Views of Undergraduate Students and Lecturers on Distance Education

Research Article

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ARTICLE INFO	ABSTRACT
	English, Turkish language and History of Atatürk's Principles and Revolutions, which are continuing with face to face of trainings in some universities, have been started with a system called distance education and many universities are accelerating their infrastructure preparations for transition to this system. The courses in the curriculums of education are not only written by the Council of Higher Education but also have non-written informal teachings. This kind of latent gains are mostly due to the communication between the instructor and the student. In this context, many of the criticisms of these courses are given in literature. In this context, the aim of this research is to determine the distance education opinions of the lecturers and undergraduate students. The sample of the study designed according to the qualitative research method constitutes first-year undergraduate students in public university degree programs. The sample that is modeled with the purposeful sample consists of 47 first year undergraduate students and six lecturers. The six of three chosen instructors are important because they are the ones who gave this lesson in previous years. The data of the study was collected by open-ended questionnaire prepared by the researcher. Research data were subjected to content analysis. When the results of the study are examined, it is seen that teacher candidates and lecturers have developed a negative point of view towards distance education in general due to systemic failures, sound and image quality and internet speed. In addition, it is also observed that distance education is not effective in listening and speaking-based language lessons, attention is distracted and necessary feedback and correction cannot be done. Keywords: Distance education, HAPR, English, Turkish language, qualitative research.

Introduction

Education has been one of the most debated issues throughout history in all societies. As the main element of education is human and the interest-needs of people are changing day by day, education is also in a constant change. Technological advances lead to some changes in education as in all fields. Especially, the change in the tools used in educational activities parallel to technological developments can be shown as an example. With the information age, technology has developed rapidly and time-space phenomena have differentiated in the context of knowledge. Previously, people have arranged space and time to learn specific knowledge and skills. With the widespread use of technology and the Internet, time and space phenomena have evolved from stable to more flexible. Under favour of technology, students communicate with students from different cultures. In this way, interaction goes beyond the class, country and continents and prepares the ground for a multicultural environment (Cifuentes, Murphy & Davis, 1998).

As a result of the development of technology and the internet, the opportunities to access and share information have increased. As a result of these developments, the educational activities were not limited to the class / school and affected the whole social life. One of these developments is distance education. Distance education is a concept for individuals to benefit from education and training services at any time with the

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internet and equipment (computer, tablet, phone, etc.) without the need of any environment. While distance education activities operate effectively in environments where technological infrastructure is sufficient, problems experienced in infrastructure interrupt education and training services. In this context, distance education applications should be designed to support students and instructors. It is important to be realistic and to take realistic steps in the regulation of applications (Perraton, 2012, p. 176). Realistic steps in distance education applications are possible with effective planning. Especially in the preparation of the technological infrastructure, it is important to provide the necessary budget and to meet the personnel needs that can solve the problems that may occur in the process.

It is important to conceptually express what distance education is, because the development of technology leads to the change of the concept of distance education. (Phipps & Merisotis 1999). Newby, Stepich, Lehman & Russell (2000, p. 210) define distance education as organized curricula where teachers and students are physically in different environments. Distance education applications undergo a specific program development process as in classical education and training activities. Similar to classical education, the objectives consist of content, education and test situations. Distance education is an interactive application that is based on the application of the current content and the ability to monitor the content online by creating a technological infrastructure, student participation and teacher feedback. Distance learning can be defined as the source of information and the process of creating access to learning where the learner differs in time and space (Honeyman & Miller, 1993, p. 68). Distance education can basically be defined as: It is a method of education where the teacher and the student are separated on a spatial and temporal basis and the gap created as a result of this separation is filled with technological resources. (Casarotti, Filliponi, Pieti & Sartori, 2002, p. 37).

The emergence of distance education is parallel to the changes in economic, social and technological fields (Kiryakova, 2009, p. 29). With the development of technology, opportunities for rapid access to information have increased and individuals have begun to access information without the need for a specific space or time limit. In this context, technological developments and internet are important for the emergence of distance education. Together with the information age, the structure of universities is changing. Although there are many universities using distance education as a teaching method, some universities have gained international dimension by developing distance education applications under the name of "mega-university" (Daniel, 1998, p. 15). Many universities aim to be an institution preferred by students. Universities that effectively identify the student profile and the interests and needs of students can become more attractive to students. Distance education applications also increase this attractiveness.

Distance education has great potential for access to higher education. Thanks to this potential, many different students participate in the trainings and the number of students is increasing. The reason for this increase is that distance education makes it possible to teach anywhere, at any time and from anyone (EU, 2014). Nowadays, the technology which is progressing in a complex way thanks to the developments in science leads to the rapid development of the distance education applications and the increase in the applications in this direction (Weinstein, 1997). It is predictable that distance education applications will increase much more in the near future due to the increasing scientific and technological developments. According to Palloff & Pratt (1999) some universities have started distance education applications in order to increase participation in education and to attract students who cannot attend classes. Some universities have accelerated distance education applications in order to meet the needs of the new generation. Especially the flexibility of time and space makes distance education attractive. In addition, the most important advantage of distance education is that individuals who cannot access education due to their location and financial opportunities can continue their education processes through distance education. Interactive applications such as discussion forums are another feature that makes distance learning attractive for learners (Tello, 2007). Although distance education and students have the opportunity to talk to each other and the teacher of the course, the question is whether this interaction is as effective as in the traditional classroom environment. The weak or even absent emotional interaction in distance education processes is one of the main criticisms directed towards distance education. Another problem in distance education is technological problems. Problems experienced in distance education environments in general, technical (infrastructure) problems (Alexander, Truell & Zhao, 2012) to adapt the learning speed of the learner (Hetzner & Leen, 2013) communication problems between the teacher and the student (Song et al.) and feedback problems (Alexander, Truell & Zhao, 2012). Many students have problems

in distance education applications. Among these problems, obtaining the wrong information and negative perspective of distance education are the two most important problems (Prucha 1995 as cited in Fojtik, 2015, p. 403). As in all human activities, the attitude of individuals towards the phenomenon in education is one of the factors that increase success and effectiveness. Having a positive outlook towards distance education will increase participation and success, while negative attitudes will reduce success and participation.

Although the history of distance education dates back to a long time, it has become more popular in recent times because of its popularity and the fact that technology provides more opportunities for distance education (Watson & Ryan, 2007). Effective use of technology makes distance education applications more effective and enables students to participate more in their learning experiences (Glennan & Melmed, 1996). Distance education has gained importance due to the rapid change of knowledge and the desire to access information. Especially in World War II, there is an increase in applications similar to distance education. Because of their military duties, the young generation quickly provided the lessons they had left behind with such practices (Sherron & Boettcher, 1997). Distance education is vital for individuals who have not been able to benefit from formal education activities for some reason or have left their education unfinished. Distance education provides positive advantages both in terms of time and money, especially in the compensation of courses that cannot be taken due to health, disability or other reasons. With distance education, learning materials (text, voice recording or visuals) can be delivered to students by mail or TV broadcast (Matthews, 1999). Students who have not been involved in formal education or who have not acquired the targeted knowledge and skills in traditional learning environments receive education and training effectively, particularly through distance education at high school level (Olszewski-Kubilius & Limburg-Weber, 2002). Students with mental or physical disabilities or individuals with temporary disability can be prevented from falling out of their courses through distance education. Especially in the critical period, the education which extends skills such as literacy or four operations gives very successful results. Distance education provides useful results not only in mentally disabled individuals but also in gifted individuals. Many different subjects and situations that are not provided in traditional education can be provided as an additional service to gifted individuals through distance education (Picciano & Seaman, 2009). Another advantage of distance education is that gifted children acquire the knowledge and skills they need by studying at a similar classroom level with their peers. In this way, students are educated with their peers instead of studying in upper classes. This reduces the cost of transportation to other schools where the student will receive additional learning (Ravaglia & Sommer, 2000).

Distance education can be considered as an arrangement that is needed instead of a phenomenon that is considered instead of traditional education and that is needed to eliminate the deficiencies. Many studies show that students have negative perspective towards distance education. Levine & Cureton (1998) suggests that students studying in traditional learning environments have a negative perspective towards distance education. Considering distance education as an alternative to face-to-face education has made it obligatory for program development experts to prepare their curricula prepared for face-to-face education as well as for distance education (Moore & Kearsley, 1996). The basic parts of the curricula taught in traditional classroom settings can be categorized into gains, content, educational and test situations. Similarly, in distance education applications, there should be gains that an individual must gain. In addition, the content should be structured in such a way that the objectives can be gained to the individual. Education-teaching processes are the most important part of distance education. Due to the lack of gestures, facial expressions, tactile situations and face-to-face teaching, instructors should use effective feedbacks and adjustments, small group sessions should be planned and communication should be established effectively. In distance education applications, test situations are similar to traditional education. Many universities use traditional written exams even in distance education applications. Educational activities are based on four areas: mental, physical, emotional and psychosocial. As a result of the interaction between teacher and student, emotional and physical elements act in coordination. However, the education of the students together has an effect on the psychosocial field. The lack of emotional and psychosocial elements, especially in distance education, is a major criticism. Especially the inability to use the communication factor effectively poses major problems in language-based courses. As opposed to this Beyth-Marom et al (2003) compared traditional students and distance education students in their study, and concluded that students studying in distance education had higher academic achievement and language skills. Although there are opinions that distance education has a decreasing effect on the quality of education, many studies show the opposite. In this context, it can be said that distance education is accepted

by many experts (Belanger & Jordan, 2000, p. 17). Technology is generally criticized for its negative effects on teaching. But with the simplest description technology; perfect, unquestionably successful, small, fast and inexpensive training (Kumar, 2004). Another advantage of distance education is that it provides individuals with the skills they need more effectively in the 21st century called the information age. (NACOL, 2006). According to Watters & Robertson (2009) distance education students generally have a positive attitude towards distance education because of their ability to access information anywhere without limitation of location. Vamosi et al. (2004) suggests that the level of satisfaction with learning is higher among students studying in traditional schools than those studying with distance education. Tomei (2006) point out that in distance education, a similar number of students are required to be given 14 hours more training than the traditional classroom. Sonner (1999) is concluded that the students who have taken at least one of their courses with distance education have higher success in their thesis than those who have never taken courses with distance education. Braun (2008) stated that students prefer distance education instead of the traditional classroom when they are given the option, and because of the flexibility of distance education, they can spend more time in their schools and careers and spend more time with their families. Similarly, Moore & Kearsley (1996) argue that distance education gives learners flexibility in many areas. Allen & Seaman (2013) concluded that 32% of university students take at least one course through distance education. In this context, although distance education has some disadvantages in terms of communication and psychosocial context, it is gaining importance due to the rapid adaptation and interest of children, especially in the age of technology. The interaction of the new generation with technology and digital resources increases the success of distance education. However, because of this attitude of the new generation, reading experiences are lower than previous generations (Prensky, 2001). Although there are positive and negative perspectives on distance education, effectively structured distance education applications provide an active and participatory learning experience for students (Glennan & Melmed, 1996). Compliance with student level and child psychology is another issue to be considered in the process of preparing distance education programs. Teaching staff and teachers will no longer be the main source of information (Tatkovic, et al., 2006). In this context, it is inevitable that distance education like practices will replace teachers and instructors in the future. There are a number of skills that the tutorials that will take place in distance education applications should also have. The first is the mastery of the distance education program. Trainers should be able to produce simple solutions to problems and problems that may arise while performing distance education applications. In addition, they should be able to use the feedback factor effectively with the necessary arrangements. According to Lanzilotti & Ardito (2006) teachers are required to take responsibility to keep the students active. In this context, faculty members should avoid elements that prevent the dissemination of students' interest and ensure that students participate effectively in the course.

In this study, in order to investigate the subject in depth, distance education has been examined in a wide range by taking the opinions of both the students receiving the training via distance education and the lecturers who have given these courses in the traditional classroom environment and by distance education. In this context, the opinions of the lecturers and teacher candidates about distance education were examined in this research. For the purpose of the research, the following sub-problems were developed:

1. What are the positive and negative aspects of distance education according to the opinions of teacher candidates and teaching staff?

2. How can distance education be evaluated in the context of courses where language skills are used effectively according to the views of teacher candidates and teaching staff?

3. What are the problems encountered in distance education according to the opinions of teacher candidates and teaching staff?

4. What should be taken into consideration when choosing courses to be taught by distance education according to the opinions of teacher candidates and instructors?

Method

Model

In this study, the opinions of teacher candidates and teaching staff about distance education were investigated and a case study design, one of the qualitative research methods, was used. Qualitative

researchers investigate how people interpret and experience their experiences and worlds (Merriam, 2013, p. 5). Case study, one of the qualitative research methods, is a research design that provides an in-depth and multi-faceted study of real-life events (Crowe, Cresswell, Robertson, Huby, Avery & Sheikh, 2011).

Sample

Purposeful sampling model was used to determine the study group of the study. The purposive sampling model allows purposeful sampling, which allows for in-depth research by selecting information-rich situations depending on the purpose of the research, and is preferred when one or more specific cases that meet certain criteria or want to work in specific situations (Koç Başaran, 2017, p. 490). In this context, it is aimed that the students to be selected in the study group to take courses related to distance education. In the study, the opinions of first-year teacher candidates were taken in the study because of the fact that only the first-year prospective teachers took distance education courses. Data were collected from 47 pre-service teachers. In addition, the opinions of the lecturers who previously taught the distance education courses and 6 lecturers who gave the current distance education courses were also taken. In this context, the study group consisted of 47 teacher candidates and 6 faculty members. 32 of the teacher candidates were female and 15 were male. 5 of the teaching staff is male and 1 is female.

Data Collection Tools

In the research, open-ended questionnaire form was developed to determine the opinions of the instructors and prospective teachers about distance education. The semi-structured form consists of a personal information form and six open-ended questions. After the draft form was prepared, the scope validity was tried to be ensured with the expert opinion. In this context, expert opinions were obtained from 3 field experts and 2 Turkish teachers.

Data Analysis

In this study, inductive content analysis was used for data analysis. In content analysis, also called thematic analysis, the researcher focuses on analytical techniques to reach the themes and patterns in the data. (Glesne, 2013, p. 259). According to Krippendorff (1980) content analysis is a research technique which used to produce valid and reliable results from the collected data. The qualitative data obtained from 47 teacher candidates and six lecturers were read line by line. In the analysis of the data, a consensus percentage was calculated for each question with the help of another researcher. Calculation was made with the formula "Reliability = Consensus / Consensus + Disagreement x 100" (Miles & Huberman, 2015, p. 64). As a result of the collected data, the values calculated for the six questions are as follows: first question .81; the second question is .74, the third is .91, the fourth is .84, the fifth is .92 and the sixth is .92.

Findings

Findings Related to First Sub-Problem

The first sub-problem of the research is "what are the positive and negative aspects of distance education according to the opinions of teacher candidates and lecturers?" The opinions of teacher candidates about the positive and negative aspects of distance education are shown in Table 1.

Table 1: Teachers candidates opinions about the positive and negative aspects of distance education

Codes	f
Positive sides	
Access to the desired location.	4
Possibility to attend the course in a comfortable way.	4
Increasing the time which I spend on myself.	4
If I don't understand, I can repeat it.	4
The positive side is that we can take the lesson quickly.	3
I have a positive attitude towards social media and technology by reason of distance education	2
Being active in class.	2

Total	23
Negative sides	
System failures	11
The lack of face-to-face narration, reduces effectiveness.	11
The lack of attendance reduces interest.	7
To create problems in student-teacher relationship.	3
Lack of a traditional classroom environment	3
Some of our friends do not have tablets and computers so they have a trouble to logging into the system.	2
Technological tools create distraction.	2
Poor persistence.	2
Inability to prevent disciplinary problems.	1
Not suitable for our culture.	1
Inability to use tools.	1
It distracts me	1
I'm having trouble understanding.	1
Sitting at the computer for a long time make a headache and hurt my eyes.	1
Total	47

Table 1 shows that all 47 teacher candidates emphasize the negative aspect of distance education. 23 students expressed their opinions about their positive sides. Lecturers, like teacher candidates emphasize the negative aspects of distance education. Some of the views of the instructors are:

> *"Distance education has reduced communication with the student to zero, we don't share anything with the students, because most of the time no one attends the class, we only read the texts we have". "If the instructor is insufficient in number, there is a shortage of classrooms and if there are students who cannot attend university formal education due to work or special reasons, distance education can be realized. In this context, distance education has its positive aspects". "Considering that not every student has the ability and discipline to use distance education effectively and for his own benefit, it is taken into account that the students do not have the necessary equipment for participation in distance education, and that the fact that face-to-face education will always contribute more to the development of the students will result in many negative education direction can be said". "Nowadays it is very easy to access information. To reach information, students do not need teacher; written, oral, visual documents can reach all kinds. Moreover, this information is not only the teacher. However, the teacher's function is not to transfer information but to create an educational environment. This is to interact in an educational environment, to learn from each other there. Distance Education eliminates the blessings of this coexistence. Particularly in the Faculties of Education, it is very important for the student to choose a role model. This system also eliminates this. On the positive side; it may be appropriate for easier and direct transmission of certain specific issues. May be suitable for teaching. However, I do not see it suitable for education".*

In this context, the group, whose opinions are taken, generally refers to the system requirements and the low course effectiveness experienced in distance education applications. Distance education can be accessed at the desired place and time is a positive feature of the launch.

Findings Related to Second Sub-Problem

The second sub-problem of the research is "how can distance education be evaluated in the context of the courses in which language skills are used effectively according to the opinions of teacher candidates and lecturers?". Teacher candidates opinions about this sub-problem are shown in Table 2.

Table 2: Teachers candidates views on distance education in the context of effective use of language skills.

Codes	*f*
Opinions about the English course	
English courses should not be given by distance education.	7
English is a course based on listening and speaking. It cannot be given by distance education.	5
We need to speak English only by listening. Therefore, it should be given face to face.	3
Since English is based on speaking skills, it should be given face to face, not distance learning.	3
Distance education is very inefficient for someone whose English is not good.	3
Foreign language means a new world. Because of distance education, we cannot enter this world.	2
While we need to be active in English, we remain very passive.	1
Listening skills are important in English. The low voice quality in distance education prevents this.	1
While we need to be active in English, we remain very passive.	1
Total	26
Opinions about the HAPR (History of Atatürk's Principles And Revolution)	
Since the HAPR course is based on memorization, it can be given through distance education.	5
HAPR should be a controversial course, so it is not suitable for distance education.	4
Such an important lesson for our culture and history should not be taught by distance education.	2
Since the HAPR course is based on rote, it becomes boring. The instructor should use body language effectively when explaining the course. Since body language cannot be used with distance education, the course becomes more boring.	1
Total	12
Opinions about the Turkish Language Lesson	
Speaking and listening are important in the Turkish language course. Therefore, it is inconvenient to provide with distance education.	3
Since the Turkish language course includes language skills, it is inconvenient to provide with distance education.	3
Since Turkish language course is based on memorization, it can be given by distance education.	2
Turkish language course is based on question-answer and dialogue. In this context, it cannot be given by distance education.	1
Total	9
General total	47

Looking at Table 2, the majority of teacher candidates suggest that Turkish language, English and HAPR courses should not be offered through distance education as they require communication and discussion skills. Similarly, faculty members argue that language-based courses should not be taught through distance education. The opinions of the lecturers are as follows:

> *"Face-to-face education is essential for a student to raise awareness of language and history. Since there is no possibility to practice in the lessons, we can only provide theoretical information and in this respect, we cool the children thoroughly". "Considering that the university is not an institution that only gives vocational qualifications, I believe that as an institution that educates young people in many ways but also teaches in the related field, students have the opportunity to complete their deficiencies and face-to-face education with faculty members will be more effective. I do not find it appropriate to implement distance education". "For Turkish Language and English course, I think that reading-writing-listening-comprehension-speaking skills can be gained more easily by face-to-face communication and the practices to be done personally will be more effective in eliminating mistakes. There are problems in distance education in creating creative thinking and correct and effective speaking skills and measuring and evaluating writing skills for Oral Expression and Written Expression, narrowing the "teaching" field of the instructor. Language teaching requires effective communication. This is a healthy communication that takes place only through body language and gestures, from time to time through mutual questions and answers, and brainstorming." "Effective use of language skills can be given through practice and face-to-face training".*

Lecturers stated that pre-service teachers experienced problems mostly in HAPR and English courses in distance education and that distance education should not be used in communication based

courses. Similarly, the instructors stated that the Turkish language and English courses, which are based on communication, should be taught through face-to-face trainings.

Findings Related to Third Sub-Problem

The third sub-problem of the research is "what are the problems encountered in distance education according to the opinions of teacher candidates and lecturers?". Teacher candidates views on this sub-problem are shown in Table 3.

Table 3: Teacher candidates views on the problems encountered in distance education.

Codes	f
The biggest problem is the slow internet	9
There is a distraction due to continuous disconnection	6
Image quality is the biggest problem	5
It is impossible for us to communicate with the teacher. This is the biggest problem	5
We cannot get instant feedback for our problems	4
Sound system does not work effectively. We can't hear the teacher	3
There are more systemic problems	3
I don't have a computer, distance education on the phone is like torture	2
It made me reluctant to class and made me lazy	2
Lessons are boring because gestures and gestures are not used	2
Distance learning app is a waste of time. It should only be offered as an additional service	1
I had no problems	1
I can't watch videos again	1
The biggest problem is ignorance. We did not provide the necessary information	1
There's nothing to encourage me to watch the videos	1
Total	47

Looking at the Table 3, which includes the views of teacher candidates, it is seen that 46 candidates have problems in distance education applications. Systemic, visual and auditory problems are the main problems. Some of the views of faculty members on this subject are as follows:

> *"As lecturers, the system was introduced to us too late. There were also lessons that we could not do from the system. At the end of the course, students expect information from us about the system, and most of us are not familiar with it". "The inability of faculty members to bring about this fundamental change, the difficulties of students in teaching in a system that they are not accustomed to, lack of computers or tablets, or technical problems….". "System problems may arise, problems occur in the implementation of the issues and problems related to receiving quick feedback". "A long preliminary preparation should be made in order to provide distance education, necessary documents should be collected and appropriate education programs should be prepared on the computer and active participation of students should be ensured. Otherwise there will be problems".*

Slow internet, connection speed and audiovisual problems are among the most common problems faced by students. The instructors state that they are unfamiliar with the system and that they have started to use the system without any planning and therefore cannot produce solutions to the problems in the process.

Findings Related to Forth Sub-Problem

The fourth and last sub-problem of the research is "what should be taken into consideration when choosing courses to be taught by distance education according to the opinions of teacher candidates and lecturers?". Teacher candidates views on this sub-problem are shown in Table 4.

Table 4: Teacher candidates opinions about the selection of courses to be taught in distance education.

Codes	*f*
I never include speech-based courses in distance education	11
Courses that measure language skills should not take place in distance education	9
No courses should be taught by distance education	8
Critical courses should not be given	6
Teacher-oriented courses can be taught through distance education	4
Lessons that cannot be interpreted and discussed should be given	4
Distance education should be used in the courses that can be taught with visual content	2
Courses based on memorization can be given in distance education	1
Activities and question-answer courses should not be given by distance education	1
Numerical courses should not be given by distance education	1
Total	47

Table 4 shows that the current distance education courses of teacher candidates are not generally suitable for distance education. On the other hand, faculty members suggest the following views:

"You cannot have teacher-less education, so no courses should be taught through distance education".
"Distance education should be preferred in more appropriate areas to be measured by multiple choice exams where oral communication is least needed. It is certainly not appropriate to provide training courses with distance education". "Distance education should not be used for courses aimed at improving the skills of the individual, but rather in theoretical and memorized courses".

Teacher candidates have expressed their opinion that courses that require language skills and critical courses should be excluded from the scope of distance education. Eight students stated that no courses should be taught through distance education. Similarly, faculty members emphasized the need to remove skills teaching courses from distance education.

Results and Discussion

In this study, the opinions of teacher candidates and lecturers about distance education were investigated. The teacher candidates expressed their opinions about distance education more negatively. According to the candidates, the most negative points of distance education applications are system failures, decrease in effectiveness as a result of lack of face-to-face narration and lack of interest in courses. System and infrastructure problems also cause problems in access to distance education. According to the information obtained from the university coordinator related to distance education applications, it was determined that 30% of the students in the first year of undergraduate education could not access the system at all. In this context, a solid infrastructure must be established for the success of distance education applications. In particular, the internet infrastructure should be capable of meeting the number of students. Pre-service teachers - which may be due to the effects of the traditional classroom environment - state that interest in the lesson is diminished as a result of the absence of face-to-face expression in distance gradient practices. One of the most basic conditions for the success of education and training activities is to meet the needs of the student and attract the attention. This problem also reduces the effectiveness of courses in distance education applications.

Access to distance education applications requires technological equipment such as computers, tablets or telephones. Some pre-service teachers state that they cannot enter the system on the grounds that they do not have tablets and computers, and that the system works almost inoperable by phone. In this context, before starting distance education applications, it is necessary to get the opinions of the students and to identify the deficiencies and to provide the students with the appropriate environment where they can take these trainings. While distance education practices provide equal opportunities and opportunities, if the necessary measures are not taken, it can be the opposite. Two pre-service teachers complain about the lack of permanence of distance education practices. Sensory organs are important factors in increasing the permanence of what is learned. As the sensory organ used in educational activities increases, permanence increases. While traditional emotions such as vision, hearing and touch are activated in the classroom environment, systematic problems especially in distance education create visual and auditory problems and this decreases persistence.

Distance education applications may cause health problems as a result of students being educated on computers or tablets throughout the course. Especially looking at the screen for a long time creates problems in the eyes. Pre-service teachers suggest that they can obtain information from anywhere via distance education, they have the opportunity to participate in the lesson in a comfortable way, they can spend more time for themselves and they can overcome the deficiencies in learning problems again. This finding coincides with the research of Çağlar (2010). In their research, Özgöl, Sarıkaya & Öztürk (2017) concluded that distance education is independent of time and space, provides extra time for students and allows the students to follow the courses again. The faculty members emphasize the negative aspects of distance education. In particular, it gives an opinion that communication and sharing have been reduced to zero and that the courses have been reluctant due to lack of interaction. In addition, faculty members argue that students have to use self-regulation and self-regulation skills in distance education processes and that students who do not have these skills cannot be productive. It is noteworthy that an instructor's duty is to create a learning environment rather than transferring knowledge, and that this environment cannot be established with distance education. In addition, in the face-to-face trainings, students perceive their teachers as role models, and this kind of interaction with distance education has disappeared.

Akgün, Güleç & Topal (2013) state that in their research with graduate students, students mostly express a positive opinion about distance education. In this context, the results of this study do not overlap with the results of the study. Kahyaoğlu Süt & Küçükkaya (2016) concluded that 87.5% of the students did not approve distance education and 79.8% could not provide all programs at the undergraduate level with distance education. Can (2004) concluded that the study did not satisfy the students with distance learning techniques. Antalyalı (2004) states that university students have negative thoughts about distance education. In their research, Çelen, Çelik & Seferoğlu (2013) concluded that the majority of teachers wanted to teach with distance education. As a matter of fact, this result does not correspond to the current research results. Tuncer & Bahadır (2017) found that when the university students compared traditional education and distance education, the issues they highlighted were that they were accustomed to being lazy, that they failed because of their duties and responsibilities, but they had the opportunity to repeat the course many times and were more comfortable than they were under teacher pressure. Yalman & Kutluca (2013) concluded that distance education was effective in closing the gap of physical environment in their research with prospective teachers. Kaya et al. (2017) concluded that academicians' attitudes towards distance education were generally negative and distance education in general was overshadowed by traditional face-to-face education.

Pre-service teachers stated that distance education applications should not be used in the courses where language skills are used effectively. Particularly speaking in English and Turkish, where speaking and listening skills are important, distance education can create big problems. Pre-service teachers develop the idea that the course of HAPR can be given with distance education since it is mostly based on knowledge and memorization. Some pre-service teachers argue that HAPR course should be based on questioning and discussion, so teacher-student interaction must be present. Similarly, faculty members suggest that distance education applications will not be efficient in courses with intensive language skills. The faculty members refer to the need for face-to-face education in order to raise language and history awareness. Since there is no possibility to practice in the lessons, we can only provide theoretical information and in this respect, we ruining the children thoroughly." The faculty members also argue that universities are not merely diplomas for vocational qualification, it is an institution that educates young people in many respects and also teaches in related fields, and that face-to-face education is more effective in completing the deficiencies of the students in language-based courses. It can be said that there is a consensus that it is not appropriate to conduct distance education in courses where language skills of instructors are used effectively. Most of the pre-service teachers' answers to the problems encountered in distance education refer to systemic errors. One of the most important systematic problems is the slow internet speed in the places where the students stay or go, the distractions due to the continuous disconnection and the lack of image quality due to internet speed and infrastructure problems. Akgün, Güleç & Topal (2013) state that students emphasize the lack of infrastructure related to distance education in their research. Andsoy, et al. (2012) stated in their research that the reasons for students not attending distance education are distraction and loss of time. The most important element in distance education is audio and video. Without an effective audio and video capability, the application is unlikely to be effective. In this context, such situations should be taken into consideration during the construction phase of the system and the system should not be put into practice without correcting such problems. Another

problem that teacher trainees face is feedback. Education services are a process based on teacher-student or student-student communication. Feedback is an important phenomenon in this process. If the student does not receive feedback from the teacher in response to incorrect or incomplete learning, education interruptions may occur. In this context, prospective teachers state that feedback mechanism cannot be used effectively in distance education especially due to communication problems.

Another problem faced by teacher candidates is that the lessons are boring because they are closed to communication. The fact that such elements as gesture-mimic can be used very little in distance education and that there is no face-to-face education makes this situation more difficult and interest in the lessons decreases. Some pre-service teachers complain about the lack of information about distance education. In this context, students should be informed about the subject before the distance education application and the foresight should be made about the problems that may occur in the process. The same problem is experienced by the lecturers. In particular, the fact that the instructors do not have sufficient information about the subject and the ability to intervene in the problems experienced in the process interrupts the distance education applications. In this context, a faculty member who currently teaches distance education has developed an opinion as follows: sistem the system was introduced to us too late. There were also lessons that we could not do from the system. At the end of the course, students expect information from us about the system, and most of us are not familiar with it. Tuncer & Tanaş (2011) concluded that the majority of academics have knowledge about distance education. The lecturers also referred to the problems of inability to adapt to a fundamental change in this way, to force teaching and feedback through an unusual system. Özyürek et al. (2016) concluded that the most important factor affecting the success of the course was the disconnection from the internet connection, which was a major obstacle to the follow-up of courses in distance education. Birişçi (2013) concluded that university students' attitudes towards distance education were moderate. Since there is no face-to-face communication in distance education applications, it is determined that interaction cannot be achieved, there are problems arising from technical problems and problems such as not being motivated to the course. Özgöl, Sarıkaya & Öztürk (2017) concluded that the teaching staff thought that distance education decreased the success of the course, did not allow communication within the course, and increased the workload during the course preparation. Tall et al. (2010) found that there were problems due to the lack of regular sessions in distance education and the failure to reach the set goals.

Pre-service teachers do not find it appropriate to give courses where language skills are used extensively through distance education. Particularly in the subjects such as English and Turkish, where listening and speaking skills are used effectively, it is remarkable that distance education can cause big problems. Candidates stated that it is important to discuss in some courses and it is necessary to develop comments on the subject and they suggest that this course should be done face to face especially since they cannot be done during the distance education process in HAPR. Pre-service teachers stated that distance education can be applied especially in lessons that can be explained by memorization and visual elements. The lecturers are interested in the courses that can be given by distance education; They stated that no courses should be given by distance education, and that they had to be given courses that required the least verbal communication and skills which could be measured by multiple choice exams. In addition, according to the instructors should not be used remotely for courses aimed at improving the skills of the individual. Yılmaz & Aktuğ (2011) concluded that instructors stated that communication in distance education is usually unilateral. In this context, it is thought that distance education applications may have negative consequences especially in communication-based courses.

Suggestions

• Infrastructure needs to be established firmly before the implementation of distance education applications.

• In distance education applications, the internet infrastructure should be established exclusively for that application.

• Distance education applications should be offered to students as electives, not necessarily.

• Speech-based courses such as English and Turkish should not be taught through distance education.

• Adequate training should be provided to practitioners in distance education applications. Technical information should be given to enable them to intervene in the immediate problems that may occur.

• Pilot applications should be carried out before disseminating distance education.

• Distance education applications should be offered to instructors as an option, not as an imposition.

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