




Turan, R. (2022). Online history lessons conducted during the emergency remote teaching process in Turkey: A review of teachers' opinions. *International Online Journal of Education and Teaching (IOJET)*, 9(4). 1875-1899.

Received : 17.06.2022
Revised version received : 13.09.2022
Accepted : 15.09.2022

ONLINE HISTORY LESSONS CONDUCTED DURING THE EMERGENCY REMOTE TEACHING PROCESS IN TURKEY: A REVIEW OF TEACHERS' OPINIONS

(Review study)

Refik Turan  0000-0001-8369-800X

Aksaray University, Turkey

refikturan@aksaray.edu.tr

Biodata:

Refik Turan is an Associate Professor at Aksaray University, Faculty of Education in Aksaray, Turkey. His research area is History education.

Copyright © 2014 by International Online Journal of Education and Teaching (IOJET). ISSN: 2148-225X.

Material published and so copyrighted may not be published elsewhere without written permission of IOJET.

ONLINE HISTORY LESSONS CONDUCTED DURING THE EMERGENCY REMOTE TEACHING PROCESS IN TURKEY: A REVIEW OF TEACHERS' OPINIONS

Refik Turan

refikturan@aksaray.edu.tr

Abstract

The study aims to examine the online history course design practices and approaches of history teachers in the emergency remote teaching process in Turkey during the COVID 19 global epidemic. In the study survey method is used based on qualitative data obtained via opinions of the teachers. The participants were composed of randomly selected 44 history teachers in state high schools in Aksaray. The data were collected via a semi structured interview form developed by the researcher. The obtained data were analyzed through nonparametric descriptive tests such as frequency and percentage as well as direct quotations of the teachers. The results have revealed that history teachers mostly conduct their online history lessons through ZOOM and EBA digital platforms, and they try to implement the teaching methods and techniques, tools and materials and activities that they use during face-to-face education in these lessons. The results of the research also reveal that history teachers use the textbooks prepared for face-to-face education as basic education materials in the emergency remote teaching process, give homework to the students as much as possible and follow up, and try to implement different assessment and evaluation activities. While the participating history teachers find the online history lessons generally useful, they see the low student interest and participation in the lessons as the most important problem. It is suggested that different dimensions of distance education should also be examined the in line with the opinions of teachers and students.

Keywords: Emergency remote teaching, online history lessons, COVID 19, distance learning

1. Introduction

China's reporting a mysterious respiratory disease of unknown origin to the World Health Organization on December 31, 2019, was also marked as the beginning of an important process that would deeply affect world history. The World Health Organization (WHO) defined this disease as COVID 19 on February 11, 2020, and accepted and declared this disease as a global epidemic on March 11, 2020 (WHO, 2020). This unexpected development prompted countries to take measures to minimize the rate of transmission of this rapidly spreading disease. The series of measures implemented in a wide area, from the limitation of land and air transportation between countries to quarantine practices, has led to multifaceted and devastating effects on both global relations and individual and social life (Fisher et al., 2020; UN, 2020; UNESCO, 2020).

As of March 2020, many countries closed their schools in order to prevent the spread of the epidemic, and sought alternative channels to continue their education and training activities, and mostly preferred to create emergency remote teaching systems. In this context, schools in 150 countries were closed completely in March, while 10 countries closed partially, and by

April, 188 countries around the world closed their schools and tried to continue their education activities in the form of distance education by using different technologies such as internet, TV and radio (Anderson, 2020; UNICEF, 2020). Naturally, as an emergency response to the global epidemic crisis, these distance education activities, which are carried out with the technology, digital knowledge and skills that are not very sufficient, have the feature of shifting the normal teaching presentations to an alternative channel (Hodges et al., 2020). In the literature it is called Emergency Remote Teaching (ERT) (Bozkurt and Sharma, 2020; Golden, 2020; Hodges et al., 2020). Due to the COVID 19 global epidemic, the significant transfer of education to the digital environment has adversely affected especially the disadvantaged segments, and the inequalities that already exist in access to education have deepened due to digital inequalities, leading to dropouts or dropouts. As a result, the global epidemic negatively affected more than 1.5 billion students from all age groups worldwide, which means approximately 90% of all students in the world (Beaunoyer et al., 2020; Bozkurt and Sharma, 2020; OECD, 2020; UNICEF, 2020).

As of March 2020, many countries closed their schools in order to prevent the spread of the epidemic, and sought alternative channels to continue their education and training activities, and mostly preferred to create emergency remote teaching systems. In this context, schools in 150 countries were closed completely in March, while 10 countries closed partially, and by April, 188 countries around the world closed their schools and tried to continue their education activities in the form of distance education by using different technologies such as internet, TV and radio (Anderson, 2020; UNICEF, 2020). Naturally, as an emergency response to the global epidemic crisis, these distance education activities, which are carried out with the technology, digital knowledge and skills that are not very sufficient, have the feature of shifting the normal teaching presentations to an alternative channel (Hodges et al., 2020) in the literature. Teaching- ERT) (Bozkurt and Sharma, 2020; Golden, 2020; Hodges et al., 2020; 2020). Due to the COVID 19 global epidemic, the significant transfer of education to the digital environment has adversely affected especially the disadvantaged segments, and the inequalities that already exist in access to education have deepened due to digital inequalities, leading to dropouts or dropouts. As a result, the global epidemic negatively affected more than 1.5 billion students from all age groups worldwide, which means approximately 90% of all students in the world (Beaunoyer et al., 2020; Bozkurt and Sharma, 2020; OECD, 2020; UNICEF, 2020).

In Turkey, a number of steps have been taken to reduce social mobility, similar to the measures taken in other countries, in order to minimize the spread and deadly effect of the COVID-19 global epidemic. In this context, all educational institutions were suspended on March 16, 2020, and as of March 23, it was decided to continue education and training activities in the form of distance education. The Ministry of National Education (MEB) has announced that the courses will be structured and broadcast over the Education Informatics Network (EBA) or through the Turkish Radio and Television Corporation (TRT) channels. In this process, while trying to enrich the content of EBA, on the other hand, three different television channels (TRT EBA) that will broadcast for primary, secondary and high school students have been activated for the benefit of students who cannot access online courses. In addition, as of April 13, the Ministry of National Education launched the EBA Live Lesson Platform, allowing online classes to be held on this platform gradually at all grade levels (MEB, 2020a). Since the negative effects of digital inequalities on access to education are deeply felt in Turkey as in other countries, students were provided with monthly free internet identification and technological device support in order to prevent this situation (MEB, 2021a). In the 2019-2020 and 2020-2021 academic years, when distance education is maintained due to the global epidemic, the Ministry of National Education has made arrangements to prevent repetitions due to absenteeism and course failure in order to prevent students from dropping out of school

completely (MEB, 2021b). As a result, the distance education process, which started on March 23, 2020 in Turkey, continued until the on-site decision was implemented on March 2, 2021. During this period, even the 1st grades, which is the class level where the schools are open the most, could only receive face-to-face education in 15 school days out of 175 school days (TEDMEM, 2021).

In Turkey, a compulsory and systematic history course is taught at every grade level in high schools, and there are also elective history courses at different grade levels. In the emergency remote teaching process, history lessons, like the lessons taught at other school levels, were mainly carried out in the form of online lessons.

The aim of this research is to reveal the practices and approaches of history teachers working in public high schools in Aksaray, regarding the course designs in the online history lessons during the emergency remote teaching process. Therefore, the main question of the research is formulated as “*What are the online history course design practices and approaches of history teachers in the emergency remote teaching process in Turkey during the COVID 19 global epidemic?*”

2. Method

2.1. Research design

In the research, the survey method based on qualitative data via interview was adopted in order to find the answer to the main question of the research. Interviewing is a mutual and interactive communication process based on questions and answers, which is predetermined for a serious purpose (Stewart & Cash, 1985).

2.2. Participants

The universe of the research consisted of history teachers working in different types of state high schools in Aksaray, and the participants consisted of 44 history teachers determined by random sampling from this universe. The demographic information of the participants is given in Table 1 below.

Table 1. Demographic information of the participants

		F	%
Gender	Female	14	31,8
	Male	30	68,2
School type they teach	Anatolian High School	20	45,5
	Anatolian Vocational and Technical High School	11	25,0
	Anatolian Imam Hatip High School	8	18,2
	Social Sciences High School	2	4,5
	Science High School	1	2,3
	Other	2	4,5
Year of teaching experience	1-5 years	2	4,5
	6-10 years	4	9,1
	11-15 years	5	11,4
	16-20 years	7	15,9
	21-25 years	14	31,8
	26-30 years	11	25,0
	31 and 31+ years	1	2,3
TOTAL		44	%100

As seen in Table 1, 14 (31.8%) of the 44 participants are female and 30 (68.2%) are male. When the distribution of the study group to the types of schools they work in is examined, 20

(45.5%) are in Anatolian High School, 2 (4.5%) in Social Sciences High School, 1 (2.3%) in Science High School, 11 (25.0%) in Anatolian Vocational and Technical High School. It is understood that 8 (18.2%) of them worked in Anatolian Imam Hatip High School, 1 (2.3%) in Science High School, 2 (4.5%) in other school types.

Considering the distribution of history teachers in the study group in terms of professional teaching experience, the number of those with 1-5 years of teaching experience is 2 (4.5%), the number of those with 6-10 years of teaching experience is 4 (9.1%), the number of those with 11-15 years of teaching experience is 5 (11.4%), the number of people with a teaching experience of 16-20 years is 7 (15.9%), the number of people with a teaching experience of 26-30 years is 11 (25.0%), and the number of people with a teaching experience of 31 years or more is 1 (2.3%).

2.3. Data collection instrument and the analysis of the data

An interview form developed by the researcher based on the relevant literature and scientific research principles was used in order to determine the practices and approaches related to course design in the online history lessons applied by history teachers in the emergency remote teaching process. The main dimensions of the interview; preparation of the interview form, testing it, organizing the interviews, making the preparations and realizing the interview (Yıldırım & Şimşek, 2003). In this study, the data collection instrument was prepared as a semi-structured interview form upon reviews of two researchers who were experts in the subject, and then it was piloted with three history teachers. After the instrument was given its final shape in line with the opinions of the relevant experts and the results of the pilot application, the implementation phase was started.

The obtained data were analyzed using some nonparametric descriptive statistical tests such as frequency and percentage, as well as direct quotations of the teachers.

2.4. Ethics and implementation

The study plan and the data collection instrument were presented to the Aksaray University Human Research Ethics Committee and were approved by the Board's decision dated 18.12.2020 and numbered 2020/13-105. The application of the data collection tool to history teachers working in public high schools in Aksaray on a voluntary basis was approved with the approval of Aksaray Provincial Directorate of National Education dated 09.4.2021 and numbered 23929151.

The data collection tool was administered between the dates of April-May 2021. Before the application, explanations were provided for the teachers participating in the research about the research topic and filling out the data collection tool. They were also informed that the data to be obtained in the research would only be used for scientific purposes and that personal information and collected data would be kept confidential not shared with any persons or institutions.

3. Findings

In this section, the findings obtained as a result of the research were evaluated under the categories of "History teachers' practices on online history lesson design" and "History teachers' evaluations on the online history teaching process" and the themes determined in accordance with these categories.

3.1. Practices of History Teachers on Online History Lesson Design

3.1.1. General practices of history teachers regarding online history lessons

Under this theme, history teachers' responses to online history lessons, the digital platforms they use, their thoughts on lesson times, and students' attitudes towards microphone and camera use during the lesson are included. Responses of the participants on the aforementioned issues are shown in the table below.

Table 2. General Attitudes and Practices of History Teachers towards Online History Lessons

		F	%
Frequency on online classes	Always	38	86.4
	Sometimes	6	13.6
Digital platforms of online classes	ZOOM and EBA	32	72.7
	EBA	9	20.4
	ZOOM	2	4.6
	EBA-ZOOM-TEAMLINK	1	2.3
Opinions about 30-minute online classes	Enough	27	61.4
	Partly enough	1	2.3
	Not enough	14	31.8
	I have no idea	2	4.5
Implementations of students' use of microphone during online classes	Muted	12	27.3
	Unmuted	12	27.3
	Unmuted while speaking	9	20.4
	Optional	11	25.0
Implementations of students' use of camera during online classes	On	4	9.1
	Off	28	63.6
	On when needed	1	2.3
	Optional	11	25.0

When Table 2 is examined, it is understood that 38 (86.4%) of the history teachers who participated in the research gave online history lessons completely, and 6 (13.6%) from time to time during the emergency remote teaching process.

While 32 (72.7%) of the participants took their online history lessons through ZOOM and EBA digital platforms, 9 (20.4%) only EBA, 2 (4.6%) only ZOOM, 1 (2.3%) ZOOM, EBA, and via TEAMLINK.

Twenty-seven (61.4%) of the participants found the 30-minute online course time determined by the Ministry of National Education for each course hour sufficient, 1 (2.3%) partially sufficient, and 14 (31.8%) insufficient. 2 (4.5%) teachers stated that they had no idea.

Twelve (27.3%) of the participants stated that students had their microphones turned on, 12 (27.3%) turned off, 9 (20.4%) turned on while speaking, 11 (25.0%) left the choice to students. 4 (9.1%) of the teachers stated that they allowed the student cameras to be on, 28 (63.6%) closed, 1 (2.3%) allowed them to be turned on when necessary, and 11 (25%) left the choice to the students.

The response of one teacher, who gave positive and negative opinions about the online course duration, is as follows:

“30 minutes is sufficient because the longer the time, the more distractions occur, which naturally reduces efficiency.” (T.3)

“At the beginning of the lesson, I devote 15 minutes to this activity in order to focus the attention of the students on the lessons, but I find the lesson time short. I think the ideal live lesson time should be 40 minutes.” (T.43).

Here are some sample statements about the participants' practices regarding students' preferences for using microphones and cameras in online history lessons:

“The camera is on demand (they don't usually turn it on), the microphone is always on. But since I have many students living in a house with a stove in the winter, they often turn off the sound during the winter, or they only turn it up when they ask a question. I did not interfere.” (T.8)

“My students' cameras are turned off. I don't want my students to turn off their microphones unless it is very necessary because it is very important for me that my students are always in the lesson, ask any question they want in a timely manner or contribute to the lesson. In short, I like the student who speaks.” (T.27).

“Usually the microphone is on, the camera is off. I also like to have the cameras on.” (T.2)

“I don't prefer them to open their cameras, they have microphone permission, anyone can open it.” (T.21)

3.1.2. Utilization of teaching methods and techniques in online history lessons

The answers of the history teachers who participated in the research regarding the teaching methods and techniques they used in the online history lessons during the emergency remote teaching process are shown in the table below.

Table 3. Teaching Methods and Techniques Used by History Teachers in Online Lessons

Method and Techniques	F	%
Question-Answer	32	72.7
Essay	31	70.5
Presentation/ Slide Presentation	7	17.6
Solving Test questions/ Having someone else solve the questions	6	13.6
Brainstorming	5	11.4
Discussion	4	9.1
Problem solving	2	4.5
Case study method	2	4.5
Note taking	2	4.5
Simulation	1	2.3
Conversation ring	1	2.3
Concept mapping	1	2.3
Dramatization	1	2.3
Who am I?	1	2.3

As seen in Table 3, 32 (72.7%) of the participants used question-answer in online history lessons, 31 (70.5%) lectures, 7 (17.6%) presentations/slides, 6 (13.6%) solving test questions, 5 (11.4%) brainstorming and 4 (9.1%) discussion methods. Participant responses also included problem solving, case studies and note-taking methods, and techniques by 2; simulation, conversation ring, concept mapping, dramatization, and who am I?

Some of the answers given by the participants about the teaching methods and techniques they use in online history lessons are as follows:

“I mostly prefer the way of presentation. However, while applying this, I try to prevent the student from being passive in my lessons by using many elements such as question-answer activities and puzzles.” (T.27)

“I use a teacher-centered method to use time efficiently. I also include question-answer and summarization techniques.” (T.35)

3.1.3. Use of tools and materials in online history lessons

The answers of history teachers regarding the use of tools and materials in online lessons are shown in the table below.

Table 4. History Teachers' Utilization of Tools and Materials in Online History Lessons

		f	%
Utilization of tools and materials in online history lessons	Yes, I do.	41	93.2
	No, I don't.	3	6.8
Utilized tools and materials	Map	18	41.0
	Video	16	36.4
	Visuals	14	31.8
	Slides/ Presentation	7	15.9
	Web 2 tools	5	11.4
	Photograph	2	4.5
	Interactive books	1	2.3
	Achievement tests	1	2.3
	EBA documents	1	2.3

As seen in Table 4, 41 (93.2%) of the participants used various tools and materials in online history lessons, while 3 (6.8%) did not. 18 (41.0%) of the teachers were maps, 16 (36.4%) were videos, 14 (31.8%) were various visuals, 7 (15.9%) were slides/presentations, 5 (11.4%) were web 2.0 tools, 2 (4.5%) used photographs, 1 (2.3%) interactive books, 1 (2.3%) achievement tests and 1 (2.3%) EBA documents.

Some of the responses of the participants regarding the use of tools and materials in online history lessons are as follows:

"I constantly use maps, photos and shapes, I recommend videos. Because time is short." (T.14).

"Yes I'm using. I use at least two materials in every lesson, provided that I change the materials from time to time. While I use maps and images in every lesson, I sometimes add video and web tools to these tools. In other words, I am planning a variable material from subject to subject. This practice of mine can sometimes vary according to grade levels." (T.27).

"I cannot use it much due to lack of time" (T.16)

3.1.4. Activity application status in online history lessons

The answers of history teachers about the application of activities in online history lessons are shown in the table below.

Table 5. Activity Application Situations of History Teachers in Online History Lessons

		F	%
Activity Application in Online History Lessons	Yes, I do.	22	50.0
	No, I don't.	15	34.1
	I have no idea.	4	9.1
Activities in Online History Lessons	Question-Answer	5	11.4
	Multiple choice tests	5	11.4
	Puzzles	2	4.5
	Dramatization	2	4.5
	Finding in a map	2	4.5
	Homework	2	4.5
	Fill in blanks	1	2.3
	Activities in course books	1	2.3
	Concept matching	1	2.3
	Comments on visuals	1	2.3
	Competitions	1	2.3
	Who/What/Where am I?	1	2.3

As seen in Table 5, 22 (50.0%) of the participants stated that they applied various activities in online history lessons, 15 (34.1%) stated that they did not implement the activity, and 4 (9.1%) stated that they had no idea.

Question-answer activity and multiple choice question solution 5 each (11.4%), puzzle filling, animation, finding a place from the map and homework activities 2 (4.5%), filling the gap, activities in the textbook, concept matching, comments on visuals, competitions and who/what/where am I? It is understood that 1 (2.3%) teacher implements the activities.

Some of the responses of the participants regarding the activities they implemented in the online courses are as follows:

“I do a question-and-answer activity at the end of the topic and in between, as well as a live multiple choice test activity at the end of the unit.” (T.2)

“I use the activities very often in order to attract the attention of the students, I can say the animation activity. I try to do other activities through video.” (T.43).

“I can't apply. Problems in time management and the difficulty of organizing students simultaneously make it difficult for me to do activities.” (T.27).

3.1.5. Utilization of textbooks and other supplementary materials in online history lessons

The answers of the history teachers who participated in the research regarding the use of history textbooks in the online history lesson application process and the situations of suggesting supplementary source materials other than the textbook are shown in the table below.

Table 6. History Teachers' Utilization of Textbooks and Other Supplementary Materials in Online History Lessons

		F	%
Utilization of Textbooks in Online History Lessons	Yes, I do.	43	97.7
	No, I don't.	1	2.3
	No response.	2	4.5
Satisfaction degree about the Textbooks in Online History	Enough	16	36.4
	Partly enough	5	11.4
	Not enough	21	47.7
	No response	2	4.5
Recommendation Other Supplementary Materials in Online History Lessons	Yes, I do.	29	65.9
	No, I don't.	13	29.5
	No response.	2	4.5
Recommended Supplementary Materials in Online History Lessons	Item bank/ test books	14	31.8
	Supplementary books with subject explanations	6	13.6
	Scientific and academic books	5	11.4
	History novels	2	4.5
	Documentary films	2	4.5
	Some supplementary source books developed by the Ministry of Education	2	4.5
	Encyclopedias	1	2.3
	EBA achievement tests	1	2.3

As seen in Table 6, 43 (97.7%) of the participants stated that they used history textbooks in online history lessons, 1 (2.3%) did not; 2 (4.5%) did not answer this question. While 16 (36.4%) of the participants found the history textbooks sufficient in terms of online courses, 5 (11.4%) partially sufficient, 21 (47.7%) insufficient, 2 (4.5%) participants left this question unanswered.

Twenty-nine (65.9%) of the participants stated that they recommended other supplementary resources other than the textbook, and 13 (29.5%) did not; 2 (4.5%) of them left this question unanswered.

Question bank/test book 14 (31.8%) comes first among the resource materials that the participants recommend to students, apart from the textbook; This is followed by narrative supplementary source books 6 (13.6%), scientific and academic books 5 (11.4%), historical novels, documentary films, various supplementary materials prepared by the Ministry of National Education 2 (4.5%), encyclopedia and EBA achievement tests 1, respectively. each (2.3%).

3.1.6. Status of assigning students' homework in online history lessons

The answers given by history teachers to the questions about giving homework in online history lessons are shown in the table below.

Table 7. Homework Status of History Teachers in the Online History Lesson Process

		F	%
Homework Status in the Online History Lesson Process	I give homework	38	86.4
	I don't give homework	5	11.4
	No answer	1	2.3
Frequency of homework	Often	1	2.3
	Every week	10	22.7
	Biweekly	1	2.3
	Once in a month	1	2.3
	Rarely	2	4.5
Methods of homework tracking	via the EBA system	13	29.5
	Via WhatsApp app	4	9.1
	By checking/testing during the lesson	3	6.8
	via e-mail	2	4.5
	Telegram	1	2.3
	class social sharing group	1	1.1
Types of homework assigned by history teachers	Question solution assignment (Unit evaluation questions, achievement tests, etc.)	14	31.8
	Sending events and questions via EBA	3	6.8
	Writing the topics covered in the lessons in the notebook	2	4.5
	Subject explanation	2	4.5
	Repetition	1	2.3
	Summarizing	1	2.3
	Reading from the textbook	1	2.3
	Watching videos from EBA	1	2.3
	Various research assignments	1	2.3

As seen in Table 7, 38 (86.4%) of the participants stated that they gave homework to students during the distance history teaching process, 5 (11.4%) stated that they did not give homework, and 1 (2.3%) participant left this question unanswered. 1 (2.2%) of the participants frequently, 10 (22.7%) every week, 1 (2.3%) every other week, 1 (2.3%) once a month, 2 (4.5%) stated that they gave homework rarely.

13 (29.5%) of the participants check their homework via the EBA system, 4 (9.1%) via WhatsApp application, 3 (6.8%) checking/testing during the lesson, 2 (4.5%) via e-mail, 1 (2.3%) teacher stated that he did it through Telegram and classroom social sharing group.

When the table is examined, 14 (31.8%) of the participants have question-solving assignments (unit evaluation questions, achievement tests, etc.) in online history lessons, 3 (6.8%) send activities and questions via the EBA system, 2 (31.8%) It is understood that writing

the topics covered in the lessons in a notebook, 2 (4.5%) lectures, 1 (2.3%) participants give assignments in the style of repetition, summarizing, reading from the textbook, watching videos from EBA and researching various subjects.

Some of the responses of the participants regarding their homework assignments are as follows:

“Every week I give summary preparation and multiple choice question solving assignments. I get them to send it to my e-mail address and I check it.” (T.2)

“I think homework should be absolutely necessary, and I usually give students research topics. At the beginning of the lesson, they share these topics with their friends.” (T.43).

“I rarely give homework. I get feedback from our social networking group.” (T.10).

“I don't give homework, I want them to take lecture notes on the subject and repeat it.” (T.37)

3.1.7. Testing and assessment practices in online history lessons

The answers of history teachers about testing and assessment practices in online history lessons are shown in the table below.

Table 8. Testing and Assessment Practices of History Teachers in Online History Lessons

		F	%
The situation of taking exams in online history lessons other than the face-to-face exams determined by the Ministry of National Education.	Yes I do exams	12	27.3
	No I don't do exams	31	70.5
	No answer	1	2.3
Testing and assessment techniques used in online history lessons	Evaluation with multiple choice tests / subject-achievement tests	5	11.4
	In the form of a question and answer	3	6.8
	Class participation / performance evaluation	3	6.8

As seen in Table 8, 12 of the participants (27.3%) stated that they applied testing and assessment activities in the online history lesson implementation process, other than the face-to-face exams conducted according to the principles determined by the Ministry of National Education, while 31 (70.5%) did not apply any measurement and evaluation activities. stated. 1 (2.3%) participant left this question unanswered.

Considering the measurement and evaluation activities used in online history lessons, 5 (11.4%) of the participants had multiple choice tests / subject acquisition tests, 3 (6.8%) question-answer, 3 (6.8%) class participation status / performance evaluation. appear to be using the techniques.

Some of the responses of the participants on the subject are as follows:

“We do tests in class. I give time, each student takes notes of their answers and then we solve it together.” (T.8)

“I don't do exams except for regular common exams.” (T.2)

“I don't do exams, but I measure the overall success of students by solving formative exam questions.” (T.40).

“We did not do test. We evaluated according to students' participation.” (T.41)

3.2 History Teachers' Evaluations of the Online History Teaching Process

3.2.1 Views on student interest and participation levels in online history lessons

The opinions of history teachers about the level of interest and participation of students in online history lessons are shown in the table below.

Table 9. Views of History Teachers on Students' Levels of Interest and Participation in Online History Lessons

		f	%
Students' level of interest and participation in online history lessons	Sufficient	6	13.6
	Insufficient	37	84.1
	No answer	1	2.3
Reasons for low student interest and participation in online history lessons	Difficulties in accessing the Internet	11	25.0
	Technological device and infrastructure deficiencies	10	22.7
	Attendance to classes is not compulsory	10	22.7
	Lack of motivation and attention deficit	4	9.1
	Believing that they will pass the class in any condition	3	6.8
	Financial impossibilities	3	6.8
	Their indifference	3	6.8
	Having to work in housework, agriculture, animal husbandry etc.	2	4.5
	Low level of consciousness	2	4.5
	Ignorance / indifference of families	2	4.5
	Insufficient number of questions about history course in university entrance exams	2	4.5
	Large population families	1	2.3
	Not believing in the benefits of distance education	1	2.3

As seen in Table 9, 6 (13.6%) of the participants found student interest and participation in online history lessons sufficient, 37 (84.1%) insufficient, and 1 (2.3%) participant did not answer this question.

According to the participants, the reasons for insufficient student interest and participation in online history lessons are listed as follows: Difficulty in accessing the Internet 11 (25.0%), deficiencies in technological devices and infrastructure and not being required to attend classes 10 (22.7%), low motivation and attention deficits 4 (9.1%).), believing that they will pass the class under any circumstances, financial impossibilities, indifference 3 (6.8%), housework, agriculture, animal husbandry, etc. 2 each (4.5%); Large families and not believing in the benefits of distance education are 1 each (2.3%).

Some of the responses of the participants regarding student interest and participation in online courses are as follows:

"I certainly don't find it enough. The student cannot attend because he/she is in favor of face-to-face education and has problems with the internet and devices." (T.2)

"I don't find it enough. Because they think that they will pass the class in this process anyway. They do not show the necessary interest and relevance to the lessons." (T.7)

"It can be said that I find it sufficient even if it is not as much as face-to-face education, but since some of our students have low financial status, participation in live lessons may decrease. This is not a student-related situation." (T.43).

3.2.2. The level of history teachers finding online history lessons useful

The opinions of history teachers about finding online history lessons useful are shown in the table below.

Table 10. The Levels of History Teachers Finding Online History Lessons Useful

		F	%
Status of participants finding online history lessons useful	Partially	10	22.7
	Yes	19	43.2
	No	15	34.1
Reasons why participants find online history lessons helpful	Providing ease of use of materials such as images, slides, etc.	6	13.6
	Allows you to spend more time on problem solving.	1	2.3
Reasons why participants did not find online history lessons helpful	Low participation	10	22.7
	Insufficient communication/interaction	6	13.6
	Insufficient feedback	4	9.1
	Lack of interest and attention.	2	4.5
	Infrastructure deficiencies such as Internet etc.	1	2.3
	The curriculum is not suitable for distance education.	1	2.3

When Table 10 is examined, it is understood that 19 (43.2%) of the participants found the online history lessons useful, 10 (22.7%) found it partially useful, and 15 (34.1%) did not find it useful. The limited number of participants who find the online history lessons useful may use images, slides, etc. as a reason for finding it useful. the ease of using the materials 6 (13.6%) and 1 (2.3%) that it allows to spend more time on problem solving.

The reasons why the participants did not find online history lessons useful vary more, respectively, such as low participation (22.7%), insufficient communication/interaction (13.6%), insufficient feedback (9.1%), lack of interest and attention (4.5%), internet etc. infrastructure deficiencies and the curriculum is not suitable for distance education (2.3%).

Some of the responses of the participants regarding whether they find online history lessons useful are as follows:

“I think there is a lack of communication because we could not meet with the students one-on-one. Telling students to turn on the camera is not an ethical request. The system needs to leave the student cameras on automatically so that the lesson can be held in eye-to-eye contact. Sometimes you can't even tell if the student is in front of you. You call out, the student sometimes does not make a sound even if he is there. I do not experience any of these negativities in the classroom environment. For this reason, I hope that distance education will end soon.” (T.2).

“I don't find it very useful because not all students can attend the lesson, the work and homework given cannot be controlled enough, it is not suitable for distance education in the curriculum.” (T.18)

“I think it is useful. I supported the lesson with visuals. We were able to find more time for problem solving.” (T.20)

“Yes, I find it useful. I think it is very useful for history teachers with its unlimited material richness and ease of use. However, it is a fact that it has never replaced face-to-face teaching.” (T.27).

3.2.3. Views of history teachers on the factors that negatively affect online history lessons

The answers of history teachers about the factors that negatively affect online history lessons are shown in the table below.

Table 11. Factors Affecting Online History Lessons According to History Teachers

	F	%
Low student participation	10	22.7
Inability to access the internet and inadequacy of internet infrastructure	5	11.4
Homework, evaluation of learning outcomes, etc. Difficulty in keeping track of students	4	9.1
Difficulty keeping students' interests alive and ensuring their active participation	4	9.1
No worries about grades and passing grades in students	4	9.1
Lack of technological devices	3	6.8
Not having enough interaction/eye contact with students	2	4.5
technical glitches	2	4.5
Students do not take lessons seriously	2	4.5
Curriculum and course books are not suitable for distance education	2	4.5
Disturbing lectures and listening in front of the screen all the time	1	2.3
Failure to make an objective assessment	1	2.3
Home environment is not suitable for distance education	1	2.3

As can be seen in Table 11, the factor that most negatively affects online history lessons according to the participants is low student participation (22.7%), and this is due to the inability to access the Internet and the inadequacy of the Internet infrastructure (11.4%), homework, evaluation of learning outcomes, etc. the difficulty of following the students in the subjects, the difficulty of keeping the interest of the students alive and ensuring their active participation in the lessons, and the lack of anxiety of the students to pass the grade and grade (9.1%); Lack of technological devices, not being able to make enough interaction/eye contact with students, technical problems, students not taking lessons seriously and the curriculum and course books not suitable for distance education 2 (4.5%) It is understood that factors such as 1 (2.3%) are followed by not being able to evaluate and home environments not being suitable for distance education.

Some of the participants' responses to the factors that negatively affect online history lessons are as follows:

“The fact that there are few students reduces our motivation. We cannot fully evaluate the achievements in the exams. We cannot reach students outside of class. We do not have any information about the other situations of the students outside of the classroom.” (T.10)

“The lack of implementation of a central assessment and evaluation system, problems in internet access (mostly financial), the thought that I will pass the class somehow, student control and discipline are more difficult than face-to-face education, difficulties in creating the classroom atmosphere, etc.” (D.27)

“Lack of infrastructure, unsuitable home environments, students' lack of grade anxiety.” (D.33)

“If we compare it with face-to-face education, it may have a lot of shortcomings, but when I compare it within itself, I don't think it has any negative aspects.” (T.43).

3.2.4. Recommendations of history teachers to increase the effectiveness and efficiency of online history lessons

The suggestions of history teachers regarding what should be done to increase the effectiveness and efficiency of online history lessons are shown in the table below.

Table 12. Suggestions of History Teachers for Increasing the Effectiveness and Efficiency of Online History Lessons

	F	%
The rote approach should be avoided, interactive teaching methods based on visuals should be applied, maps, images, videos, etc. should be used in the lessons. materials should be used.	10	22.72
Students should be encouraged to attend classes.	7	15.9
Students' technological device and internet needs should be met.	5	11.36
The number and duration of courses, curriculum and textbooks should be arranged according to distance education.	5	11.36
Material needs of students must be met	2	4.5
The number of questions related to the history lesson should be increased in the university placement exams.	2	4.5
Teachers should know effective distance learning methods.	1	2.3
The material needs of the students should be met.	1	2.3
Virtual museum tours should be organized.	1	2.3
Slides should be used.	1	2.3
More helpful resources and questions should be published on EBA	1	2.3
Entry to EBA should be compulsory for students.	1	2.3
Teachers should be given in-service training on distance education.	1	2.3

As can be seen in Table 12, the most common suggestion of the participants to increase the effectiveness and efficiency of online history lessons should be avoided rote learning, interactive teaching methods based on visuals should be applied, maps, visual videos, etc. materials should be used (22.72%). This proposal should be provided for students to attend classes (15.9%), technological devices and internet needs of students should be met, the number and duration of courses, curriculum and textbooks should be arranged according to distance education (11.36%), the material needs of students should be met, and the questions about the history lesson should be met in the university placement exams. The number of students should be increased (4.5%), teachers should know effective distance learning methods, students' material needs should be met, virtual museum visits should be made, slides should be used, more helpful resources and questions should be published on EBA, EBA entry should be compulsory for students, and distance education should be given to teachers. In-service training should be given about the following recommendations.

Some of the responses of the participants are as follows:

“Student opportunities should be increased, attendance should be compulsory, and material supply opportunities should be provided.” (T.10)

“Education planning and curriculum should be rearranged in accordance with distance education, daily course hours and numbers should be reduced.” (T.14).

“Students must be obliged to participate and the course curriculum should be diluted.” (D.35)

“Textbooks and visuals should be arranged for distance education.” (T.37)

3.2.5. Views of history teachers on their in-service needs regarding distance education

The opinions of the history teachers participating in the research on the in-service training needs related to distance education are shown in the table below.

Table 13. Opinions of history teachers on in-service training needs

		F	%
Views of history teachers on the need for in-service training	Yes, I need in-service training	12	27.3
	Maybe	1	2.3
	No	28	63.6
	No answer	3	6.8

As seen in Table 13, 12 (27.3%) of the participants stated that they needed in-service training related to the distance education process, while 1 (2.3%) answered "maybe". While 28 (63.6%) participants stated that there was no need for in-service training, 3 (6.8%) participants left this question unanswered.

Some of the answers of the participants regarding the need for in-service training are as follows:

"I believe that we need in-service training as we have shortcomings due to our new acquaintance with the distance education process." (T.10)

"Yes, I think about preparing alternative content." (T.15)

"There is definitely a need and it is especially necessary to use distance education programs more effectively." (T.37)

"We have been doing distance education for about a year and now we have experience. I think there is no need for in-service training." (T.14)

4. Discussion, Conclusion and Recommendations

According to the results of the research aiming to examine the practices and approaches of history teachers working in public high schools regarding the online history lessons in the emergency remote teaching process, with different dimensions, the participants conducted their online lessons mainly on ZOOM and EBA digital platforms, and a significant proportion (61.4%) of the Ministry of National Education's online history lessons. They consider the 30-minute unit course hour period determined for the courses to be sufficient.

The present research reveals that teachers are ready and willing to use technological devices as much as they can (Czerniewicz et al., 2019). It can be thought that the fact that teachers mainly use ZOOM and EBA digital platforms during the pandemic process in Turkey is due to their familiarity with these platforms and the ease of use they offer. As a matter of fact, the results of many researches carried out in Turkey show that although teachers express some infrastructure and connection problems regarding the EBA Live Lesson Platform (Demir and Özdaş, 2020), they are generally in a positive attitude (Emin and Altunel, 2021; Durmuş and Eryılmaz Toksoy, 2022).

The fact that the participants find the 30-minute online course time to be sufficient (61.4%) differs with the results of many researches in the related literature that find this time insufficient (Basaran et al., 2020; Arslan & Şumuer, 2020; Demir & Özdaş, 2020). It can be thought that this situation may be due to the fact that these studies were carried out in the first months of the distance education process. It is possible that the teachers who attend online classes gained experience in the process and that their initial anxiety decreased, which affected their perceptions about the duration of the lessons.

The results of the research show that there was no application unity in the preferences of the students' microphones and cameras during the online course process. It is understood that the

application rates such as unmuting the student microphones, depending on the student's preference or during speaking are more or less equal to each other, and the student cameras are generally kept off during lessons.

Interaction is critical in online courses, and the level of interaction between students, teachers and content during the course affects their interest in the course (Protopsaltis & Baum, 2019). It can be said that turning off the cameras and microphones of the students in online lessons will limit the interaction to a certain extent. As a matter of fact, some participants also underlined that students' cameras and microphones should be kept open as a general rule in online classes. The results of some studies reveal that teachers consider it a problem that students keep their cameras turned off in online classes (Arslan & Şumuer, 2020). It can be thought that the flexible attitude of the teachers about the microphone and camera usage preferences of the students may be due to the thought that the environments in which the students attend the classes may be unfavorable and the fear of violating the personal privacy rules.

The results of the present study reveal that history teachers mainly use question-answer and lecture methods in online lessons. Almost all of the participants (93.2%) stated that they benefited from various tools and materials, especially maps, videos and various visuals, in online courses. On the other hand, the rate of participants using web 2.0 tools in online courses is only 11.4%. While nearly half of the participants stated that they used different kinds of activities in online lessons, it was understood that the most frequently applied activities were question-answer activity, multiple choice test solution, followed by activities such as puzzles, map location, concept matching and visual interpretation.

In addition to the preparation of appropriate learning environments, the selection and use of appropriate methods, techniques and materials plays an important role in achieving learning goals (Taş, 2017). Enriching learning environments with various tools and materials makes learning more enjoyable and interesting, and enables easier and permanent learning by embodying what has been learned (Şimşek, 2003; Güngör Akıncı & Dilek, 2012; Demircioğlu, 2012). The answers of the participants about the method-technique, the tools and materials they use, and the activities they apply in online lessons show that teachers try to continue their educational activities online by adapting their practices in face-to-face lessons to the digital environment. This situation actually confirms the emergency remote teaching definition of Hodges et al. (2020) as “temporary shifting of normal teaching presentations to an alternative channel due to the crisis conditions of online teaching applied during the pandemic period” and also shows compatibility with many research results on the subject (Blume, 2008). 2020; Köller et al., 2020). Another remarkable point in the results of the research is that "solving multiple choice test questions" has an important place in both the applied methods and techniques and the activities applied in online courses. This shows that the anxiety of preparing students for university entrance exams with multiple-choice questions, which is one of the important and chronic problems of high school education in Turkey, continues in the COVID 19 emergency remote teaching process.

Although there are not many studies in the literature that focusing on online history lessons in the emergency remote teaching process, the results of some studies carried out in the context of different education levels or courses support the research results in terms of teachers' online course designs (Bakioğlu & Çevik, 2020; Kurnaz et al., 2020). Contrary to the limited number of research results in the literature (Taş, 2017; Ergüven & Pamuk, 2022), which reveal that history teachers consider themselves competent in using technology and willing to use it in lessons (Taş, 2017; Ergüven & Pamuk, 2022), research results show that the use of web 2.0 technologies in online courses is low. However, “interaction” has a key role in digital pedagogy

(Protopsaltis & Baum, 2019; Tallent-Runnels et al., 2006), and student interest and participation in online courses designed to provide intense interaction is higher (Lucas et al., 2020). Web 2.0 technologies can play an important role in the highly interactive design of the courses. However, as stated above, due to the fact that teachers do not consider themselves competent in the subject of technology, they gave priority to the practices in the face-to-face education process in online lessons. It can be thought that the interactive whiteboard experiences that the participants commonly use in the face-to-face education process facilitate the transfer of face-to-face education lesson applications to online lessons.

While almost all of the participants (97.7%) stated that they benefited from textbooks during the distance education process carried out during the COVID-19 global epidemic, approximately one third (36.4%) found the textbooks sufficient in this process. Approximately two-thirds of the participants (65.9%) tried to compensate for the inadequacy of the textbooks by suggesting additional supplementary resources and materials. While the question bank/test book takes the first place among the auxiliary materials suggested by the teachers, it is followed by the auxiliary source books, various scientific and academic books, historical novels, documentary films, various supplementary materials prepared by the Ministry of National Education, encyclopedias and EBA acquisition tests. .

Textbooks, which are the basic auxiliary teaching materials that include information, activities, visual materials and measurement and evaluation activities about the course, are also one of the most important elements of the history teaching process (Köstüklü, 2003: 106). When the emergency remote teaching process was unexpectedly started in Turkey, students had textbooks distributed free of charge by the Ministry of National Education at the beginning of each academic year. At the same time, teachers and students could access the digital versions of these textbooks through the EBA platform. Both the difficulty of accessing alternative resources in severe epidemic conditions and the fact that textbooks can be accessed online have been effective in the use of history textbooks prepared for face-to-face education as basic material in online lessons. As a matter of fact, there are studies in the literature that show that similar practices are applied in different countries due to the COVID-19 global epidemic, and that online and printed materials are used in the education process (Kurtz and Herold, 2020; Francom et al. 2021).

A very important part of the participants (86.4%) stated that they gave various assignments to students in online history lessons. Most of the teachers who expressed their opinions (22.7%) stated that they gave homework to the students every week. Among the types of homework given by teachers, question-solving homework (unit evaluation questions, achievement evaluation tests) has the largest share (31.8%). In addition, there are some homework assignments to send questions and activities through the EBA system, to write the topics covered in the lessons in a notebook, to explain the subject, to repeat, to summarize, to read the textbook, to watch videos from the EBA, and to do research on various subjects. While the participants perform their homework follow-up and control mostly through the EBA system (29.5%), this is followed by checking, testing and other applications over the WhatsApp application and during the lesson.

In the related literature, according to some research results teachers believe that homework is necessary to improve the quality of education (Basaran et al., 2020) and accordingly, they give students various assignments, including question-answer and solving test questions (Alper, 2020; Kurnaz et al., 2020). The results of the research also reveal that teachers think that one of the most problematic issues in the distance education process is to follow up students and receive feedback on their learning status (Akgül & Oran, 2020; Arslan & Şumuer, 2020; Bauer et al., 2020; Demir & Özdaş, 2020). ; Goren et al., 2020; Francom et al., 2021).

In the 2020-2021 school year, the Ministry of National Education decided that an exam from each course in high schools will be held face-to-face in schools, and the term grade will be determined by performance work, lesson preparation, attendance, active participation, exemplary behavior, etc., in addition to these exams asked to be determined by the performance scores related to in-class participation (MEB, 2020b). The Ministry of National Education has made the necessary arrangements to prevent students from repeating a grade due to both absenteeism and unsuccessful courses in all education levels during the emergency remote teaching process. The results of this research also reveal that the participants acted in accordance with the rules determined by the Ministry of National Education regarding assessment-evaluation and passing a grade. Although there are no studies examining the measurement and evaluation activities applied in online history lessons in the literature, it is understood that some studies carried out in the context of different education levels and courses support the results of this research. According to the results of numerous studies teachers are of the opinion that the measurement and evaluation dimension constitutes one of the most problematic and disadvantageous dimensions of the distance education process (Demir & Özdaş, 2020; Özdoğan & Berkant, 2020). In addition, online lessons include question-answer, solving test questions, filling in the blanks, asking true-false, open-ended questions, etc. It also reveals that they implement measurement and evaluation activities (Alper, 2020; Kurnaz et al. 2020; Emin & Altınel, 2021).

The results of the present research show that a very large percentage of the participants (84.1%) find the interest and participation of students in online history lessons insufficient. According to the participants, the three most important reasons for this are the difficulties experienced in accessing the internet, the lack of technological equipment and infrastructure, and the fact that it is not compulsory to attend the classes. These are respectively low motivation and lack of attention, believing that they will pass the class under any condition, financial impossibilities, indifference, homework, agriculture, animal husbandry etc. factors such as the fact that they have to work in jobs.

Studies draw attention to the fact that the global epidemic of COVID-19 has increased the educational inequalities that already exist all over the world, especially due to digital inequalities, and has a negative impact on large segments, especially disadvantaged groups (Bozkurt and Sharma, 2020; Greenwood, 2020; Herold, 2020; Greenhow et al., 2021). The results of the research conducted in the context of different school levels and courses in Turkey coincide with the dimensions of the reasons for low student participation in online courses. According to the results of this research. Teachers are the factors that negatively affect online lessons, lack of motivation, insufficient interaction (Bakioğlu & Çevik, 2020; Demir & Özdaş, 2020), student indifference (Demir & Özdaş, 2020), insufficient parent contribution and participation (Emin & Altınel, 2021) and student attendance is not compulsory (Özdoğan & Berkant, 2020; Emin & Altınel, 2021). Nearly two-thirds of the respondents find online history lessons to be fully or partially useful, while the rest do not find it helpful. The most important reason why the participants did not find online courses useful was the low participation rate, the lack of adequate feedback, lack of interest and attention, the internet, etc. infrastructure deficiencies and the curricula are not suitable for distance education. Those who find online lessons useful also use images, slides, etc. as a justification. They showed that it provides ease of use of the materials and allows them to spend more time on solving questions.

However, many studies reveal that well-designed online teaching can provide better learning outcomes compared to traditional classroom-based teaching (Means et al, 2009; Protopsaltis & Baum, 2019). However, for this, online courses must be designed to allow frequent, direct and meaningful interaction (Protopsaltis & Baum, 2019; Tallent-Runnels et al., 2006). However, since the sudden developing global epidemic conditions caught Turkey as

well as the world unprepared, online courses could not be carried out as high-quality online courses, but as a temporary solution to the emergency situation within the scope of current digital knowledge and technological possibilities. As a matter of fact, there are many studies in the literature that reveal that they do not consider themselves sufficient in terms of digital competence when the emergency remote teaching process begins (Blume, 2020; Gören et al., 2020; Francom et al., 2021). Many studies on different school levels and courses in Turkey support the results of the research. According to the results of these studies, the factors that negatively affect the distance education process, according to the teachers, are insufficient student participation and attendance in the courses, the difficulty of motivating students, students' use of the Internet and computers, etc. lack of access to technological devices, reluctance, weak student-teacher communication and interaction (Alper, 2020; Arslan & Şumuer, 2020; Akgül & Oran, 2020; Bakioğlu & Çevik, 2020; Demir & Özdaş, 2020; Gören et al., 2020; Kurnaz et al., 2020; Özdoğan and Berkant, 2020; Emin and Altunel, 2021).

Participants see the most important factor negatively affecting online history lessons as the low student participation in the lessons. Other factors following this are; inability to access the internet and inadequacy of internet infrastructure, homework, difficulty in assessing learning outcomes, student follow-up, difficulty in keeping students' interest alive and ensuring their active participation, lack of anxiety about passing grades and grades, lack of technological devices, not having sufficient interaction/eye contact with students, technical problems, students do not take lessons seriously, the curriculum and textbooks are not suitable for distance education, lectures and listening in front of the screen are disturbing, an objective evaluation cannot be made, and home environments are not suitable for distance education. Many research results in the literature regarding various education levels and courses support these results. The aforementioned research results teach the distance education process or online courses, student absenteeism and lack of participation, lack of internet infrastructure and technological devices, student apathy and low motivation, parental indifference, insufficient communication and interaction with students, low digital literacy skills of students, not doing homework, not studying. pacification on the screen (Akgül and Oran, 2020; Alper, 2020; Arslan and Şumuer, 2020; Başaran et al., 2020; Bond, 2020; Bozkurt and Sharma, 2020; Demir and Özdaş, 2020; Gören et al., 2020; It is emphasized that factors such as Emin and Altunel, 2021; Francom et al., 2021; Taşkın and Aksoy, 2021) negatively affect them.

In response to the question about what can be done to increase the effectiveness and efficiency of online history lessons, the participants suggested avoiding rote learning, applying interactive teaching methods based on visuals, maps, visual videos, etc. in lessons. They made suggestions such as using the materials, ensuring the participation of the students in the lessons, meeting the technological device and internet needs of the students, arranging the number and duration of the courses and the curriculum and textbooks according to distance education, meeting the material needs of the students, and increasing the number of questions about the history lesson in the university placement exams. Especially frequently repeated first responses reveal that history teachers are aware of the effectiveness and efficiency of online courses through designing interactive courses. As a matter of fact, the fact that there are suggestions for teachers to be provided with distance education and in-service training supports this situation. In the literature, in the studies carried out in different countries, in the context of different education levels and courses, teacher recommendations for making distance education more effective and efficient support the research findings. As a matter of fact, in the researches carried out, in order to increase the effectiveness and efficiency of distance education, eliminating infrastructure problems, providing free internet and technological devices (Akgül and Oran, 2020; Başaran et al., 2020; Kurnaz et al., 2020; Özdoğan and Berkant, 2020; Francom et al., 2021)), providing guidance to students and parents, developing interesting

content, increasing the use of materials, reorganizing course hours (Basaran et al., 2020) and providing material support to students (Özdoğan & Berkant, 2020).

Among the history teachers participating in the research, the rate of those who think that they need in-service training regarding distance education is 27.3%, and the rate of those who think that they do not need it is 63.6%. Teachers who think that there is a need for in-service training, especially on technical issues, use technology and material development, preparing alternative content, etc. They stated that it would be beneficial to provide training on the subject.

Developments in today's world almost necessitate teachers to have a certain level of pedagogical and technological knowledge and to combine this technological knowledge with their field and pedagogical knowledge to use it effectively and efficiently in their classroom practices (Mishra & Koehler, 2006). These skills become even more important when it comes to online learning. However, studies reveal that the biggest obstacle to technology integration is the lack of necessary knowledge, skills or competencies of teachers (Gülbahar, 2008). Research reveals that teachers do not even have sufficient knowledge about the use of the EBA System when starting emergency remote teaching, and that teachers have difficulty using this system and need training (Blume, 2020; Emin & Altunel, 2021; Francom, 2021; Greenhow et al., 2020; Taşkın & Aksoy, 2021; Francom et al., 2021). As a result of the research, it can be thought that the participants' thinking that they do not need in-service training to a large extent may be related to the fact that the teachers had overcome their inexperience and anxieties in the early stages of the emergency remote teaching process at the time the research was conducted at a relatively late date.

Based on the findings, it is thought that it would be beneficial to provide in-service training to increase the digital competencies and technological and pedagogical knowledge and skills of history teachers, thus supporting intensive interactive course designs. Again, the general course design of online history courses, homework applications and follow-up, measurement and evaluation activities, etc. The realization of studies examining the effectiveness and efficiency of different dimensions in line with the views of teachers and students will contribute to the literature.

References

- Akgül, G. ve Oran, M. (2020). Sosyal Bilgiler Öğretmenlerinin, Ortaokul Öğrencilerinin Ve Öğrenci Velilerinin Pandemi Sürecindeki Uzaktan Eğitime İlişkin Görüşleri. *Eğitimde Yeni Yaklaşımlar Dergisi*, 3(2), 5-37.
- Alper, A. (2020). Pandemi sürecinde K-12 Düzeyinde uzaktan eğitim: *Durum çalışması*. *Milli Eğitim Dergisi*, 49(1), 45- 67.
- Anderson, J. (2020). The coronavirus pandemic is reshaping education *Quartz*, 30 March. <https://qz.com/1826369/how-coronavirus-is-changing-education/>.
- Arslan, Y. ve Şumuer, E. (2020). Covid-19 Döneminde Sanal Sınıflarda Öğretmenlerin Karşılaştıkları Sınıf Yönetimi Sorunları. *Milli Eğitim*, 49(Special issue 1), 201-230.
- Bakioğlu, B., Çevik, M. (2020). COVID-19 pandemisi sürecinde fen bilimleri öğretmenlerinin uzaktan eğitime ilişkin görüşleri. *Turkish Studies*, 15(4), 109-129. <https://dx.doi.org/10.7827/TurkishStudies.43502>
- Başaran, M., Doğan, E., Karaoğlu, E. ve Şahin, E. (2020). Koronavirüs (Covid-19) Pandemi Sürecinin Getirisi Olan Uzaktan Eğitimin Etkililiği Üzerine Bir Çalışma. *AJER - Academia Eğitim Araştırmaları Dergisi*, 5(2), 368-397.
- Beaunoyer, E., Dupere, S. and Guitton, M.J. (2020) COVID-19 and Digital Inequalities: Reciprocal Impacts and Mitigation Strategies. *Computers in Human Behavior*, 111, Article ID: 106424. <https://doi.org/10.1016/j.chb.2020.106424>
- Blume, C. (2020). German Teachers' Digital Habitus and Their Pandemic Pedagogy. *Postdigital Science and Education*, 2020,(2):879–905 <https://doi.org/10.1007/s42438-020-00174-9>
- Bond, M. (2020). Schools and emergency remote education during the COVID-19 pandemic: A living rapid systematic review. *Asian Journal of Distance Education*, 15(2), 191–247. <https://doi.org/10.5281/zenodo.4425683>
- Bozkurt, A., & Sharma, R. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), i–vi. <https://doi.org/10.5281/zenodo.3778083>
- Czerniewicz, L., Trotter, H., & Haupt, G. (2019). Online teaching in response to student protests and campus shutdowns: Academics' perspectives. *International Journal of Educational Technology in Higher Education*, 16(1), 43–65. <https://doi.org/10.1186/s41239-019-0170-1>.
- Demir, F. ve Özdaş, F. (2020). Covid-19 Sürecindeki Uzaktan Eğitime İlişkin Öğretmen Görüşlerinin İncelenmesi. *Milli Eğitim*, 49(Special issue 1), 273-292.
- Demircioğlu, İ. H. (2012). Tarih öğretimi, öğretim teknolojileri ve materyal tasarımı. İ. H. Demircioğlu ve İ. Turan (Ed.), *Tarih öğretiminde öğretim teknolojileri ve materyal tasarımı içinde* (ss. 1-12). Ankara: Pegem Akademi Yayınevi.
- Durmuş, A. ve Eryılmaz Toksoy, S. (2022). Eba canlı ders uygulaması hakkında öğretmen görüşleri. *e- Kafkas Eğitim Araştırmaları Dergisi*, 9, 299-312. doi:10.30900/kafkasegt.998812
- Emin, M. N. ve Altunel, M. (2021). Koronavirüs sürecinde Türkiye'nin uzaktan eğitim deneyimi, Ankara: SETA Yayınları.

- Ergüven, İ. H. ve Pamuk, A. (2022). Tarih öğretmenlerinin eğitim teknolojisi ile ilgili özyeterliliklerinin ve tutumlarının incelenmesi. *Marmara Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 56, 253-272.
- Fisher, J., Languilaire, J. C., Lawthom, R., Nieuwenhuis, R., Petts, R. J., Runswick-Cole, K. & Yerkes, M. A. (2020) Community, work, and family in times of COVID-19, *Community, Work & Family*, 23:3, 247-252, DOI: 10.1080/13668803.2020.1756568
- Francom, G., M., Lee, S. J., Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic. *TechTrends*, 65:589–601 <https://doi.org/10.1007/s11528-021-00625-5>
- Golden, C. (2020). Remote teaching: The glass half-full. *Educause Review*. <https://er.educause.edu/blogs/2020/3/remote-teaching-the-glass-half-full>
- Gören, S. Ç., Gök, F. S., Yalçın, M. T., Göregen, F. ve Çalışkan, M. (2020). Küresel Salgın Sürecinde Uzaktan Eğitimin Değerlendirilmesi: Ankara Örneği. *Milli Eğitim*. 49(Special issue 1), 69-94.
- Greenhow, C., Lewin, C., Willet, K. B. S. (2021). The educational response to Covid-19 across two countries: a critical examination of initial digital pedagogy adoption. *Technology Pedagogy and Education* 30 (1),7-25.
- Greenwood, M. (2020, April 27). ‘Ministers must go further and faster on online access’. *Tes*. <https://www.tes.com/news/ministers-must-go-further-and-faster-online-access>
- Gülbahar, Y. (2008). Improving The Technology Integration Skills Of Prospective Teachers Through Practice: a case study. *The Turkish Online Journal of Educational Technology – TOJET*, 7(4), 71-81.
- Güngör Akıncı, B. A. ve Dilek, D. (2012). Sosyal Bilgiler Öğretiminde Temsili Resim Kullanımıyla Tarihsel Düşünme Becerilerinin Geliştirilmesi. *Marmara Üniversitesi Eğitim Fakültesi, Eğitim Bilimleri Dergisi*, 36, 5-23.
- Herold, B. (2020, April 10). The disparities in remote learning under coronavirus (in charts). *Education Week*. <https://www.edweek.org/ew/articles/2020/04/10/the-disparities-in-remote-learning-under-coronavirus.html>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergencyremote-teaching-and-online-learning>
- Köller, O., Fleckenstein, J., Guill, K., & Meyer, J. (2020). Pädagogische und didaktische Anforderungen an die häusliche Aufgabenbearbeitung. *DDS – Die Deutsche Schule*, 16, 163–174.
- Köstüklü, N. (2003). *Sosyal bilimler ve tarih öğretimi*. Konya: Günay Ofset.
- Kurnaz, A., Kaynar, H., Şentürk Barışık, C. ve Doğrukök, B. (2020). Öğretmenlerin uzaktan eğitime ilişkin görüşleri. *Milli Eğitim*, 49(Special issue 1), 293-322.
- Kurtz, H. Y., & Herold, B. (2020). Opinion of DeVos plunging, truancy rising: 10 key findings from latest EdWeek survey. *Education Week*. <https://www.edweek.org/ew/articles/2020/04/27/opinion-of-devos-plunging-truancy-rising-10.html>
- Lucas, M., Nelson, J., & Sims, D. (2020). Schools’ responses to Covid-19: Pupil engagement in remote learning. *NFER*.

- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. <https://eric.ed.gov/?id=ED505824>
- MEB (2020a). EBA Canlı Sınıf Artık Daha Fazla Öğrencinin Kullanımında. <https://yegitek.meb.gov.tr/www/eba-canli-sinif-artik-daha-fazla-ogrencinin-kullaniminda/icerik/3039>
- MEB (2020b). Ölçme ve Değerlendirme Uygulamaları. http://ogm.meb.gov.tr/meb_iys_dosyalar/2021_03/08134508_23.pdf
- MEB (2021a). Sayılarla uzaktan eğitim. <https://yegitek.meb.gov.tr/www/sayilarla-uzaktan-egitim/icerik/3237>
- MEB (2021b). 2020-2021 Eğitim ve Öğretim Yılı Yılsonu İşlemleri. http://ogm.meb.gov.tr/meb_iys_dosyalar/2021_06/14105516_32.pdf
- Mishra, P. & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108 (6), 1017– 1054.
- OECD (2020). The impact of COVID-19 on education - Insights from Education at a Glance 2020 <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>
- Özdoğan, A. Ç. ve Berkant, H. G. (2020). Covid-19 Pandemi Dönemindeki Uzaktan Eğitime İlişkin Paydaş Görüşlerinin İncelenmesi. 49(Special issue 1), 13-43.
- Protopsaltis, S., & Baum, S. (2019). *Does online education live up to its promise? A look at the evidence and implications for federal policy*. George Mason University, Center for Education Policy and Evaluation. <https://jesperbalslev.dk/wp-content/uploads/2020/09/OnlineEd.pdf>
- Stewart, C. J. ve Cash, W. B. (1985). *Interviewing: Principles and Practices*. Dördüncü Baskı, Dubuque IO: Wm. C. Brown Pub.
- Şimşek, A. (2003). Tarih öğretiminde görsel materyal kullanımı. *G. Ü. Kırşehir Eğitim Fakültesi Dergisi*, 4 (1), 143-157.
- Tallent-Runnels, M. K., Thomas, J. A., Lan, W. Y., Cooper, W. Y., Lan, S., Ahern, T. C., Shaw, S. M., & Liu, X. (2006). Teaching courses online: A review of the research. *Review of Educational Research*, 76(1), 93–135. <https://doi.org/10.3102/00346543076001093>
- Taş, M. (2017). Tarih Öğretmenlerinin Eğitimde Teknoloji Entegrasyonuna İlişkin Algı Ve Görüşlerinin İncelenmesi. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü İlköğretim Anabilim dalı Sosyal Bilgiler Eğitimi Programı yüksek lisans Tezi. Ankara.
- Taşkın, G. ve Aksoy, G. (2021). Uzaktan Eğitim Hakkında Öğretmen Görüşleri. *Buca Eğitim Fakültesi Dergisi*, 52, s. 622-647.
- TEDMEM (2021). Türkiye'nin Telafi Eğitimi Yol Haritası. [turkiyenin-telafi-egitimi-yol-haritasi \(tedmem.org\)](http://turkiyenin-telafi-egitimi-yol-haritasi(tedmem.org)) adresinden erişilmiştir.
- UNESCO (2020). The socio-cultural impact of COVID-19 Exploring the role of intercultural dialogue in emerging responses <https://unesdoc.unesco.org/ark:/48223/pf0000374186>
- UNICEF (2020). Education and COVID-19 <https://data.unicef.org/topic/education/covid-19/>

- UN (United Nations) (2020). COVID-19 and Human Rights We are all in this together APRIL 2020 https://www.un.org/victimsofterrorism/sites/www.un.org.victimsofterrorism/files/un_-_human_rights_and_covid_april_2020.pdf
- WHO (2020). WHO Director-General's opening remarks at the media briefing on COVID-19 - 11 March 2020 <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>
- Yıldırım, A. ve Şimşek, H. (2003). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara: Seçkin Yayınevi.