Evaluation of Changing Education System at Universities in the Pandemic Process Based on the Opinions of Faculty Members and Students

Selma Korkmaz, Burak Gökbulut (✉), Mustafa Yeniasır
Near East University, Nicosia, Northern Cyprus
burak.gokbulut@neu.edu.tr

Ayşenur Özbent
TR Ministry of National Education, Ankara, Turkey

Abstract—Covid-19, which emerged in the Wuhan city of People's Republic of China and affected the whole world, was first seen in Turkish Republic of Northern Cyprus and Turkey in March 2020. Due to the negative impact created by the mentioned disease, face-to-face education which was traditionally applied in Turkey and Northern Cyprus was ceded and total distance education was adopted rapidly so that education would not be hindered. Although distance education has a long history in the world, the total transformation of the system required a certain effort for both students and teachers to have a command in the process. In the article, based on the opinions of faculty members and students, the education system that has completely changed in universities with the pandemic process is evaluated. The distance education system, which is thought to have an important place in education after today, has been evaluated especially by pointing out the deficiencies and making some recommendations to eliminate them. In the research, measurement and evaluation came to the fore as one of the most important problems in the distance education system. At this point, it is predicted that a more process-oriented measurement and evaluation process will produce healthier results.

1 Introduction

With the outbreak of Covid-19, education system underwent change and the face-to-face traditional education system has been replaced with distance education. In this respect, distance education was adopted in Turkey and Turkish Republic of Northern Cyprus on 23 March 2020.

In order to improve the quality of education, which is a life-long process, different alternatives have been considered by scientists from past to present. One of these alternatives is the distance education model. "Today's traditional education institutions may

be limited in providing qualified and affordable services to a large number of individuals with different learning styles. In contrast, the rapid development of digital information processing and communication creates a range of teaching and learning opportunities [1]." In the 21st century, which we call the information age, technological developments have directly affected education. "Universities have started to use the distance education system to respond to the self-renewal need of modern people with the technological development [2]." Especially developments in information technologies, together with distance education applications, have contributed significantly to the development of the communication network in the world. Today, particularly the mentioned development in information technologies directly affects the form of education and necessitates some changes.

"Distance education in Turkey first took its place in higher education with the establishment of the Open Education Faculty at Anadolu University with the higher education law numbered 2547 and the starting of student admission in the 1982-83 academic year [3]." In the 1980s and 1990s, distance education became more mature and gained a certain place in the education system. From the end of the 1990s and the beginning of the 2000s, distance education centers have been established in universities and "Atatürk's Principles and Revolutions", "English" and "Turkish Language" courses have been offered through distance education.

In the new academic year, some studies are being conducted on distance education, which has settled in the center of education with the pandemic. At this point, it was decided that 40% distance education could be delivered in universities in Turkey and TRNC.

1.1 Objective of the study

In this study, based on the opinions of faculty members and students, the education system that has completely changed in universities with the pandemic process will be evaluated. The deficiencies of the distance education system, which will have an important place in education after today, will be put forward, and recommendations will be made to eliminate them.

2 Method

2.1 Study group

The study group consists of 25 faculty members and 25 students from TRNC universities. Care has been taken to choose faculty members and students from different faculties and departments. Thus, faculty members working in different departments of the Faculty of Arts and Sciences, Faculty of Education, Faculty of Medicine, Faculty of Law, Faculty of Engineering and Faculty of Economics and Administrative Sciences and students enrolled at these faculties were included in this study. During the selection of faculty members and students in the study group, convenience case sampling, which is one of the purposeful sampling methods, was used.

2.2 Collection of data

In the creation of the data collection tool, firstly, an interview form with 5 questions was created by the researchers. Later, the opinions of 1 education programs and instruction specialist, 2 distance education specialists, and 1 assessment and evaluation specialist were consulted. In line with the consensus of the researchers and the experts consulted, 1 of the 5 main questions was removed because of its similarity with the other questions, and 2 new questions were added to the interview form. Thus, an interview form including 6 questions was created to collect research data.

The questions in the faculty member and student interview form are as follows:

1. What are the advantages of distance education?
2. What are the disadvantages of distance education?
3. What do you think should be taken into consideration in order for the distance education classes to be more efficient?
4. Do you prefer distance education or face-to-face education in classes? Why?
5. Can each course be given in the form of distance education? Why/Why not?
6. Do you think measurement and evaluation in distance education is satisfactorily fair and reliable? Why/Why not?

2.3 Analysis of data

Content analysis was used in analyzing the research data. In this context, the data were analyzed by dividing them into certain categories and themes and shown with frequency and percentage values. Various comparisons are made during the analysis of the data.

3 Findings

In the findings section, a total of 9 tables are given and the data of faculty members and students are explained in the tables by giving the frequency and percentage.

3.1 Findings regarding the advantages of distance education

Table 1. Frequency and percentage distribution of the opinions of faculty members and students about the advantages of distance education

Category	Theme	Faculty Member		Student	
		f	*%*	*f*	*%*
Advantages of distance education for faculty members	Saving time	6	24	-	-
	Contributing to the recording of all kinds of notes related to the course	4	16	-	-
	Providing teachers with the opportunity to use different strategies, methods and techniques using technological tools	4	16	-	-
	Time flexibility	4	16	-	-
	Having financial advantages	3	12	-	-
	Being flexible in terms of space	2	8	-	-
	Less exhaustion for faculty members	2	8	-	-
	Faculty members not being subject to any restrictions such as working hours	1	4	-	-
Advantages of distance education for faculty students	Providing the students who cannot attend the class the opportunity to follow the class later	8	32	12	48
	Enabling students to attend classes who have to work / cannot attend the class for being abroad	6	24	7	28
	Having financial advantages	4	16	8	32
	Helping students not to leave the class when face-to-face education is interrupted for some reason	3	12	4	16
	Providing students with ready lecture notes	3	12	4	16
	Contributing to the technological development of students	2	8	-	-
	Providing students with more video and visual materials	2	8	-	-
	Saving time	2	8	15	60
	Being flexible in terms of space	2	8	6	24
	The students who do not fully understand the subject being told reinforce the subject by watching the recorded lecture again.	1	4	-	-
	Students save on materials such as photocopy, paper and pencil	1	4	11	44
	Students attending classes without missing their families	-	-	3	12
	Exams being easier	-	-	2	8
	The homework given in the courses contributes to doing research and structuring knowledge by students	-	-	3	12
	Students making the class environment suitable for their own preferences	-	-	1	4
	Students gaining different learning methods and techniques	-	-	2	8
	Delivering the lecture notes to the student in full	-	-	4	16

In Table 1, which includes the views on the advantages of distance education, it was found that faculty members mentioned the advantages for both faculty members and students, while students only mentioned the advantages for students. Naturally, the advantages of distance education on students rather than faculty members have been mentioned.

Faculty members listed the advantages of distance education on faculty members as follows: saving time, contributing to the recording of all kinds of notes related to the

class, providing the opportunity for teachers to use different strategies, methods and techniques using technological tools, having time flexibility, having financial advantages, being flexible in terms of space, less exhaustion for faculty members, and teaching members not being subject to any restrictions such as working hours. They listed the advantages on students as follows: providing the students who cannot attend the class the opportunity to follow the course later, enabling students to attend classes who have to work / who cannot attend the class for being abroad, being financially advantageous, helping students not to leave the class in cases where face-to-face education is interrupted due one reason or another, giving students ready lecture notes, contributing to the technological development of students, providing students with more videos and visual materials, saving time, being flexible in terms of space, reinforcing the subject by watching the recorded lecture again by the students who does not fully understand the subject, saving students from materials such as photocopy, paper and pencil. Students, on the other hand, only focus on the advantages of distance education over the students and list the following advantages: giving the student who cannot attend the course the opportunity to follow the course later, enabling students to attend classes who have to work / who cannot attend the class for being abroad, being financially advantageous, helping students not to leave the course in cases where face-to-face education is interrupted due to one reason or another, giving lecture notes ready to students, saving time, being flexible in terms of space, saving students from materials such as photocopy, paper and pencil.

3.2 Findings regarding the disadvantages of distance education

Table 2. Frequency and percentage distribution of the opinions of faculty members and students regarding the disadvantages of distance education

Category	Theme	Faculty member		Student	
		f	*%*	*f*	*%*
Disadvantages of distance education on the learning-teaching process	Students not actively participating in classes	9	36	-	-
	The course cannot be taught, or students cannot attend classes due to electricity and internet problems.	8	32	6	24
	Very few students attend the classes since participation in distance education classes is not compulsory.	5	20	4	16
	Students avoiding speaking and giving feedback	3	12	-	-
	Lecture notes are readily given by faculty members, so students are unable to structure information.	3	12	-	-
	Some students have difficulties in following the classes given by distance education and taking exams due their inability to use technology well.	2	8	2	8
	Not understanding which students grasped or not grasped the subject due to lack of eye contact with students	2	8	4	16
	Students offering more excuses for not attending distance education classes	2	8	-	-
	Not knowing whether students stay in the system to listen to the class until the end after entering the class.	1	4	-	-
	Low-economic students having difficulty attending classes	1	4	1	4

	Classes being covered inefficiently	-	-	8	32
	Difficulty understanding and learning the information conveyed in classes	-	-	6	24
	Lack of concentration due to inability to establish eye contact	-	-	5	20
	Decreases the desire to attend classes and study	-	-	3	12
	Inability to ask the faculty members about the issues that are not understood in the course contents	-	-	3	12
	Inability to practice in some applied courses	-	-	2	8
	Learning difficulties encountered in the learning process cannot be solved immediately	-	-	2	8
	Teachers preferring traditional education more in classes	-	-	2	8
Disadvantages of distance education on measurement and evaluation	Lack of a solution to prevent students from cheating in exams	5	20	4	16
	Inability to measure and evaluate in applied courses	4	16	2	8
	It does not allow for a satisfactorily fair assessment in terms of measurement and evaluation	3	12	9	36
Disadvantages of distance education as regards time	Teachers spending too much time on both lecturing and answering student questions	4	16	-	-
	Students not obeying the meeting time and constantly disturbing the faculty members	2	8	-	-
	Having trouble reaching faculty members	-	-	5	20

As seen in Table 2, disadvantages of distance education are discussed under three headings. The disadvantages of distance education on learning-teaching are as follows: According to the faculty members, the students do not actively participate in the classes, the classes cannot be taught or the students cannot attend the classes due to the electricity and internet problems, the participation of the students in the distance education classes being not compulsory as a result of which the students refraining from speaking and avoiding giving feedback, students not being able to structure the information as the lecture notes are given by the faculty members in a ready-made manner, having difficulties in following the classes given by distance education and taking the exams due to the inability of some students to use the technology well, not understanding which students comprehend the subject or not because of the lack of eye contact with the students, providing more excuses for not attending online classes, not knowing whether students stay in the system to listen to the class until the end after entering the lecture, the students with low economic status having difficulty in attending classes. Students, on the other hand, indicated to the following points: classes being inefficient, difficulty in understanding and learning the information conveyed in the classes, lack of concentration because eye contact is not established, not understanding which students have comprehended the subject due to lack of eye contact, very few students attending classes due to the lack of compulsory attendance in distance education classes, classes not being covered or students not being able to attend due to electricity and internet problems, reduction in the desire to participate in the classes and study, the inability to ask incomprehensible issues in the course to the faculty members, some students having difficulties in following the courses given by distance education and taking exams due to their inability to use technology well, inability to make applications in some practical courses, learning difficulties encountered in the learning process not being able to be solved instantly, and teachers preferring traditional education more in classes.

It was revealed that both faculty members and students expressed the same views on the disadvantages of distance education on measurement and evaluation: There is no solution that can prevent students from cheating in exams, measurement and evaluation cannot be made in applied courses, and it does not allow a satisfactorily fair assessment in terms of measurement and evaluation.

Considering the disadvantages of distance education over time, it is seen that faculty members and students have different views. According to the faculty members, it is important that teachers spend too much time both for classes and answering student questions and that students do not obey the office hours and constantly disturb the faculty members. According to the students, the most important disadvantage is their difficulty in reaching faculty members.

3.3 Findings about what should be paid attention in order to make distance education classes more efficient

Table 3. The frequency and percentage distribution of the opinions of faculty members and students on what should be considered in order to make distance education classes more efficient

Category	Theme	Faculty member		Student	
		f	*%*	*f*	*%*
Issues that faculty members should pay attention to in order to make distance education classes more efficient	Enriching the classes with remarkable videos and visuals	9	36	8	32
	Ensuring active participation in classes	8	32	6	24
	Applying the question-answer method too much in the classes and checking whether they understand the subject	6	24	5	20
	Not giving all lecture notes in a ready-made manner, but allowing them to be researched and structured by the student	6	24	-	-
	Always giving students the right to speak	6	24	4	16
	Including examples frequently in order to reinforce the topics	5	20	3	12
	Making course attendance compulsory	4	16	6	24
	Students being kept compulsory to attend classes through video	4	16	5	20
	Ensuring that students do research before coming to the class in order to ensure that they come to the class prepared	2	8	2	8
	Covering classes with different methods and techniques to make the lectures more efficient	1	4	3	12
	Process-oriented rather than results-oriented evaluation	1	4	-	-
	Finding fairer measurement and evaluation methods	-	-	10	40
	Preparing lecture notes in a remarkable way	-	-	3	12
	Finding solutions to students' problems during office hours	-	-	2	8
	All students paying attention to have their cameras turned on	-	-	1	4
	Not keeping class hours too long	-	-	1	4
Issues that students should pay attention to in order to make distance education classes more efficient	Following the classes regularly	6	24	-	-
	Asking about the subjects that are not understood during the class to the faculty member	5	20	-	-
	Doing homework assignments on time	2	8	-	-

As can be seen in Table 3, while faculty members emphasize the points that both faculty members and students should pay attention to in order to make distance education classes more efficient, it is seen that students only mention the issues that faculty members should pay attention to.

In line with the opinions of the faculty members, the points that the faculty members should pay attention to in order for the classes given with distance education to be more efficient are as follows: enriching the classes more with remarkable videos and visuals, ensuring active participation in the classes, applying the question-answer method in the classes too much and checking whether they understand the subject, not providing all lecture notes in a ready-made way, but ensuring that they are also researched and structured by the student, giving the students the right to speak, including examples frequently in order to reinforce the subjects, keeping participation in the class obligatory, the students being required to attend the lectures through video, the students doing research with different methods and techniques before coming to class to make the lecture more efficient, and making process-oriented rather than result-oriented evaluation. The points that students should pay attention to are as follows: following the lectures regularly, asking the faculty member about the subjects that are not understood during the class, and completing the assigned homework on time.

In line with the opinions of the students, the points that the instructors should pay attention so that the distance education classes can be more efficient are as follows: enriching the classes more with remarkable videos and visuals, ensuring active participation in the classes, applying the question-answer method to the classes and checking whether they understand the subject, giving the right to speak, frequently including examples in order to reinforce the subjects, making course attendance compulsory, students being required to attend classes by turning their camera on, making sure that students come to the class prepared for the lesson, conducting research with different methods and techniques to make classes more efficient, to find fairer measurement and evaluation methods, to prepare lecture notes in a remarkable way, to produce solutions to problems of students during office hours, to ensure that cameras of students are turned on, to pay attention not to keep class hours too long.

3.4 Findings regarding whether distance education or face-to-face education is preferred more in courses and the reasons for this preference

Table 4. Frequency and percentage distribution of the opinions of faculty members and students regarding whether distance education or face-to-face education is preferred more in courses

Category	Faculty member		Student	
	f	*%*	*f*	*%*
I prefer face-to-face education in classes	22	88	14	56
I prefer distance education in classes	3	12	11	44

As can be seen in Table 4, 88% of the faculty members prefer face-to-face education and 12% prefer distance education in classes. On the other hand, 56% of the students

stated that they preferred face-to-face education in classes and 44% more preferred distance education in lessons.

Table 5. Frequency and percentage distribution of the opinions of faculty members and students regarding the reasons for choosing distance education or face-to-face education in courses

Category	Theme	Faculty member		Student	
		f	*%*	*f*	*%*
I prefer face-to-face education in classes	Face-to-face classes being more efficient	7	28	5	20
	Establishing eye contact in face-to-face education	6	24	1	4
	It is easier to understand whether the students comprehend the subject in face-to-face education.	5	20	-	-
	Helping students more when lecturer realizes that they do not understand subjects in class	5	20	-	-
	Lecturing in face-to-face classes being easier	4	16	-	-
	Fair assessment and evaluation in face-to-face education	4	16	3	12
	More active participation of students in classes in face-to-face education	4	16	2	8
	Faculty members and students being more successful in face-to-face education	3	12	-	-
	Faculty members not having received any training on distance education	2	8	-	-
	Practical courses not being able to deliver through distance education	2	8	3	12
	High student motivation	2	8	1	4
	Exams in face-to-face education having higher validity and reliability	1	4	-	-
	Learning taking place more easily	-	-	3	12
	Information being permanent	-	-	2	8
	Feedback being easier and more immediate in face-to-face training	-	-	2	8
	Students paying more attention to the classes	-	-	2	8
I prefer distance education in classes	Thinking distance education is more beneficial	2	8	1	4
	Contributing to the attendance of the students who could not attend classes due to some reasons	1	4	4	16
	Saving time	-	-	3	12
	Having time flexibility	-	-	3	12
	The cost of distance education being lower	-	-	3	12
	Providing equal opportunity in education	-	-	2	8
	Attending classes from any place desired	-	-	2	8
	Easier access to information through distance education	-	-	1	4

The reasons for faculty members to prefer face-to-face training in classes are as follows: the fact that face-to-face lessons are more efficient, the establishment of eye contact in face-to-face education, understanding more easily whether the students have comprehended the subject in face-to-face education, being able to help students more when they realize that students do not understand the subject, subjects being explained more easily, fair measurement and evaluation in face-to-face education, students participating more actively in face-to-face education, faculty members and students being

more successful in face-to-face education, faculty members not having received any training on distance education, inability to cover applied classes through distance education, the students having higher motivation, and higher validity and reliability of the exams in face-to-face education. The reasons for students to prefer face-to-face education in classes are as follows: the fact that face-to-face classes are more efficient, the establishment of eye contact in face-to-face education, fair measurement and evaluation in face-to-face education, more active participation of students in face-to-face education, inability to cover applied classes through distance education, high student motivation, easier learning, permanent information, easier and immediate feedback in face-to-face education, students paying more attention to the classes.

The reasons of faculty members to choose distance education in classes are as follows: they think distance education is more beneficial, and it contributes to the participation of students who cannot attend classes for some reasons. The reasons for students to choose distance education in classes are as follows: thinking that distance education is more beneficial, contributing to the participation of students who cannot attend classes for some reasons, saving time, having time flexibility, lower cost of distance education, providing equal opportunity in education, entering the classes from anywhere they want, and reaching information more easily through distance education.

3.5 Findings about whether each class can be covered with distance education and the reasons

Table 6. The frequency and percentage distribution of the opinions of faculty members and students regarding whether each course can be conducted with distance education

Category	Faculty member		Student	
	f	*%*	*f*	*%*
Every class can be covered through distance education	-	-	6	24
Not all classes can be covered through distance education	25	100	19	76

According to Table 6, 100% of the faculty members and 76% of the students stated that not every class could be covered through distance education, while 24% of the students stated that each class could be covered through distance education.

Table 7. The frequency and percentage distribution of the opinions of faculty members and students regarding the reasons why each class can or cannot be conducted with distance education

Category	Theme	Faculty member		Student	
		f	*%*	*f*	*%*
Every class can be covered through distance education	Possibility to teach all classes by distance education using different methods and techniques	-	-	4	16
	As long as simulations, videos, and visuals are used, it is suitable to have all classes from a distance	-	-	3	12
	Adapting the applications and activities to be used in applied courses to distance education	-	-	1	4
	Giving appropriate materials for applied classes	-	-	1	4
Not every class can be covered through distance education	Application-based courses cannot be conducted with distance education	22	88	12	48
	Distance education not being efficient in internship lessons	4	16	10	40

According to the students, the reasons for each course to be conducted through distance education are as follows: The possibility of providing all courses with distance education by using different methods and techniques, all classes being able to covered through distance education as long as simulations, videos and visuals are used, adaptation of the applications and activities to be used in applied courses to distance education, and giving appropriate materials in applied courses.

According to the faculty members and students, the reasons why not every class can be covered through distance education are as follows: practice-based courses cannot be conducted with distance education, and distance education is not efficient in internship courses.

3.6 Findings on whether measurement and evaluation in distance education are satisfactorily fair and reliable and the reasons thereof

Table 8. The frequency and percentage distribution of the opinions of faculty members and students

Category	Faculty member		Student	
	f	*%*	*f*	*%*
I think measurement and evaluation in distance education is satisfactorily fair and reliable.	3	12	5	20
I think that measurement and evaluation in distance education is not satisfactorily fair and reliable.	22	88	20	80

As seen in Table 8, 88% of the faculty members and 80% of the student's state that measurement and evaluation in distance education is not satisfactorily fair and reliable.

Table 9. The frequency and percentage distribution of the opinions of faculty members and students regarding the reasons why measurement and evaluation in distance education is satisfactorily fair and reliable or not

Category	Theme	Faculty member		Student	
		f	*%*	*f*	*%*
I think measurement and evaluation in distance education is satisfactorily fair and reliable.	Recording oral exams and discussing with students the mistakes the made during the exam	2	8	1	4
	Sharing the assessment scale and result of homework given and exams in distance education with the student	1	4	2	8
	Capturing camera image	1	4	-	-
	Adjusting the time accurately	1	4	-	-
	Asking questions based on comments	1	4	-	-
	Multiple choice exams being fair	-	-	3	12
	Automatic calculation of the exam results and inability of teachers to behave on a biased manner	-	-	2	8
I think measurement and evaluation in distance education is not satisfactorily fair and reliable.	Inadequate supervision of students	7	28	4	16
	Inability to distinguish between students who study and take exams and students who cheat	5	20	7	28
	Convenience for students to find answers to exam questions from lecture notes using search-find tools	4	16	-	-
	Lack of a system based on taking a screenshot of the computer used by the student during the exam	2	8	-	-
	The fact that the student camera is on during the exam does not mean that he / she has taken the exam; someone else may be taking the exam instead of the student himself	2	8	5	20
	Faculty member increasing the difficulty of exam questions to prevent students from cheating	2	8	-	-
	Negative reflection of systematic problems on the student during the exam	-	-	2	8
	Students taking examinations through collaboration	-	-	2	8
	Not choosing measurement and evaluation in line with the course outcomes	-	-	2	8
	Requests and skills of students not being taken into account	-	-	1	4

The reasons for faculty members to think that measurement and evaluation in distance education are fair and reliable are stated as follows: recording the oral exams and discussing with the students the mistakes they made during the exam, sharing with the student the evaluation scale and results of the homework given in distance education and the exams, capturing camera images, setting the time correctly, and asking questions based on interpretation. The reasons why students think that measurement and evaluation in distance education is satisfactorily fair and reliable are as follows: recording the oral exams and discussing with the students the mistakes they made during the exam, sharing with the student the assessment scale and result of the homework given and exams in distance education, fairness of multiple-choice exams, inability of teachers to behave on a biased manner, a system that automatically calculates the exam result.

The reasons faculty members do not think that measuring and evaluating in distance education is fair and reliable are as follows: students cannot be inspected sufficiently,

students who study and take exams cannot be distinguished from cheating students, convenience of finding answers to exam questions from lecture notes, lack of a system based on taking a screenshot of the computer, the student's camera being turned on during the exam does not mean that he / she has taken the exam, someone else may be taking the exam instead of the student himself, and faculty members making the exam questions difficult with the concern that the students will cheat. The reasons why students do not think that measuring and evaluating in distance education are satisfactorily fair and reliable are listed as follows: students cannot be inspected sufficiently, students who study and take the exams cannot be distinguished from the students who cheats, the students' camera being turned on during the exam does not mean that the student has entered the exam, someone else maybe taking the exam instead of the student himself, the negative reflection of the systematic problems on the students during the exam, the students taking the exams in collaboration, the lack of preference for assessment and evaluation in line with the course outcomes, the failure to consider the requests and skills of students.

4 Conclusion, Discussion and Recommendations

In the study, which aims to evaluate the changing education system in universities during the pandemic process, based on the views of faculty members and students, data have been obtained based on six questions, and meaningful results have been identified.

According to Table 1, where the advantages of distance education are questioned, the most important advantage of distance education over students is that students who cannot attend the live class can view the course later. The biggest advantage for faculty members is that the said education system saves time. According to Al and Madran [4], "the main reason why Web-Based Distance Education is being accepted and increasing in popularity today is that education is independent of time and place." In this way, the students will be able to watch the missed classes again whenever and wherever they want [4]. The students gave a similar response with their faculty members and said that distance education saves time. Congwei Li also compared distance education with traditional education in his study and stated that with a similar discourse, he removed the limitation in learning [5]. Sezer Kanbul et al., in their article titled "Determining Expert Opinions of the Faculty of Education on the Development of Distance Learning Course", stated with a similar discourse that distance education provides a great advantage in terms of time [6].

In Table 2, where the disadvantages of distance education are presented in three different headings, firstly, the disadvantages of distance education on the learning-teaching process are evaluated. At this point, according to most of the faculty members, it is a disadvantage that students do not actively participate in the classes. According to most of the students, the inefficient course of the classes is a disadvantage. Secondly, another disadvantage for both groups is that the classes cannot be taught or students cannot attend classes due to electricity and internet problems. Internet access problem, which is stated as one of the disadvantages, was also mentioned in Muilenburg and Berge's article "Student Barriers to Online Learning: A Factor Analytic Study" and it was emphasized that internet access problems are one of the obstacles to online learning [7].

According to Demir, "the students cannot participate in the discussions whenever they want, they just fall into the listening position in crowded classes [8]." Almost all of the students participating in Özgöl, Sarıkaya and Öztürk's [9] study stated that the teachers were unable to transfer their energies to the course as a result of the distance education, and as a natural consequence of this, the students had difficulty in understanding the classes and were negatively affected by this situation.

Secondly, in Table 2, the disadvantages of distance education on measurement and evaluation are assessed, and according to the majority of the faculty members, the lack of a solution that can prevent students from cheating in exams is stated as the most important problem. The students also expressed a similar opinion and emphasized that a fair evaluation cannot be made in terms of measurement and evaluation in distance education. Bilgiç and Tüzün also emphasized various disadvantages in distance education and stated that "an important problem of web-based distance education programs in higher education institutions is the inadequacy of measurement and evaluation methods [10]." The third assessment in Table 2 regards time. The disadvantages of distance education on time, according to most faculty members, are that too much time is spent on giving lectures and answering student questions. According to most of the students, having difficulties in reaching faculty members is one of the most important problems affecting the process. In the study conducted by Özgöl, Sarıkaya and Öztürk [9], it was observed that students reported the problem of not being able to communicate with the instructor of the course.

In Table 3, the opinions of faculty members and students regarding what should be considered in order to pass the lessons in distance education more efficiently are given. The most important point that faculty members should pay attention to in order to make distance education classes more efficient, according to the faculty members, is to enrich the classes with remarkable videos and visuals. The most important issue is to find more equitable measurement and evaluation methods according to students. According to the faculty, the most important point that students should pay attention to in order for the classes given by distance education to be more efficient is to follow the lessons regularly. In the research of Özgöl, Sarıkaya and Öztürk [9], faculty members expressed their opinion on the necessity of attendance for students to participate in the classes.

It has been observed that face-to-face education is mostly preferred by both faculty members and students (Table 4), while a smaller portion of the faculty members and students prefer distance education. Likewise, in the study conducted by Özgöl, Sarıkaya and Öztürk [9], it is seen that both faculty members and the majority of students prefer face-to-face education.

Looking at the findings (Table 5) regarding the reasons for preferring face-to-face education, it was seen that the most important reason for both faculty members and students to prefer face-to-face education is related to the efficiency of the lessons. On the other hand, it has been observed that the students prefer distance education to a certain extent (44%), although not as much as face-to-face education (56%). It is determined that it contributed to the attendance of some students who could not attend classes for one reason or another.

All of the faculty members and the vast majority of the students stated that not every course can be delivered with distance education, but other students stated that every course can be conducted through distance education (Table 6). According to Table 7, which evaluates the reasons for each course to be taught or not by distance education,

some students stated the possibility of teaching all courses by distance education using different methods and techniques as the answer to why every course can be taught through distance education. On the other hand, according to most faculty members and students, the reason why not every course can be conducted through distance education is that practice-based courses cannot be delivered through distance education. Similar to the data of this study, Kahraman [11] stated that it is mostly not appropriate to deliver applied courses with distance education and that they should develop curricula and contents suitable for using distance education method in applied courses.

Looking at Table 8, it was seen that both participant groups thought that measuring and evaluation in distance education is not satisfactorily fair and reliable. Accordingly, most of the faculty members stated that measurement and evaluation in distance education is not satisfactorily fair and reliable because students cannot be inspected sufficiently. Most of the students also stated that measurement and evaluation in distance education is not satisfactorily fair and reliable because the student who studies and takes the exams and the student who cheats cannot be distinguished. The suggestion submitted by Fidan, Debbağ and Çukurbaşı [12] in their study is in harmony with the results of this study. According to the suggestion of the researchers, it is necessary to develop valid and reliable measurement and evaluation tools for the evaluation of distance education programs. Again, according to Hans d'Orville [13], several exams were cancelled or postponed with the pandemic, or online assessment tools started to be used instead of traditional exam methods. The author stated that this may cause larger than normal measurement errors.

As a result, it was seen that both faculty members and students did not completely reject distance education despite its deficiencies, and they welcomed this change except for some issues (e.g., measurement and evaluation). From this point of view, it is necessary to focus especially on measurement and evaluation in the changing education system and to find solutions at this point.

Choosing a process-oriented measurement and evaluation in distance education and informing the students about the evaluation criteria will help to eliminate the concerns mentioned in this regard. In addition to this, the enrichment of the classes by the faculty members using visuals and the necessity of participation in the class and monitoring the foregoing will contribute to experience a more efficient process.

5   References

[1] A. Ateş and E. Altun, "An investigation of attitudes of pre-service computer teachers towards distance education in terms of various variables," Gazi Education Faculty Journal, vol. 28, no. 3, pp. 125-145, 2008.

[2] A. T. Gökçe, "Distance education in globalization process," D.U. Ziya Gökalp Journal of Education Faculty, no. 11, pp. 1-12, 2008.

[3] Ö. Akdemir, "Distance education in our higher education," Higher Education and Science Journal, vol. 1, no. 2, pp. 69-71, 2011.

[4] U. Al and R.O. Madran, "Web-Based distance education systems: Must have features and standards," World of Information, vol. 5, no. 2, pp. 259-271, 2004.

[5] L. I. E. Congwei, "Commerce Curriculum Design Based on Distance Learning System," International Journal of Emerging Technologies in Learning, vol. 10, no. 3, 52-57, 2015.

[6] S. Kanbul, N. Zaitseva, A. Ikonnikov, O. Kalugina, T. Savina and O. Evgrafova, "Determining Expert Opinions of the Faculty of Education on the Development of Distance Learning Course," International Journal of Emerging Technologies in Learning (İJET), vol. 15, no. 23, 52-62, 2020. https://doi.org/10.3991/ijet.v15i23.18783

[7] L. Y. Muilenburg and Z.L. Berge, "Student barriers to online learning: A factor analytic study," Distance Education, vol. 26, no. 1, pp. 29-48, 2005. https://doi.org/10.1080/015879 10500081269

[8] E. Demir, "An overview of distance education", Dumlupinar University Journal of Social Science, vol. January no. 39, pp. 203-211, 2014.

[9] M. Özgöl, İ. Sarıkaya, and M. Özürk, "Student and faculty member evaluations on distance education practices in formal education," Journal of Higher Education and Science, vol. 7, no. 2, pp. 294-304, 2017.

[10] H. G. Bilgiç and H. Tüzün, "Problems encountered in higher education institutions web-based distance education programs," Journal of Open Education Applications and Research, vol.1, no. 3, pp. 26-50, 2015.

[11] M. E. Kahraman, "The effect of Covid-19 outbreak on applied courses and conducting these courses through distance education: Basic design class example," Medeniyet Art Magazine, vol. 6, no. 1, pp. 44-56, 2020.

[12] M. Fidan, M. Debbağ, and B. Çukurbaşı, "Student views regarding the delivery of common compulsory courses through distance education," In Proc. The 6th International Congress on Curriculum and Instruction (ICCI –EPOK), 2018, pp. 567-574.

[13] H. d'Orville, "COVID-19 Causes Unprecedented Educational Disruption: Is There a Road Towards a New Normal?," Springer-Prospects, no. 49, pp. 11-15, 2020. https://doi.org/10 .1007/s11125-020-09475-0

6 Authors

Selma Korkmaz completed four years undergraduate program in 2003. After he started to master program at Near East University-Department of Archives and Ottoman Paleography in 2005. In 2018 she completed her doctorate in Department of Curriculum and Instruction. Near East University, Atatürk Faculty of Education, Department of Turkish Language Teaching, Nicosia, 99138, Northern Cyprus, e-mail: selma.korkmaz@neu.edu.tr, https://orcid.org/0000-0003-2395-9751

Burak Gökbulut completed four years undergraduate program in 2001. After he started to master program at Ege University-Department of Turkish Folklore in 2001. In 2010 he completed his doctorate education. He has been working at the Near East University since 2008. His research interests include folklore, literature, Turkology, beliefs, culture and education. He has a lot of publications in various journals indexed in Web of Science, Scopus, EBSCO etc. indexes. He also presented many papers about his field in various congresses and conferences. Near East University, Atatürk Faculty of Education, Department of Turkish Language Teaching, Nicosia, 99138, Northern Cyprus, e-mail: burak.gokbulut@neu.edu.tr, https://orcid.org/0000-0003-3968-9207

Mustafa Yeniasır completed four years undergraduate program in 2001. After he started to master program at Ege University-Department of Turkish World Literatures in 2001. In 2010 he completed his doctorate education. He has been working at the Near East University since 2007. His research interests include literature, Turkology, culture and education. He has a lot of publications in various journals indexed in Web of Science, Scopus, EBSCO etc. indexes. He also presented many papers about his field in various congresses and conferences. Near East University, Atatürk Faculty of

Education, Department of Turkish Language Teaching, Nicosia, 99138, Northern Cyprus, e-mail: mustafa.yeniasir@neu.edu.tr, https://orcid.org/0000-0002-9196-1805

Ayşenur Özbent is a teacher in a Republic of Turkey, Ministry of National Education. She is a young researcher who graduated from university in 2019. e-mail: ayssenurozbent@hotmail.com, https://orcid.org/0000-0003-3213-6909