

Views of University Administrators on Online Education During the Epidemic Period

<https://doi.org/10.3991/ijet.v16i19.26069>

Tahir Tavukcu¹(✉), Vladimir A. Zernov², Rashad A. Kurbanov³, Asiya M. Belyalova³,
Margarita V. Myltseva⁴

¹ Ministry of Education and Culture, Lefkosa, Turkish Republic of North Cyprus

² Russian New University (RosNOU), Moscow, Russia

³ Institute of Legislation and Comparative Law under the Government of the Russian Federation, Moscow, Russia

⁴ Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
ttavukcu@gmail.com

Abstract—The human resources unit in universities has planned training for academicians and directors. With the transition to distance education during the pandemic period, face-to-face training has started to take place online. With this study, online training was planned for the administrators in the administrative department of universities. The opinions of the managers about online training are critical. Managers' views were consulted on the effectiveness of online training. In this study, a qualitative research method was used to reach detailed results. The study group of the research consists of 18 administrators in the administrative department of the Institute of Legislation and Comparative Law under the Government of the Russian Federation, Peoples' Friendship University of Russia and Russian New University. The application was carried out in the 'online manager development programme' for 3 weeks in the 2020–2021 fall semester. In order to access the data of this study, the interview form developed by the researchers was used as a data collection tool. While preparing the interview questions developed by the researcher, the opinions of four experts in the field were taken and the questions were finalized. Content analysis was used in the analysis of the data. The findings obtained as a result of the research are given in detail in the findings and results section.

Keywords—executive development, online education, university, administrative staff, opinion, epidemic disease, human

1 Introduction

Since the end of 2019, the type of coronavirus that emerged in Wuhan, China, has begun to threaten human life. It was declared a 'pandemic' by the World Health Organization (WHO) on March 11. The first pandemic announcement by the WHO explained the consequences caused by the coronavirus and warned that all local authorities should maximize their emergency [34]. Coronavirus is defined as a large family of

viruses that can cause respiratory tract infection and can be transmitted by respiratory droplets.

As of 27 March 2020, full closures have occurred in 188 countries [32]. The complete shutdown has affected every sector. While the coronavirus has many negative consequences in terms of health, economic and social aspects, it also has negative consequences in terms of education. The United Nations (2020) states that at least 91% of students worldwide are affected by school breaks. Due to the pandemic, distance education is becoming the only solution all over the world. One of the sectors affected is the education sector. Due to the uncertainty in programmes, applications for graduate programmes have been postponed to a certain time [21]. It is perceived as a public health issue in the early stages of the pandemic, but rapid contamination and durability in various objects make COVID-19 a more critical issue [8]. Political authorities had begun measures to slow the rate of COVID-19 infection [21]. Travel bans and social distancing measures were discussed. The first steps regarding the pandemic were prepared by all countries, and many countries-imposed curfews. As a result of the measures taken due to these problems, the education sector was also greatly affected. The pandemic has greatly affected every student, teacher and parent in the education sector [11] [21] [25] [32]. In parallel with the measures for health, the states decided to return to distance education within the framework of the possibilities in order to ensure the continuity of education and to prevent students from falling into a gap [31].

Distance education provides an opportunity for active communication between teachers and students who live in different places, and provides an individual and collaborative working environment for teachers and students independent of many variables [4] [39] [40]. In addition, recorded lecture videos can be watched later and students can access many materials such as documents and videos individually whenever they want [29]. In most countries, schools are closed and education is provided through distance learning platforms [11] [24]. This is a dilemma for all education officials because while distance education and other digital solutions are the best ways to deal with COVID-19, these methods also carry the risk of increasing inequality in education [20]. Distance education has its advantages as well as disadvantages.

New technologies, such as that used in distance education, reduce education costs by extending access to education from challenging situations such as time and space. Despite its advantages in quantity, it seems to be disadvantaged in terms of quality. Despite the disadvantages of distance education, health and education studies are carried out in many countries. The rapid development in technology and the change observed in social life due to this situation have shown their effects in the field of education as well as in many different fields [13]. The closure of schools and universities due to the pandemic has affected many students. In the absence of physical and financial conditions, education can be a problem between students and teachers [37] [1] Urdan and Weggen, 2000. Switching to distance education is a positive situation in order to minimize the impact of the epidemic on education.

Viner et al. [33] stated that there are predictions that these measures may need to be taken for a very long time, and methods should be determined quickly for students to

continue their education safely. In this context, many countries have carried out distance education activities. Distance education was carried out by teachers and students communicating in different places at the same or different times.

With this change in the education system, schools preferred different distance education tools. The changes experienced during education force the traditional administrator roles of school principals to become a modern education leader [6]. Today, where information management is very important, the use and management of information by bringing technology and people together is among the basic activities of the information age organizations [22]. In this context, those who work in institutions where knowledge is considered a priority are encouraged to ensure their learning and development and environments are created in the institution that will make learning continuous [14]. The main task of the schools in the education system is to organise the environment in order to provide the students with the desired behaviours and to ensure that certain learning experiences are experienced with the students. The social and economic changes in the society make it necessary for the school staff to change their thinking and behaviour [14]. School administrators and staff have to be the pioneers of these developments and the implementers of the innovations required [30].

Rapidly developing information and technology has affected individuals and institutions, forcing them to be constantly updated and to learn new information. Organisations that want to maintain and grow by increasing their productivity have to survive by subjecting their employees to new training [26]. Personnel development activities are one of the basic needs that the organisations of our age apply to achieve their organisational goals. Training of personnel has become a vital function for existing organisations. When we think of education as a system, schools or the Ministry of National Education as an organisation, in-service training becomes the main activities structured to realize the goals of the organisation [10]. Increasing organisational productivity, adaptation of employees to new situations and eliminating their deficiencies can be achieved with the effectiveness of in-service trainings.

Education is related to the conditions for education development of the Ministry of National Education. With practice and little occurrence, it is considered a whole that one can fully replace face-to-face education. Distance education in teacher training, as Hamilton (2004) emphasizes, is univocal and monophonic, reflecting the teacher's one-sided criticism of the information environment rather than self-development. In another in-service training carried out, beliefs about distance education, choices and expectations of technology experience can be understood from the appearance. Self-efficacy for technology use among female teachers was explained in detail compared to male teachers. The same is the case when those with seniority look more warmly to small-scale education, while those with more seniority look more coldly to distance education. In order to break these negative perceptions of in-service training, motivation and adaptation trainings were applied [38].

School administrators, who have a critical place in the education system, need to be constantly developed and trained. In his research on in-service training, Kaya [17] observed that the courses and activities for school administrators were remarkably low. In his research, he evaluated the trainings on many different subjects, from soil/agricultural training to holding on to life in the face of difficulties, within the scope of personal

development and health themes, to the question of what kind of training they would add if they were determining in-service trainings themselves. On the other hand, in Turkey, the center of education policy-making processes, it is known that it is quite far from the views and suggestions of the main system actors. This may result in the fact that education policies are sometimes far from the reality or problems experienced by schools. This indicates incompatibility of policy and practice, so it may mean that the prescriptions written by the centre are often not followed by the schools. In such a structure, training workers are reduced to technicians who fulfil the instructions of the upper system, and discretionary powers are eliminated. As a matter of fact, the school-based management approach aims to create a sense of psychological ownership in teachers and administrators by giving more responsibility and discretion. Thus, it is assumed that education workers will be empowered and a professional value system will be formed, so they will make more effective practices in schools [13] [7]. Today, schools are going through a process where ‘school-based management’ forms, in which school components have the say and authority, have come to the fore [5] [7] [27] [36], rather than being units that are only managed and directed by central governments.

In many studies, they have evaluated the trainings on a wide range of subjects, from soil/agricultural training to holding on to life in the face of difficulties, within the scope of personal development and health themes, to the question of what kind of training they would add if they were determining the in-service trainings themselves. The list also includes entrepreneurship and innovation, anger control, psychological resilience, foreign language, yoga, different countries and cultures, trainings that will improve the school climate, use of digital platforms [19], online classroom management, manager trainings and artistic trainings. There is an abundance of training on mental health.

In this research, it is important to determine the views of the unit chiefs and administrators working at the university about online education, administrative deficiencies and the education they receive. The list of in-service trainings planned by the human resources in cooperation with the distance education centre is ‘management and leadership’, ‘manager development programme’, ‘stress management’, ‘effective presentation technique’ and ‘time method’.

1.1 Purpose of the research

In this research, online in-service trainings were given to unit chiefs and managers working at the university. The answers to the following questions were sought in order to determine the views of the unit chiefs and administrators working at the university on online education and to determine their views on the training provided:

1. What are your views on distance education? (Challenges for management)
2. What are the opinions of school administrators about the advantages of distance education?
3. What are your opinions on solution suggestions for increasing the quality of online education?
4. What are your views on the in-service training you have received as online training?

2 Method

In this research, the qualitative research method was preferred as it allows university administrators to explain their views on the reflection of the COVID-19 process on education. The research was designed in a phenomenological pattern, one of the qualitative research types. The phenomenological design is a qualitative research design that aims to highlight the perceptions and experiences of individuals according to their own perspectives. In this design, it is considered important that the participants in the study group have direct experiences [16] [15]. In this study, a phenomenological design was used since it is aimed to examine the impact of COVID-19, which continues to affect the world, on the education system, in line with the opinions of school administrations who manage this process by experiencing this process one-to-one.

2.1 Research group

The study group of the research consists of school administrators working at the universities. In order to identify the participants of this survey, maximum variation sampling, which is one of the sample selections, was used as purposive sampling. The purpose of using the maximum diversity sampling method is to reflect at the highest level the differences of individuals who may be a party to the problem in a small sample group. In order to ensure maximum diversity, school administrators from different provinces, different school levels and different countries were included in the sample. A total of 18 managers participated in the research on a voluntary basis. The personal information of the participants is given in Table 1.

Table 1. Demographic Information

Variable	Group	<i>f</i>
Gender		
	Female	10
	Male	8
University name		
	Institute of Legislation and Comparative Law under the Government of the Russian Federation	8
	Peoples' Friendship University of Russia	6
	Russian New University	4

2.2 Data collection and analysis

Ethics committee approval was obtained from each of the universities included in the study in this study. The research data were used by preparing a semi-structured interview form prepared by the researchers. After the interview questions were prepared, expert opinion was taken from three faculty members who completed their doc-

torate in educational administration. A pilot study was conducted with a school principal and a vice principal to measure the clarity of the questions. As a result of the interviews, the form was given its final shape and four questions were included.

3 Findings

3.1 Opinions about distance education

Table 2. Management’s views on distance education

Theme	<i>f</i>
Technical incompetence	6
Teacher shortage	5
Measurement and evaluation problems	4
Lack of information	4
Distance education staff shortage	2
Lack of planning	1

It was requested to determine the problems experienced by the administrators during the distance education process in order to determine the process of transitioning to distance education due to COVID-19 and the problems they experienced in this process. During the interviews with university administrators, their opinions about the problems they experienced about online education were asked. As a result of the interviews with the managers, they stated that they experienced technical inadequacy. With regard to technical inadequacy, they stated that there are problems in the distance education system and that they experience problems due to the lack of necessary infrastructure support. In the same way, the administrators stated that the teaching staff in the university in formal education were insufficient when they switched to online education, and they experienced difficulties in this sense. The administrators stated that the teachers had problems due to lack of qualification against online education in the distance education system. The administrators also stated that they had difficulties during the online training period regarding assessment and evaluation. Due to the COVID-19 pandemic, online education has been started in order to continue education without interruption. The inadequacies of our instructors in technological matters caused us problems. Likewise, they stated that they had problems due to the lack of sufficient personnel for distance education. There was a problem due to lack of information. In the opinion of one of the managers, they stated that there was a problem due to the inability to plan in a systematic way.

The opinions of some of the university administrators on distance education are as follows:

“Due to the COVID epidemic, we quickly switched to online education. In this process, our university was not ready for this situation. Technically, we had many shortcomings. We were not ready for many issues such as the supply of computers, problems

arising from the online course platform and the purchase of license products of online course systems”.

“In distance education, the interaction in face-to-face education was not provided. We did not perform effective assessment and evaluation in the process, and this resulted in the absence of student assessment anxiety. This situation made the student more free”.

3.2 Advantages of distance education from the point of view of School Administrators

Table 3. Advantages of online education from the point of view of administrators

Theme	<i>f</i>
Addressing training needs	10
Location independent	6
Technology use	3
Flexibility	4
Opportunity to repeat	2

In the interviews with university administrators, their views on the advantages of online education were asked. As a result of the interviews obtained, they stated that the best part of online education is ensuring that education can be continued in every way. The administrators expressed their opinions about the advantages of online education as providing the opportunity for education independent of the place, increasing the use of technology, providing flexibility due to the fact that they can watch the lessons whenever they want and offering the opportunity to repeat the lessons as many times as they want.

The opinions of some of the university administrators on the advantages of online education are as follows:

“It is an advantage to have the opportunity to take lessons from any place without coming to school and to be connected to the lesson. We realised the importance of this advantage of online education most during the epidemic, during the curfews. Education continued in every way”.

“Students were given the opportunity to watch their lessons over and over again, whenever they wanted and from anywhere. It was a good advantage that they stopped the course recordings wherever they wanted and repeated them many times. In addition, this advantage also brought with it a disadvantage. The fact that students can easily access their lessons whenever and wherever they want caused them to behave comfortably as they gave flexibility to the students”.

3.3 Suggested Solutions to improve online education quality of managers

According to the findings in Table 4, most of the administrators expressed the opinion that infrastructures should be strengthened among the things that can be carried out to increase the quality of online education. They stated that the legislation on distance

education should be established and the process should continue according to the criteria of the legislation. When looking at the findings regarding the suggestions, they stated that in contrast to technology-supported education, training should be provided for both students and teachers to improve their competence. They stated that because online education is a type of education, it is necessary to give importance to online education like the importance given to face-to-face education, and for this reason, studies should be carried out to increase awareness.

Table 4. Opinions on suggested solutions for increasing online education quality

Theme	<i>f</i>
Infrastructure reinforcement	10
Creating legislation	6
Skills development trainings	6
Raising awareness	4

The opinions of some of the university administrators on how to increase online education quality are as follows:

‘While talking about the difficulties we experienced in the online education process, he mentioned the infrastructure problem. I think that every institution should strengthen its infrastructure. It should have sufficient equipment both for the supply of technological tools and for meeting the needs of the IT departments.

‘There should also be a legislation for online education. Within this legislation, the evaluation criteria, attendance or absenteeism, responsibilities of students and teachers should be included’.

3.4 In-service training received as online training

In-service trainings were planned to support managers in the online training process. These trainings were based on topics such as ‘management and leadership’, ‘managerial development programme’, ‘stress management’, ‘effective presentation technique’ and ‘time method’. They stated that the training provided was prepared in line with the needs (16). The trainings received by the managers were given online. From the opinions of the managers, all of them found these trainings encouraging. Managers stated that online trainings cannot replace face-to-face training (2). Again, when the order of importance of the training given to the administrators was requested, it was found that the most effective training was ‘management and leadership’ (12), followed by ‘stress management’ (3) and ‘time management’ (3).

The opinions of some of the university administrators on the in-service training they received online are as follows:

“We conducted trainings online. It was effective. Giving these trainings on the online platform gave the opportunity to test the online environment one-to-one. It can be said that the distance education system will become widespread in the future. Many face-to-face trainings can be done online. I can say that the most effective training among the trainings is “management and leadership”.

“Distance education will always exist in our lives. In this process, it is a very good situation to make certificate programmes and in-service trainings online using technology. If I were to list the importance of the trainings given, I can say that they are management and leadership, stress management and time management. Technology can also be given some motivation-enhancing training”.

4 Conclusion, recommendations and discussion

It is very important to determine the university administrators’ perspectives on online education and the problems they experience. In this research, their perspectives on both online education and in-service training they received online were determined. As a result of the research, the deficiencies of the managers were revealed.

According to the results of the findings regarding the problems they experienced about online education in the interviews made with the administrators, it was concluded that they experienced technical inadequacy. With regard to technical inadequacy, it has emerged that there are problems in the distance education system because of the lack of necessary infrastructure support. It has been concluded that the teaching staff of the university are insufficient when it comes to online education. They have stated that the lecturers in the university have problems due to the lack of qualifications against the distance education system and online education. They also stated that they had problems during the online training period regarding assessment and evaluation. As a result of these results, it is concluded that the technology competencies of the academic staff within the university should be increased. Likewise, they need to develop their technical infrastructure. Almaghaslah and Alsayari [2], Alpaslan [3] and Kurnaz and Serce-meli [18] have examined the views of academicians on distance education. In the results obtained, it was concluded that in-service training should be given in order to change the perspectives of academicians towards distance education. It can be said that the problems related to distance education are low interaction between the learner and the instructor due to the lack of face-to-face interaction, insufficient feedback, lack of experience, technical problems and insufficient skills and attitudes [9] [28].

As a result of the interviews obtained from the administrators, it was concluded that the best part of online education is that it allows the education to be continued in every way. According to the results obtained from the findings of the advantages of online education by the administrators, it was revealed that it offers the opportunity of education independent of the place, increases the use of technology, provides flexibility due to the fact that they can watch the lessons whenever they want and offers the opportunity to repeat the lessons as much as they want. Ozdogan and Berkant [23] examined stakeholder views on distance education during the COVID-19 pandemic period. Likewise, Garbin [12] mentioned the importance of technology in education. The result obtained is consistent with the result of this research.

The administrators stated that among the things that can be done to increase the quality of online education, the infrastructures should be strengthened, there should be legislation on distance education and the competencies of both teachers and students for distance education should be increased. They stated that due to the fact that online

education is a type of education, it is necessary to give importance to online education, like the importance given to face-to-face education; there-fore, studies should be carried out to increase awareness. As a result of the findings, it can be said that quality should be ensured in online education. In order for effective and efficient lessons to be processed smoothly, the necessary infrastructure must be established. Likewise, qualifications can be increased by providing in-service training.

In-service trainings were planned to support managers in the online training process. These trainings are ‘management and leadership’, ‘managerial development programme’, ‘stress management’, ‘effective presentation technique’ and ‘time method’. When the order of importance of the training given to the administrators was requested, it was found that the most effective trainings were ‘management and leadership’ (12), ‘stress management’ (3) and ‘time management’ (3). Trainings given during the process can be increased. The training given to the managers should be related to the existing problems.

5 References

- [1] Alcoforado, F. (2020). *The world after coronavirus*. https://www.academia.edu/42549068/THE_WORLD_AFTER_CORONAVIRUS
- [2] Almaghaslah, D., & Alsayari, A. (2020). The effects of the 2019 novel coronavirus disease (COVID-19) outbreak on academic staff members: A case study of a Pharmacy School in Saudi Arabia. *Risk Management and Healthcare Policy*, 13, 795–802. <https://doi.org/10.2147/rmhp.s260918>
- [3] Alpaslan, M. (2020). Ogretim uyelerinin özel yeteneklilerin eğitiminde uzaktan eğitimin kullanımına yönelik görüşleri. *Acikogretim Uygulamaları ve Araştırmaları Dergisi*, 6(1), 126–147. <https://doi.org/10.51948/auad.910385>
- [4] Altıparmak, M., Kapidere, M., & Kurt, I. D. (2011). *E-Ogrenme ve Uzaktan Eğitimde Acik Kaynak Kodlu Ogrenme Yonetim Sistemleri*. *Akademik Bilisim '11 - XIII*. Akademik Bilisim Konferansı Bildirileri Kitabı icinde (s. 319–327). Inonu Universitesi. <https://doi.org/10.14527/9786257052016.11>
- [5] Apple, M. W., & Beane J. A. (2011). *Demokratik okullar* (M. Sari, cev.). Dipnot yayinlari.
- [6] Aras, N. (2013). *Okul mudurlerinin sahip oldugu okul liderligi standartlarına ilişkin ogretmen algıları*. Yayınlanmamış yüksek lisans tezi, Eskisehir Osmangazi Universitesi, Eğitim Bilimleri Enstitüsü. <https://doi.org/10.29129/inujse.440503>
- [7] Balci, A. (2014). *Etkili okul ve okul gelistirme* (7th ed.). Pegem Akademi.
- [8] Burgess, S., & Sievertsen, H. H. (2020). *Schools, skills, and learning: The impact of COVID-19 on education*. CEPR Policy Portal. <https://voxeu.org/article/impact-covid-19-education>
- [9] Chen, X. D., Yong, J. H., Wang, G., Paul, J. C., & Xu, G. (2008). Computing the minimum distance between a point and a NURBS curve. *Computer-Aided Design*, 40(10–11), 1051–1054. <https://doi.org/10.1016/j.cad.2008.06.008>
- [10] Erdek, S. (2021). Ogretmenlerin Uzaktan Eğitim Sureci Sonrasında Hizmet İci Eğitim İhtiyaçlarının Belirlenmesi ve Uygulanması: Uskudar Bülent Akarcalı Anadolu Lisesi Örneği (Yayımlanmamış PRO 500 Uzmanlık Projesi). Fatih Sultan Mehmet Vakıf Üniversitesi Lisansüstü Eğitim Enstitüsü Eğitim Yönetimi Anabilim Dalı. <https://hdl.handle.net/11352/3327>
- [11] ETF (2020). *Coping with COVID-19: Mapping education and training responses to the health crisis in ETF partner countries*. ETF Publishing

- [12] Garbin, M., Trombeta de Oliveira, E., Pirillo, N., & Telles, S. (2020). Pedagogical practices based on areas of knowledge: Reflections on the technology use. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 7(1), 134–141. <https://doi.org/10.18844/prosoc.v7i1.4877>
- [13] Gokbulut, B. (2020). The effect of Mentimeter and Kahoot applications on university students' e-learning. *World Journal on Educational Technology: Current Issues*, 12(2): 107–116. <https://doi.org/10.18844/wjet.v12i2.4814>
- [14] Gokyer, N., & Namli, A. (2015). Yöneticilerin maarif müfettişlerince yapılan kurum denetimine yönelik algıları. *Turkish Studies*, 10(11), 707–724. <https://doi.org/10.7827/turkishstudies.8516>
- [15] Joudi, N. (2019). Gender leadership styles and linguistic practices: The case of Lebanese International University coordinators. *International Journal of Innovative Research in Education*, 6(2), 47–61. <https://doi.org/10.18844/ijire.v6i2.4362>
- [16] Karanfil, F. (2020). Ethnography of communication: An analysis of Turkish education minister's speech on innovations. *Global Journal of Foreign Language Teaching*, 10(3), 191–197. <https://doi.org/10.18844/gjflt.v10i3.5073>
- [17] Kaya, M. (2020). MEB Öğretmen Yetistirme Genel Müdürlüğü'nün Hizmet İçi Eğitim Faaliyetleri: Katılımcılar, Eğitim Durumları, Eğitim Konuları. *Trakya Eğitim Dergisi*, 10(1), 183–193. <https://doi.org/10.24315/tred.562063>
- [18] Kurnaz, E., & Sercemeli, M. (2020). Covid-19 Pandemi döneminde akademisyenlerin uzaktan eğitim ve uzaktan muhasebe eğitimine yönelik bakış açıları üzerine bir araştırma. *Uluslararası Sosyal Bilimler Akademisi Dergisi*, 3, 262–288. <https://doi.org/10.47994/usbad.832597>
- [19] Marzano, G., Usca, S., & Lubkina, V. (2020). A multidimensional approach to support training activities in the digital era. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 7(1), 10–19. <https://doi.org/10.18844/prosoc.v7i1.4896>
- [20] Moreno, J. M., & Gortazar, L. (2020). Schools' readiness for digital learning in the eyes of principals. An analysis from PISA 2018 and its implications for the COVID19 (Coronavirus) crisis response. World Bank Blogs. https://blogs.worldbank.org/education/schoolsreadiness-digital-learning-eyes-principals-analysis-pisa-2018-and-its?CID=WBW_AL_Blog Notification_EN_EXT
- [21] OECD (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020. OECD Publishing.
- [22] Orak, S., Çilek, A., & Yılmaz, F. G. (2020). Adaptation of traditional children's games to social studies course: STEM course design for teachers. *Cypriot Journal of Educational Sciences*, 15(6), 1422–1438. <https://doi.org/10.18844/cjes.v15i6.4318>
- [23] Özdoğan, A., & Berkant, H. (2020). Covid-19 pandemi dönemindeki uzaktan eğitime ilişkin paydaş görüşlerinin incelenmesi. *milli eğitim dergisi, salgın sürecinde türkiye'de ve dünyada eğitim*, 13–43. <https://doi.org/10.37669/milliegitim.788118>
- [24] Reimers, F. M. (2020). *What the Covid-19 pandemic will change in education depends on the thoughtfulness of education responses today*. Worlds of Education. https://www.worldsofeducation.org/en/woe_homepage/woe_detail/16727/%E2%80%9Cwhat-the-covid-19-pandemic-will-change-in-education-depends-on-the-thoughtfulness-of-education-responses-today%E2%80%9D-by-fernando-mreimers
- [25] Saavedra, J. (2020). *Educational challenges and opportunities of the coronavirus (COVID-19) pandemic*. World Bank Blogs. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>

- [26] Safaryan, N. (2020). Methodological issues of education monitoring and evaluation. *International Journal of Learning and Teaching*, 12(4), 176–183. <https://doi.org/10.18844/ijlt.v12i4.4615>
- [27] Schlechty, P. C. (2014). *Okulu yeniden kurmak* (Y. Ozden, cev). Nobel Yayınevi.
- [28] Senkal, O., & Dinçer, S. (2012). Geleneksel sınıfların uzaktan eğitim platformuna donusturulmesi: bir model çalışması. *Bilişim Teknolojileri Dergisi*, 5(1), 13–18.
- [29] Solak, H. I., Utebay, G., & Yalcin, B. (2020). Uzaktan eğitim öğrencilerinin basılı ve dijital ortamdaki sınav başarılarının karşılaştırılması. *Acıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(1), 41–52. <https://doi.org/10.51948/auad.841632>
- [30] Taymaz, H. (2019). İlköğretim ve ortaöğretim okul müdürleri için okul yönetimi. Pegem Akademi Yayıncılık.
- [31] Telli Yamamoto, G., & Altın, D. (2020). The coronavirus and rising of online education. *Journal of University Research*, 3(1), 25–34.
- [32] UNESCO (2020). *How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures*. Global Education Monitoring Reports. United Nations Educational, Scientific and Cultural Organization.
- [33] Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4, 397–404. [https://doi.org/10.1016/s2352-4642\(20\)30095-x](https://doi.org/10.1016/s2352-4642(20)30095-x)
- [34] WHO [World Health Organization] (2020). *Coronavirus disease 2019 (COVID-19) situation report – 1*. https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200121-sitrep1-2019-ncov.pdf?sfvrsn=20a99c10_4
- [35] Yolcu, H. (2011). Decentralization of education and strengthening the participation of parents in school administration in Turkey what has changed. *Educational Scencies: Theory & Practice*, 11(3), 1229–1251.
- [36] Zhong, R. (2020). *The coronavirus exposes education's digital divide*. <https://www.nytimes.com/2020/03/17/technology/china-schools-coronavirus.html>
- [37] Horzum, M. B., & Cakir, O. (2012). Structural equation modeling in readiness, willingness and anxiety of secondary school students about the distance learning. *Procedia-Social and Behavioral Sciences*, 47, 369–375. <https://doi.org/10.1016/j.sbspro.2012.06.665>
- [38] Nizamutdinova, S. M., Lisitzina, T. B., Vorobyev, V. K., Prokopyev, A. I., Tararina, L. I., & Sayfutdinova, G. B. (2019). Student views on downshifter lifestyle in urban environments. *Humanities and Social Sciences Reviews*, 7(4), 1196–1201. <https://doi.org/10.18510/hssr.2019.74163>
- [39] Shinkevich, M. V., Mashkin, N. A., Ishmuradova, I. I., Kolosova, V. V., & Popova, O. V. (2020). Management of sustainable consumption of energy resources in the conditions of digital transformation of the industrial complex. *International Journal of Energy Economics and Policy*, 10(5), 454–460. <https://doi.org/10.32479/ijeep.10202>

6 Authors

Tahir Tavukcu is a doctor of educational technology area, he is a teacher of computer education, ministry of Education and Culture in North Cyprus.

Vladimir A. Zernov is a Doctor of Technical Sciences and Professor of the Russian New University (22 Radio Street, 105005, Moscow, Russian Federation). He is the Council Chairman of the Association of Private Educational Universities in Russia, the

Board Member of the Russian Rectors' Union, the Presidium Member of the Association of Russian Law Universities and the President of the Advisory Council on Private and State Partnership and Non-governmental Education. His sphere of interests includes education quality issues, energy-informational impact on living organisms, innovation and scientific development influence on the state and society, economy competitiveness through the prism of innovative and scientific development (Email: rec-tor@rosnou.ru)

Rashad A. Kurbanov is a Doctor of Law and Professor of the Department of Legal Basis of the Economic Activity at the Institute of Legislation and Comparative Law under the Government of the Russian Federation (34 Cheryomushkinskaya Street, 117218, Moscow, Russia). He is well known in Russia for his scientific works dedicated to the different problems of government, legislation and comparative law. He is also interested in the problems concerning the methodology of scientific works (Email: mos-ssp@mail.ru)

Asiya M. Belyalova is the Head of the International Cooperation Department at the Institute of Legislation and Comparative Law under the Government of the Russian Federation (34 Cheryomushkinskaya Street, 117218, Moscow, Russia). She has more than 80 published scientific works in Russia and other countries dedicated to different problems of law methodology (Email: asyulya@mail.ru)

Margarita V. Myltseva Margarita V. Myltseva is Senior Lecturer of the Department of Foreign Languages in Theory and Practice of the Institute of Foreign Languages at Peoples' Friendship University of Russia (RUDN University) (6 Miklukho Malkaya Street, 117198, Moscow, Russian Federation). Her research interests are connected with the methodology of scientific articles and thesis, teacher education and training. She has about 20 published papers in Russian and international journals (Email: myltseva_mv@pfur.ru)

Article submitted 2021-08-02. Resubmitted 2021-09-04. Final acceptance 2021-09-06. Final version published as submitted by the authors.