Online history courses conducted during the COVID-19 pandemic in Turkey: A process evaluation from the perspective of high school students

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Abstract

The aim of this research is to evaluate the online history courses conducted in the emergency remote teaching process in Turkey from the perspective of high school students. The study group was composed of 193 high school students from different types of high schools in Aksaray province of Turkey. In the study, the case study method, one of the qualitative research methods, was used. The data were collected using a personal information form and a semi-structured interview form developed by the researchers. Within the framework of the research, the obtained data were analyzed via content analysis. The codes, themes, frequencies and direct quotations from the participant's views were expressed and evaluated. The results of the research showed that in the emergency remote teaching process, online history lessons were mainly carried out through the Educational Information Network (EBA) and ZOOM digital platforms, the microphones of the students were usually turned on and the cameras were kept closed during the online lessons, the teachers mostly used the conventional lecturing method, and utilized the teaching materials such as maps, various visuals and videos. It was also revealed that students were mostly assigned for answering questions, watching videos and preparing for the subjects, and students' success was mostly assessed and evaluated through exams, class participation and performance assignments.

Keywordss: History education; online history courses; emergency remote teaching; COVID-19

1. Introduction

From the beginning of 2020, the world has faced a global emergency, the intense impact of which will last for about two years. The World Health Organization's definition of the virus that caused the deadly respiratory disease, which was reported recently in Wuhan, China's Hubei province, as COVID 19 on February 11, 2020 (WHO, 2020a), and immediately after that on March 11, 2020, the disease became a pandemic. (WHO, 2020b) has brought with it practices that radically changed the routine flow of life all over the world. This emergency situation faced by all humanity in the 21st century has forced all countries to take measures to reduce and stop the spread of the pandemic. In this context, many measures

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that deeply affect individual, social life and global relations, from travel and transportation restrictions between countries to mandatory quarantine practices, have been implemented (ILO, 2020; UN, 2020; UNESCO, 2020a).

Schools, as important social environments, have inevitably taken their share from the measures put into practice by countries on the basis of ensuring social isolation in order to prevent the pandemic. After this date, all countries closed schools one after another, suspended face-to-face education and shifted education activities to distance education model. In this context, schools were closed completely in 150 countries in March, partially closed in 10 countries, and fully open in 10 countries (UNICEF, 2021). By April, 188 countries around the world closed their schools and tried to continue their education activities with different distance education tools (Anderson, 2020; UNICEF, 2020; Williamson et al., 2020). While determining the type and quality of distance education put into practice by countries, their unique conditions and opportunities, radio, television and different digital platforms have been widely used. Since the distance education activities implemented in this process differ from online distance education in many respects and are mostly carried out with existing facilities and generally with missing elements as a temporary solution to the emergency situation, "emergency remote teaching" (ERT) has been widely used in the literature (Bozkurt & Sharma, 2020; Hodges et al., 2020).

In Turkey, a number of measures have been taken to reduce social mobility and contact simultaneously with other countries, in line with the recommendations of the Ministry of Health and the Coronavirus Scientific Committee, in order to minimize the spread and deadly effect of the COVID-19 pandemic. In this process, primary schools, secondary schools and high schools were closed for 1 week as of March 16, and distance education was started as of March 23, 2020 (MEB, 2020a). The Ministry of National Education (MEB) has announced that the courses will be structured during the distance education process and broadcast on the Education Information Network (EBA), which is its own social education platform, or through the channels of the Turkish Radio and Television Corporation (TRT). In this process, while the Ministry of National Education is trying to enrich the content of EBA, on the other hand, it has activated three different TV channels that will broadcast lessons at primary, secondary and high school levels for students who cannot access EBA or online courses for various reasons (MEB, 2020a; MEB, 2020b). While the distance education process, which was started on March 23, 2020, through the MEB, EBA and TRT EBA channels continues, the EBA Live Lesson Platform, which allows teachers to conduct online lessons and interact with their students, has been put into practice. This platform, which was first made available to eighth grade, high school preparatory class and twelfth grades on April 13, was gradually expanded to other classes in a short time (MEB, 2020c).

After the transition to the distance education process, the Ministry of National Education took some steps to prevent digital inequalities. In this context, between September 21, 2020 and June 18, 2021, 25 GB of free internet per month was given to students, while

664,157 tablet computers were distributed to students in need of technological devices (MEB, 2021a). In this process, the Ministry of National Education also introduced some arrangements to prevent students from failing in the classroom due to unsuccessful grades or absenteeism, thus trying to prevent students from losing a year or being completely disconnected from the education-teaching process (MEB, 2021b; MEB, 2021c). The distance education process lasted until March 2, 2021, when the "controlled normalization" period began, and in this process, only 15 school days of face-to-face education could be provided even in the 1st grades, which is the class level where schools are open the most. Therefore, in this process, Turkey became the second country where schools were closed for the longest time among OECD countries in the first year of the pandemic (TEDMEM, 2021; TÜSİAD, 2021).

As a result, the closure of schools during the COVID 19 pandemic has affected more than 1.5 billion students of all ages around the world, which corresponds to approximately 90% of the world's registered students (UNESCO, 2020a; UNICEF, 2020). Learning losses have particularly affected disadvantaged students and exacerbated already existing inequalities (UNESCO, 2020b; Conto et al., 2021; Avanesian et al., 2021). Online learning is now used at every stage of formal education and is not limited to any course. Current research results show that the process is in a position to create potential in the educational perspective in the age of digitalization to global demands. As a matter of fact, growing computer technology has created a rapidly developing online space. As in all other courses, history teaching was also affected by this field and faced some difficulties. These difficulties prevented history teaching from being carried out at the desired standards. Due to the limited time in virtual classrooms, giving homework has become a necessity, and in-class activities have to fit into question-answer method in most places. As a result, it is not possible to create an interactive classroom environment full of discussion in online learning, which limits students' participation in the course and causes them to get bored (Kurniawati & Rahman, 2021). Designing online history lessons in an interactive way to minimize the effects of the above-mentioned negativities can only be possible if history teachers have sufficient Technological Pedagogical Content Knowledge (TPACK) and skills. In this context, the extent to which history teaching can be carried out during the COVID-19 pandemic has been the subject of this research.

The different dimensions and effects of the COVID-19 pandemic have been the subject of numerous scientific studies since the early days of the pandemic. When the related literature is examined, it can be seen that the studies investigating the effects of the pandemic on educational activities at the K-12 level are generally concentrated in three groups. These are the views of teachers on the distance education process and its effects in different school levels and types of the pandemic in general (Bakioğlu and Çevik, 2020; Bayburtlu, 2020; Coşkun-Keskin et al., 2021; Francom et al., 2021; Saygı, 2021; Wong et al. , 2021; Dere and Akkaya, 2022; Kupers et al., 2022; Philippakos et al., 2022; Uyar,

2022); In line with the opinions of parents (Arslan et al., 2021; Bozan and Kılıç, 2021; Gülseren, 2021; Dong et al., 2022; Otçeken, 2022) and student opinions (Akgül and Oran, 2020; Shim and Lee, 2020; Kaynar et al., 2020; Doğrukök et al., 2021; Mukuka et al., 2021; Bui et al., 2022; Çetin et al., 2022; Ringer and Kreitz-Sandberg, 2022) are studies that try to define the effect of the COVID-19 pandemic.

When the related literature is reviewed, it can be understood that there are studies focusing on online history teaching with different dimensions during the pandemic process, albeit in limited numbers. Among these studies, Turan (2022) and Yelkenci (2022) examined the distance history teaching process in line with the views of teachers, while Altuntaş (2022) and Turgut (2022) examined them in line with the views of both teachers and students. It is thought that this research, which aims to evaluate the online history lessons held in Turkey during the pandemic process from the perspective of students, will shed light on what needs to be done to make online history lessons more attractive and efficient for students and contribute to the construction of an effective distance education system.

In the light of these explanations, in this study, it is aimed to evaluate the online history courses applied in the emergency remote teaching process in Turkey from the point of view of high school students. Within the scope of the research, answers to the following questions were sought:

1. What are the ideas of high school students about digital platforms in online history lessons and the use of these platforms?

2. What are the ideas of high school students about use of methods and techniques in online history lessons?

3. What are the ideas of high school students about use of tools and materials in online history lessons?

4. What are the ideas of high school students about homework in online history lessons?

5. What are the ideas of high school students about measurement and evaluation activities applied in online history lessons?

6. What are the ideas of high school students about learning-teaching process in online history lessons?

7. What are the ideas of high school students about efficiency of the online history lessons?

2. Method

This research was planned and conducted as a qualitative case study. A case study is defined as "the researcher's discovery of a limited system (case) or multiple limited systems (cases) over time in line with detailed, detailed data collection that includes multiple

sources of information (e.g., observations, interviews, audio-visual materials, documents and reports); It is a qualitative approach in which it reports case definition and case-based issues" (Creswell, 2007). In the research, semi-structured interview technique was used and the data were interpreted via content analysis.

2.1. Study group

The study group of the researcher consists of 193 high school students studying in different types of high schools in Aksaray province of Turkey. The characteristics of the study group regarding gender, type of school and grade level are shown in the table below.

Table 1. Demographic information about the study group

		f	*%*
Gender	Girl	151	78.2
	Boy	42	21.8
School type	Anatolian High School	164	85.0
	Social Sciences High School	11	5.7
	(Anatolian) Imam Hatip High School	7	3.6
	(Anatolian) Vocational and Technical High School	7	3.6
	Science High School	3	1.6
	Other	1	0.5
Grades	9th	46	23.8
	10th	84	43.5
	11th	58	30.1
	12th	5	2.6

As seen in Table 1, the study group of this research consists of 193 high school students, 151 girls and 42 boys. Of the students forming the study group, 164 (85.0%) Anatolian High School, 11 (5.7%) Social Sciences High School, 7's (3.6%) (Anatolian) Imam Hatip High School, 7 (3.6%) (Anatolian) Vocational and Technical High School, 3 (1.6%) Science High School, 1 (0.5%) other school type(s). Concerning the grades, 46 (23.8%) students are in the 9th grade, 84 (43.5%) in the 10th grade, 58 (30.1%) in the 11th grade, and 5 (2.6%) in the 12th grade.

2.2. Data collection instruments

Personal information form and semi-structured interview form were used in the research. During the preparation and implementation of the interview form; The themes were determined by scanning the literature on issues such as situations that affect students during the COVID-19 pandemic, situations that support / hinder the learning and teaching process, possible situations in the planning and realization of teaching. A draft form with 28 questions was created and applied to 2 students studying in high education. In order to

determine the content validity of the draft form, opinions were received from 4 field experts, a Turkish and an assessment and evaluation field expert. Necessary adjustments were made in line with the opinions received. Preliminary interviews were made with 4 high school students with the draft form. In line with the feedback received, the draft form was edited. In addition, the final form was given to the interview form by negotiating with 3 field experts on the draft form. The number of questions on the interview form was reduced to 12 as a result of suggestions and corrections, and the actual practice was carried out with 193 high school students in April-June 2021. The obtained data were evaluated by content analysis.

In order to ensure internal reliability in qualitative data, the data were discussed with a field expert, and the codes were examined by 3 field experts. The form is structured with suggestions. Reliability in qualitative data in research; A value of .92 was obtained by calculating the reliability formula (Miles & Huberman, 1994) considering the formula "Reliability=Agreement/(Agreement+Disagreement)".

The ethical suitability of the research was approved by the decision of Aksaray University Human Research Ethics Committee dated 18.12.2020 and numbered 2020/13-105, and the necessary legal permissions were obtained from the Aksaray Directorate of National Education to conduct the research.

2.3. Analysis of the data

The data obtained in the research were analyzed by content analysis. By analyzing the data, temporary codes were created with content analysis and temporary themes/categories were determined. The determined temporary codes and themes/categories were discussed and shaped by three field experts. While specifying who the opinions belong to, the codes S1, S2, …S24 were used for the students. The obtained data were presented using codes, themes, frequencies and direct quotations.

3. Results

In this section, the findings obtained as a result of the research were organized and evaluated under the categories created in accordance with the sub-problems of the research.

3.1. Digital Platforms where Online History Lessons are Held and Microphone and Camera Usage Preferences

The responses of the participants regarding the digital platforms of the online history lessons are shown in Table 2.

Table 2. Responses of the participants regarding the digital platforms where online history lessons are held

Digital Platforms	f	%
EBA and ZOOM	88	45.6
Only EBA	73	37.8
Only ZOOM	18	9.3
Other	4	2.1
No response	10	5.2

According to Table 2, 88 (45.6%) respondents gave the answer that the online history lessons were carried out through EBA and ZOOM platforms, 73 (37.8%) answered that they were carried out only through EBA, and 18 (9.3%) answered that they were carried out only through ZOOM. Considering the participant responses, it is possible to say that online history lessons are mostly conducted through the EBA platform.

The answers of the participants about the attitudes and practices of the history teachers regarding the microphone and camera use of the students in the online history lessons are shown in the table below.

Table 3. Responses of the participants regarding the interaction tools during the online history lessons

Themes	Categories	f
Use of microphone	Our microphones are unmuted	39
	Our microphones are muted	35
	Our teachers allow our preferences	119
Use of camera	We keep cameras on	2
	We keep cameras off	161
	Our teachers allow our preferences	30
Interaction with teachers during the class period, question and answer facilities	Never	6
	Sometimes	44
	Usually	88
	Often	61
Opinions about efficient interactive online classes	Yes, efficient	129
	No, not efficient	22
	I have no idea	42

According to Table 3, the use of microphones is left to the "preference of the students" in the theme of using microphone in online history lessons. In the camera usage status theme, "cameras are kept off".

During the online courses, teachers are generally in contact, asking questions and asking for answers. Considering the sum of the expressions "quite often", "usually" and "sometimes" (f=193), it can be stated that this situation is "positive". When their thoughts

on teaching the lessons in an interactive way in online courses are examined, the result is that they are taught interactively enough. Those who say no are very few (f=22).

3.2. Teaching Methods and Techniques Applied in Online History Lessons

The answers of the participants regarding the teaching methods and techniques used by the history teachers in the online history lessons are shown in Table 4.

Table 4. Responses of Participants Regarding Teaching Methods and Techniques Used in Online History Lessons

Themes	Categories	Codes	*f*
Conventional teaching	Teaching via coursebooks	S18, S53	2
	Presenting via summary of a unit	S20, S22, S23, S25, S26, S27, S31, S40, S43, S61	10
	Lecturing	S28, S29, S30, S31, S34, S36, S37, S39, S41, S46, S47, S51, S54, S58, S60, S62, S64, S67	18
	Remedial teaching	S20	1
	Getting students to present	S23, S26, S27, S36, S37, S40, S41, S43, S46	9
Test/Answering questions/Filling the blanks	Doing tests upon teacher's lecture	S29, S53, S75, S76, S79, S81	6
	Filling blanks upon teacher's lecture	S79	1
	Doing tests upon students' presentation and teacher's lecture	S46	1
Question-answer	End of the unit	S18, S39, S71	3
	During classes	S21, S28, S39, S71, S83, S84	6
Research/ Homework	Preparation for the class	S19, S28, S44, S46	4
Getting students to present	Before classes, upon preparation for the unit	S23, S24, S26,3 S27, S30, S32, S33, S36, S37, S38, S40, S41, S43, S44, S46, S47	16

According to Table 4; In the narrative theme; Lecture from the course book (S18, S53), presenting a topic summary (S20, S22, S23, S25, S26, S27, S31, S40, S43, S61), lecture (S28, S29, S30, S31, S34, S36, S37) , S39, S41, S46, S47, S51, S54, S58, S60, S62, S64, S67), repeating the lesson (S20), making students tell it (S23, S26, S27, S36, S37, S40, S41, S43, S46)); In the test/question solving theme; test-solving after the teacher's lecture (S29, S53, S75, S76, S79, S81), filling in the blanks after the teacher's lecture (S79), having the

student tell the subject and solving the test after the teacher's lecture (S46). In the question and answer theme: at the end of the subject (S18, S39, S71), during the course teaching process (S21, S28, S39, S71, S83, S84); In the Research/Assignment theme; teacher gives research assignments within the scope of preliminary preparation (S19, S28, S44, S46); In the theme of telling the student; Before the lesson, he asks the students to prepare for the subject and teaches them through the explanations of the students (S23, S24, S26,3 S27, S30, S32, S33, S36, S37, S38, S40, S41, S43, S44, S46, S47). Example expressions;

"He first summarizes the subject and wants us to study the next subject and come to our next lesson." S25

"Usually, our teacher gives us the next topic as homework. After we explain, he tells us and asks us questions, allowing us to better understand and reinforce the subject." S26

"Our teacher distributes the topics to us in terms of our understanding, it is more useful when we research and write it ourselves, then we explain it on our own, at the same time we reinforce it by asking questions when appropriate." S39

"He gives the subject to us to study, after our friend who works in the class and wants to explain it, our teacher explains it and we solve the test." S46

"Our teacher distributes the topics to us in terms of our understanding, it is more useful when we research and write it ourselves, then we explain it on our own, at the same time we reinforce it by asking questions when appropriate." S39

"He first tells us about the subject notes, tells us about the important parts, and makes us read the notes he prepared and asks questions about them." S83

"We prepare the topics in slides and first read them and then ask and answer the open-ended questions that they have prepared." S84

"Our teacher gives us a topic from the book and wants us to explain it in the lesson, and at the end, he ends the lesson by summarizing the subject." S27

"He gives us a topic, we talk about the topics given in the course, and no one listens except those who like a few history lessons." S32

"He first explains the topic, then gives us topics and asks us to make presentations on the given topics." S36

"He gives us a topic every day, we explain it to the teacher, 2 people a day, the process proceeds with the scoring system, and then the teacher explains the topic himself again." S37

"In each lesson, 2-3 people are selected and they have a summary of the subject and then gives a plus, and our teacher tells the people who do it again." S38

3.3. Utilization of Tools and Materials in Online History Lessons

The answers of the participants regarding the tools and materials used in the online history lessons applied during the COVID-19 pandemic are shown in Table 5 below.

Table 5. Opinions of Participants on the Use of Tools and Materials in Online History Lessons

Themes	Codes	*f*
Presentation	S7, S35, S37, S38, S44, S46	6
Video	S7, S14, S15, S27, S38, S43, S44, S49	8
Maps	S10, S11, S22, S33, S36, S39, S41, S42, S43, S44, S46, S47, S72	13
Source books	S17, S25,	2
Course books	S23	1
Pictures	S47, S48	2
Web tools	S34	1
Visuals	S11, S14, S15, S27, S33, S39, S41, S42, S43, S44, S46, S49	12

Few students (S2, S26) answered "not used" (f=2) to the questions about the use of tools in online history lessons. While some of the participants (f=20) stated that the tools were used, they did not specify which tools were used (S1, S3, S4, S5, S6, S8, S9, S13, S16, S18, S19, S21, S24, S28, S29, S30, S31, S32, S40, S45).

As can be seen in Table 5, the number of participants who answered about the tools and materials used in online history lessons is f=45. When the themes were examined, it was revealed that presentations, videos, maps, source books, textbooks web tools and visual equipment and material types were used. Mostly used tools and equipment are "maps" (f=13), visual materials (f=12), videos (f=8); least used ones are textbook (f=1) and web tools (f=1). Example expressions;

"Usually he tells through slides and lecture videos." S7

"She uses a lot of them on her slides." S35

"Always uses slides and sometimes opens video." S38

"Slides, maps, images, videos use them all quite often." S44

"She uses slides in every lesson. There are maps and images inside the slide." S46

"The image uses video." S15

"We usually teach from slides and we often use it in images and maps that are relevant to the topics." S11

"He mostly uses it. It also explains through maps and visuals for us to understand." S39

"She uses slides in every lesson. There are maps and images inside the slide." S46

"We learn from the books and our research." S25

"Our teacher teaches only from the book given by the National Education." S23

"There are at least 3 pictures in each lesson." S48

"Web tools happen on every slide he uses, maps and especially images." S34

"We usually teach from slides and we often use it in images and maps that are relevant to the topics." S11

"Each lesson contains images, maps, etc. related to the subject it teaches. uses." S41

"She uses slides in every lesson. There are maps and images inside the slide." S46

"She uses too much." S1

"Yes, every lesson uses it." S6

"Not much use". S2

"He never uses it, it's enough for him to tell himself." S26

3.4. Homework Status in Online History Lessons Process

The responses of the participants regarding the assignment of homework in online history lessons are shown in Table 6 below.

Table 6. Opinions of Participants about the Status of Homework in Online History Lessons

Themes	Codes	*f*
Watching videos	S1, S3, S6, S8, S48, S58, S61, S64, S67 S69, S71	11
Doing Tests/Questions	S3, S6, S8, S11, S26, S33, S39, S47, S48, S56, S58, S61, S64, S66, S67, S69, S71, S76, S77, S78, S82	21
Performance Assignment	S4, S5, S72	3
Preparation (Pre-study)	S2, S10, S18, S26, S27, S29, S30, S36, S37 S40	10
Research	S14, S19, S24, S25, S45, S39, S46, S60, S84	9
Summarizing	S22, S27, S33, S34, S38	5
Preparation of a presentation	S35	1
Study for presentation	S55	1

Table 6 shows that in online history lessons, homework such as watching videos, solving tests/questions, performance homework, studying the subject, researching, and summarizing were given. The highest number of tests/question solving (f=21), watching videos (f=11), subject study for preliminary purposes (f=10), research (f=9) are included. At least, preparing a presentation (1) and working on the presentation (f=1) are included. The student who stated that only homework was given without specifying any type f20 (S7, S9, S12, S16, S17, S20, S23, S28, S31, S32, S42, S43, S49, S50, S51, S52, S54, S57, S59, S65, S68, S74, S75, S80, S81, S83).

In the theme of watching videos; the students stated that they were given intensive homework for watching videos and solving tests via EBA. Example expressions;

"He assigns videos or tests from EBA." S64

"We have weekly assignments. Our teacher sends us subject videos and tests on EBA for the purpose of repeating the subject." S67

"Sometimes he sends tests or videos from EBA. He gives performance assignments from time to time." S71

"Gives lecture assignments, unit assessment questions." S26

"Usually, he gives performance homework and we deliver the homework to him via social media or in hand." S4

"Gives lecture assignments, unit assessment questions." S26

"Yes, our teacher gives a lecture/summary assignment. We also talk about the subject in our live lesson, and this way, we ensure our participation in the lesson." S27

"When we have a lesson from the book, he gives us homework and asks us to read and explain until our lesson next week." S29

"Homework is given, but in the form of a presentation. We explain the subject that we are researching in the lesson." S19

"Yes. Usually research. We read while we are studying or we send them on WhatsApp." S24

"He wants us to give a topic and do research beforehand." S46

"Yes, our teacher gives a lecture/summary assignment. We also talk about the subject in our live lesson, and this way, we ensure our participation in the lesson." S27

"It gives weekly. He gives it in the form of an extract from the book." S34

"Each lesson asks us to prepare a presentation by giving topics to the students who want it for the next lesson." S35

"Our teacher sends us some slides to study and we can do our reviews from there." S55

"Assignments are given through EBA and they are in the form of tests." S9

3.5. Conducting Measurement and Evaluation Activities in Online History Lessons

The views of the participants on the implementation of measurement and evaluation activities in online history lessons held during the COVID-19 pandemic are shown in Table 7.

Table 7. Responses of Participants Regarding the Measurement and Evaluation Activities in Online History Lessons

Themes	Codes	*f*
Class Attendance	S2, S3, S5, S8, S9, S10, S13, S15, S16, S20, S24, S27, S29, S30, S31, S32, S33, S35, S36, S37, S40, S41, S42, S44, S45, S46, S48, S50, S55, S56, S62, S64, S70, S73, S77, S75, S78, S79	38
Performance Assignment	S3, S5, S7, S13, S15, S29, S39, S51, S53, S55, S56, S60, S62, S68, S71, S73, S82, S84, S77	19
Exams	S1, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S29, Ç30, S31, S32, S35, S36, S37, S38, S39, S42, S43, S45, S47, S48, S49, S51, S52, S54, S55, S56, S58, S59, S61, S62, S63, S64, S65, S66, S67, S68, S69, S71, S72, S73, S74, S76, S80, S81, S83, S84, S82, S77	68

According to Table 7, class attendance, performance assignment and exams are determined as the themes. It shows that mostly exams were given (f=68), and at the same time, measurement-evaluation was conducted according to class attendance (f=38) and performance assignment (f=19). Example expressions;

"We had a face-to-face exam, not a distance. Our teacher gave according to our class participation, EBA assignments and performance assignments." S15

"Yes, we had the 1st semester exams at school, participation in the live lesson, but the performance grade we did the most, but it does not force us because we are usually in the pandemic period." S16

"Yes, we had a test. They give our score based on participation in classes." S20

"Average course attendance and exam scores." S24

"We did our exams face-to-face at school. Our teachers gave our grades according to our participation in the live lessons." S36

"We did not take a history exam in the remote live lesson. After explaining the subject in the lesson, our teacher would give two pluses and it would be included in our report card as in-class participation." S40

"No, we weren't distant and I guess he gave our 1st semester 1st written notes according to our class participation rates." S41

"Written remote did not live. The written ones were face-to-face according to the written and according to whether we attended the classes or not, participation in the class etc." S42

"It gives you a grade according to the pros and cons of the course." S44

"We did our exam at school. Our teacher helped us a lot about the exam, he specifically told us about the questions he would ask. He gave our performance and oral grades according to our class participation and performance assignments." S77

"There was no exam during the lesson. Class participation is effective in our grades." S75

"We passed our test. Our teacher put 100 in everyone's vocabulary. The student who attends the live classes and the student who does not attend the live classes are one and the same." S51

"It gives the grades according to the attendees." S53

"We did not take any exams in the live class. Our teacher gives our performance grades according to the performance assignment and class participation." S60
 "We took the exam with face-to-face training at the school, they chose the exams up to the part of the place where the exams were held and they prepared the topics. Our report card grade is compared to the exam grade, and our in-class performances are with them, if we have class entrance, class participation and projects." S82

3.6. The Effects of Distance Education on the Learning-Teaching Process

The responses of the participants regarding the effects of the distance education process on the learning-teaching process are shown in Table 8 below.

Table 8. Responses of Participants Regarding the Effects of Distance Education on the Learning-Teaching Process

Themes	Positive	*f*	Negative	*f*
Gamification	S57	1	S60	1
Teaching materials	S56, S14	2		
Motivation/Interest/Attention	S22, S46, S47	3	S53, S67, S20, S72 S83, S60, S50	6
Teacher's role	S27, S29, S42, S82, S51	5	S68	1
İnternet Sound/Image			S11, S15, S19, S21, S24, S28, S43	7
Virtual Class	S80	1	S62	1
Technical Problems			S7, S40, S85	3
Fair evaluation			S73	1
Academic Success	S46	1		
Active Participation	S33	1	S5, S69	2
Diversity and richness in the educational environment	S16	1	S6, S31, S32, S54, S58, S65, S84	7
Socialization			S17, S12, S44, S66, S77	5
Learning through Fun			S38, S9, S71	3
Creating time	S41, S35	2		
Fruitfulness	S3	1	S18, S28	2
Communication			S46, S4, S12, S49, S58, S63, S76	7
Total		18		45

According to Table 8, 18 students expressed positively but 45 students commented that it was not useful.

Upon a deeper analysis it has been determined that;

In terms of the Gamification theme, it was stated that the past period subjects in the positive dimension were very boring and in this way the education differed in a positive way (S57); and face-to-face education is more interesting and fun (S60).

Concerning teaching equipment; videos and maps facilitated the teaching and made it interesting (S56, S14).

In terms of the motivation/interest/attention theme; students who like the subject, show interest, enjoy the lesson and attend the classes more regularly (S22); distance education creates a different learning environment (S46), on the other hand, the lessons are sometimes boring and sometimes interesting (S47). However, the distance education system was evaluated as a major problem in terms of focusing the lesson. In the process, students' interest in the lesson decreased and they did not listen to the teacher (S53), students were bored (S67, S20), they had focusing problems (S72), the attitude towards the lesson was negatively affected (S83), face-to-face education was more enjoyable (S60), and it was difficult to understand even at school. It was stated that the subjects drawn were not understood at all with distance education (S50).

Looking from the teacher role theme; in a positive way, the teacher tells the lesson beautifully and interestingly (S27, S29, S42), the way the teacher explains, the slides he prepares, and the teaching in the form of questions and answers have an effect on listening and understanding the lecture (S82, S51); In the negative dimension, it was stated that not seeing the teacher alive makes the lesson boring (S68). When viewed from the Internet Audio/Video theme; Problems such as technical or power cuts related to the internet negatively affected the efficiency of the course (S11, S15, S19, S24, S28, S43). In addition, having to connect to the class on the phone (S21) is another negative factor. When viewed from the virtual classrooms theme; In the positive dimension, it was stated that the lesson was efficient because the number of students in the virtual classroom in the private lesson style was low (S80), and in the negative dimension, a complete classroom environment was not formed in the virtual classroom (S62). In the theme of Technical Problems, the expression of negative sound interruption problems (S7) and microphone problems (S40, S85) was reached. Looking from the Fair Evaluation theme; In the negative dimension, the difficulty of the exams (S73) was emphasized. Considering the Academic Achievement theme, it was stated that the grade point average increased in positive evaluations (S46).

In the theme of active participation, it was stated that distance education increased active participation in lessons in a positive way (S33, S5, S69). When looking at the theme of diversity and richness in the educational environment, it was stated that the lesson was interesting (S16), because it was taught from the positively productive and interactive book and the activities were carried out (S16), it was more comfortable in the home environment and an environment of listening to the lecture was created away from the distractions in the classroom environment (S6). On the negative side, sitting at the phone or computer for hours has a negative effect on both my mental and physical health (S6, S31), maps, visuals, etc. It was stated that when it is not used, it cannot be remembered (S32), the environment at home is not like the classroom environment and it affects learning negatively (S54, S58, S65, S84).

When viewed from the socialization theme, learning is negatively affected because there is no negative interaction and the lessons are boring (S12, S44, S66, S77), When viewed from

the fun learning theme, distance education is not as enjoyable as face-to-face education (S38, S71, S9), Time creation when viewed from the category of positive, distance education creates time for individual work (S41) and leisure activities (S35), and from the category of productivity, it is stated that it is "efficient" (S3) in the positive dimension, "inefficient" (S18, S28) in the negative dimension. In the communication theme, it was stated in the negative dimension that communication became difficult and interaction decreased in distance education (S46, S4, S9, S12, S49, S58, S63, S76).

When the table is evaluated in general, the striking point is that the problems that negatively affect the history lessons in distance education; attractiveness, motivation/interest/attention, teacher role, internet audio/video, virtual classrooms, technical problems, active participation, diversity and richness in the educational environment, socialization, time creation, productivity, communication. Example expressions;

"It is interesting because for me, I think history lessons are more efficient, lectures and question solutions are simpler." S25

"I find it more interesting because 9th grade subjects were pretty boring." S57

"Not more useful, but not useless, lessons often vary according to my interests, sometimes boring, sometimes interesting." S47

"Since the participation is low, it is in the form of private lessons. Sometimes it gets interesting." S80

"For me, the history lesson was both remote and face-to-face, it was nice and useful, we had plenty of time to study." S41

"I find it interesting. Because I can watch TV series, read books etc." S35

"Because history is a very verbal lesson and we have difficulty understanding it even at school. It cannot be understood from a distance at all." S50

I find it more useless. Sometimes I find it difficult to pay attention to the lesson. b) I find it more boring. I can have a focusing problem." S72

"… being remote is slowly making us lose our desire to attend classes." S83

"I find it more useless because I think face-to-face training is more enjoyable and interesting." S60

"Of course, live lessons are not enough and they are not very useful. We may have internet problems. It's not boring, but I don't find it as fun and interesting as it is face-to-face." S15

"I find it more useless because we don't always have the opportunity to attend the live class, we are more likely to attend it face-to-face." S19

"Distance education is not useful and on top of that, a difficult exam was given" S73

In the general evaluation, 9 participants (S8, S23, S30, S34, S36, S37, S48, S59, S81) found the distance education process useful, while 8 participants (S2, S13, S26, S28, S52, S55, S61, S79) found it useless. Example expressions;

"Helpful, though not as effective as a face-to-face history lesson." S8

"Sometimes useful, sometimes boring." S23

"School is more active, of course, but it is interesting and beautiful in live lessons." 30

"The history lesson became more interesting to me in distance education, and I started to love the history lesson even more. I loved the history lesson in face-to-face education at school, but I started to love it even more in distance education." S34

"I think it is more useful than other lessons, except for a few lessons." S81

"While it was interesting at first, it started to become overwhelming and boring with the increased lecture hours." S26

"I think the history lesson is much more boring than the live lessons." S52

"It was a privilege to teach history at school, but I am sure that face-to-face education will always be the best for us." S55

"Useless, boring and bad." S61

3.7. Views on Making Online History Lessons More Efficient

The suggestions expressed by the participants for making online history lessons more efficient are shown in the table below.

Table 9. Suggestions of Participants on Making Online History Lessons More Efficient

Themes	Codes	*f*
Note taking	S1	1
Slow lecture	S6	1
Exemplification	07	1
Revisions	S7	1
Question–Answer	S10, S42, S49, S66	4
Video	S12, S22, S39, S40, S46, S60, S12, S62, S83, S90	10
Student participation	S23	1
Documentation films	S12, S90	2
Visual Materials	S14, S37, S83, S88	4
Doing Tests/Questions	S17, S33, S72	3
Games	S21, S45, S47, S70, S85	5
Activities	S25	1
Research	S27	1
Reading Novels	S29	1
Assignment	S29, S31	2
Summarizing	S32	1
Presentation	S11	1
Story telling	S48, S54, S55	3
Dramas	S50	1
Schemas	S53	1
Pictures	S54, S62, S97	3
Animations	S64	1
Maps	S83	1

According to Table 9, according to the answers given by the students about what can increase the efficiency of the learning-teacher process in the distance education process; note taking, slow narration, illustration, repetition, question-answer, video, student

participation, documentary, visual material, test/question solving, game activity, research, novel, homework, summary, presentation, story, drama, diagram , picture, animation, map, expressions were reached in the themes. Accordingly, the most video (f=10), question-answer (f=4) and visual material (f=4) took place.

In addition, the number of those who stated that history lessons should be taught face-to-face f=9 (S2, S9, S19, S28, S35, S59, S68, S69, S74, S80, S82); On the other hand, the number of those who find the courses interesting and sufficient in the current situation is f=12 (S4, S5, S26, S36, S43, S44, S84, S87, S91, S92, S94, S95). The number of those who did not find it interesting at all was f=11 (S8, S13, S18, S3, S61, S65, S68, S71, S73, S80, S93). According to this table, when the number of those who think that history lessons should be taught face-to-face and the number of those who say they do not find it interesting at all (f=18), it can be concluded that "distance education" is quite inadequate in addressing students in the context of history lessons. Some sample statements are as follows:

"For example, we get short notes so we learn the subject faster." S1

"Slowly and answering our questions." S6

"…More memorable examples can be made. 15 minutes before the lesson. If it is done again, learning and efficiency can be increased." S7

"… 15 minutes before the lesson. If it is done again, learning and efficiency can be increased." S7

"The teacher can provide the fluency of the lesson by asking quick questions to everyone during the lesson." S42

"I think the teacher needs to explain more fun and ask questions constantly in the lesson so that we can be active in the lesson." S66

"I think it would be helpful if our teacher made us watch a video on the subject after explaining the subject…" S39

"Visual resources are available." S37

"By solving more exercises, it can become productive with a lot of emphasis on the topics." S17

"…I think the teacher should solve a test question related to the subject covered in each lesson. In this way, we can see what we have learned and what we have not learned during the lesson and we will cover that subject in the lesson." S72

"By giving homework and constantly explaining the subjects" S31

"…novels on the subject can be recommended in the course." S29

"I think interesting stories about the topic can be shared or it can be an event that everyone can participate in." S48

"…stories about the subject can be told." S54

"Nothing should be direct face-to-face training; I think it is more efficient." S19

"My opinion is that no matter what is done for the live lesson, it will never replace face-to-face education." S68

"I think it's good that it works that way." S5

"They can tell us more fun without boring us, but right now I'm satisfied." S36

"What more can be done that interests me a lot and we teach efficiently." S43

"Whatever is done, I don't think it will become as interesting as face-to-face training." S65

"My opinion is that no matter what is done for the live lesson, it will never replace face-to-face education." S68

4. Discussion and Conclusions

The COVID-19 pandemic disrupted educational practices in some places, and it caused education and training a rapid transition to technical coverage around the world. The lack of planning combined with the uncertainty about when it would end reinforced some of the negative aspects of the process, such as educational inequalities. Those students who were from socioeconomic or other privileged backgrounds, who were supported by their parents, and who were willing and able to learn were able to find their own way to alternative learning opportunities. However, those with disadvantaged backgrounds were often left out when their schools were closed (Schleicher, 2020). Before the pandemic, governments spent very different amounts on education. On average, high-income countries spent 43 times more on the education of primary school-aged children than the average low-income country. Inequalities in spending were much greater when viewed over a child's entire educational career (Al-Samarrai et al., 2020). Education inequalities due to similar situations were also present in Turkey.

The quality of distance education implementations, which started with the COVID-19 epidemic, has always been a matter of debate, and the problems and inadequacies in the application process have revealed the risk of learners' equipment in their next education life (Erzen & Ceylan, 2020). According to the results, the pedagogy available and used for face-to-face learning is not suitable for online learning. Professional development and educational support is required, especially for technologically backward teachers to adapt to their students (Pokhrel & Chhetri, 2021). As a matter of fact, the results of the study carried out by El Rizaq and Sarmini (2021) indicated that the majority of teachers were insufficient in applying e-learning, that both students and teachers were aware of the need to develop their e-learning competencies, that e-learning carried out under current conditions could not protect some educational values, It revealed that the loss of direct interaction is a particular concern and that for the sustainability of e-learning, resources and infrastructure should be ready, and blended learning was emphasized.

With the transition to home education practice in Turkey during the pandemic, 18 million primary school, secondary school and high school students had to follow their curriculum through TRT-EBA TV and Educational Information Network (Sezgin and Fırat, 2020).

According to the results of this research, TRT-EBA TV and ZOOM were mostly used in online history lessons. Considering the intensity, it can be said that the lessons are mostly taught with TRT-EBA TV. Likewise, "EBA and ZOOM" constitute 45.6% of participant responses. Similarly, electronic media has been used for information sharing in different countries. The results of the studies carried out on the basis of different classes and courses in the literature also reveal that EBA and ZOOM digital platforms are widely used in the distance education process in Turkey (Akgül and Oran, 2020; Dere and Akkaya, 2022; Altuntaş, 2022; Turgut, 2022).

In the research of OECD (2022), it was emphasized that developing strong attitudes towards learning can help students overcome some of the potential difficulties that online learning brings, such as maintaining focus or adequate motivation during online lessons. The research also emphasized the effective use of Information and Communication Technologies (ICT) and the best use of new technologies for learning. Accordingly, positive attitudes towards learning, self-regulation and intrinsic motivation to learn are generally effective in improving school performance. In this research, in terms of the functionality of the online environment, in the dimension of interaction with learners; Microphone use in online history lessons is left to "students' choice"; In the theme of using the camera, it was determined that the cameras were kept closed. In addition, the situation of teachers being in touch, asking questions and asking for answers during the online course is generally "provided". In this regard, it can be stated that this situation occurs "positively" according to the sum of the expressions "quite often", "usually" and "sometimes". When the opinions regarding the interactive teaching of the courses in online courses are examined, the result is that the courses are "interactively taught", although not at the level of face-to-face education. Some research results in the literature indicate that students think that they receive less feedback and support from their teachers compared to face-to-face education in the distance education process carried out during the COVID-19 process (Maelan et al., 2021; Letzel et al., 2020), one of the most negative aspects of the distance education process. reveals that there is a lack of student-teacher communication (Akgül & Oran, 2020; Bakioğlu & Çevik, 2020; Han Tosunoğlu et al., 2022).

Mardiani et al. (2021), competence in the use of media and information; Digital literacy skills used in online learning activities should be followed closely. Specifically, certain features of classrooms and schools, such as equipment, time, technical assistance, and leadership, may act as barriers or facilitators to technology use (National Center for Education Statistics, 2000). The use of technology by history teachers in teaching largely depends on their perceptions and the conditions of the institutions they work. Most of the time, the reasons such as the lack of time for the use of technology in the classroom and the lack of motivation of the school administration to provide the necessary technologies for teaching prevent the use of technology in history teaching to a great extent. Technological developments and teachers' innovative practices affect the development of

the history learning process and popularize the use of technology in history teaching (Oyewale & OluropoFamilugba, 2021). The results of some studies conducted in Turkey reveal that history teachers have a good level of technology knowledge and technological self-efficacy perceptions (Taş, 2017; Ergüven & Pamuk, 2022).

When the results of the research on the use of tools and materials in online history lessons are examined, it is seen that the number of participants who use the phrase "not used" is quite low. When the explanations are examined, it is understood that presentations, videos, maps, reference books, textbook web tools and visual tools and materials are used in online history lessons. The most used tools are maps, visual materials and video. The least used; textbook and web tools. The results of the research conducted in the literature reveal that teachers' use of visual materials in online lessons has increased (Uyar, 2020; Dere, 2022; Turgut, 2022; Altuntaş, 2022) and students' approaches to the use of online communication tools for educational purposes in online lessons are positive (Han Tosunoğlu et al., 2022). It can be said that digital media tools should be diversified and used in appropriate contexts in online courses without being limited to these tools.

A teacher should apply active collaborative teaching methods and help students create their own learning styles online; examine the possibilities of online learning platforms; should try to overcome the difficulties and barriers of electronic communication. Teachers to efficiently manage an online lesson; students must pay attention to independent learning, develop self-discipline and planning, evaluate students' work in a timely manner and give quick feedback (Almazova et al., 2020). The results of the research regarding homework assignments in online history lessons reveal that homeworks such as watching videos, solving tests/questions, performance homework, studying the subject, researching, and summarizing are given. The most test/question solving, watching videos, subject study for preliminary preparation, and research are included. At least, presentation preparation and presentation are included. In the theme of watching videos; It was stated that students were given intensive assignments to watching videos and solving tests on TRT-EBA TV. In the literature, it is understood that many research results support this dimension of the research (Bakioğlu and Çevik, 2020; Dere, 2022).

Methods and techniques affect students' metacognitive structures. Bringing students together with active learning by using appropriate technology-supported methods and techniques in the development of skills makes teaching dynamic. When the results of the research about the methods and techniques applied in online history lessons are examined; In the narrative theme; lecture from the textbook, presenting the subject summary, lecture, repeating the lesson, making students explain; In the test/question solving theme; test-solving after the teacher's lecture, filling in the blanks after the teacher's lecture, making the student talk about the subject, and solving the test after the teacher's lecture.

In the question and answer theme: at the end of the subject, during the course teaching process; In the Research/Assignment theme; The teacher gives research assignments within the scope of preliminary preparation. In the theme of telling the student; Before the lesson, students are asked to prepare for the subject and come to the lesson, and the lesson is taught by telling the students. The results of many studies on the subject also support these results of the research, revealing that lecture, question-answer, problem solving and research methods and techniques are used in online courses (Uyar, 2020; Dere and Akkaya, 2022; Turan, 2022).

Effective pedagogical practices and the convenience provided by digital tools are necessary but not sufficient conditions for the effectiveness of online teaching and learning. Students' attitudes towards learning are the driving force of their academic success (OECD, 2022). Unlike the face-to-face teaching process during the COVID-19 process, it has been difficult for educators to find the reality of the work and the learning that takes place, as all students' homework and exams are done at home. There is concern about the actual outcomes as many parents guide and support their children in the learning process and the extent of support varies widely (Pokhrel, Chhetri, 2021). In the dimension of the application of measurement-evaluation activities in online history lessons of the research, determinations were reached in the themes of class participation, performance assignment and exam. The highest number of exams were given, followed by assessment-evaluation based on class participation and performance homework. The fact that more than one measurement and evaluation tool was used in the process is a very positive result in terms of capturing real results and making a correct evaluation.

When the results of the research are evaluated in general, the problems that negatively affect the history lessons in the distance education process; motivation, interest, attention, teacher role, internet, audio/video, virtual classrooms, technical problems, active participation, diversity and richness in the educational environment, socialization, time creation, productivity and communication. In order to eliminate some problems, students should keep in mind that they are the key stakeholders and therefore motivate themselves to be more interested in online courses with all their efforts (Alam, 2020), develop their intrinsic motivation for learning and self-regulation capacity (Scully et al., 2021). Likewise, it is important that students have the skills to effectively manage their time in online education (Huck, 2021; Kumar, 2020).

According to the participant's responses on what can increase the efficiency of the learning-teaching process in the distance education process, note taking, slow narration, sampling, repetition, question-answer, video, student participation, documentary, visual material, test/question solving, game activity, research, novels, The themes of giving homework, summarizing the subject, presentation, story, drama, schema, picture, animation, map,

face-to-face processing, being sufficient and interesting, not finding it interesting in any way have been reached. According to this, the themes of watching videos, question-answer and visual material took place the most.

It is known that students who receive distance education are at risk of worsening their performance compared to those who attend classes (Magomedov et al., 2020). Although there are enormous challenges for educators, schools, institutes and the government in terms of online education from different perspectives, the various opportunities created by the COVID 19 epidemic should be evaluated for further plans in implementing the e-learning system (Pokhrel and Chhetri, 2021). Regardless of the circumstances, education should be seen as a way to achieve lifelong learning, satisfaction, happiness, well-being, opportunity and service to humanity (Zhao & Watterston, 2021). The distance education process can create a digital gap between students due to the difficulty of accessing the internet or the lack of technological devices (Kumar, 2020). Being aware of this situation, it is of great importance to take the necessary measures so that the distance education process does not lead to educational inequalities.

As a result, the positive and negative results obtained from the eyes of high school students regarding the online history lessons applied in Turkey during the COVID-19 global epidemic process can be listed as follows:

positive results;

· In terms of processing; While the transfer of the subjects was seen as boring in the past, it has differentiated positively with education in this way;

· In terms of teaching materials; detailed examination of videos and maps made teaching easy and interesting;

· In terms of motivation/interest/attention; has created a different learning environment where there is no imposition or coercion in learning, and the student who loves, shows interest and enjoys the lesson attends the lesson more regularly;

· In terms of teacher role; the teacher told the lesson well and interestingly, the teacher's way of expression, the slides he prepared, the lesson in the form of questions and answers had an effect on the student's listening and understanding of the lesson;

· In terms of virtual classrooms; The lesson was productive as there was little available in the virtual classroom (in the classrooms with low attendance).

· In terms of Academic Success; GPA increased in assessments;

· In terms of active participation; distance education has increased active participation in classes;

· In terms of diversity and richness in the educational environment; the lesson was interesting because the activities were made from the productive and interactive book; An environment of listening to lectures has emerged, which is more comfortable in the home environment and away from the distractions in the classroom environment;

• In terms of creating time; distance education has created time for self-study and leisure activities.

Negative results;

• In terms of motivation/interest/attention; The distance education system has created a big problem in focusing.

• In the process; Some students' interest in the lesson decreased and the lessons were not listened to, the students were bored, the attitude towards the lesson was negative, and the subjects that were difficult to understand even at school were never understood from afar.

• In terms of teacher role; The fact that the teacher was not seen live made the lesson boring.

• In terms of Internet Audio/Video; Problems such as technical or power cuts related to the internet and having to connect to the class on the phone due to impossibilities negatively affected the efficiency of the lesson.

• In terms of virtual classrooms; A real and complete classroom environment has not been formed in the virtual classroom.

• In terms of Technical Problems; audio interruption problems, microphone problems have been experienced.

• In terms of Fair Evaluation; There was a problem with the strength of the exams.

• In terms of diversity and richness in the educational environment; sitting in front of the phone or computer for hours had a negative effect on both my mental and physical health; maps, images etc. not retained when not used; The environment at home was not like the classroom environment and negatively affected learning.

• In terms of socialization; Since there was no interaction, learning was negatively affected.

• In terms of learning while having fun; Distance education has not been as fun as face-to-face education.

• In terms of communication; communication in distance education has become difficult and interaction has decreased.

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