An analysis of online education perception among faculty of sports sciences students following the February 6th Turkey earthquake

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Abstract

The purpose of this study is to examine the perception of online education from the perspective of students after the February 6th earthquake in Turkey. The study included 7 students from the Faculty of Sports Sciences at Ordu University. A semi-structured interview form consisting of 9 questions was prepared to determine the students' opinions regarding the online education approach after the February 6th earthquake. The data of the research were transferred to the Nvivo program and analyzed using a descriptive analysis method. The findings revealed differences between the approach to distance education after Covid-19 and the February 6th earthquake in Turkey, as well as the effectiveness of practical and theoretical lessons. Additionally, students' opinions about focusing on lessons and school after the earthquake disaster, attention diversion, and anxiety levels were identified. As a result of data analysis, it was concluded that face-to-face education would be more beneficial than online education. According to these results, while theoretical lessons could be conducted online, practical lessons should be held in a face-to-face format or in a more realistic environment. Furthermore, recommendations were made, including collaboration between the Higher Education Council and the Ministry of Youth and Sports, to enhance the effectiveness of practical lessons in the Faculty of Sports Sciences.

Keywords: Distance education, earthquake, education, university students

Spor bilimleri fakültesi öğrencilerinin 6 Şubat Türkiye depreminden sonraki online eğitim anlayışının incelenmesi

Öz

Bu çalışmanın amacı, 6 Şubat Türkiye depreminden sonraki online eğitim anlayışının öğrenciler açısından incelenmesidir. Çalışma kapsamına, Ordu Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören 7 öğrenci alınmıştır. Öğrencilerin 6 Şubat Türkiye depreminden sonraki online eğitim anlayışına ilişkin görüşlerini belirlemek amacıyla yarı yapılandırılmış (9 soru) görüşme formu hazırlanmıştır. Araştırmanın verileri Nvivo programına aktarılmış ve betimsel analiz yöntemiyle çözümlenmiştir. Bulgularda, Covid 19 ile 6 Şubat Türkiye depreminden sonraki uzaktan eğitim anlayışı farkı ve uygulama ile teorik derslerden verim alabilme durumu belirlenmiştir. İlaveten, yaşanan deprem afetinden sonra derslere ve okula odaklanma ile dikkat dağılımı ve kaygı düzeyine yönelik öğrenci görüşleri ortaya konmuştur. Verilerin analizi sonucunda, online eğitim yerine yüz yüze eğitimin daha fazla yarar sağlayacağı gibi sonuçlar elde edilmiştir. Bu sonuçlara göre teorik derslerin online ancak uygulamalı derslerin yüz yüze veya daha gerçekçi bir ortamda yapılması önemli olacaktır. Bunun yanında Spor Bilimleri Fakültesinde bulunan uygulamalı derslerin daha verimli işleyebilmesi açısından Yüksek Öğretim Kurumu ile Gençlik ve Spor Bakanlığının birlikte hareket etmesi gibi öneriler sunulmuştur.

Anahtar Kelimeler: *Eğitim, deprem, uzaktan eğitim, üniversite öğrencileri*

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INTRODUCTION

Many disasters occur worldwide. Among these, the most severe one is earthquakes. Earthquake is defined as a short-term shaking that naturally occurs in the Earth's crust and upper mantle (Demirkaya, 2007). Earthquakes have a significant impact on human life. The psychological conditions of individuals (Bostancı et al., 2017), mass migrations and loss of life are the most important indicators of this effect. They can also cause changes in individuals' economic levels, cultural structures, and social perceptions. Additionally, the most significant and uncertain effect is observed in the realm of education. The Turkey Kahramanmaraş Earthquake, referred to as the disaster of the era (Utkucu et al., 2023), occurred on February 6, 2023, resulting in the death of many people. Following this catastrophe, distance education was implemented nationwide (Yamamoto & Altun, 2023).

Societies and states with high levels of development attach great importance to reform movements. This reformist approach has also found its place in the field of education. In innovative and advanced societies, determining education tailored to individuals' own interests and abilities would be appropriate. However, not every individual may have access to education exactly as desired. Problems may arise in individuals not benefiting sufficiently from educational services. Many solutions have been developed and proposed to address these problems. Because it is very important for people. One of these solutions is the implementation of distance education. Based on this information, it would be appropriate to explain the concept of distance education. Distance education is defined as a systematic and institutional arrangement where educators and learners are located in different places, utilizing special teaching methods and various technological resources (Moore & Kearsley, 2005; Kabadayı et al., 2022). The practice of distance education has been ongoing since the interaction of technology with the educational process. Distance education has numerous advantages. It enables the realization of the principle of equal educational opportunities, offers lifelong learning possibilities, and can be carried out in a cost-effective manner (Alkan, 1998). In addition to these, distance education also provides an alternative to face-to-face education for various reasons such as age, illness, natural disasters, etc. (Balaman & Tiryaki, 2021).

The implementation of distance education has shown its prevalence worldwide, especially during the Covid-19 pandemic. During this period, the education system was of great importance in providing equal opportunities for everyone and ensuring the continuity of education. In this context, the implementation of distance education can be expressed as a compulsory situation rather than an option arising from necessity. Similarly, after earthquakes

and natural disasters, the preference for distance education is evident, and numerous examples can be found worldwide. Especially in earthquake-prone countries like Japan, the United States, and New Zealand, distance education has been widely implemented (Yamamoto & Altun, 2023).

Given this information, it is important to evaluate the perception of online education by students after the 6th February earthquake in Turkey, which is the subject of the current research. Additionally, the fact that the sample group has experienced distance education during the Covid-19 pandemic will contribute to the research results. Thus, both the utilization or non-utilization of previous experience with distance education and the status of distance education after the earthquake disaster can be determined.

METHOD

Design of study

In the study, qualitative research methods were used to examine the understanding of online education after the 6th February earthquake in Turkey. The study employed the phenomenology design, which is a type of qualitative research approach (Lopez & Wills, 2004). Descriptive phenomenology aims to uncover what is known about a phenomenon (Reiners, 2012). In this study, the views of students studying at the Faculty of Sports Sciences were categorized into specific themes. The goal was to obtain detailed results on how they interpreted the concept of distance education after the earthquake disaster and what this process meant to them.

Participants

The population of the study consists of university students studying in Turkey, and the sample group consists of 7 students studying at the Faculty of Sports Sciences at Ordu University. The sample group was determined using the criterion sampling method.

Below are the criteria set by the researcher for the participants:

1. Participants should have received online education during the Covid-19 period.

2. Participants should be fourth-year students.

3. Participants must have received online education after the earthquake.

The reason for establishing the above criteria by the researcher is to have a sample group consisting of individuals who have experienced and witnessed this process. Additionally, it is to ensure obtaining more reliable information from participants who meet these conditions.

Data collection

The research was conducted with the approval of the Ordu University Social Sciences Ethics Committee on 06.07.2023, under the ethical committee decision number 2023-124. In the study, to examine the understanding of online education after the 6th February earthquake in Turkey, a semi-structured interview form consisting of 10 questions was prepared by Çakıcı (2023). Following the ethical committee approval, face-to-face interviews were conducted with the students on the determined day and time, and to avoid data loss, the interviews were recorded. Qualitative data collection technique of interview method was used in this process. The face-to-face interviews with the athletes varied between approximately 30 to 45 minutes.

Below, information related to the research questions is provided:

1. Considering your previous experience with online education due to Covid-19, how do you evaluate the current situation?

2. During this period, are you able to get productive results from both practical and theoretical courses? Please explain.

3. Can you explain and evaluate the online education process after the earthquake?

4. What are your thoughts regarding focusing on lessons and school after the earthquake disaster?

5. What kind of impact does the online education process have on possible attention disturbances and anxiety after the earthquake?

6. What are the differences between the Covid-19 period and the current applied online education process?

7. You had experienced online education during the Covid-19 period. Do you observe any improvements in the current education process (e.g., uninterrupted internet, more informed instructors, smoother flow in classes, etc.)? How do you evaluate this situation?

8. Considering that most of your educational life is spent in online education, do you consider yourself fully competent after graduation? Please explain.

9. How do you think this process (education, staying in dormitories, exam evaluations, etc.) should have been managed? What are your suggestions?

10. To what extent did online education affect your preparation for future academic-oriented exams (e.g., ales, yds, yökdil, kpss)? Please explain.

Data analysis

In the study, face-to-face interviews were conducted using semi-structured interview forms prepared by researcher Çakıcı (2023). To avoid data loss, the interviews with the students were recorded. The recorded audio data was then transcribed. The transcribed data was analyzed using the descriptive analysis method in the Nvivo program. A code liet was created, and the data were assigned to appropriate themes during the analysis. To determine the agreement rate in the code list, a team of three experts was formed. During the coding process, if the markings were the same, they were considered in agreement, while different markings were considered as disagreements. The reliability calculation was performed using the formula "agreement/agreement + disagreement x 100," resulting in a reliability rate of 87%. Generally, a reliability rate of 70% is considered sufficient in such calculations (Miles & Huberman, 1994).
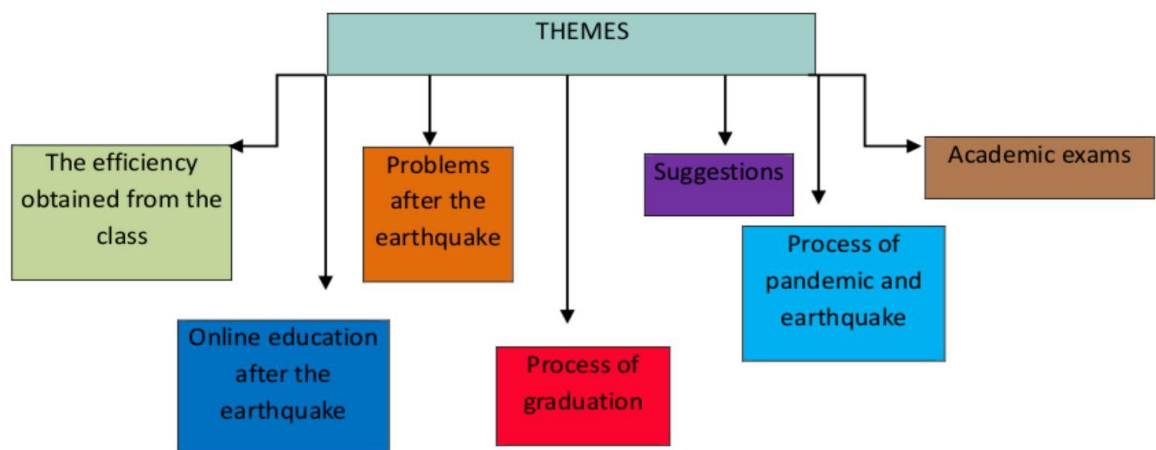

Figure 1. Themes obtained in the research

Figure 1 contains information regarding the themes obtained in the research. The study encompasses a total of 7 themes: efficiency of the class, online education after the earthquake, issues, graduation process, suggestions, pandemic and earthquake process, and academic exams.

FINDINGS

In this section of the research, information regarding the analysis results of the data is provided.

Table 1. Personal ınformation of the participants

	Age	Gender	Sporting Branch	Sporting Age	City
P1	22	Female	Boxing	9	Kastamonu
P2	21	Female	Athletics	12	Kırşehir
P3	30	Female	Swimming	10	Ordu
P4	24	Female	Basketball	13	Malatya
P5	24	Male	Football	2	Kahramanmaraş
P6	21	Female	Volleyball	3	Ordu
P6	25	Female	Volleyball	7	Bursa

In Table 1, personal information about the participants is provided. A total of 7 university students participated in the study, including 6 females and 1 male. The age range of the students is between 21 and 25 years, and their sports experience varies between 2 to 13 years. The sports disciplines they are involved in vary and include athletics, football, basketball, and volleyball. Additionally, the students reside in various cities such as Kastamonu, Kırşehir, Ordu, Malatya, Kahramanmaraş, and Bursa.

Table 2. Efficiency of the learning process after the earthquake

Name	Node Type	Name	Coded Words	Coded Text
The efficiency obtained from the class	Node	Students	36	Unfairness Deficiency Not beneficial Physical infrastructure needed Difficulty in practical application Ability to generate ideas Encouragement for individual work Inability to ensure active participation Effect of visual presentations Ability to listen to recordings Inability to benefit from practical classes My lessons not being lasting Struggling with life Inability to attend classes
			Reports	

In Table 2, student views regarding the efficiency of the learning process after the earthquake are presented. The majority of students (6 individuals) described this process as unfair, expressing the need for physical infrastructure, emphasizing that face-to-face visual presentations are more effective, and stating that the lessons are not lasting. They also mentioned that students in earthquake-affected areas were unable to participate. On the other hand, only one student expressed the opinion that this process directed them towards individual work and helped them develop the ability to generate ideas.

Below is a sample excerpt from the participants' statements:

P3: "Due to Covid-19, I don't find the online education I received before very effective for me, either because I couldn't actively participate in the classes or due to the adversities we faced. Listening to the lessons visually and having a question-and-answer or the mentioned visual teaching method at that moment makes the education more effective for me."

Table 3. Online education after the earthquake

Name	Node Type	Name	Coded Words	Coded Text
Online education after the earthquake	Node	Students	34	Compulsion
				Last resort
				Not the first choice
				Avoiding the hassle
				Going back to online education was a setback for us
				Difficulty in learning
				Unable to participate
				I was greatly affected by the earthquake
				Lack of environment and resources
				My quality of life changed
				It should not be obligatory
				I need to try practical classes
Reports				

In Table 3, student views regarding the online education process after the earthquake are presented. Students express their opinions, stating that education should not be abandoned during this process, but they feel that the online education process has set them back in terms of knowledge. They also mention facing difficulties in the learning process and being affected by the earthquake. Students believe that the non-compulsory attendance in classes negatively affects the process, and they emphasize the need to try and practice practical classes.

Below is a sample excerpt from the participants' statements:

P5: "I absolutely can't focus. I seem to be at the last point to think about classes because I've been greatly affected by this earthquake, and my quality of life has changed a lot. For classes and education, there should be an environment and resources, and since I couldn't create these, I'm falling behind quite a bit, and I don't know what to do."

Table 4. Problems experienced by students after the earthquake

Name	Node Type	Name	Coded Words	Coded Text
Problems after the earthquake	Node	Students	45	Psychological problems Feeling unsettled Anxiety Lack of focus Surface-level examinations Classes turning into necessities Impact on our future plans Fear of experiencing the disaster again Social problems The effect continues Lack of a computer Inability to be productive on a mobile phone Educational problems Continued discussion of the earthquake Taking a toll on my well-being Lack of organization I am afraid
			Reports	

Table 4 provides information about the problems experienced by students after the earthquake. Students express that they faced problems in the areas of psychology, social life, education, and focus during this process. Additionally, students mention experiencing a lack of computers, still being affected by the process, having a lack of organization, and feeling afraid.

Below is a sample excerpt from the participants' statements:

P2: "The earthquake disaster we experienced affected all of us. And because of that, we couldn't adapt immediately. I still don't think we are functioning at our full capacity. The fact that attending classes and exams have become merely superficial requirements is a terrible situation for us, the students. This process directly impacts our future plans, and I believe it will pose challenges for me and many of my friends in the future."

Table 5. Differences between online education provided after Covid-19 and after the earthquake

Name	Node Type	Name	Coded Words	Coded Text
Process of pandemic and earthquake	Node	Students	27	Teachers are more informed. Greater participation in classes. The learning process remains the same. Easy internet access. More flexible. We are more aware. More fluent. Issues have been resolved. No grades. No information. No resources
			Reports	

Table 5 presents student views on the differences between online education provided after Covid-19 and after the earthquake. The majority of students (5 students) express that during this process, both teachers and students are more informed, and issues that were present during the Covid-19 period have been resolved. They also mention that theoretical classes are more fluent, and internet access is easier compared to the previous period. On the other hand, 2 students state that the two periods are similar, but they experienced various shortcomings in terms of resources, information, and course materials.

Below is a sample excerpt from the participants' statements:

P2: "Now that everyone knows about this process, internet connectivity and communication have become much easier."

Table 6. Graduation process after online education

Name	Node Type	Name	Coded Words	Coded Text
Process of graduation	Node	Students	23	Lack of self-confidence I have deficiencies in practical lessons I will gain experience in professional life It will be challenging I have many shortcomings I need to fill the gaps I need to improve myself I am reading books I am doing research
			Reports	

In Table 6, student opinions regarding the graduation process after online education are included. Students express their views stating that they particularly experience a lack of knowledge in practical lessons, lack self-confidence, feel the need to improve themselves, read books related to their field, and conduct research.

Below is a sample quote from one of the participants:

P6: "With just online education, I cannot consider myself fully competent, but I am trying to develop myself to be more conscious and not remain deficient after graduation. I am completing my studies by conducting relevant research and reading books about my department.

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Table 7. The ımpact of online education on academic exams

Name	Node Type	Name	Coded Words	Coded Text
Academic exams	Node	Students	18	Deficiency Negatively affecting I lack organization This process could have been turned into an advantage Time has been created to work My anxiety has increased I am evaluating by preparing for KPSS (Public Personnel Selection Exam)
Reports				

Table 7 includes student opinions on the impact of online education on academic exams. The majority of students (5 students) state that this process has negatively affected them, increased their anxiety, and revealed deficiencies in their academic exam preparation. On the other hand, 2 students express their views that having online classes provided them with an advantage, and they evaluated the process by preparing for the KPSS (Public Personnel Selection Exam).

Below is a sample quote from one of the participants:

P7: "Honestly, I don't have difficulties focusing on different things during the online education period. I can utilize the time I used to spend going to school and the free time I had at school by preparing for KPSS at home.

Table 8. Student opinions on managing the process

Name	Node Type	Name	Coded Words	Coded Text
Suggestions	Node	Students	29	Continuation of education Meeting the needs Scholarships Guesthouses Hotels Face-to-face education after the first ten days Practical training during the summer term Additional slots should have been opened Interns should have stayed in dormitories Practical classes should have been conducted via video conferencing
Reports				

Table 8 includes student opinions on managing the education process after the earthquake. Students express their views and suggestions that during this process, education should not be interrupted, needs should be met, scholarships should be provided to students, guesthouses and

hotels should be used for earthquake victims instead of evacuating dormitories, earthquake-affected students should be given the option to transfer to equivalent programs at other universities, and practical courses should focus more on hands-on training rather than theory.

Below is a sample quote from one of the participants:

P1: My suggestion is that education should definitely not be interrupted, and all possible facilities and assistance should be provided to students affected by the earthquake to meet their needs and facilitate their transfer to other schools. Earthquake victims should be given financial aid through scholarships to alleviate their burden and ensure uninterrupted continuation of their education. As for those residing in dormitories, guesthouses and hotels across the country could have been utilized, as the current capacity of dormitories is limited and not fully occupied by earthquake victims.

DISCUSSION AND CONCLUSION

When examining the effectiveness after the earthquake, students described the remote education process as unfair, expressing the need for physical infrastructure and stating that face-to-face education could be more beneficial than remote education. They also mentioned that the lessons lacked a lasting impact, particularly for students residing in the earthquake-affected regions, who faced challenges in attending classes. Additionally, the study found that individual study habits would increase, contributing to the ability to generate ideas. Regarding the online education process after the earthquake, students emphasized the importance of uninterrupted education and highlighted the setbacks in terms of knowledge and learning during online education. They expressed being negatively affected by the earthquake and stressed the need for more planned and comprehensive treatment of practical courses. Overall, the study indicates that students faced various challenges and suggested improvements for the educational process after the earthquake. If we touch upon the problems faced by students after the earthquake, they mention experiencing issues related to psychological well-being, social education, and focus. They also express the lack of technological equipment, such as computers, and state that the impact of the experience still continues, leaving them in a state of fear.

When asked about the differences between the Covid-19 period and the online education provided after the earthquake, students respond that both academics and students were more conscious and experienced during this period. They note that any potential disruptions that could arise during the Covid-19 period were resolved, theoretical classes were more fluid, and the sustainability of the online education system was more efficient. Regarding the opinions on

the graduation process after online education, students emphasize experiencing a lack of knowledge, particularly in practical courses. They mention that their self-confidence has diminished and they need to make efforts to improve themselves. Regarding the impact of online education on academic exams, the majority of students indicate negative effects. They report increased anxiety, which adversely affects their preparation for academic exams. In addition to these responses, a few others have expressed that preparing for academic exams could be easier and seen as an opportunity.

When examining the opinions of students regarding the management of the education process after the earthquake, they suggest that education should be conducted in-person, needs should be fully met, and especially earthquake-affected students should be provided with scholarship opportunities. Instead of evacuating state dormitories, alternative solutions should be explored, such as utilizing guesthouses, hotels, and other facilities. The possibility of earthquake-affected students continuing their education at other universities should be provided, and especially for practical courses, they recommend face-to-face classes rather than online alternatives. The context indicates that the students have varied opinions on how the post-earthquake education process should be managed, with some highlighting the challenges while others see potential opportunities for improvement.

There are many research studies in the literature related to distance education (Nayır 2020; Duman 2020; Yamamato & Altun 2023). Most of these studies have focused on the implementation of distance education, particularly during the Covid-19 period. It can be said that distance education is often preferred due to natural disasters and pandemics. When reviewing the literature, Krishan et al. (2021) emphasized that distance education was a necessity during the Covid-19 period and could provide benefits in various aspects. Similarly, in a study conducted on students in the Faculty of Sports Sciences during the Covid-19 period, Ünlü et al. (2021) suggested that distance education became a necessity due to any pandemic or natural disasters and proposed using mental imagery as a method for practical courses. Based on the findings of the current research, it can be stated that the suggested imagery method proposed by Ünlü et al. (2021) could be beneficial to address the deficiencies in the implementation of practical courses. When examining the results of the study conducted by Duman (2020), it was mentioned that a combined implementation of distance education and face-to-face education systems could have positive effects. In the research conducted by Sari and Nayır (2020), it was found that teachers faced problems with internet access during the distance education process, and there were challenges in terms of human resources, leading to

a lack of communication between teachers and students. Fidalgo et al. (2020) examined the perception of distance education among students in Ukraine, Portugal, and the United Arab Emirates. According to the results of this research, Ukrainian and Portuguese students had a more positive perception of distance education compared to students in the United Arab Emirates. However, they shared similar concerns about taking online courses, which were related to time management, language proficiency, and motivation. In the study conducted by Bergdahl and Nouri (2021), the distance education approach implemented in Sweden is examined. If we mention the results of the study; problem-solving has been planned through four themes. Firstly, school and teacher preparation are emphasized, aiming to program students' digital technology school policies and consider general data protection regulations. Others include strategies for transitioning to distance education, the effectiveness of distance learning centers during any crisis, and general experiences. The research conducted by Sindiani et al. (2020) aims to investigate the perception of medical students in Jordan regarding distance education. When examining the results of this research, it is concluded that face-to-face classes are preferred over online classes, and the infrastructure of distance education needs to be strengthened. In addition to the information available in the literature, it is relevant to mention the distance education systems of countries affected by earthquakes and natural disasters. Firstly, earthquakes and natural disasters in Japan are widely known. It is observed that Japan has turned more towards distance education, especially after the earthquakes and natural disasters since 2011 (Yamamato & Altun 2023). Another country at risk of experiencing disasters like earthquakes is the United States. The United States has been implementing distance education since 1994 and is carried out more systematically, especially in states at risk of earthquakes (Sumy et al. 2022; Yamamato & Altun 2023). Another study related to distance education after the February 6th, 2023 earthquake was conducted by Fıratlı-Türker (2023). When examining the results of this study, both positive and negative outcomes regarding distance education were obtained. The positive outcomes include the ability to catch up on missed classes, developing empathy and understanding, safeguarding human life, and the flexibility of class attendance. The negative outcomes encompass unpreparedness and alienation, feelings of anxiety, hasty behaviors, lack of socialization, and ineffectiveness of classes. Furthermore, when compared to the previous understanding of distance education, results indicated better preparedness, increased awareness, and a more robust infrastructure (Fıratlı, 2023). The outcomes of this study align with the findings of the current research.

Significant findings related to distance education have been examined. The results of the conducted studies generally show parallels with the findings of this current study. However, most of the studies in the literature were carried out during the Covid-19 period. The common point of these research results is that earthquakes and pandemics are declared as states of emergency. The current research evaluates the distance education system after the 6th February earthquake, which is considered the biggest disaster of the century in Turkey. According to the research results, there are statements suggesting that distance education is unfair and that it should be conducted face-to-face. This situation can be explained by the fact that students experienced a crisis due to spending their time with the distance education system during the Covid-19 period. Another noteworthy expression is about the need for practical courses to be more planned and realistic. This can be attributed to the fact that sports science faculty students are always involved in sports and constantly engaged in physical activities. Another important result is that both academics and students are more conscious and experienced during the online class process, and the online education system is more systematic compared to previous years in terms of sustainability. This result can be attributed to the experience gained from the online education system during the Covid-19 period. Thus, the implementation of the distance education system for the Faculty of Sports Sciences is an undeniable reality with its place and importance. Another purpose of this study is to contribute to and guide the implementation of the distance education system that can be applied after the next possible disasters. In this context, the recommendations to be presented by researchers in the studies to be carried out are of great importance. Generally, when examining the research results, it is suggested that continuing face-to-face education would be beneficial, providing easier access to classes for students in the earthquake-affected areas, maintaining practical courses through face-to-face education, acknowledging that students experience psychological and social difficulties, noting that the distance education system implemented after the earthquake was more systematic and experienced compared to the Covid-19 period, and obtaining results indicating the possibility for earthquake-affected students to pursue education at different universities.

Recommendations

Considering the results obtained in the study, it is important to offer some recommendations:

It is recommended that the distance education system should implement theoretical courses online, while practical courses should be conducted face-to-face or in a more realistic environment.

For more efficient operation of practical courses in the Faculty of Sports Sciences, collaboration between the Higher Education Council and the Ministry of Youth and Sports would be beneficial.

Students in the Faculty of Sports Sciences should seek support from coaches working under the Ministry of Youth and Sports in their respective cities or districts to enhance the understanding and effectiveness of practical courses.

In the aftermath of the next earthquake or potential natural disasters, the Higher Education Council should take necessary plans and measures (such as further strengthening the distance education system).

Universities located in the designated earthquake zones should strengthen their physical infrastructure. Moreover, it is essential to identify pilot universities in those regions where students can continue their education in the event of any earthquake or natural disaster.

Organizing training sessions and seminars on distance education for academic staff and students across universities would be beneficial.

Strategies should be developed to ensure that the distance education system, which plays a significant role in the development of the modern world and the formation of knowledge societies, is always ready and up-to-date.

Continuing one or two courses in universities through distance education implementation will prepare students for the distance education system in case of any emergencies.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Gelişmişlik düzeyi yüksek olan toplumların ve devletlerin yenileşme hareketlerine büyük önem vermektedirler. Bu yenileşme tutumu eğitim hizmetinde de yerini almıştır. Yenilikçi ve gelişmiş toplumlarda bireylerin kendi ilgi ve yeteneklerine yönelik eğitim almaları sıradan bir durum haline geldiği söylenebilir. Fakat, her bireyin tam istediği gibi eğitim hizmeti olmayabilmektedir. Bireylerin eğitim hizmetinden yeterince yararlanmaması yönünde bazı sorunlar ortaya çıkabilmektedir. Bu sorunların çözümü hususunda birçok uygulama geliştirilmiş ve çözüm önerileri sunulmuştur. Bunlardan birisi de uzaktan eğitim uygulamasıdır. Uzaktan eğitim uygulaması dünya genelinde özellikle Covid-19 salgını sürecinde yaygınlığını göstermiştir. Bu süreçte eğitim sistemi herkese eşit fırsatta ve eğitimin sürdürülmesi açısından büyük önem taşımaktaydı. Uzaktan eğitim uygulaması teknolojinin eğitim süreci ile etkileşiminden bu yana varlığını sürdürmüştür. Uzaktan eğitimin birçok yönden avantajları bulunmaktadır. Eğitim fırsat eşitliği ilkesini gerçekleştirmek, yaşam boyu öğrenme olanağı ve uygun

maliyetli bir şekilde gerçekleştirme imkanları vardır (Alkan 1998). Bunların yanında uzaktan eğitim birtakım nedenlerden (yaş, hastalık, doğal afetler vb.) dolayı yüz yüze eğitimin yerine de kullanma imkanını ortaya çıkarıyor (Balaman & Tiryaki 2021). Mevcut araştırma konusu olan 6 Şubat Türkiye depreminden sonraki online eğitim anlayışının öğrenciler tarafından değerlendirilmesi önemli olacaktır. Bunun yanında araştırmanın örneklem grubunun daha önce Covid-19 salgını döneminde de uzaktan eğitim sürecinde öğrenim görmeleri, araştırma sonuçlarına katkı sağlayacaktır. Böylece hem daha önce uzaktan eğitim noktasındaki tecrübeden yararlanılıp veya yararlanılmadığı hem de deprem afetinden sonraki uzaktan eğitim anlayışının durumu tespit edilecektir.

YÖNTEM

Araştırmada, 6 Şubat Türkiye depreminden sonraki online eğitim anlayışının incelenmesi amacıyla nitel araştırma yöntemlerinden yararlanılmıştır. Çalışma nitel araştırma yönetiminin bir çeşidi olan fenomonoloji deseni kullanılmıştır (Lopez & Wills, 2004). Betimleyici fenomonoloji bilinen şeyin ne olduğunu ortaya çıkarmaktadır (Reiners, 2012). Bu çalışmada spor bilimleri fakültesinde öğrenim gören öğrencilerin görüşleri belirli temalar ile kategorize edilmiştir. Deprem felaketinden sonraki uzaktan eğitim anlayışını nasıl yorumladıkları ve bu sürecin kendileri için hangi anlama geldiği noktasında detaylı bir sonuç elde edilmeye çalışılmıştır. Çalışmanın evrenini Türkiye'de eğitim gören üniversite öğrencileri oluşturmakta olup, örneklem grubu ise Ordu Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören 7 öğrenci kapsamındadır. Çalışmada örneklem grubu ölçüt örneklem yöntemi ile belirlenmiştir. Çalışmada araştırmacı Çakıcı (2023), tarafından hazırlanan yarı yapılandırılmış görüşme formları ile yüz yüze görüşmeler sağlanmıştır. Öğrenciler ile gerçekleştirilen görüşmelerde veri kaybına sebebiyet vermemek için görüşmeler ses kaydına alınmıştır. Elde edilen ses kayıtlarının yazıya dökümü gerçekleştirilmiştir. Yazıya aktarılan veriler Nvivo programında betimsel analiz yöntemi ile çözümlenmiştir. Verilerin çözümlenmesi sonucunda kod listesi uygun temalara atanmıştır. Kod listesindeki uyuşma oranını tespit etmek amacıyla üç uzmandan oluşan bir ekip oluşturulmuştur. Kodlama sürecinde aynı işaretlemeler görüş birliği farklı olan işaretlemeler ise görüş ayrılığı olarak belirlenmiştir. Güvenirlik hesaplaması "görüş birliği/görüş birliği + görüş ayrılığı x 100" formülüyle hesaplanmış olup, güvenirlik oranının %87 olduğu belirlenmiştir. Genellikle bu hesaplamada %70 oranı yeterli görülmektedir (Miles and Huberman, 1994).

BULGULAR

Çalışmada deprem sonrası verim alabilmeleri, öğrencilerin yaşanan uzaktan eğitim sürecini bir haksızlık olarak nitelendirdiklerini, fiziki yapıya ihtiyaç duyulduğunu, uzaktan eğitimden ziyade yüz yüze eğitimin daha faydalı olabileceğini, derslerin kalıcı bir yönü olmadığını, özellikle deprem bölgesinde yaşayan öğrencilerin derslere katılım sağlamada zorluklar yaşadığını ve bunların yanında bireysel çalışma alışkanlığının artacağına ve fikir üretebilme özelliğinin kazanılmasına katkı sağladığı sonuçlar ortaya çıkmıştır.

TARTIŞMA VE SONUÇ

Deprem sonrası online eğitim sürecinde, öğrenciler tarafından eğitimin aksamaması gerektiği, online eğitimin bilgi anlamında gerileme ve öğrenme açısından zorluk çekildiği, depremden olumsuz bir şekilde etkilendiklerini, özellikle uygulamalı derslerin daha planlı ve pratik yönünden daha kapsamlı işlenmesi gerektiğine yönelik cevaplar alınmıştır. Deprem sonrası öğrencilerin yaşadıkları sorunlara değinilecek olunursa, öğrenciler psikolojik, sosyal eğitim ve odaklanma gibi problemler yaşadıklarını, bilgisayar gibi teknolojik teçhizatların eksikliğini ve yaşadıkları sürecin etkisinin devam ederek halen korku içinde olduklarını ifade etmektedirler. Covid -19 dönemi ve deprem sonrası verilen online eğitimin arasındaki farklılıklarına ilişkin soruya göre, öğrenciler bu süreçte hem akademisyenlerin hem de öğrencilerin daha bilinçli ve tecrübeli olduğunu, Covid-19 dönemine göre oluşabilecek aksaklıkların çözüldüğüne, teorik derslerin daha akıcı olduğuna ve online eğitim sisteminin sürdürülebilmesinin daha hızlı olduğu yönünde görüşler bildirmektedirler. Online eğitim sonrası mezuniyet sürecine ilişkin görüşler incelendiğinde ise, öğrenciler özellikle uygulamalı dersler noktasında bilgi eksikliği yaşadıklarını, özgüvenlerinin eksildiğini ve kendilerini geliştirmek için çaba göstermeleri gerektiğine vurgu yapmışlardır. Online eğitimin akademik sınavlara etkisine ilişkin cevaplara göre, öğrencilerin çoğu olumsuz etkilendiklerini, kaygılarının daha da arttığı ve bu durumun akademik sınavlarına hazırlık aşamasında olumsuz etki yarattığı sonucuna varılmıştır. Bu cevapların yanında az da olsa diğerleri ise akademik sınavlara hazırlanmanın daha kolay olacağına ve bunun fırsata çevrilebileceği yönünde ifade etmişlerdir. Deprem sonrası eğitim sürecinin yönetilmesi ile ilgili öğrencilerin görüşleri incelendiğinde, eğitimin yüz yüze yapılması gerektiğine, ihtiyaçların tamamen giderilmesi ve özellikle depremzede öğrencilere burs imkanının verilmesine, devlet yurtlarının boşaltılmasından ziyade daha farklı çözüm yolları aranmalı ve misafirhane, otel vb. gibi imkanların değerlendirilmesine, depremzede öğrencilerin diğer üniversitelerde de eğitim hayatına devam edilme imkanının sağlanmasına ve özellikle uygulamalı derslerin online olarak değil, yüz yüze yapılmasına yönelik görüş ve öneriler sundukları görülmektedir.

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Fikir ve Kavramsal Örgü *Idea or Notion*	Araştırma hipotezini veya fikrini oluşturmak *Form the research hypothesis or idea*	Hacı Ali ÇAKICI Yilmaz AKSOY
Tasarım *Design*	Yöntem ve araştırma desenini tasarlamak *To design the method and research design.*	Yilmaz AKSOY Hacı Ali ÇAKICI
Literatür Tarama *Literature Review*	Çalışma için gerekli literatürü taramak *Review the literature required for the study*	Yilmaz AKSOY Hacı Ali ÇAKICI
Veri Toplama ve İşleme *Data Collecting and Processing*	Verileri toplamak, düzenlemek ve raporlaştırmak *Collecting, organizing and reporting data*	Hacı Ali ÇAKICI Yilmaz AKSOY
Tartışma ve Yorum *Discussion and Commentary*	Elde edilen bulguların değerlendirilmesi *Evaluation of the obtained finding*	Hacı Ali ÇAKICI Yilmaz AKSOY

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