problems of distance education are concentrated at schools were determined as 'technology', 'adaptation', 'planning' and 'school-family cooperation'. Based on these topics, interview form questions and sub-probe questions were developed and listed.

In this stage, the draft form was prepared by taking the opinions of an educational science expert and a Turkish language expert. A pilot trial of the draft form was conducted with a school administrator and it was determined that the final version of the form was suitable for use as a result of the editing made after the trial. The final version of the form was submitted to the Ethics Committee for permission, and Ethics Committee approval was obtained for the application. After Ethics approve, the form was applied to different participating groups (n=15). The questions in the final version of the interview form are as follows:

1. What are your opinions regarding the problem situations experienced at schools in the context of technology in distance education during Covid-19 pandemic? What are you doing to solve these problems? What are your recommendations?
2. What are your opinions regarding the problem situations in the context of adapting to the new process (in terms of teachers and students) in distance education during Covid-19 pandemic? What are you doing to solve these problems? What are your recommendations?
3. What are your opinions regarding the problem situations experienced at schools in the context of planning education process in distance education during Covid-19 pandemic? What are you doing to solve these problems? What are your recommendations?
4. What are your opinions regarding the problem situations experienced at schools in the context of school-family cooperation in distance education during Covid-19 pandemic? What are you doing to solve these problems? What are your recommendations?

Ethical Permission:

With the permission of the Gaziantep University Ethics Committee dated 05/05/2021 and numbered 39970, ethical permission was obtained with the notification that "it is to notify that the research study has been decided to be ethically appropriate" and the research was completed in accordance with the content within the scope of the specified permission.

Data Analysis:

Content analysis was used while analyzing the data. Content analysis can be defined as an analysis method used to interpret the content of data through a systematic classification process of coding and defining themes or patterns (Hsieh & Shannon, 2005). In this study, 'categorical analysis', a technique frequently used in content analysis, was preferred.

In data analysis stage, the reliability of content analysis is related to the reliability of the categories and depends on presenting the categories clearly (Bilgin, 2006, 16). In this regard, the questions in the semi-structured interview form were accepted as the categories of the study, and the sub-themes and codes of the categories were presented in findings part, respectively. In addition, direct quotations are included to ensure the validity of the study. In a qualitative research, it is important to include direct

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quotations from the interviewees and to explain the results based on these for validity (Yıldırım & Şimşek, 2006, 257). While quoting the participant's views, it was written according to participant's number, for example, "P1". In addition, strategies such as purposeful sampling, expert review, long-term interaction, participant confirmation (Lincoln & Guba, 1985) were taken into account to increase the validity of this study.

FINDINGS

In this part, the research questions of the findings based on the interviews with the school administrators are presented respectively.

1. Findings of the First Sub-Question:

The first sub-question was accepted as the first category and sub-themes and codes related to the category were tabulated. **Category 1.** "Problems at schools in the context of technology, activities and recommendations for solutions in conducting distance education courses during Covid-19 Pandemic" The demonstration of the findings for Category 1 is given in Table 2 below.

Table 2. *School administrators' views regarding the problem situations at schools in the context of technology, activities and recommendations for solutions in conducting distance education courses during Covid-19 Pandemic*

Sub-Themes	Codes for problem situations	Activity codes for solving the problems	Recommendation codes for overcoming problems
Access to technology-based (online) education	• Students having problems accessing the internet/online course • Systemic connectivity problems based on heavy use of the system	• Creating a technology class at school • Keeping technology classes open to students • Keeping the school's website up to date • Distribution of tablets to students	• Distributing free internet to neighbourhoods • All stakeholders working together • Sharing the data on the income of the parents with the school administration • Continuing face to face education in rural/village schools • Keeping more lessons open in diluted classes
Student's technological proficiency	• Student's insufficient equipment and devices • The child's problem of using equipment and devices in families with many children	• Distribution of tablets to students • Meeting with parents • Teachers making lesson announcements to their classes • Having the printouts of the activities at school • Teachers' efforts • Organizing seminars for parents in guidance of school counsellors	• Continuing to identify students with insufficient technological devices and taking measures • Diluting on class basis • Keeping schools open for extended hours • Tablet distributions can be increased on condition of following it up • Informative studies can be carried out to increase parental interest and knowledge through press and TV channels
Students' attendance in online classes	• Low attendance in distance education • Student's lack of interest/attention • Insufficient feedback from students in lessons • Short lesson duration • The effect of cyber-addiction on child growth	• Creating EBA support points at schools • Use of smart boards at schools • Carrying out live streaming lessons at schools	• Creating controlled EBA access points outside the school • Attending lessons at school with small groups • Reviewing the attendance in distance education • Focusing on TV in distance education to reduce game addiction • Addressing students by their names to increase their attention in distance education
The environment in which students attend courses in distance	• Unsuitable environment • Using one room • Crowded room	• Meetings with parents	• Activities to increase parents' awareness level should be organized • Presentations should be made to ensure parent support
Distance education experience	• Underuse of distance education EBA portal in the outskirts or rural areas • Some teachers have problems in using technological devices and equipment • Deficiencies in assessment and evaluation	• Sharing of EBA use experiences among teachers • Guidance for teachers who have problems • Experience increase over time	• EBA's content updates • Introductory videos about EBA contents and its use can be prepared. • Additional training can be given to teachers and students on using the remote devices • Increasing activities for kindergarten • Good and high quality activities uploaded to EBA should be rewarded.
Supervision in distance education	• Systematic control problem in case of using other platforms (zoom) besides EBA in distance lessons • Class conflicts or disruptions when using other platforms	• Receiving class attendance form from teachers • Controlling the classes by logging into the EBA system as an 'Administrator' • Analysing system entry and exit statistics	• Infrastructural strengthening of the EBA system can be projected • Providing educational technology courses to teachers and students

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As seen in Table 2, the codes and school administrator quotations for the sub-themes that emerged within the scope of the problems experienced at schools in the context of technology in distance education during Covid-19 pandemic are respectively given below.

Regarding the sub-theme of "Access to technology-based (online) education"; difficulties such as students having problems in accessing the online course/internet and systemic connection problems based on intensive use of the system were emerged. In addition, regarding the sub-theme of "Student's technological proficiency"; difficulties such as student's insufficient devices, the children's problem of using devices in families with many children were determined. Some administrators' quotations on this sub-theme are as follows:

"Despite the fact that many tablets have been distributed to our students recently, there are still problems with internet access and purchasing internet package" P3

"We opened computer classroom in our school to the service of our students who do not have the technological opportunity at their home" P5

"... If there is only one device in a house, three or four siblings may have to use it by sharing" P12

Regarding the sub-theme of "Students' attendance in online classes", in particular, problems such as low student attendance in distance education lessons, lack of interest/attention of the student, and insufficient feedback from the student in the lesson were determined. Also, regarding the sub-theme "The environment in which students attend courses in distance education", the inconvenience of the environment in which the students attend the lessons and the noise-based problem codes were determined. Some administrators' quotations on this theme are as follows

"I think, to increase the attendance of the students in lessons, studies should be carried out on attendance so that we can increase the success of the system" P14

"Some students are not fully motivated while listening to the lesson at home and cannot pay full attention and they may fall asleep" P4

"We hold meetings with parents at least once a week; the meetings are important ..." P6

Regarding the sub-theme of "distance education experience"; problems such as underuse of distance education in some regions and some teachers' proficiency level in using technological devices were identified. Moreover, regarding "supervision and control in distance education", problems such as systematic control problem in case of using other platforms besides EBA in distance education were identified. Some sample of administrators' views are as follows:

"...We had a senior teacher who had problem with this issue, I helped her get used to the process by talking to her on the phone at every point she got stuck with and explain the distance education" P12

"Both student and teacher trainings should be conducted for more active use of EBA" P9

"We can monitor the lessons on EBA, and we also control the lessons by getting a distance education attendance form from the teachers for the lessons" P3

2. Findings of the Second Sub-Question

The second question directed to administrations was accepted as the second category, and the sub-themes and codes related to this category were tabulated. **Category 2.** "The problems experienced at schools in the context of adapting to the new process (in terms of teachers and students) in distance education during Covid-19 Pandemic, activities and recommendations for solution". The demonstration of the findings for Category 2 is given in Table 3.

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Table 3. *School administrators' views on the main problems experienced at schools in the context of adapting to the new process (in terms of teachers and students) in distance education during Covid-19 Pandemic, activities and recommendations for the solution*

Sub-Themes	Codes for problem situations	Activity codes for solving the problems	Recommendation codes for overcoming problems
Teachers' adaptation to distance education	• Problems in adapting to new system • Hybrid (face-to-face and distance) practices make it difficult to adapt • Problems with senior teachers' about technology use	• Briefing on the works • Sharing experience in the process • Guidance activities on technology use	• Trainings can be given to increase technology literacy and use • Teachers can upload sample questions and videos to the portal about the topics they will teach
Students' adaptation to distance education	• Adaptation problem to the intensive use of technology in lessons • Reluctance of students due to continuous attendance to online courses • Being easily distracted • Difficulty in adaptation in new stages (1,5,9 grades)	• Organizing remedial courses for students within the scope of some projects at schools • Making announcements to encourage the children towards classes	• Rewarding students attending the courses • Directing children's perceptions of the tablet as a course material • Guidance hours can be created to enable students to meet each other • The curriculum can be reviewed and narrowed down • Developing systems on which the teachers can see the writing, drawing and operations of students in lessons
Psychological state and motivation	• Decreases in motivation in time in pandemic • Students' low attendance in lesson or the negative effect of teachers' repeating the lessons on their motivation • Stress-related health problems • Increased responsibilities	• Guidance for students • Supporting conversations with teachers and students by phone • Establishing positive dialogues • Briefing activities of counsellors for students and parents • Giving out certificates of appreciation to teachers	• Game hours can be organized in school gardens where students will play together by paying attention to social distance • Activities can be organized to motivate students according to their age • Directing students to research • Empowering students to learn how to learn
Communication processes	• Negative effect of social distancing on teacher, student and parent communication • Reduced interaction between teacher and student as online course duration is shorter • Decreases in student-student communication • Weakening in communication due to less use of sense organs • Some parents calling the teachers or administrators out of working hours	• Inviting children to school for guidance and meeting with students, paying attention to social distance • Meeting with parents • Having live streaming lessons in the evenings	• Keeping in touch with families • Classroom environments can be created where students and teachers come together in small groups • Increasing additional activities such as compensatory courses

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As seen in Table 3, the codes of the sub-themes emerged within the context of the problems experienced at schools in context of adapting to the new process (in terms of teachers and students) in distance education during Covid-19 pandemic and administrators' quotations are presented respectively.

Regarding the sub-theme of "teachers' adaptation to the distance education", problems in adapting to new system, hybrid (face-to-face and distance) practices making the adaptation difficult, problems with senior teachers' technology use were stated by the administrators. And, regarding the sub-theme of "students' adaptation to the distance education", problem situations such as adaptation problem to the intensive use of technology in lesson, reluctance of students due to continuous attendance to online courses, being easily distracted, difficulty in adaptation in new stages (1,5,9 grades) were identified. Some administrators' quotations on this theme are as follows:

"Our teachers had a difficult time in this process" P1

"Both the teacher and students had some difficulty in getting used to it at first, but they got used to it over time" P15

"That small age groups at primary school level have lessons on computer for five successive hours can cause distraction" P4

"I think there are serious adaptation problems especially in first grades. Therefore, guidance hours should be included in these grades in distance education" K9

Regarding the sub-theme of "psychological state and motivation", problems such as decreases in motivation in time in pandemic, students' low attendance in lessons or the negative effect of teachers' repeating the lessons on their motivation, stress-related health problems were emerged. Also, concerning the sub-theme of "communication processes" problems such as negative effect of social distancing on teacher, student and parent communication, reduced interaction between teacher and student as online course duration is shorter, decreases in student-student communication were emerged. Some sample quotations of the administrator are as follows:

"Since attending distance education does not contribute to the evaluation, it affects students' participation in courses and their motivation" P3

"We have been meeting with our students and parents for psychological support on technological devices, additionaly we also meet them face-to-face with the opening of schools" P1

"We assigned our teachers; we talked to all parents one by one and stated the importance of children's attendance in online lessons" P15

3. Findings of the Third Sub-Question

The question addressed to administrations was accepted as the third category, and the sub-themes and codes related to this category were tabulated. **Category 3.** "The problems experienced at schools in the context of planning education process in distance education during Covid 19 Pandemic, activities and recommendations for solution". The demonstration of the findings for Category 3 is given in Table 4.

Table 4. *School administrators' views on the main problems experienced at schools in the context of planning education process in distance education during Covid-19 Pandemic, the activities and recommendations for the solution*

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Sub-Themes	Codes for problem situations	Activity codes for solving the problems	Recommendation codes for overcoming problems
Preparation of course schedule at schools	• Problems in planning course selection and fitting into the program • Difficulties in uploading weekly course schedule to EBA • Conflicts of courses • Difficulty in planning hybrid education • Updating the course schedule when new decisions are made	• Organizing lesson plans weekly • While using EBA, leveraging other electronic platforms • Assembling some conflicting lessons • Arrangements with hybrid approach	• Enabling teachers to assign lessons without time limitations • Lessons can be scheduled with small groups • Upper unit meetings can be held at weekends during pandemic
Arranging the issues such as remunerating the courses and calculating additional course allowances	• Problems in remunerating the course at the beginning of the pandemic	• Sharing decisions of the Ministry of National Education with teachers • Meetings with teachers	• All announcements should be shared electronically and quickly
Planning in-school activities	• Quick arrangement of the school according to the decisions • Timely completion of learning outcomes and activities in lesson plans • Increase in the workload of administrators • Preparing the plans of internship lessons	• Planning for teacher/parent meetings • Container class requests for extracurricular activities • Cooperation with social stakeholders	• Remedial courses can be improved • Additional plans can be made for rural and transported schools

As seen in Table 4, the codes of the sub-themes that emerged within the context of the problems experienced at schools in the context of planning education process in distance education during Covid-19 Pandemic and administrators' quotations are presented respectively.

Regarding the sub-theme of "preparation of course schedule at schools", problems in planning course selection and fitting into the program, difficulties in uploading weekly course schedule to EBA, conflicts of courses, difficulties in planning hybrid education (face-to-face and distance education) were emerged. Also, concerning the sub-theme of "arranging the issues such as remunerating the courses and calculating additional course allowances", problems in remunerating the course at the beginning of the pandemic were identified. Some administrators' quotations on this theme are as follows:

"There were times when we had to plan lesson schedules and assign on EBA" P12

"Assigning lessons without time limitations will make our jobs easier" P1

"We strove to schedule the lessons and immediately announced it to our teachers and students"P9

Regarding the sub-theme of "planning in-school activities", the administrators stated the problem situations about quick arrangement of the school according to the decisions, timely completion of learning outcomes and activities in lesson plans, increase in administrators' workload, preparing internship lesson plans. Some sample of administrators' views are as follows:

"As we are a village school and we have transported students, we have difficulties in making the school ready quickly because of the decisions" P7

"It is necessary to maintain communication in cooperation with the stakeholders to solve problems" P10

4. Findings of the Fourth Sub-Question

The question addressed to administrations was accepted fourth category and the sub-themes and codes related to this category were tabulated. **Category 4.** "The problems experienced at schools in the context of school-family cooperation in distance education during Covid 19 Pandemic, activities and recommendations for solution"

The demonstration of findings for Category 4 is given in Table 5.

Table 5. *School administrators' views on the problems experienced at schools in the context of school-family cooperation in distance education during Covid-19 Pandemic, the activities and recommendations for the solution*

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Sub-Themes	Codes for problem situations	Activity codes for solving the problems	Recommendation codes for overcoming problems
Parents' support in distance education	• Parents' anxiety in pandemic • Parent indecision • Parent reluctance • Parent insensitivity • Tablet request although they don't need it	• Organizing guidance • Providing parent information trainings for parents with school counsellors •	• Focusing on informing parents about distance education during pandemic • Training parents in child education
Establishing school-family cooperation	• Restriction on parents' entering the school during pandemic • Low attendance at parent meetings	• Parent information activities • Meeting with parents via technological devices • Creating parent WhatsApp groups • Teachers' online meetings with parents	• Producing solutions with all stakeholders • Training parents on many topics such as "Parent participation in distance education, communication" • Studies can be made to improve parents' reading habits as role models. • Satisfaction and needs surveys for parents can be applied

As seen in Table 5, the codes of the sub-themes that emerged within the context of the problems experienced at schools in the context of school-family cooperation in distance education during Covid-19 Pandemic and administrators' quotations are presented respectively.

Regarding the sub-theme of "parents' support in distance education", the problem situations about parents' anxiety in pandemic, parent indecision, parent reluctance and parent insensitivity were stated by administrators. Also, regarding the sub-theme of "establishing school-family cooperation", the problem situations about restriction on parents entering the school during pandemic, low attendance at parent meetings were stated by administrators. Some statements of administrators on this theme are as follows:

"In this process, parents thought that the school would distribute tablets to them even if they didn't need. The demand for tablets from the school created a problem" P4

"We organized informative meetings on distance education for parents" P1

"We conduct online classroom meetings with our guidance teacher and inform our students" P4

"Parents should be informed about child education, we must work together to help parents develop sensitivity for child education and to support teachers" P10

CONCLUSION, DISCUSSION and RECOMMENDATIONS

Problem situations focusing on four main headings (category) were determined according to the school administrators' views on distance education during Covid-19 pandemic. These are technology, adaptation, planning and school-family cooperation. Under these headings, the problems at schools, the activities and the recommendations of administrators were determined and given in tables.

Under the first heading "technology", it was determined that problem situations focused on the access to technology-based (online) education, student's technological proficiency, students' attendance in online classes, the environment in which students attend in distance education, distance education experience, supervision in distance education sub-themes. So, in this tema, many problems appear especially in the context of access to technology. About this topic, Külekçi Akyavuz & Çakın (2020) mentioned the 'technical inadequacy' problem in their studies as well and found that situations such as teachers' limited internet, lack of internet in some regions, and the lack of technological devices affected distance education negatively. In Turan's (2020) study, hindering factors for principals to manage the distance education during pandemic were identified and in technical problems group, similar findings such as parents' insensitivity, low socio-economic status of students and inadequacy of technological devices in case of more than one student at home were determined. In their study, Kaplan & Alkan (2022) also shared the finding that students' active participation decreased in online courses during distance education. Also, teachers had problems with educational technology materials (computers, internet connection problems, etc.) in distance education (Bakioğlu & Çevik, 2020; Yılmaz Öztürk & Demir, 2021). This finding supports our research.

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Under the second heading "adaptation", it was determined that problem situations focused on teachers' adaptation to distance education, students' adaptation to distance education, psychological state and motivation and communication processes sub-themes. Thus, it has been determined that some problems in adapting to distance education. According to Yakut & İçbay (2021), school administrators, teachers and students had many psychological difficulties with the emergence of Covid-19. In this regard, Kurt, Kandemir & Çelik (2021) had similar results such as students' lack of interest and desire for online lessons, not realizing the educational environment of online courses, lack of motivation after some time, distancing from school environment, and lack of concentration on lessons. Regarding the teachers' adaptation, Can (2020) emphasized the need to support and inform teachers about distance education. Brammer & Clark (2020) also talked about the difficulties in communication emphasizing the crisis in pandemic and stated that especially the communication with students became more complex because of the need for individual attention depending on age groups. And, in this study, many activities carried out in schools (courses, meeting, supporting conversations, etc.) for solving problems were also determined. Dinler & Dündar (2019) identified the problems related to motivation, communication failure and being caught unprepared during pandemic as well and suggested that social activities should be prepared to adapt teachers and students to this process.

Under the third heading "planning", it was identified that problem situations focused on the preparation of course schedule at schools, arranging the issues such as remunerating the courses and calculating additional course allowances and planning in-school activities sub-themes. In study Kara & Bozkurt (2021), 'deciding and planning' was stated as a heading that administrators frequently had problems about. Codes such as sudden and frequent decision changes, delayed decisions and planning problems were determined. Taşar (2021) found large increases in the time spent by school principals on the internet and phone calls during pandemic. It can be considered that this supports the finding about administrators' performing their professional work with technological tools and the increase in

electronic-based workload. Also, in study İbili & Yalçın (2021), it was determined that although EBA is a distance education platform providing quality and permanent learning, it cannot be used at some times due to systemic problems. In this regard, a distance education system that takes into account the infrastructure (environment, tools and materials, etc.) for distance education can be designed (Toprakçı & Hepsöğütlü, 2022). Also, Sarı & Sarı (2020) concluded that there were some aspects which caused problems in education administration and disrupted the process; however administrational elements were used efficiently.

Under the forth heading "school-parent cooperation", it was determined that problem situations focused on the support of parents in the distance education and establishing school-family cooperation sub-themes. When the literature is reviewed, some findings about parents draw the attention. With Covid-19 pandemic, parents started to participate in more daily activities with their children, but high levels of parenting stress may occur, especially in this new process at home (Lee et all., 2021). According to the teachers' views, families cannot prepare adequate learning environments for students during live lessons (Kavuk & Demirtaş, 2021). Parental factors also affect the success of online learning (Batubara, 2021). In this process, families may be insufficient to provide a suitable environment at home (Toprakçı, Hepsöğütlü & Toprakçı, 2021). According to Kara & Bozkurt (2021), problems such as not being able to establish school-family cooperation, communication problems with students and families, inability to improve parent motivation were determined. Kurt, Kandemir & Çelik (2021) determined that some parents did not help students attend the courses on time and the parents did not have enough information about the internet during the distance education. These findings support the findings of the study.

Considering the findings obtained as a result of this study and the recommendations expressed by the participants, some recommendations have been made for practitioners, policy makers and researchers. These are:

- Focusing on infrastructure providing access to distance education and even distributing free internet to some neighbourhoods in cooperation with local administrations,
- Continuing to determine students having shortage of technological devices (if any) in distance education and providing the necessary support,
- Ensuring the continuous content updates of EBA, the distance education portal serving pre-school, primary, secondary and high school levels in our country's education system,
- Including motivating activities to reward students participating in the course to increase student attendance in distance education and reviewing the attendance procedures,
- Organizing trainings to increase technology literacy for both teachers and students,
- Supporting the teacher, student and family communication, for this purpose, organizing planned activities that allow meeting online or meeting face to face in small groups
- Determining the remedial courses for students according to the subjects that students need.
- Making additional plans (some days continuing face to face education, continuing lessons with small groups, etc.) for village and transported schools,
- Focusing on informative trainings for parents; organizing trainings on some topics such as parent participation in distance education, communication, motivation in children,
- Designing new studies with a qualitative or quantitative method by asking many stakeholders' (parent, student, teacher) opinions regarding the progress of the distance education.

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Covid-19 Pandemisinde Uzaktan Eğitim Sürecinde Yaşanılan Sorun Durumları ve Çözüm Önerilerine İlişkin Okul Yöneticisi Görüşleri

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Özet

Bu çalışma, Covid-19 pandemisi ile birlikte Türkiye'deki okullarda alınan önlemler kapsamında uygulanmaya başlanan uzaktan eğitim sürecine geçişe ilişkin olarak (TRT-EBA TV ile Eğitim Bilişim Ağı üzerinden gerçekleştirilen uzaktan eğitim süreci) okul yöneticilerinin görüşlerini almak, bu süreçte okullarda yaşanılan sorun durumlarını belirlemek, sorunları aşmak için okullarda yürütülen faaliyetleri tespit etmek ve yönetici önerilerini ortaya çıkarmak amacıyla yürütülmüştür. Nitel bir araştırma yaklaşımının benimsendiği bu çalışmada olgu bilim deseni tercih edilmiştir. Çalışma, 2020-2021 eğitim-öğretim yılının bahar döneminde gerçekleştirilmiştir. Çalışmaya maksimum örneklem yöntemi ile Gaziantep'te çalışan toplam 15 okul yöneticisi dahil olmuştur. Katılımcı okul yöneticileri ile Covid pandemisinden ötürü teknolojik araçlar vasıtasıyla görüşmeler yapılmıştır ve bu yolla çalışma verileri toplanmıştır. Toplanan veriler içerik analizi ile analiz edilmiştir. Toplanan veriler bağlamında elde edilen bulgulara göre pandemi sürecinde okullarda dört ana başlık (kategori) altında yoğunlaşan sorun durumları belirlenmiştir. Bu başlıklar; teknoloji, adaptasyon, planlama ve okul-aile işbirliği olarak sıralanmaktadır. Okul yöneticilerinin görüşleri doğrultusunda; teknoloji tabanlı (online) eğitime erişim, öğrencinin teknolojik araç- gereç yeterliliği, öğrencilerin online derslere katılımı, öğrencilerin uzaktan eğitim derslerine katılım gösterdikleri ortam, uzaktan eğitim deneyimi, uzaktan eğitimde denetim, uzaktan eğitim sürecine öğretmenlerin uyum sağlaması, uzaktan eğitim sürecine öğrencilerin uyum sağlaması, psikolojik durum ve motivasyon, iletişim, ders çizelgelerinin hazırlanması, ders ücretlendirme ve ek ders hesaplama gibi işlemlerin düzenlenmesi, okul içi etkinliklerin planlanması, velilerin uzaktan eğitim sürecine desteğinin sağlanması ve okul-aile işbirliğini kurma, gibi alt başlıklarda sorun durumları tespit edilmiş, bu sorunları giderici okullarda yapılan pek çok faaliyet ve yönetici önerileri belirlenerek bulgular bölümünde tablolar halinde gösterimi yapılmıştır. Çalışmanın sonunda uygulayıcılar, politika yapıcılar ve araştırmacılara yönelik uzaktan eğitime erişimi sağlayan altyapının geliştirilmesi, hem öğretmenler hem de öğrenciler için teknoloji okuryazarlığının artırılmasına yönelik eğitimlerin düzenlenmesi, gibi bazı önerilere yer verilmiştir.

Anahtar Kelimeler: *Eğitim, Uzaktan eğitim, Okul müdürü, Covid-19*

Genişletilmiş Özet

Problem: Eğitim, toplumda yaşanan değişimlerden yakından etkilenmektedir (Özdemir, 2013). Covid-19 pandemisi ülke eğitim sistemlerini büyük zorluklarla karşı karşıya bırakmıştır, birçok hükümet, eğitim kurumlarının öğrencilerle yüz yüze eğitim işleyişini durdurma kararını almıştır ve hızlı bir şekilde çevrimiçi öğretim ve sanal eğitime geçmelerini istemiştir (Daniel, 2020). Yeni Koronavirüs Hastalığı (Covid-19), ilk olarak Çin'in Vuhan Eyaleti'nde Aralık ayının sonlarında solunum yolu belirtileri (ateş, öksürük, nefes darlığı) ile gelişen bir grup hastada yapılan araştırmalar sonucunda 13 Ocak 2020'de tanımlanan bir virüstür (T.C. Sağlık Bakanlığı Web Sitesi). Covid-19 pandemisi süreci ani değişimler grubunda değerlendirilebilir. Bu bağlamda, Covid-19 pandemisinin pek çok alanda olduğu gibi, eğitim-öğretim alanında önemli etkileri söz konusudur.

Dünya genelinde Covid-19 pandemisi okulları, öğrencileri, öğretmenleri ve velileri etkileyen bir durum olmuştur (Tadesse ve Muluye, 2020). Covid-19'un insanlar arasında bulaşmasını azaltmak için birçok ülke, Mart 2020'ye kadar okullarını büyük ölçekli veya ulusal olarak kapatmaya karar vermiştir ki sosyal mesafe önlemlerinin etkinliğine dair elde edilen kanıtlar doğrultusunda yapılan bu uygulamalar, diğer tip grip salgınlarında görülen faydaların bu tip için de geçerli olacağı varsayımına dayanarak hayata geçirilmiştir (Viner ve arkadaşları, 2020). Ayrıca, pandeminin etkisiyle birçok okul sistemi çeşitli derecelerde sanal ve çevrimiçi öğrenmeyle meşgul oldular ve tüm okul sistemleri birdenbire uzaktan eğitime dönüşmüştür (Pollock, 2020). Buna göre, uzaktan eğitim günümüzde özellikle pandemi ile gelişen yeni dönemde oldukça yaygın kullanılan bir eğitim modeli haline geldiği söylenebilir. "Toprakçı'ya (2017) göre, uzaktan eğitim, öğrenci ve öğretmenlerin kablolu, kablosuz ve posta iletişim araçları gibi kanallarla (telefon, radyo, mektup, televizyon, internet, intranet, video, bilgisayar vb.) senkron ve asenkron olarak bir araya gelerek fiziksel olarak birbirlerinden ayrı olsalar bile kısmen veya tamamen yürüttükleri öğrenme ve öğretme etkinliklerinin tümüdür" (Akt.: Deniz & Bağçeci, 2022: 60). Covid-19 pandemi önlemleri kapsamında ülkemizde Milli Eğitim Bakanlığı, 23 Mart 2020 tarihinden itibaren; ilkokul, ortaokul ve liselerde TRT-EBA TV programları ve Eğitim Bilişim Ağı üzerinden uzaktan eğitime geçişi başlatmıştır. Bu araştırmada Türkiye'de Covid-19 pandemisinin etkisiyle uzaktan eğitime geçişle, okullarda önemli görev ve sorumluklar üstlenen okul yöneticilerinin bakış açılarına dayalı olarak; "Covid-19 pandemisinde uzaktan eğitime geçişle birlikte eğitim-öğretim sürecinde okullarda yaşanan değişimlere yönelik okul yöneticilerinin görüşleri nasıldır" ana sorusu çerçevesinde; Covid-19 pandemisinde derslerin uzaktan eğitimle yürütülmesi sürecinde; teknoloji, yeni sürece adaptasyonu sağlama, eğitim-öğretim işleyişini planlama ve okuldaki okul-aile işbirliğini sağlama bağlamında okullarda yaşanılan sorun durumlarına ilişkin okul yöneticilerinin görüşleri nelerdir, bu sorunların çözümüne ilişkin yöneticilerin okullarda yürüttüğü faaliyetler ve önerileri nelerdir, alt sorularına cevap aranmıştır.

Yöntem: Araştırmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma desenlerinden "olgu bilim /fenomoloji" yaklaşımı benimsenmiştir. Fenomenolojik çalışmalarda, bireylerin temel görüşleri çerçevesinde yaşanmış deneyimlerini ve fenomenle ilgili hem öznel hem de diğer insanlarla ortak olan nesnel deneyimleri açıklanır (Creswell, 2021, s.80). Bu çalışmanın katılımcı grubunda Gaziantep'te görev yapan toplam 15 okul yöneticisi yer almaktadır. Çalışmaya katılan okul yöneticilerinin (n=15) kişisel bilgilerinin dağılımı Tablo 1'de sunulmuştur. Veriler, görüşme tekniği kullanılarak toplanmıştır. Görüşme formu geliştirilirken bir Eğitim Bilimi alanı uzmanı ve bir Türkçe bölümü alanı uzmanının görüşü alınarak taslak form düzenlenmiştir. Taslak formun bir okul yöneticisiyle pilot denemesi yapılmıştır ve deneme sonrası yapılan düzenleme neticesinde formun son halinin kullanıma uygun olduğu belirlenmiştir. Formun nihai halinin Etik Kurul izin başvurusu yapılarak, uygulama için Etik Kurul izni alınmıştır. Verilerin analizinde 'içerik analizi' kullanılmıştır. İçerik analizi, tema veya kalıpları kodlama ve tanımlamanın sistematik şekilde sınıflandırma süreci yoluyla, toplanan verilerin içeriğinin yorumlanması amaçlı kullanılan bir analiz yöntemi olarak tanımlanabilir (Hsieh ve Shannon, 2005).

Bulgular: Bu bölümde okul yöneticilerine yöneltilen araştırma sorularının sırasıyla elde edilen bulguların sunumuna yer verilmiştir. Okul yöneticilerine yöneltilen ilk soru kapsamında '1. Kategori: Covid-19 pandemisinde derslerin uzaktan eğitimle yürütülmesi sürecinde teknoloji bağlamında okullarda yaşanılan sorunlar, çözüme yönelik faaliyetler ve öneriler' belirlenmiştir. "Teknoloji tabanlı (online) eğitime erişim" alt teması ile ilgili; öğrencilerin online derse/internete girişte sorun yaşaması, sistemin

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yoğun kullanımına dayalı sistemsel bağlanma, gibi sorunlar belirlenmiştir. "Öğrencinin teknolojik araç-gereç yeterliliği" alt teması ile ilgili; öğrencinin araç-gereç durumundaki yetersizlikler, çok çocuklu ailelerde çocuğun araç gereç kullanım sıkıntısı, gibi sorunlar belirlenmiştir. "Öğrencilerin online derslere katılımı" alt teması ile ilgili; özellikle uzaktan eğitim derse öğrenci katılımının düşük olması, öğrencinin ilgi/dikkat azlığı, derste öğrenciden yeterli geri bildirimin alınamaması, gibi sorunlar belirlenmiştir, okullarda EBA destek noktalarının oluşturulması ve okullardaki akıllı tahtaların kullanımı sıklıkla ifade edilen faaliyetler olarak belirlenmiştir.

Okul yöneticilerine yöneltilen ikinci soru kapsamında '2. Kategori: Covid-19 pandemisinde derslerin uzaktan eğitimle yürütülmesi sürecinde yeni sürece adaptasyonu sağlama bağlamında (öğretmen ve öğrenci yönünden) okullarda yaşanılan sorunlar, çözüme yönelik faaliyetler ve öneriler' belirlenmiştir. "Uzaktan eğitim sürecine öğretmenlerin uyum sağlaması" alt teması ile ilgili; yeni sisteme alışmada sorunlar, hibrit (yüzyüze ve uzaktan) uygulamaların adapteyi zorlaştırması ve kıdemi fazla öğretmenlerin teknoloji kullanımı ile ilgili yaşanılan sorunlar belirlenmiştir. "Uzaktan eğitim sürecine öğrencilerin uyum sağlaması" alt teması ile ilgili; derste teknolojinin yoğun kullanımına adapte sorunu, sürekli üst üste online derse katılımdan dolayı öğrencilerde isteksizlik, dikkatin çabuk dağılabilmesi ve özellikle yeni kademe başı sınıflarda (1, 5, 9. Sınıflar) uyum zorluğu, gibi sorun durumları saptanmıştır. Ayrıca, derse katılan öğrencileri ödüllendirme, çocukların tablete yönelik algılarını ders materyali olacak şekilde öğretmek, şeklinde öneriler belirlenmiştir.

Okul yöneticilerine yöneltilen üçüncü soru kapsamında '3. Kategori: Covid-19 pandemisinde derslerin uzaktan eğitimle yürütülmesi sürecinde okuldaki eğitim-öğretim işleyişini planlama bağlamında okullarda yaşanılan sorunlar, çözüme yönelik faaliyetler ve öneriler' belirlenmiştir. "Okullarda ders çizelgelerinin hazırlanması" alt teması ile ilgili; ders seçimi ve programa yerleştirme ile ilgili planlamada sorunlar, haftalık ders programını EBA'ya tanımlamada yaşanan sıkıntılar, branş derslerde çakışmalar, hibrit eğitimi (yüzyüze ve uzaktan eğitim) birlikte planlamanın zorluğu, sorun durumları tespit edilmiştir. "Ders ücretlendirmesi ve ek ders hesaplama gibi hususların düzenlenmesi" alt teması ile ilgili; ders ücretlendirmesinde pandeminin ilk başında yaşanan sorunlar belirlenmiştir. Milli Eğitim Bakanlığı'nın aldığı karar yazılarının öğretmenler ile paylaşılması ve öğretmenlerle toplantılar, gibi faaliyetler saptanmıştır.

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Okul yöneticilerine yöneltilen dördüncü soru kapsamında '4. Kategori: Covid-19 pandemisinde derslerin uzaktan eğitimle yürütülmesi sürecinde okuldaki okul- aile işbirliği bağlamında yaşanılan sorunlar, çözüme yönelik faaliyetler ve öneriler' belirlenmiştir. "Velilerin uzaktan eğitim sürecine desteği" alt teması ile ilgili; pandemide velinin tedirginliği, veli kararsızlığı, veli isteksizliği, velinin ilgisizliği ve bazı velilerin ihtiyacı dışında tablet talebi ile ilgili yaşanılan sorun durumları tespit edilmiştir. Velilere salgın dönemi uzaktan eğitime ilişkin bilgilendirme çalışmalarına ağırlık verilmesi, velilere çocuk eğitimine yönelik eğitimler verilmeli, gibi öneriler saptanmıştır. "Okul-aile işbirliğini kurma" alt teması ile ilgili; salgın süresince velilerin okula girmesinde sınırlama ve veli toplantılarına katılımın düşük olması ile ilgili sorun durumları belirlenmiştir. Sadece okul bazlı değil, tüm paydaşlarla birlikte çözümlerin üretilmesi ve "uzaktan eğitimde velilerin katılımı, iletişim" gibi pek çok başlıkta veliye eğitimler verilebilir, gibi öneriler belirlenmiştir.

Sonuç, Tartışma ve Öneriler: Bu çalışmada Covid-19 pandemisinde okul yöneticilerinin görüşlerine dayalı olarak, "teknoloji", "adaptasyon/uyum", "planlama" ve "okul-aile işbirliği" başlıkları altında yaşanılan sorun durumları, okullarda yürütülen faaliyetler ve öneriler belirlenmiştir. Teknoloji başlığı altında, teknoloji tabanlı (online) eğitime erişim, öğrencinin teknolojik araç- gereç yeterliliği, öğrencilerin online derslere katılımı, öğrencilerin uzaktan eğitim derslerine katılım gösterdikleri ortamın yeterince uygun olmaması, gibi sorunlar saptanmıştır. Alan yazına bakıldığında, bu konuda yapılan çalışmalar ve benzer tespitlerle karşılaşılmaktadır. Külekçi Akyavuz ve Çakın (2020)'ın çalışmasında pandemide 'teknik yetersizlik' sorun alt başlığından bahsedilmiştir. Bakioğlu ve Çevik (2020) uzaktan eğitimde öğretmenlerin bilgisayarla ilgili olarak (yazılım/donanım problemleri, internet bağlantısı, gibi) bazı konularda problemler yaşadığı sonucunu paylaşmıştır. Ayrıca, adaptasyon başlığı altında uzaktan eğitim sürecine öğretmenlerin ve öğrencilerin uyum sağlaması konusunda sorunlar belirlenmiştir. Kurt, Kandemir ve Çelik (2021), öğrencinin online derse karşı ilgi ve istek duymaması, öğrencilerin bu süreçte kuralları olan bir eğitim ortamı olduğunu kavrayamaması, öğrencide belli bir süre sonra motivasyon eksikliği yaşanması,

okul ortamından uzaklaşma, yeterince kendini derse verememe, gibi benzer nitelikte tespitler saptamıştır. Bunun yanı sıra, çalışmada velilerin uzaktan eğitim sürecine desteği ile ilgili de sorunlar tespit edimiştir. Kara ve Bozkurt (2021)'un araştırmasında ise pandemide okul-aile iş birliğini sağlayamama, öğrenci ve ailelerle iletişim sorunu, gibi konularda sorunlar görülmektedir.

Çalışmanın sonucunda elde edilen bulgular ve katılımcı okul yöneticilerinin belirttiği önerilerde göz önünde bulundurularak; uzaktan eğitime erişimi sağlayıcı alt yapı çalışmalarına ağırlık verilmesi ve hatta yerel yönetimlerle işbirliği yaparak bazı mahallere ücretsiz internet dağıtılması, uzaktan eğitimde teknolojik araç-gereç sıkıntısı yaşayan (varsa) öğrencilerin tespitinin devam etmesi ve gerekli desteklerin sağlanması, ülkemiz eğitim sisteminde okul öncesi, ilk, orta ve lise kademesine hizmet sunan uzaktan eğitim portalı olan EBA'nın içerik güncellemelerinin sürekli takibinin sağlanması ve uzaktan eğitim sürecinin ilerleyişine yönelik pek çok paydaşın görüşüne başvurularak (öğretmen, öğrenci, veli, gibi) nitel veya nicel metotla yeni çalışmaların tasarlanması, gibi uygulayıcılar, politika yapıcılar ve araştırmacılara yönelik bazı öneriler geliştirilmiştir.

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