STUDENTS', TEACHERS' AND PARENTS' PERCEPTIONS OF AFTER SCHOOL ONLINE COURSE: A CASE STUDY IN A MIDDLE SCHOOL

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STUDENTS', TEACHERS' AND PARENTS' PERCEPTIONS OF AFTER SCHOOL ONLINE COURSE: A CASE STUDY IN A MIDDLE SCHOOL

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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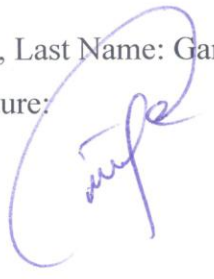

ABSTRACT

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This study analyzes students', teachers' and parents' perceptions of after school online courses undertaken at a private middle school run by an institutional private school which manages several campuses across Turkey. The course was created in order to support students out of school, by helping them to revise the lessons they had taken in school. The lessons are sometimes offered to massive number of students at a time synchronously. These after school online courses were named as "e-etude" by the institution providing them, and students could choose to take these online courses to help them revise the topics covered, and to engage in extra practice at home. These "e-etudes" ran on weekday evenings and covered five main subject topics: mathematics, science, Turkish, social studies and English. They were produced at one or a couple of the school's campuses, and students from different parts of Turkey connected to the lessons in real time.

In this study, students', teachers', and parents' perceptions and expectations of and comments about their experiences with the e-etude courses were investigated. Through questionnaires, interview questions, and structured observation checklists both qualitative and quantitative data were collected from students, teachers, and parents.

The results of this study show that both students and teachers prefer face-to-face lessons to online lessons. Their thoughts were that these online after school lessons can be beneficial to students only if they are implemented in small groups and if the lessons' instructional design is structured in such a way that the courses become more enjoyable. However, the parents' attitudes are that these online lessons are helpful for their children.

This study may contribute to similar future research studies of online and distance learning by revealing the upsides and downsides of this blended learning environment with recommendations offered. It also may help researchers applying similar observational studies in primary or middle schools by its descriptions of the challenges encountered and its suggestions regarding the data collected from students, teachers and parents.

Keywords: Virtual Classrooms, Blended Learning, Massive Online Courses, Synchronous Online Lessons, Perceptions

ÖZ

STUDENTS', TEACHERS' AND PARENTS' PERCEPTIONS OF AFTER SCHOOL ONLINE COURSE: A CASE STUDY IN A MIDDLE SCHOOL

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Bu çalışma, özel bir okulda gerçekleştirilen okul sonrası çevrim içi dersler hakkında öğrencilerin, öğretmenlerin ve velilerin algılarını araştırmaktadır. Okul sonrası yapılan çevrim içi dersler, öğrencilere okulda öğrendikleri konularda, okul dışında da destek vermek amacıyla tasarlanmıştır. Derslerin bazıları aynı anda çok kalabalık gruplara sunulmaktadır. Bu sebeple kitlesel çevrim içi kurslara bir örnek olarak gösterilebilir. Okul sonrası yapılan bu çevrim içi dersler kurum tarafından e-etüt olarak adlandırılmıştır. Öğrenciler okulda yapılan konuları tekrar edebilmek ve evde ek çalışma yapabilmek için bu derslere gönüllü olarak katılmaktadırlar. Araştırma, Türkiye'nin farklı yerlerinde birçok kampüsü bulunan kurumsal bir okulun sadece bir okulunda yürütülmüştür. Çevrim içi dersler hafta içi akşamları beş ana ders dalında; Matematik, Fen, Türkçe, Sosyal Bilgiler ve İngilizce, yapılmış ve okulun bir ya da bir kaç kampüsünden diğer kampüslere eş zamanlı olarak yayınlanmıştır.

Öğrencilerin, öğretmenlerin ve velilerin bu dersler hakkındaki algıları, beklentileri ve yorumları araştırılmış, anketler, görüşme soruları ve gözlem formları kullanılarak hem nitel hem de nicel veri toplanmıştır.

Sonuçlar hem öğrencilerin hem de öğretmenlerin yüz yüze yapılan geleneksel dersleri çevrim içi derslere tercih ettiklerini göstermiştir. Bu derslerin, ancak daha az kişilik gruplarla ve daha ilgi çekici bir öğretim tasarımı ve materyaller kullanılarak

yapılırsa başarılı olabileceği sonucuna varılmıştır. Ancak, veliler genel olarak bu derslerin öğrenciler için oldukça yararlı olduğunu ifade etmişlerdir.

Bu durum çalışması, çevrim içi ve uzaktan öğrenme ile ilgili yapılacak olan benzer çalışmalara destek niteliğindedir. Öğrenciler, öğretmenler ve velilerden toplanan veriler ve varılan sonuçlar sayesinde gelecekte böyle bir uygulama kullanacak ya da araştıracak araştırmacılara da karşılaşılabilinecek zorluklar ve uygulanabilecek öneriler ile ışık tutacaktır.

Anahtar kelimeler: Çevrim İçi Öğrenme, Harmanlanmış Öğrenme, Eşzamanlı Dersler, Kitlesel Kurslar, Öğrenci, Öğretmen ve Veli Algıları

To my husband for his endless support and love and to my wonderful family for their understanding and encouragement.

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LIST OF ABBREVIATIONS

A	Agree
ASOC	After School Online Course
D	Disagree
PASOCS	Perceptions of After School Online Course Survey
M	Mean
N	Neutral
N/A	Not Answered
SA	Strongly Agree
SDA	Strongly Disagree
SD	Standard Deviation

Chapter 1: Introduction

1.1 Overview

This study is divided into five chapters. The introduction (Chapter 1) includes an overview of the study and then identifies the problem, the theoretical framework, the research questions, the purpose, and the significance of the study. Definitions of relevant terms are also included.

The second chapter, a literature review, defines educational technologies, online learning, distance education, blended learning, virtual classes, after school online lessons, and K-12 level distance and online learning. It also defines specifically what students', teachers' and parents' perceptions are, and summarizes previous studies in this field. This chapter also categorizes those elements of online courses that are to be analyzed in this study:

- ➢ Instructional design, content, and the course resources
- ➢ Course technology and support
- ➢ Students' participation, interactions and collaborations
- ➢ Feedback, assessments, and evaluations

In the methodology section, Chapter 3, the research design, its participants, the instruments used, the data collection procedures, the process of data analysis, issues of validity and reliability, and the limitations and delimitations of the study are presented. This chapter also describes the design of the course that was analyzed in this study. The results are described in Chapter 4, including a detailed analysis of the data and an explanation of the analyses' results. In this chapter, both the qualitative and quantitative results are explained in relation to the research questions. Finally, Chapter 5 includes the study's major findings, a discussion and recommendations for further research.

1.2 Theoretical Framework

The rapid development of the internet has changed individuals' lives in terms of their being able to access information any time, any place (Hoon, 2008). Internet usage has increased notably over the recent years, and has affected chosen methods of information delivery (Aggarwal & Bento, 2002).

With the sweeping developments of the internet, everything has changed, in all aspects of our lives, including education (Motteram, 2013). As we follow these changes closely, it seems we have to find a way of using technology in each domain of our lives (Sethy, 2008). Especially in the twenty-first century, education has become influenced by information and communication technologies, in the same way that other domains have previously been (Akkoyunlu & Yılmaz, 2005).

People now need to learn more just to get by and, as a result of this; institutions are becoming compelled to provide an environment in which they can provide more information (Shaw, 2010). Because of these changes, the twenty-first century has already been named "the information age". Educational institutions have had to adopt themselves to this information age, too (Karoğlu, 2009). Therefore, educational technologies have become a way of using internet and computer technologies to provide interesting and creative learning environment (Aslan, 2010).

One of the most common ways of using technology in education is online learning as an alternative to traditional, face-to-face education (Yang & Cornelius, 2004). It is more cost effective and convenient than traditional face-to-face lessons, with more learners being able to benefit from an online lesson (Wattakiecharoen & Nilsook, 2012). Further, with online learning, students do not need to be present at some particular place in order to be able to complete a course (Richardson & Swan, 2003).

On the other hand, online learning environments have disadvantages as well as their advantages (Karaoğlu, 2009). In traditional classrooms, learning is comprised of both written and spoken language. However, with online education learning is mostly based on written communication (Su, Bonk, Magjuka, Liu, & Lee, 2004). It is claimed that online or web-based education's lack of face-to-face interaction makes it less effective than traditional classroom learning (Richardson & Swan, 2003). To overcome these inevitable disadvantages and to make such learning more effective, blended learning environments seek to combine the strengths of both traditional and online learning environments (Orhan, Altun, & Kablan, 2004).

Blended learning creates an educational environment combining both online and face-to face learning (Staker, 2011). They maximize the advantages of online materials by maintaining the motivational effects of group learning and teacher

support (Tomlinson & Whittaker, 2013). The research studies conducted by leading institutions such as Stanford and the University of Tennessee have shown that blended learning is more effective than both traditional education and online education (Singh, 2003).

Looking over recent research studies in the field of education, it is obvious that blended learning has become popular in all levels of education (Yı, 2014). Further, it has been foreseen that, as in the other educational levels, in primary and middle schools blended learning will soon come to gain considerable importance (Sarısepetçi & Çakır, 2014). With this in mind, educational institutions should enable and prepare their students and teachers for the adoption of such systems (Gagnon, 2014).

Many students, across all different educational levels - primary, secondary and university - are now taking hybrid, blended and mixed mode online courses. However, students' perceptions of these online courses are one of the most important criteria that need to be questioned (Picciano, 2002).

1.3 Statement of the Problem

Various technology-supported lessons are now being used to enhance students' achievements and engagement (Motteram, 2003). Online and virtual learning environments offer opportunities for accessing education from any place at anytime (Gedera, 2014; Stacey & Wiesenberg, 2007). With these opportunities educational institutions have a chance to reach massive number of learners at a time (Springs, 2015). Massive synchronous lessons have been very popular with these purposes all around the world. Many studies are being undertaken to understand whether they are effective. However, the effectiveness of these massive synchronous lessons and how they should be implemented are still being questioned (Chen, Barnett, & Stephens, 2013; Krause & Lowe, 2014).

When the main focus is on learning, students' and teachers' perceptions come to be of primary importance (Carman, 2005). It is believed that more effective online lessons in support of the curriculum can be designed through an analysis of factors which have effects on students' and teachers' attitudes towards the course (Ozan, Wuensch, Kishore, Aziz, & Tabrizi, 2011; Smith, 2013). Additionally, when looking over the previous studies that have investigated students' perceptions, there remains

a gap in the literature in terms of perceptions of K-12 students, teachers, and their parents (Shaw, 2010; Stacey & Wiesenberg, 2007). Herewith, this study will analyze a middle school students', teachers' and parents' perceptions of after school online lessons which are undertaken as massive synchronous courses and investigate the factors affecting their perceptions.

1.4 Purpose

The purpose of this study is, from the students, teachers and parents' points of view, to evaluate the effectiveness of after school online lessons as grouped into four main categories: (1) the design of the instructions, its content and its resources; (2) students' participation, interactions and collaboration; (3) course technology and support; (4) feedback, assessment and evaluation. The further aims of this work include exploring the factors affecting students', teachers' and parents' perceptions of after school online courses, discovering whether these lessons are useful for the students, and to guide those researchers and practitioners seeking to undertake similar studies, who already completed such work, or who wish to use this analysis to improve their existing courses. In addition, possible drawbacks to such lessons and courses will be identified.

1.5 Hypotheses / Research Questions

This study was designed to answer the following questions:

1. What are the students' perceptions of ASOC?

    1.1. What are the students' perceptions of design of instruction, content & resources?

    1.2. What are the students' perceptions of course technology and support?

    1.3. What are the students' perceptions of participation, interaction and collaboration?

    1.4. What are the students' perceptions of feedback and assessment?

2. What are the teachers' perceptions of ASOC?

    2.1. What are the teachers' perceptions of design of instruction, content &

    2.2. What are the teachers' perceptions of course technology and support?

2.3. What are the teachers' perceptions of participation, interaction and collaboration?

2.4. What are the teachers' perceptions of feedback and assessment?

3. What are the parents' perceptions of ASOC?

1.6 Significance of the Study

This study focuses on the effectiveness of a specific after school online synchronous course, here named "e-etudes", based on the perceptions of a middle school's students, teachers and parents. There are many research studies which investigate the effectiveness of traditional face-to-face after school practice lessons and just online or synchronous lessons but this study is significant since it investigates the perceptions of online and synchronous after school lessons.

The lessons are sometimes offered to massive number of students and it was found in the literature that the effectiveness of the massive synchronous lessons is still being questioned and there is no certain answer (Chen, Barnett, & Stephens, 2013; Krause & Lowe, 2014). With the help of the data collected in this case study the perceptions of students, teachers and parents on these massive online lessons will also be analyzed and this will enlighten the other future research studies.

Also the perceptions of higher education students regarding blended, online and virtual learning have been investigated in many research studies, but there is a scarcity of similar research studies on elementary and middle school level students' perceptions (Cavanaugh et al., 2014; DiPiedro et al., 2008). Additionally, in many research studies, students' perceptions were the focus. However, this study also includes teachers' and parents' perceptions. As a result of this study, administrators, teachers, and instructional designers can come to take advantage of its results describing how students perceive these learning experiences.

1.7 Operational Definitions

Traditional Learning Environment: An education environment where the students take lessons in a physical building at a specific time.

Online course: A method of delivering educational information via the internet instead of in a physical classroom.

Blended Learning Environment: A formal education environment in which a student learns at least one part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. In this study blended learning environment is provided by offering synchronous online after school lessons to support the curriculum of face-to-face lessons. Although face-to-face lessons are dominant in this course the characteristics of the course fits in blended learning environment.

Face-to-face Learning Environment: An education environment where the social interaction carried out without any mediating technology.

After School Online Course: The course which provides online synchronous lessons when school finishes and the students arrive at home.

E-etude: After school online lessons for practicing conducted synchronously when the students arrive at home.

Synchronous: Communication which takes place online between two or more people at the same time, but not necessarily in the same place with the help of technology.

A-synchronous: Communication where the message is not sent and received simultaneously, in which there is a time delay between a message being sent and received.

Perception: A process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful. In this study the perception is the effectiveness of the process of taking information and interiorizing and individualizing it.

Chapter 2: Literature Review

In this chapter the literature related technology in education, online learning environments, blended learning, virtual classrooms, virtual learning in K12 level, optimum class sizes, MOOCs, after school online lessons, perceptions in online or blended courses, elements in an online course such as: (1) design of instruction, content, resources, (2) course technology and support, (3) participation, interaction and collaboration, (4) feedback, assessment and evaluation.

2.1 Technology in Education

"Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." – Plato

The world that we are living in is changing infinitely. The speed of the changes is so fast that sometimes it is difficult to follow (Sethy, 2008). To be able to move hand in hand with these changes we have to follow the developments in technology very closely (Pallilonis & Filank, 2009). Everyone agrees with the fact that technology has settled in the center of our lives without any doubts. No one can think a life without technological means (Yaratan & Kural, 2010).

Especially with the invention of internet, the nature of society has been changed drastically (Karoğlu, 2009). This has affected the way of reaching the information which has become available at any time from any place to any Internet user (Aggarwal & Bento, 2000). According to Yaratan and Kural (2010), over the last decades while every single bit of our lives got affected by the technological improvements; education has represented a prominent field affected by technological developments.

Information and communication technologies began developing with the rapid growth of technology in the 21st century and this affected education as it influenced many other fields (Akkoyunlu & Soylu, 2006). In this new technology age, the more information people need, the more ways of reaching information the institutions need to provide (Karoğlu, 2009). The teachers and educational institutions have started

integrating technology into their curriculums to promote students' engagement (Margulieux, Bujak, McCracken, & Majerich, 2014; Watson, 2011).

The face of education has started being changed with the use of web technologies in learning environments. It provided the learners new learning experiences which were nonexistent before (Sher, 2009). Today, learning is no more restricted to a physical space. Computers and the Internet have moved out of the school walls, giving students more chances to customize their instruction, to access distant resources, to get additional help and participate in learning more (Spellings, 2008). Computers and internet have become essential for learning and the generation who started using technology and internet since the early ages refers to internet for various educational purposes (Singhasem, Wattakiecharoen, & Nilsook, 2012).

In the 21st century, various technologies available for use in education and teaching have become very diverse (Motteram, 2003). There are many ways that we can integrate technology in education.

2.2 Online Learning

Due to the competitive environment among the students in recent years, more achievement is expected from students and teachers, yet everyone has less time than before with the increasing rush of our lives (Gagnon, 2014). As Akkoyunlu and Soylu (2008) stated, in online learning environments the instructional materials are transferred electronically or through the Internet where the teacher and the learner do not need to be in the same environment and this saves time.

Online learning offer limitless opportunities such as flexibility (Gedera, 2014; Stacey & Wiesenberg, 2007) and interactive and collaborative communication which seems as a unique feature to face-to-face learning environments (Sher, 2009). By offering access to resources and educators not locally available, they give precious opportunities for students who are not able to attend traditional schools because of some obstacles; such as living in a remote area, having some responsibilities at home, travelling costs, and transportation problems or cultural and traditional values (Sher, 2009). In addition to this also the teachers have opportunities of serving more students than in a classroom environment (Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004).

In spite of all these opportunities online learning offer, there are many concerns such as isolation, social development of students, and lack of physical demonstrations about using these methods in education (Cavanaugh et al., 2014). Blended learning provides an opportunity to overcome these problems by combining traditional and online learning environments (Marsh, 2012; Singh, 2003).

2.2.1 Blended learning. Blended learning is a learning environment which combines online activities with face-to-face learning (Akkoyunlu & Soylu, 2006; Tomlinson & Whittaker, 2011). It provides a link between the students, teachers and classrooms situated in different places to enhance learning (Caravias, 2014).

Another blended learning definition:

> Blended learning is any time a student learns at least in part at a supervised brick and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace (Stalker, 2011, p.5).

Blended learning is not a new approach. Before the invention of technology teachers and learners used to blend teaching and learning strategies and use more than one method or approach (Marsh, 2012). Masie's (2002) study proves that people cannot learn only with one method and as Carman (2005) mentioned people perform better when they have more than one learning environment.

It is obviously understood that a single mode of instructional delivery do not provide enough choices, learner engagement, adequate interaction, relevance, and context needed to ensure a successful teaching and learning environment (Singh, 2003). Due to these needs, researchers and instructional designers tried to find a way for combining different information delivery modes (Marsh, 2012; Singh, 2003). To make the learning independent, sustainable and ever growing blended learning aims to provide realistic practical opportunities for learners and teachers. (Hermann-Nehdi, 2009) Except of these great opportunities it has some drawbacks as well (Caravias, 2014).

2.2.1.1 Advantages of blended learning. Blended learning has gained importance lately for both practitioners and researchers in education field with the development of technology, and then face-to-face lessons and online lessons are combined (Akkoyunlu & Soylu, 2006; Kudrik, 2009). This is important for students' engagement and motivation through taking the learning out of the walls of the classroom and gives the learners more chance to learn (Gagnon, 2014).

According to Caravias (2014) and Marsh (2014), there are various advantages of blended learning:

- ➢ lack of dependence on the time constraints
- ➢ meeting students' different needs and learning styles
- ➢ improved engagement, flexibility in teaching and learning
- ➢ more individualized learning experience
- ➢ provides a less stressful practice environment,
- ➢ helps students develop valuable and necessary twenty-first century learning skills which are the technology and digital age literacy, inventive thinking, effective communication, and high productivity (CEO, 2001)

Besides, the study conducted by Gagnon (2014) states that the learners believe that they learn better in a blended course than a traditional course. In another similar study by Karimi and Ahmad (2003) shows that the students have high level of satisfaction, enjoyment and accomplishment in a blended course comparing to a traditional learning environment.

2.2.1.2 Disadvantages of blended learning. There are some challenges and disadvantages of using online learning environments in traditional educational institutions as well as the advantages stated above. One of them is the adaption of this learning environment in a traditional school. Students may have difficulties in getting used to this new element. Also, arranging the right time suitable for both students and teachers is considered as a vital challenge since the face-to-face education is going on in a rigid schedule (Alebaikan & Troudi, 2009).

Also technical and Internet problems are the major challenges to fulfill a successful learning. The students may find the instructions difficult to follow and they may need immediate support. In addition to this, it is believed that e-learning

facilitates cheating and plagiarism, since the students see each other's answers and works (Zumor, Refaai1, Eddin & Al-Rahman, 2013).

2.2.2 Virtual classrooms. The challenges in education such as time and place constraints have increased the need of using virtual learning environments (Cavanaugh et al., 2014). Virtual classrooms offer a learning environment in which the instructors and learners can be in different places at the same time, and allow the instructor to archive the event for later viewing. Schools and classrooms using virtual learning environments are increasing and becoming more and more popular (DiPiedro, Ferdig, Black, & Preston, 2008).

Woodall (2012), listed the advantages of virtual classrooms as, there is no need to be in the classroom, opportunity to interact with the teachers simply by raising hand with a click on a button, contacting with peers, and presenting information, sharing documents via internet.

On contrary Posey, Burgess, Eason and Jones (2010) listed disadvantages of virtual classes as the factor of time, everyone should be online at the same time and this makes it similar to traditional classrooms, lack of interaction, possible technical problems, need of designing instruction suitable for virtual environment, adopting teachers and students to this environment (with trainings if needed).

2.2.2.1 Virtual learning in K12. According to Bargh and McKenna (2004), with the invention of internet the technology and internet usage amongst children increased at an extreme rate. The generation born in 90s and raised in 2000s is accepted as Generation Z (Palley, 2012; Tulgan, 2013). They are the first generation who was born into a totally wired world. They are online and connected more than any generations before (Palley, 2012). For this digital native generation the world has always been connected and information has always been available when they need it (Singh, 2014). As a result of this they are capable of doing anything online more easily than the previous generations (Palley, 2012).

The parents and educators have started worrying and complaining about the amount of time the children and teenagers spend on internet. There are remarkable increasing concerns about the negative effects of internet on their educational lives (Cavanaugh et al., 2014). Many education critics place technology and education on

opposite sides, pitting education against these virtual interactions. Something is missed out in this dilemma; they can work together very well (Alvarez, 2007).

Despite online learning is a relatively new endeavor in the K–12 arena, it is extending quickly, with increasing numbers of institutions providing services and more students willing to participate (Spellings, 2008). According to Jones (2012) in 2012 preference of online schools among K12 grade students has increased by 25%. Some parents choose these online schools since their children struggle in traditional education environments; others for flexibility of these schools.

Most of the educational institutions have started using online courses and/or lessons in their curriculums. Especially at universities distance education departments have started having an important role for students from other countries or cities (Alebaikan, 2010). There are many research studies on online education implemented within higher education institutions done but there isn't much research on online teaching and learning in K12 level (Cavanaugh et al., 2014; DiPiedro et al., 2008).

Virtual learning has the potential to improve the quality of instruction, while increasing productivity and lowering costs. Virtual or online learning is revolutionizing K12 education especially in America (Lips, 2010). Many schools offer hybrid or blended courses that combine face-to-face with online learning however there are many schools which are based on just online learning. In fact most programs serve high school students; there are a small number of middle school offerings (Lamp & Callison, 2005).

US Department of Education presented Evaluation of Evidence-Based Practices in Online Learning, Meta-Analysis and Review Report of Online Learning Studies in 2010. The research studies including 44 studies involving postsecondary students and seven studies involving K–12 students showed that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction. However the blended learning environments were found more effective than only online courses. Also the research studies conducted revealed that asynchronous distance education has more advantages than synchronous distance education.

Another report on Virtual Schools in the US published by National Education Policy Center also claimed that virtual schools have been commonly preferred by the learners recently. There are different modes of virtual schools such as only online or blended, synchronous or asynchronous. The report concluded that "No reliable research has yet demonstrated under what conditions, in what format, and in what specific ways virtual schools may present an advantage over existing bricks-and-mortar schools."

2.2.2.2 Optimum class sizes in virtual classes. The class size is really crucial in virtual classes especially in K12 level. The optimal size of a virtual class idea changes according to the administration and instructors points of views. According to administrations economically there is no burden of adding more and more students into the class since there is no desk or chair. On the other hand the instructors believe that small size of classes are more effective in instruction delivery. (Bettinger, Doss, Loeb, & Taylor, 2014; Orellana, 2006)

According to Orelana (2006) determining optimal class size for online classes is very complex and depends on various factors such as the instructors, instruction, design, delivery, interaction level and administration. Arzt (2011) mentioned that class size recommended in an online lesson is 12 to 21 if the interaction level is considered as primal. The reason of limiting the class size of a virtual class is disruptive peers. The learners get affected from their disruptive peers in a negative way this influences the learning adversely. Also the pace of the lessons slows down because of congestion. An empirical research study carried out by Bandiera, Larcinese, and Rasul (2010) claimed that the class size has an influence on academic achievement. The results of the study which compares the class sizes and academic achievement of the students revealed that larger classes reduce students' academic achievement.

Whereas in Bettinger, Doss, Loeb and Taylor's (2014) study the increase in the number of students take part in an online course did not affect the learning much. There has been small affects on their learning outcomes when the access is broadened at 10%. The study claims that the accessibility and flexibility of these

courses are more important than the size of the classes as long as the quality of the product is preserved.

2.2.3 Synchronous online lessons. Virtual classrooms offer an opportunity to learners and educators to communicate synchronously using features such as audio, video, text chat, interactive whiteboard, and application sharing (Martin & Parker, 2014). "Synchronous learning is live, real-time (and usually scheduled), facilitated instruction and learning-oriented interaction" (Murray, 2007, p.1). Synchronous online lessons are those that require students and instructors to be online at the same time in order to have a lesson. Lectures, discussions, and presentations take place at a specific hour. The synchronous learning environments include all other modes of instruction in enabling students to simultaneously integrate visual, auditory and kinesthetic processes (Hastie, 2007).

In synchronous learning there are many chances of communication. It was revealed from the researches that synchronous lessons engage students more thanks to the real time communication between the students and teachers. The participants feel like they are talking as if they are in a face-to-face learning environment. At this point one thing is crucial the communication motivates the learners only if the class size is not too big (Hrastinski, 2008).

Fostering a learning community is one of the biggest benefits of synchronous learning. Because the learner feel like they belong in a community and this engages them more (Murray, 2007). Also, synchronous learning environments offer many authentic and engaging activities supporting higher level of learning compared to purely asynchronous modes (Hastie, Chen & Kuo, 2007).

Another advantage of synchronous learning is decreasing the classroom management problems. These environments balance the learning dynamics and give a participation chance to everyone (Murray, 2007). It is also cost effective. Synchronous learning environments are much cheaper than face-to-face learning environments. It is available to everyone at any time and the lessons can be recorded and reused (Clark & Mayer, 2011).These learning environments also encourage the interaction and increases peer-to-peer and peer-to-teacher communication via chatting area. (Hyder, 2007)

A disadvantage of synchronous learning is the rush during the lessons. The interviews were showed that the learners feel like they need to write something so quick that they can give the right answer or comment about something before the others (Hrastinski, 2008). A common mistake made in synchronous lessons is instructing all the time instead of giving some time to the learners to think (Kwinn, 2007).

2.2.4 MOOCs. MOOC is an acronym for Massive Open Online Course. Massive means these courses accept extremely large enrollments; thousands of students can register from all over the world. Open can mean either anyone who has access to internet can enroll to these courses or they are free (Krause & Lowe, 2014). In 2012, various prestigious US universities started launching free online courses which are open to an unlimited number of students in collaboration with private companies (Chen, Barneth, & Stephens, 2013).

MOOCs are accepted revolutionary in education since they provide educational opportunities for anyone in the world who has an Internet connection (Springs, 2015). There are many advantages of MOOCs and these can be listed as accessibility, student engagement, and lifelong learning experiences. It is obvious that MOOCs are favorable since either they are free or cost lower than other education environments. Many students have access all around the world whenever they want, the students' engagement is higher since these courses are voluntary and they support lifelong learning. There is no age, country, gender or race restriction (Chen, Barneth, & Stephens, 2013).

On the other hand there are some challenges encountered. One of them is the accreditation and certification for MOOCs. There is no central body or a set of standards to accreditate these courses (Chew, 2015). The other big challenge is many of MOOCs do not offer any credits to the students who take the courses. In the end of the course they are just awarded with a certificate. The reason behind this is not to reduce the registration rate to the real courses and also awarding credits for MOOCs requires more resources for testing and validation (Gaebel, 2013).

Other challenges listed by Fournier, Kop and Durand (2014) are psychological issues such as lack of self-motivation or difficulty of self-pacing, pedagogical issues

such as lack of an educator's monitoring and unattended learners. Koutropoulos, Gallagher, Abajian, Waard, Hogue, Keskin, and Rodriguez (2012) claimed that the MOOCs need to evolve in terms of data capture and learner analysis. More information about the learners should be gathered and the reasons of taking or dropping out the courses should be investigated.

It has being discussed that the MOOCs are fad or future of education by the educators (Chen, Barnett, & Stephens, 2013). While there are many revolutionary virtues, there are also some doubts about the future of these massive courses (Krause & Lowe, 2014). An empirical study presenting the ideas of academics on the quality of MOOCs by Walker and Loch (2014) revealed that the MOOCs have a valuable place in education with many undeniable advantages but they cannot be a substitute of traditional schooling.

2.3 After School Online Lessons

With the rapid development of technology not only the ways of providing information but also the students' profiles have changed (Curtis & Lawson, 2001). A study conducted by Smith (2013) shows that the learners tend to prefer online lessons to face-to-face lessons. Furthermore, with online lessons it is possible to expand the instruction time without extending the school day or changing the school calendar, such as having supportive lessons after school (Gagnon, 2014).

Synchronous lessons are very important in an online course. Most of the learners want to see a live instructor that they can interact with and ask questions whenever they want (Carman, 2005). For some learners whose learning style is independent and who want to learn away from the traditional classroom in his/her own pace synchronous training via the Internet is very helpful (Woodall, 2012).

Using online lessons as a support of traditional education can be useful for students' learning. The participants in Gagnon study (2014) proved this by stating online sessions helped them a lot in learning a new topic alone at home and spending the class time for discussions rather than dull lesson activities.

There are several key factors to be considered for the quality of technology enhanced instruction (Bates & Poole, 2003). In Bargh and McKenna's study (2004), these factors were defined as the design of the learning system, the content, abilities

and disabilities of the students, quality of the teacher. Puzziferro and Shelton (2014) added interaction and collaboration, assessment and measurement, and course technology to preliminary elements to be considered in an online course.

2.3.1 Design of instruction, lessons' content and resources. The fundamental aim of instructional design is to provide environments and activities enhancing the learning to the learners. Therefore if the content and resources are created according to instructional design criteria and related pedagogy the teacher will benefit in terms of engaging their learners and creating effective online learning experiences (Creasman, 2012; Gormley, 2014).

Instructional design is in the very center of effective and efficient learning. Creative learning and teaching strategies in a well prepared instructional design, support learning in a vast scale. These designs include activities to motivate and engage the learners (Naudi, 2004). In order to ensure the quality in online education, a course development model should include a common framework for consistency, design, pedagogy, and well-designed content. (Puzziferro & Shelton, 2014)

Course resources and the activities need to support students' achievement according to the stated learning objectives directly, and assessment tasks need to be congruent with the activities and the objectives. They also need to allow students to demonstrate those learning objectives. This is called "constructive alignment" (Biggs, 1999).

Figure 0.1. Planning online lesson content and resources.

Designing instruction, creating lesson content and resources for online lessons are important to provide a better learning. Adopting existent content and resources for online lessons is sometimes difficult and it needs more attention (Juliano, 2014). Designing these materials require high demands on design, programming skills, and time (Kotzer &Elran, 2012). Therefore, most of the time inadequate attention and effort is paid to professional, organizational and effective content and material development (Top, 2007).

2.3.2 Course technology and learner's support. With the increase of implementing online and/or distance learning in education, students' support has gained more and more importance due to the complexity of these environments (Zawacki-Richter, 2004). Online lessons which enhance the students' achievement and engagement give opportunity to the learners to direct and pace their learning on their own. In many aspects this helps them since they feel independent. However, the challenges that they encounter while they are having online lessons alone at home may cause frustration and discouragement (Parkes, Zaka, & Davis, 2011). Therefore the students should be supported when they have technical problems in online courses (Yang & Cornelius, 2004).

Not only learners but also the teachers need support during the online lesson sessions. In Larsen's (2012) study the teachers mentioned that having technical support is necessary and valuable in an online course.

2.3.3 Learner participation, interaction and collaboration. In any learning environment one of the crucial components is the social and communicative interactions between student-teacher, and student-student (Su, Bonk, Magjuka, Liu & Lee, 2004). A student should ask questions, share opinions or disagree with another opinion to be able to learn better. This can be possible only through conversation, discourse, discussion, and debate among the students. In online courses these elements are provided with discussion boards, synchronous chat, electronic bulletin boards, and e-mails (Ya Ni, 2013).

In blended learning environments students are often in need of participating, collaborating and cooperating. These are prerequisite elements in online learning environments. These environments should be created by giving synchronous interaction opportunities to the students and instructors as much as possible (Carman, 2005).

As it is stated by Parkes et al. (2011) students prefer having interaction with their peer synchronously and this increases their engagement. The learners feel isolated and lack of belonging and support may discourage them when they have online lessons individually. For this reason interaction has a key role in learners' engagement (Falloon, 2012).

According to Croxton (2014), "Interactivity is an important component of satisfaction and persistence for online learners, and that preferences for types of online interactivity vary according to type of learner". Carman (2005) stated that there are two types of interaction; peer-to-peer and peer-to- mentor. Peer-to-peer collaboration provides students an opportunity to share their ideas and discuss with the other learners which enhances the learning. Furthermore, peer-to-mentor interaction gives opportunity to the instructor to give specific feedbacks to the students individually and lead the learners according to their needs.

Sher (2009) added learner-content interaction as the third interaction type. In this interaction type students interact with the course materials. They retrieve information from these materials no matter whether they are text, audio, video or a computer program.

Also, Larsen (2012) stated that blended learning environment promoted peer-to-peer and peer-to-mentor interaction and this interaction had a positive influence on learners' engagement and achievement in his study. As Su et al. (2005) found out in their study instructors perceive the learner-instructor and learner-learner interactions as key factors in high quality online programs.

2.3.4 Feedback, assessment and evaluation. The goal of learning assessment should be to measure whether the learning outcomes and desired learning outcomes match each other (Shank, 2012). Like any other education system, online learning activities need to be assessed and assessment need to be one of the key ingredients of online learning (Carman, 2005). With effective assessments it can be identified whether programs and online resources are implemented as planned, and if there are any improvements needed (Spellings, 2008).

According to Iahad, Dafoulas, Kalaitzakis & Macaulay's study (2004) there are two ways of assessment. One of them is summative for grading, the other one is formative for promoting the learning. Exams, quizzes, assignments can be the examples of summative assessment, and giving and receiving feedback can be used for formative assessment. Giving feedback is not only important for assessment but also for student engagement (Guillot, 2003; Samur 2012). While receiving

immediate feedback motivates students, not receiving any feedback discourages students in online courses (Pyke & Sherlock, 2010).

In order to make learning more effective the performance of the learners, teachers and the quality of the course should be evaluated. Evaluation answers the questions about the value of an online course (Horton, 2001). During the sessions this can be done by giving immediate feedback or detailed assessment can be done in the end of the lesson or course (Carman, 2005).

2.4 Perceptions

For a considerable long time the educators have inestigated the contribution of factors to the success of the students to improve academic achievement and motivation. One of the main factors is what the students perceive in a learning environment (Doppelt & Shunn, 2008). However not only students but also the ideas and perceptions of all stakeholders in an online learning environment are really important (Carman, 2015).

2.4.1 Learners' perceptions. In education, the learners should feel satisfied with their experience in order to ensure better learning. The learners' perceptions are very important in this context (Carman, 2005).

Interaction can be one of the key elements in success and in online lessons if the students communicate with their friends and teachers this may make them more satisfied in their learning experiences. It may enhance their perceptions on their learning experience as well as their social connectedness and enjoyment (Smith, 2013).

As it is stated in Davies, Laving and Corte's (2008) study students like using technology in every aspect of their lives. When the effect of technology on their learning asked, they said that their attentiveness increases and the quality of their learning and their appreciation improve (Davies, Laving, & Corte, 2008). If the teachers, administrators or course designers know the perceptions of students they can make some necessary changes in learning environment so that the learners' satisfaction and accordingly their achievement can increase (Çetiz, 2006).

The quality of distance education has been improved with the help of online lessons by providing more interaction between the students and the teachers. Recently online learning has been started to be used as a support to traditional face-to-face learning. There are many studies on this topic but they generally analyze the teaching techniques used or learning outcomes of students but the perspectives of teachers and students about online learning are neglected in many studies (Stacey &Wiesenberg, 2007).

Most of the learners will give positive answer when their ideas about using technology in the lessons are asked. Most of them enjoy having technology enhanced activities in their lessons. This is very obvious yet there is limited research on the perceptions of the students in a blended course (Shaw, 2010).

2.4.2 Instructors' perceptions. Since the instructors have crucial roles in the quality of teaching, learning effectiveness, and overall system reliability, the feelings and perceptions of teachers are really important in learning. If instructors' attitudes are understood well and improved then it is more possible to have more efficient and effective learning programs (Ozan, Wuensch, Kishore, Aziz, & Tabrizi, 2011).

Taylor (2003) stated that with the integration of technology into education the instructor's role has transformed from traditional teacher to a coach providing guidance instead of being in the centre and leading the learning. Therefore, they have some difficulties in adopting their new roles. If they cannot interiorize their role in online learning and if they are not willing to provide enough support then it is difficult to build effective learning environments.

2.4.3 Parents' perceptions. To be able to have professional and successful technology integration in education all the stakeholders must involve in the process. Teachers and students are obviously the core elements but also the parents, administration and community leaders must support this process and they need to involve in if it is needed (CEO, 1999).

Chapter 3: Methodology

In this chapter, it is mainly aimed to define the goal of this study, research design, participants, sampling, description of the course, data collection procedures and tools, procedures, data analysis procedures, validity and reliability, and limitations and delimitations of this study.

3.1 Philosophical Paradigm

The goal of this study is to collect reliable data and to provide meaningful interpretation that can be added to the online learning literature about students', teachers' and parents' perceptions of after school online lessons.

3.2 Research Design

A descriptive, case study was implemented as the model for this research study. According to Yin (1994), when the researcher tries to answer "how" or "what" questions within real life contexts, the case study is an appropriate research method. Therefore, this study uses a descriptive case study to investigate what the students, teachers and parents' perceptions on after school online lessons.

The researcher conducted a mixed study design. Mixed study design is a data collection way which involves gathering both numeric information and text information so that the final database represents both quantitative and qualitative information (Creswell, 2003). Driscoll, Appiah-Yeboah, Salib and Rupert (2007) mentioned in their study that "The qualitative data provide a deep understanding of survey responses, and statistical analysis can provide detailed assessment of patterns of responses."

For the quantitative data, a survey was given to students and teachers in order to collect data about their perceptions of ASOC lessons implemented within the institution. After collecting the quantitative data, the qualitative data were obtained to follow up and support the quantitative findings.

Table 0.1

Data Collection Procedures

Research Questions	Participants	Type of Data	Data collection procedures
Perceptions of students in after school online lessons	4 groups of students 4 individual students	Qualitative	Interview Observation
	204 students	Quantitative Qualitative	Survey Final part of the survey
Perceptions of teachers in after school online lessons	5 teachers Course Designer	Qualitative	Interview Observation
	21 teachers	Quantitative Qualitative	Survey Final part of the survey
Perceptions of Parents in after school online lessons	6 parents	Qualitative	Interview

3.3 Participants

In this study the participants were 204 students, 21 teachers who take part in ASOC and 6 parents whose children take these after school online lessons. In addition to this the course designer was also interviewed. Their perceptions were investigated with the help of data collection tools. Necessary information is presented below.

3.3.1. The students. The participants are the students who are currently studying in grades 6 and 7 of a private school in Turkey. The school has various campuses in Turkey but in this study, only students, teachers and parents from one campus were interviewed and observed. The number of students who took part in this study is 204 in total, 91 of these students are in grade 6, and 113 of them are in grade 7.

They are mostly Turkish students but only about 5% of them have different nationalities. Their families' socioeconomic status is above average in Turkey. Since the school is a private school most of their families have high purchasing power.

3.3.1.1 Demographic data of the students. The survey includes questions gathering information about the participants' age, grade level, and computer and internet usage for collecting demographic data. Through these questions necessary information about the participants was collected (See Tables 3.2 and 3.3).

Table 3.2

The Grade Levels and Ages of Students

Variable	Frequency	Percentage
Grade Level		
6th	91	44%
7th	113	56%
Age		
11	19	9,3%
12	91	44,6%
13	84	41,1%
14	1	0,4%
N/A	9	4,4%

*N/A: Not Answered

The first item questioned the grade level of the students. It revealed that 44% of them, 91 students are in the 6th grade and 56% of them, 113 students are in the 7th grade. The second item investigated the students' ages and it deduced that 44% of them, 91 students are 12 years old, 41% of them 84 students are 13 years old, 9% of them, 19 students are 11 year old, and one of them is 14 years old.

Table 3.3

Computer and Internet Usage of the Students (N=204)

Variable	Frequency	Percentage
Computer possession		
Yes	197	96.57%
No	5	2.45%
N/A	2	0.98%
Internet connection		
Yes	197	96.57%
No	6	2.94%
N/A	1	0.49%
Usage of computer		
Everyday	92	45.10%
Twice or three times a week	49	24.02%

Once or twice a week	28	13.73%
Once a week	14	6.86%
Less often	21	10.29%
N/A	0	0
Usage of internet		
Everyday	152	74.51%
Twice or three times a week	24	11.76%
Once or twice a week	14	6.86%
Once a week	8	3.92%
Less often	4	1.96%
N/A	2	0.98%
Reasons for going online		
Contacting with family and friends	29	14.22%
Surfing the net	34	16.67%
Looking at social media websites	54	26.47%
Getting help for lessons	19	9.31%
Playing online games	35	17.16%
Other	29	14.22%
N/A	4	1.96%
Computer Skills		
Good	180	88.24%
Not Good	14	6.86%
N/A	10	4.90%

*N/A: Not Answered

Majority of the students, 97% of them, 197 students have computers and internet connection at home. When the frequency of computer usage is asked it is found out that 45% of them use their computers every day, 24% of them twice or three times a week, 13% of them once or twice a week, 6% of them once a week and 10% of them less often. Besides, the results show that 74% of them go online every day, 12% of them twice or three times a week, 7% of them once or twice a week, 4% of them once a week and 2% of them less often.

The reasons of going online are also questioned and %26 of them stated that they go online for looking at social network websites, %17 of them for playing games, %17 of them for surfing the net for pleasure, %14 of them for contacting with their family and friends, 9% of them for getting help in their lessons, and 14% of them chose other and mentioned that they go online for watching videos, downloading homework from LMS, looking up online dictionaries, reading e-books and online stories, and listening to music.

A clear majority of the students, 88% of them stated that their computer using skills are good. On the other hand 7% of them mentioned that their computer using skills are not good.

3.3.2 The teachers. Other participants are the teachers who give lectures in e-etudes. They work at a private school. 21 teachers from Turkish, Math, Science, Social Studies and English departments from different grade levels answered the survey questions online. Also, 5 teachers from each department were interviewed and observed. Since e-etudes are implemented in five main lessons (Turkish, Math, Science, Social Sciences, English) one teacher from each branch was interviewed.

Since the researcher is an English teacher, English teachers formed the majority of the participants, and while the survey was sent to many teachers in many different departments, English teachers were more willing to answer the survey due to their acquaintance with the researcher.

3.3.2.1 Teachers' demographic data. PASOCS includes questions for getting information about the teachers' age, subjects that they teach, experience and computer and internet usage for collecting demographic data. Through these questions necessary information about the participants were collected (See Table 3.4).

Table 3.4

Ages, Subjects that the Teachers Teach and Years of Experience (N=21)

Variable	Frequency	Percentage
Age		
25-30	12	57%
30-35	7	33%
35-40	2	9%
Subject		
Turkish	2	9%
Science and Technology	1	5%
Math	2	9%
Social Studies	2	9%
English	14	66%
Experience		

1-5 years	7	33%
5-10 years	9	42%
10-15 years	5	23%

The first item questioned the teachers' ages and it revealed that 57% of them, 12 teachers are 25 to 30 years old, 33% of them, 7 teachers are 30 to 35 years old and 9% of them, 2 teachers are 35 to 40 years old. The second item investigated the subjects that the teachers teach and it deduced that 14 of them are English teachers, 2 of them are Turkish, 2 of them Math, 2 of them Social Studies and 1 of them is Science and Technology teacher.

The third item asked how many years of teaching experience they have and the results show that 33% of them have 1 year to 5 years experience, 42% of them have 5 years to 10 years experience, and 23% of them have 10 years to 15 years experience of teaching.

Also, questions for providing information about the teachers' computer and internet usage and the numbers of e-etude lessons they had were asked. (See Table 3.5)

Table 3.5

Computer and Internet Usage (N=21)

Variable	Frequency	Percentage
Reasons for going online		
Contacting with family and friends	1	5%
Surfing the net	5	24%
Looking at social networking sites	3	14%
For work	9	43%
Making research	3	14%
Other	0	0%
Computer Skills		
Good	20	95%
Not Good	1	5%
Number of e-etude experience		

Only once	8	38%
1 to 5 times	12	57%
5 to 10 times	1	5%
More	0	0

The results show that majority of the teachers, 43% of them go online for work purposes, and 24% of them use internet for surfing the net. Nearly all of the teachers, 20 out of 21 mentioned that their computer skills are good. The number of e-etude lessons they had, varies between once and ten times. Most of them, 57% of the teachers had e-etudes more than once to five times and 38% of them had only one e-etude lesson experience.

3.3.3 The course designer. Also the course designer was interviewed in order to get more information about the aim of the course, design of the instruction, content and materials, and details about the course.

3.3.4 The parents. Lastly, the parents whose children took part in e-etudes were interviewed. The number of parents interviewed was 6. The parents' demographic data cannot be collected because a survey cannot be given. A survey was not allowed as a result only six parents were interviewed during the parents meetings. For this reason the research questions on parents' perceptions of ASOC are limited.

In all of the interviews the participants' names were not asked or included in the notes. In surveys also there weren't any personal questions except of their demographic data. Also in the beginning of interviews and surveys it was promised that the data collected from the participants would be used only for this study.

3.4 Sampling

The participants were selected using convenience sampling for this study. "Many times it is extremely difficult (sometimes even impossible) to select either a random or a systematic nonrandom sample. At these times, a researcher may select a convenience sample" (Fraenkel & Wallen, 2003). Convenience sampling is preferred when a group of participants in a study that happen to be available at the time of data collection (Picciano, 2006).

3.5 Description of after school online (e-etude) lessons

Within the institution after school online lessons are undertaken for supporting the face-to-face lessons. They are mainly based on revision of the topics that are presented at school in face-to-face lessons. They include five main subjects; Math, Science, Turkish, Social Studies and English.

3.5.1 Scheduling of the lessons. These online lessons are mostly implemented after school when the students arrive at home. The teachers who teach in these lessons need to wait at school till the students are ready. There is no calendar prepared beforehand. The lessons are scheduled when it is necessary, especially before the exams. The students are informed a couple of days before by the teachers or the deputy heads. The parents are informed via e-mails or text messages. Also the lessons are announced in LMS.

Most of the time these lessons are planned on weekday evenings but there are some exceptional situations. For example this year the schools had snow holidays for a couple of days. Since the school has many campuses in Turkey some schools education had a break while the others did not. There is one curriculum and the lesson plans are the same in all of the schools. As a result some of the schools fell behind the program. Therefore the administration decided to make e-etude lessons during these snow holidays. The teachers who are responsible with e-etude lessons went to school and the students connected from their houses and they had lessons all together. The attendance was really high; nearly all of the students took part in these lessons.

3.5.2 Designing of the instruction. A group of teachers in that grade come together and decide on the students' needs. They define the problematic areas to be revised in e-etudes and one or a couple of teachers are assigned with creating the resources. Most of the time the topic is revised briefly in the beginning of the lesson then questions are presented. The questions are multiple choice questions since they are more proper for these lessons.

The lessons and resources are planned just before the lessons sometimes a week before sometimes a night before. This makes it difficult to check the resources or think on them deeply. Also this makes the planning more difficult for the teachers

in their busy schedules and gives the whole responsibility on one or a couple of teachers.

There are no set objectives of these lessons or a written lesson plan. Since the objectives of these lessons are not defined beforehand they cannot be shared with the students. They are sometimes just informed about the subject to be revised in e-etude lessons. That evening the students assigned their regular homework as well but the teachers are requested to give less homework than the other days.

3.5.3 The learners and the teachers in ASOC. The learners take part in these e-etude lessons voluntarily. The teachers and the administration encourage them and some of the teachers mention that these lessons are compulsory to make them attend these lessons. The students are at the same age but they have different backgrounds, interests or learning styles. In some lessons the students from different parts of Turkey attend the same lessons. While the needs of students are being defined before the lessons only a group of students are taken into consideration. There is no detailed learner analysis.

The teachers are the same as face-to-face lessons. Different teachers are assigned for these e-etude lessons. These teachers are usually chosen among the ones who work at bigger campuses and the experienced and trusted teachers are preferred. The institution does not offer any training to these teachers but the teachers are capable of using technology efficiently since they use technology during face-to-face lessons a lot. Still they do not have any information about how to handle with the problems encountered, the communication language, and pedagogical aspects of teaching online. The teachers who have these lessons are not promoted or rewarded after these lessons.

3.5.4 Technical aspects of ASOC. They have their lessons synchronously with the help of an IT staff in a classroom which has a camera, smart board and a computer. The teacher is equipped with a microphone and headphones in order to communicate with the students better. The software used to have these online lessons, is Adobe Connect. The software is user friendly and neither students nor teachers need detailed information. A link and a password are provided to the students before the lessons.

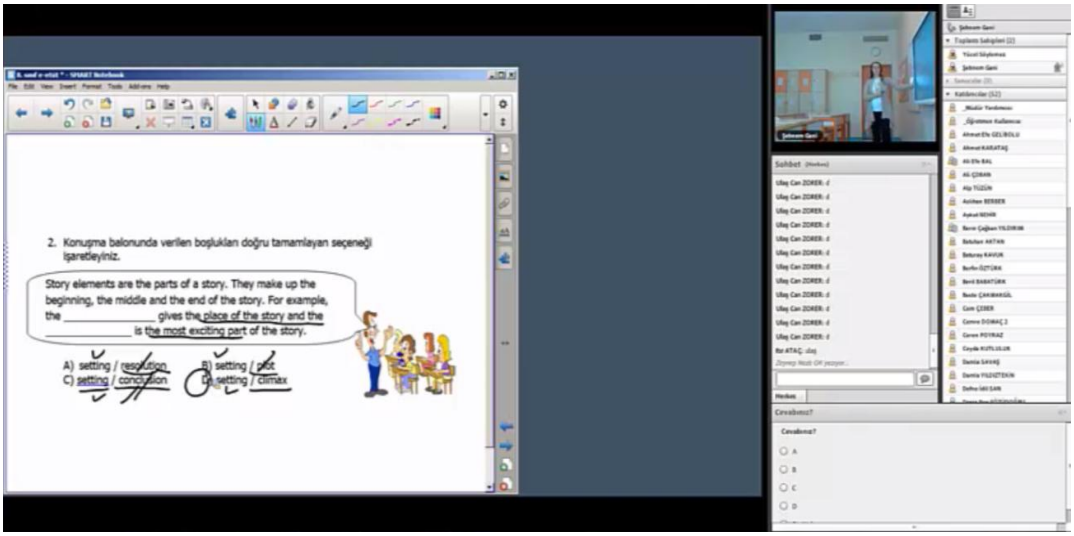

Figure 0.2. An example e-etude session.

The material is projected on the smart board and the teacher teaches by writing on the smart board. The students can see the teacher, smart board screen and the chatting area and/or the voting part. The students write their questions, answers or comments in the chatting area if it is permitted. They can communicate with their friends who are online, too. Since the students may write some inconvenient things, direct messaging between students is closed. They can only write in the chatting area but still there are some problems with the comments of some students who do not take these lessons serious. An employee from IT department is there to help the teacher when necessary. However the students cannot get any technical support during these lessons. If they have any serious problems they can report it to the administration later.

3.5.5 Interaction and collaboration in ASOC. The interaction level of the lessons varies according to the size of the classes. Sometimes lessons are presented to massive groups on the other hand sometimes a small group of students take these lessons. There isn't any collaboration; all of the students participate in these lessons individually.

3.5.5.1 Online lessons in massive classes. Some lessons are planned for big groups in which there is nearly no interaction. These lessons are produced in one or a couple of schools' campuses to several schools of the institution, and around 800-1000, students participate in these lessons. The chat area is closed and the students can only use the voting area to answer the questions. The lesson material is designed as a multiple-choice document and the students can only answer by choosing the correct option. The teacher gives feedback to the whole group when he/she gets the result of voting. These types of sessions are preferred to reduce the work load of the teachers and to save time and effort.

3.5.5.2 Online lessons in small classes. In these lessons only one or a couple of classes take part in the lessons. There are about 20 to 50 students in these sessions. Interaction level is higher in these lessons. The students use the chat area to write their answers, to ask questions or to comment on the lesson. These lessons are more preferred by both the students and the teachers. The students think that they can ask their questions to the teachers but if there is more than one class they complain about the size of the class because they think that the teachers cannot see their questions and cannot give direct feedback.

3.5.6 Assessment and evaluation of the students in ASOC. Neither the learners nor the teachers are assessed in the end of the lessons. There is no measurement for the learning outcomes. The students' needs are defined before the lessons but there is no information on whether these goals are achieved or not. The students are not assigned with any project, homework or task in the end of the course. Also the effectiveness of these lessons is not evaluated by an authorized body. An informal evaluation is made by the teachers, head of departments and the administration.

3.6 Data Collection Instruments

In this study to collect data three data collection tools were used. Interviews and observations were used to collect qualitative data and surveys were used to collect quantitative data. All of the data collection instruments were aligned to each other by following the same criteria.

3.6.1 Observations of e-etude lessons. E-etude lessons in two grade levels; 6 and 7 were observed and some sessions were recorded to be able to work on them in future if necessary. A structured observation form was used while observing the lessons. The observation form was adapted from the other resources (Tobin, 2004; Wright, 2003). First an observation form which is very close to desired one was looked for and found ("Online Course Review Rubric – A document of the University of Southern Mississippi," 2010). Then some of the criteria on this form were changed and adapted to the study (Appendix A). The form was prepared in four categories;

- ➢ Design of instruction, content, resources
- ➢ Course technology and support
- ➢ Students' participation, interaction and collaboration
- ➢ Feedback, assessment and evaluation

3.6.2 Interviews with students, teachers, and parents. Interviews were conducted with the students, teachers and parents. The questions were asked to the students both in groups and individually (Appendix B). The interview questions were adapted from the other research studies (Chew, 2011; Çetiz, 2006; Picciano, 2002; Pinto, 2014; Richardson, 2003; Kudrik, 2009; Lin, Chan, & Hsiao, 2011; Yang & Cornelius, 2004). Some new questions were added and some of them were eliminated after testing the interview questions. The questions were categorized in six groups.

- ➢ Design of instruction, content, resources
- ➢ Course technology and support
- ➢ Students' participation, interaction and collaboration
- ➢ Feedback, assessment and evaluation
- ➢ The attitudes of students and teachers towards ASOC
- ➢ Students' ideas on teachers / Teachers' ideas on students

The same categories and similar questions are used for teachers too (Appendix C). One teacher from each branch was interviewed individually and these interviews

were recorded. Since it is not very easy to communicate with the parents and since the school does not approve this only a couple of questions were asked to the parents to get their ideas about these online lessons (Appendix D). The interviews were done individually but couldn't be recorded. In addition to this, interview questions for the course designer were prepared and the course designer was interviewed to get more detailed information about the course (Appendix E).

3.6.3 Perceptions of after school online course survey (PASOCS) for teachers and students. A survey was prepared by getting help from various resources (Chew, 2011; Çetiz, 2006; Picciano, 2002; Pinto, 2014; Richardson, 2003; Kudrik, 2009; Lin, Chan, & Hsiao, 2011; Yang & Cornelius, 2004). The questions were revised and some new questions were added (Appendix F). First it was planned to be given right after an e-etude session but it wasn't approved by the administration. So a change had to be made and the students answered the questions on paper. The questions were analyzed by the supervisor, administrator of the school and the course designer.

The questionnaire prepared for students were given to 204 students in grades 6 and 7. They answered them in a lesson. The researcher explained the study and answered their questions and helped them while they were answering. After collecting the papers, the answers were entered to an online survey system.

Also an online questionnaire was sent to the teachers and they answered the questions online (Appendix G).Twenty one teachers from different departments answered this questionnaire. The link was sent via e-mail and a brief explanation of the study was written in the e-mail.

3.7 Procedures

In this study, questionnaires, interview questions and observation criteria were mainly consisted of five parts;

- ➢ Design of instruction, content, resources
- ➢ The attitudes of students and teachers towards this course
- ➢ Course technology and support
- ➢ Students' participation, interaction and collaboration
- ➢ Feedback, assessment and evaluation

The researcher had the interviews with one group of student or an individual student at a time and the conversation language was Turkish so that they can express themselves more comfortably in their native language. The teachers are also interviewed to investigate their perceptions on e-etudes. They were interviewed individually and the interviews were recorded and transcribed.

Before the interviews, the researcher explained the goal of this study and the participants were informed that their comments during the interviews would not be shared with another stakeholder to let them express their feelings and experiences about the course confidentially. Also, the administration's, students' and teachers' permissions were taken before the interviews so that they can take part in this study.

The surveys were given on paper to a group of students from grades 6 and 7 but the teachers answered the questionnaire online. A statement of this study's purpose was written in the beginning of the survey. Permission to conduct these surveys was taken from the administration.

The lessons were observed synchronously. The researcher observed two different groups of students from 6th and 7th grades in five different subject lessons' e-etudes and the sessions were recorded and analyzed with a structured observation form. In the end, the outcome gained from the interviews, questionnaires and observations were compared.

3.8 Data Analysis Procedures

Both qualitative and quantitative data were analyzed. In quantitative data analysis descriptive data analysis was done in SPSS. In qualitative data analysis the recordings and the interview questions' answers were coded and categorized in themes and evaluated.

3.8.1 Quantitative data analysis procedures. Quantitative data we recollected from the surveys answered by the students and teachers. The survey questions were prepared by the researcher getting help from the previous studies.

This research includes descriptive data analysis and provides necessary data collected from a group of individuals. The percentages, mean scores and standard deviation of the results were calculated. For analyzing the data in the questionnaires, the questions were categorized according to the criteria in research questions.

Also, by getting help from the literature some of the questions in students' survey were compared. Crosstabs were used to analyze the data more deeply. The outcomes were interpreted and the cross tables were put in appendices.

3.8.2 Qualitative data analysis procedures. Qualitative data collected from the observations and interviews. The researcher observed the online lessons and used an observation form. Also the lessons were recorded and while analyzing the data the recordings were used as reference. The common points in the lesson observation forms were detected and categorized and evaluated.

In qualitative data analyses first the interviews were transcribed word by word from the recording. Also the final part of the survey asking the ideas and recommendations of students and teachers on e-etudes were coded and analyzed. After that the researcher read the data to overview the common opinions about e-etudes. Then the themes were identified which were very similar to the categories defined in research questions. In the end the perceptions of students, teachers and parents were derived.

3.9 Validity and Reliability of the Study

To ensure the content validity, the questions were analyzed by the supervisor of this study and some necessary changes were made and some new questions were added.

> Content validity is related to a type of validity in which different elements, skills and behaviors are adequately and effectively measured. To this end, the research instruments and the data might be reviewed by the experts in the field of research (Zohrabi, 2003, p.258).

In order to strengthen the internal validity of a research, the researcher should try to collect data through various methods such as observations, interviews and questionnaires. (Merriam 1995; Zohrabi, 2003) The researcher used three different methods to collect data and checked the validity by comparing the results of the data collected through these data collection tools.

Interviews were conducted with teachers, students and parents, questionnaires were given to students and teachers and the researcher observed these after school

online lessons. Also, Zohrabi (2003) mentioned in his study that repeated observations in long term period can enhance the validity of research. In order to provide intended information different classes should be observed. In this study many lessons were observed throughout the year. Different student groups, different lessons and different teachers were observed over an extended period of time.

3.10 Limitations

In this study the perceptions of students, teachers and parents were investigated. Especially, in qualitative data analysis the trustworthiness of the researcher is crucial and might be seemed as a limitation as in other qualitative research studies.

In data collection, the source of the data is the participants, the human beings and the majority is the students aged 11 to 13. The research had to rely on these participants' answers. The researcher was there while they were answering the interview and survey questions and guided them but still the honesty of the participants cannot be guaranteed.

This research study is mainly based on blended learning environments. The course can be accepted as a blended course since face-to-face and online learning environments are combined. However face-to-face lessons are dominant and this course doesn't constitute all of the characteristics of blended learning. In a blended learning environment the lessons are mostly blended for the same group of students and created by the same teacher according to the students' needs detected in face-to-face lessons. In this study the needs are defined according to only a group of students and a teacher who does not teach all of the students create the lesson and resources.

Data on parents' perceptions are limited since the administration of the school did not approve including the parents in this research study. As a result of this the parents did not answer the survey questions. However just interviews were made with the parents who came to parents meeting.

Despite these limitations, this study is expected to make a considerable contribution to the other research studies regarding the perceptions of students, teachers and parents in an online learning environment.

3.11 Delimitations

This research study was limited to 204 students, 21 teachers who attend the after school online lessons and 6 parents whose children attend these lessons, only in one school. The findings and the conclusions were limited to this research case. So, the results would be different for another blended learning or online learning environment designed by different designers, teachers or institutions. In addition, it may not be possible to generalize the results of the study to a larger population.

Chapter 4: Results

In this chapter, statistical results of the surveys, and the interview results are presented. The results are categorized according to the research questions.

4.1 Students' Data Collected Through Surveys, Interviews and Observations

In this part students' quantitative and qualitative results will be presented. They include survey, interview and observation results.

4.1.1 Students' perceptions of ASOC. RQ1.: What are the students' perceptions of ASOC?

This question investigates general perceptions of students of e-etude lessons. This part of PASOCS includes questions about students' interest in e-etudes and opinions about these lessons (See Table 4.1).

Table 0.1

Students' general perceptions of ASOC (N=204)

Statements	SA	A	N	D	SDA	M	SD
I love e-etudes.	14%	20%	23%	12%	29%	3.22	1.431
I attend e-etudes voluntarily. without any pressure.	23%	34%	17%	9%	14%	2.57	1.345
E-etudes are fun.	12%	9%	25%	18%	35%	3.56	1.368
My achievement has increased after e-etudes.	10%	10%	31%	24%	23%	3.40	1.237
E-etudes should continue.	25%	21%	21%	9%	22%	2.82	1.480
I prefer not having e-etudes.	18%	12%	24%	20%	22%	3.16	1.412
There should be more e-etudes.	15%	8%	19%	19%	37%	3.54	1.444
I recommend these e-etudes to my friends.	15%	17%	23%	12%	30%	3.25	1.448
I prefer e-etudes to face-to-face lessons.	24%	7%	12%	17%	38%	3.38	1.619
E-etudes motivate me towards my lessons at school.	18%	12%	20%	23%	24%	3.24	1.426
E-etudes have no influence on my success in face-to-face lessons.	8%	12%	33%	20%	24%	3.41	1.218
Having synchronous lessons engages me.	22%	26%	21%	15%	13%	2.72	1.340
I prefer lecturing videos to e-	30%	16%	14%	12%	25%	2.86	1.595

etudes.

There is no difference between the lecturing videos and e-etudes.	9%	7%	22%	18%	42%	3.77	1.329
I don't mind whether e-etude lessons synchronous or not.	14%	13%	13%	16%	41%	3.57	1.495
My parents encourage me to attend these e-etudes.	42%	30%	11%	7%	8%	2.10	1.264
My teachers encourage me to attend these e-etudes.	46%	26%	12%	6%	8%	2.02	1.253
Sometimes I pay attention to something unrelated during an e-etude.	30%	22%	12%	16%	16%	2.66	1.481

**SA: Strongly Agree, A: Agree, N: Not Certain, D: Disagree, SDA: Strongly Disagree, M: Mean, SD: Standard Deviation*

The results of these part shows that 41% of the students do not like e-etude lessons. Additionally, 53% of them disagreed that the e-etude lessons are fun. They were asked whether they attend these e-etude lessons voluntarily and 57% of them agreed that they attend at their own request without any pressure. Nearly half of them, 47% of them do not agree that their achievement has increased after e-etudes.

On the contrary, 46% of them think that these lessons should continue and 42% of them disagreed with the statement mentioning they prefer not having these lessons. However, 56% of them disagreed that there should be more e-etude lessons and 42% of them do not want to recommend these lessons to their friends. More than half of the students, 55% of them prefer face-to-face lessons to e-etude lessons.

When it is questioned whether these e-etudes motivate the students, 47% of them stated that e-etudes do not motivate them yet 44% of them disagreed that e-etudes haven't got any influence on the face-to-face lessons. Having synchronous online lessons engages 48% of the students. The students have lecturing videos in LMS and it was asked whether they prefer those videos or e-etudes and 46% of the students said that they prefer lecturing videos instead of e-etudes and 60% of them believes that e-etude lessons are different from lecturing videos. The effectiveness of having synchronous lessons is also questioned and 57% of them think that e-etude lessons should be implemented synchronously.

In the last part the encouragement of the students' families and teachers were investigated and 72% of them stated that their families and their teachers encourage

them to participate in these lessons. Half of the students, 52% of them agreed that sometimes they pay attention to something unrelated with e-etudes.

In addition to quantitative data collected through PASOCS, the interview responses, students' opinions and recommendations in the final part of PASOCS show that the students think that these lessons are boring (See Table 4.7). The students mentioned that sometimes they pay attention to something unrelated such as watching TV or video, playing games or doing homework during these e-etude lessons. They stated that the face-to-face lessons are better, more enjoyable and more effective for their learning.

They think that they have lots of things to do for school and they spend too much time at school. As a result of this they mention that these lessons shouldn't continue. They added that their teachers and parents sometimes force them instead of encouraging them. The majority of them stated that they prefer lecturing videos uploaded to LMS.

4.1.2 Students' attendance and perceptions of frequency, scheduling and duration of e-etudes. RQ1: What are the students' perceptions of ASOC?

This part investigates the attendance level of students and their perceptions of frequency, scheduling, and duration of e-etude lessons (See Table 4.2 and 4.3).

Table 0.2

Students' attendance information (N=204)

Variable	Frequency	Percentage
Students' Attendance		
Yes	180	88.24%
No	14	6.86%
Not Answered	10	4.90%
Attendance Frequency		
All of the e-etudes	80	39.22%
Most of the e-etudes	78	38.24%
Some of them	33	16.18%
None of them	6	2.94%
Not Answered	7	3.43%
The lessons they attended		

Math	186	22%
Turkish	183	22%
Social Studies	164	20%
Science and Technology	166	20%
English	129	16%

Students' attendance is questioned in the first question and 88% of the students mentioned that they attend e-etude lessons. When the frequency of their attendance asked 39% of them stated that they have attended all e-etude lessons so far, 38% of them have attended most of them, 16% some of them, and 3% of them said none of them.

The students' attendance to e-etude lessons according to school subjects is asked and in this question students were able to choose more than one answer and the results show that the highest amount of students, 186 students 22% of them, have attended Math e-etudes. Then Turkish e-etude lessons with 22% of them, 183 students, Social Studies 20% of them, 164 students, Science and Technology 20% of them, 166 students, and English e-etudes 16% of them, 129 students.

Table 0.3

Students' perceptions of scheduling, frequency and duration of e-etude lessons (N=204)

Statements	SA	A	N	D	SDA	M	SD
The schedule of e-etude lessons is suitable for me.	12%	28%	26%	13%	18%	2.98	1.293
E-etude lessons are frequent enough.	35%	28%	15%	11%	8%	2.31	1.303
The duration of e-etude lessons is suitable.	27%	36%	15%	12%	6%	2.34	1.206
I would like to have e-etude lessons when I am more suitable.	17%	16%	31%	18%	15%	3.00	1.299
I would like to have e-etude lessons more often.	14%	13%	11%	19%	39%	3.56	1.489

The perceptions of students about scheduling, duration and frequency of e-etude lessons are questioned, as well. Nearly half of them, 40%, agreed that the schedule of these e-etude lessons is suitable for them. On the other hand, 31% of them think that the schedule of these lessons is not suitable, 26% of them are uncertain.

The frequency of e-etude lessons is enough for 58% of them. However, 19% of them stated that it is not enough, and 15% of them are hesitant. Students, who think that the duration of the lessons is suitable, are in majority with 63%, yet 18% of them disagreed with this and 15% of them are not certain about the appropriateness of these lessons' duration.

The percentages of students who think that the lessons should be another time during the day are equal to the percentage of students who believe that the time of these lessons should not change with 33%. Though, 31% of them are not clear about this.

More than half of the students with 58% do not want to have more e-etude lessons while 27% of them would like to have them more often and 11% of them are neutral.

In line with the quantitative data gathered from PASOCS, the qualitative data collected through interview responses, the final part of the survey and observations shows that the students attendance and participation level is really high. (See Tables 4.7 and 4.8)

While observing these lessons it was seen that there are many students in these sessions. The lessons were observed when students could not go to school due to weather conditions (snow holiday). They had these e-etude lessons at home and the teachers perform the same lessons in different e-etude halls at the same time. For instance, in one of the Math e-etude lessons there were seven e-etude halls and there were approximately 500 grade 7 students who took part in these e-etudes. In the campus, in which this study takes place, there are 248 grade 7 students, and it was observed that about 170 to 200 students, which are nearly 80% of them, attended these lessons.

Additionally, the interview questions' responses showed that they try to attend all of these lessons. However, they may miss these lessons because of their trainings

or sicknesses. Some of them mentioned that they arrive at home later than e-etude lessons.

In the final part of PASOCS most of the students stated that they are very busy and they have too many things to do such as weekend courses, after school etudes, homework and trainings. Therefore, they get too tired to concentrate on these lessons. As a solution they recommend having these lessons at the weekend or later on weekday evenings.

Corresponding with the survey results, the students think that these e-etude lessons are frequent enough. They stated both in the interviews and the survey that there shouldn't be more e-etude lessons since they are very busy. They recommend having these lessons right before the exams for revising the structures. Also, they believe that the duration of these e-etude lessons is enough and they shouldn't be longer. Some of them think that they should be even shorter.

4.1.3 Students' perceptions of the design of instruction, content and resources of e-etude lessons. RQ1.1: What are the students' perceptions of the design of instruction, content & resources of after school online lessons (e-etudes)?

This question seeks answers on how the students perceive their after school online lesson experiences in terms of the instruction design, course content and resources based on the results of the PASOCS for students (See Table 4.4).

Table 0.4

Perceptions of the design of the course, content and resources of e-etudes (N=204)

Statements	SA	A	N	D	SDA	M	SD
I would like to learn the objectives of e-etudes beforehand.	48%	28%	14%	2%	5%	1.88	1.111
My teachers give information about the content and objectives of the e-etudes beforehand.	19%	32%	25%	10%	12%	2.63	1.257
The content of e-etudes matches the content of face-to-face lessons.	37%	34%	17%	5%	4%	2.04	1.085
I think the activities done in e-etudes are fun.	10%	8%	24%	19%	36%	3.63	1.342
I get bored in e-etudes.	33%	14%	25%	16%	10%	2.57	1.368
The activities in e-etudes are useful	28%	39%	20%	5%	6%	2.22	1.112

for my learning.							
The level of the activities is proper for my level.	48%	37%	8%	2%	3%	1.75	.957
The resources used in e-etudes are helpful for my learning.	30%	28%	21%	7%	11%	2.40	1.311
I have difficulties in understanding the content of e-etudes.	3%	3%	13%	22%	58%	4.30	1.012
I am not able to answer the questions and have difficulties in doing exercises in e-etudes.	6%	4%	8%	25%	54%	4.17	1.178

It was asked to the students whether they get any information before these lessons stating the objectives of that lesson and whether they want to learn the objectives before the lessons. Majority of the students, 74% of them, mentioned that they wanted to learn what they are going to practice in that lesson and 51% of them agreed with the statement that the teachers give information about the content of e-etude before the lessons.

Students were asked whether the content of these e-etudes match with the subjects that they study in face-to-face lessons at school. Most of the students, 71% of them agreed with the statement saying the content of e-etudes matches the face-to-face lessons content.

It was also asked whether they enjoy these lessons and resources used in these lessons. More than half of the students, 55% of them disagreed that the activities in the lessons are enjoyable. Besides, 47% of them mentioned that they get bored in e-etudes.

The effectiveness of content and resources in their learning is also questioned. Majority of them, 67% of the students agreed with the statement that the activities done in e-etudes are helpful in their learning and 58% of them think that the resources used in these lessons are useful for their learning.

Level of the resources and activities is investigated as well and it is found out that 85% of them think that the level of the activities is proper for their level and 80% of them disagreed that they have difficulties in comprehending the content of

the lessons. Correspondingly, 79% of them disagreed that they have difficulties in answering the questions in e-etude lessons.

Based on the qualitative results on the same research question, students stated that these after school online lessons are helpful in their learning (See Tables 4.7 and 4.8). They appreciate that they can make revisions in these lessons. They believe that these lessons support face-to-face lessons.

It was observed that the content of these lessons are parallel to face-to-face lessons, as a result of this the students are able to answer the questions easily. However in observations it was seen that the students who can answer the questions fast give the answer right away then the other students see the answers before answering by themselves. This answering process takes only a couple of seconds and the students also mentioned that they cannot give the answer because they see the answer written there and the teachers give immediate feedback without waiting.

On the other hand they believe that these lessons are not enjoyable enough and they get bored. According to them they get demotivated when they get bored. In interviews majority of them mentioned that the lessons are very boring. They stated that there are only multiple choice questions and the resources are not interesting.

Also, in the final part of the survey they stated that they want to ask questions to the teachers when they do not understand but this is not possible because of excessive number of students. When they cannot ask any questions they get bored and they do not want to attend these lessons.

One of the students wrote:

> In my opinion these lessons are very boring. The teachers don't answer my questions. I think they shouldn't continue. They are nonsense and unnecessary. The lecturing videos are better.

4.1.4 Students' perceptions of the interaction in e-etude lessons. RQ1.3.: What are the students' perceptions of interaction and collaboration in after school online lessons?

This question investigates the students' perceptions of their participation, interaction and collaboration level in these e-etudes. In PASOCS Part 5 is related with interaction, collaboration and participation. There are seven items in this part. (See Table 4.5)

Table 0.5

Perceptions of students on participation, interaction and collaboration in e-etudes (N=204)

Statements	SA	A	N	D	SDA	M	SD
I can ask questions to my teachers.	11%	13%	12%	17%	44%	3.70	1.440
I like interacting with my friends.	26%	20%	17%	11%	23%	2.84	1.517
I talk with my friends about the lesson during e-etudes.	16%	10%	15%	22%	33%	3.46	1.470
There should be more interaction.	43%	15%	20%	8%	12%	2.32	1.414
The other students in e-etudes influence me in a positive way.	30%	19%	26%	8%	14%	2.59	1.387
E-etudes should be in smaller groups.	44%	11%	17%	8%	18%	2.46	1.555
I would like to ask more questions to my teachers.	44%	14%	16%	9%	15%	2.38	1.499

Despite the results show that 46% of them like having interaction during these sessions majority of the students, 61% of them mentioned that they cannot ask questions to their teachers in e-etude sessions. Similarly, 55% of them disagreed with the item stating they do not have interaction with their friends about the lesson.

According to results, 43% of them strongly agreed that there should be more interaction in these lessons and 49% of them think that the other students in these lessons affect them in a positive way. The majority of the students, 55% of them agreed that these lessons should be implemented in smaller groups and 44% of them want to ask more questions to their teachers during these sessions.

In line with the survey results, the qualitative data collected through interviews, the final part of the survey and observations show that the interaction level is really low in these lessons (See Table 4.7 and 4.8). The students complain about not being able to ask questions to the teachers and they think that the time spent for each question is not enough. As a result they may not understand some questions in the lessons.

They also state that the other students write too much in the chat area and the teachers cannot see their answers because of unnecessary comments. All of them

believe that if the lessons could be done with fewer students, they would be much more effective.

One of the students said:

> I think the lessons should be in smaller groups because everybody writes at the same time and I cannot understand the question and miss the lesson. The chat area should be closed.

Observation notes of the researcher are parallel with the students' perceptions. It was observed that the student-teacher interaction is low while student-student interaction is considerably high. However, this student-student interaction is not related with the lesson and these unnecessary talks between the students block the answers of the other students who really want to participate in the lesson.

4.1.5 Students' perceptions of the feedback, assessment and evaluation of these lessons. RQ1.4: What are the perceptions of students about feedback and assessment in e-etudes?

This question investigates the students' perceptions on feedback and assessment effectiveness in e-etudes. The 6th part of PASOCS is related to this question. There are five items in this part (See Table 4.6).

Table 0.6

Perceptions of students about feedback and assessment in e-etudes (N=204)

Statements	SA	A	N	D	SDA	M	SD
I get feedback about my performance from my teachers.	8%	13%	33%	11%	33%	3.47	1.314
The teachers assess my performance after the lesson.	12%	18%	23%	12%	33%	3.34	1.424
The teachers praise me.	10%	11%	38%	14%	25%	3.33	1.264
The teachers do not comment on my performance.	45%	13%	22%	9%	9%	2.24	1.362
I prefer receiving more feedback about my performance.	33%	12%	23%	8%	22%	2.73	1.539

Students' perceptions of the effectiveness of feedback were investigated in the survey. Although 45% of the students prefer receiving feedback about their

performance in e-etude lessons, 44% of them think that they cannot get feedback on their performance in these e-etudes. Besides 45% of them think that the teachers do not assess their performance during or after the lessons.

When the appraisal level was questioned 38% of them are not sure whether their teacher praises them in these lessons but 57% of them stated that the teachers in e-etudes do not make any comment on the their performance during or after these lessons.

Correspondent with the survey results, in the interviews the students mentioned that they cannot get immediate and effective feedback from the teachers. They stated that the teachers cannot see their questions and answers and they do not comment on their performance. They like hearing their names in e-etude lessons and they would like the teachers to tell their names and praise them. They also wrote in the final part of the survey that they only get effective feedback when they use the voting part of the program. They believe that this part should be used more than the chat area since the questions are multiple-choice questions (See Table 4.7).

It was also observed that there is no assignment or quiz given to the students to assess their learning in the end of these lessons. As a result, the success of the lesson or the students cannot be evaluated. In addition to this there isn't any collaboration in these lessons since the activities are not done in pairs or groups (See Table 4.8).

4.1.6 Students' perception of the course technology and support.

RQ1.3: What are the students' perceptions of the course technology and support?

This question seeks answer on the students' perceptions of course technology and support. The data presented below is collected through the survey and interview questions' responses and observations (See Table 4.7 and 4.8).

The use of course technology and the support that the students get in this course were asked to the students. All of them mentioned that the software used (Adobe Connect) is a user friendly program. They did not have any problems about the program during e-etude lessons. On the other hand, they mentioned that they have some problems because of excessive number of users logged in the sessions at the same time. Screen freezes, voice interrupts, slow access speed or connection problems are the problems that the students listed.

In the last part of the survey, many students mentioned about these technical problems and they stated both in interviews and the survey that they are discouraged when they have such problems. When it is asked how they solve these problems, they mentioned about the Help button but they also added that they cannot get response from there. If they cannot manage to solve the technical problems they face, then they log out the session.

Some students also complained about using technology such as computers or tablets during these lessons. They mentioned that they prefer pen and paper instead of the computers. They believe that they learn better when they have the resources in front of them.

In parallel with these data the observation notes of researcher also shows that both the students and teachers have some technical problems. The IT support staff helps the teachers on site but they cannot help the students. The course designer claimed that if the students report their problems to the administration the day after e-etude lesson then they can solve their problems as well.

4.1.7 The opinions of students about the teachers. According to interview and survey questions the students do not have any complaints about the e-etude teachers but they added that they prefer their teachers in face-to-face lessons. They think that their teachers in face-to-face lessons pay more attention to them; they can ask questions comfortably and receive their answers immediately. Even out of the lessons they can get help from these teachers. They added that they are familiar with the teachers in face-to-face lessons, they know their style and they think that they learn better with those teachers.

They mention that their teachers encourage them to e-etude lessons and they remind the dates to them regularly. Some of the students mention that the teachers sometimes force them to attend e-etude lessons (See Table 4.7).

Table 0.7

Summary of data collected through the students' responses in interviews and the survey

Perceptions of scheduling, duration and frequency of e-etudes	• High attendance level • Lack of time and many things need to be done • Weekends can be better • Frequency is enough • Duration is long enough
Perceptions of instructional design, content and resources	• Making revision is useful • Only multiple choice questions • The content and resources are boring • Good for revising before the exams
Attitudes toward e-etudes	• Face-to-face lessons are better • They are boring • shouldn't continue • lecturing videos in LMS are better
Perceptions of Interaction, Collaboration and Participation	• Too many questions and comments constitute problems • The other students talk a lot • Interaction is not enough • The classes should be smaller • I cannot ask questions • They do not spend enough time on the questions
Perceptions of Feedback, Assessment and Evaluation	• The teachers do not see my answers • No pair work or group work • No assignments to be assessed
Perceptions for Course Technology and Support	• Technical problems are discouraging • More difficult to concentrate when it is online • No serious problems • Help button does not work
Perceptions of the Course Teachers	• Teachers in face-to-face lessons are better • The teachers and the administration encourage us • Sometimes they force us

Table 0.8

Observation notes

Design of instruction, content and resources	• The objectives not stated • Only test questions • The level is proper for the students • The students see each others' answers • The content matches the face-to-face lessons • The resources are well prepared and clear
Course Technology and Support	• Adobe Connect and Smart Board – easy to use • Screen freezes and voice interrupts • IT staff support • No support for the students
Participation, Interaction and Collaboration	• Participation is high • Student-student interaction is high • Student-teacher interaction is low • No pair work or group work
Feedback, Assessment and Evaluation	• Feedback is not enough and effective • There is no assignment or quiz to assess the students' success

4.2 Teachers' Perceptions Data Collected Through the Survey (PASOCS), Interview Questions and Observations

In this part both quantitative and qualitative data about how teachers perceive e-etude lessons will be presented. They include survey, interviews and observations results. Teachers' perceptions of scheduling, duration and frequency of ASOC lessons

4.2.1 Teachers' perceptions of ASOC lessons. RQ2: What are the teachers' perceptions of ASOC lessons?

This question investigates the teachers' perceptions of e-etude lessons. This part of PASOCS includes questions about teachers' ideas and opinions on these lessons. The data collected through PASOCS questions are presented in Table 4.9 below.

Table 0.9

Teachers' general perceptions of ASOC (N=21)

Statements	SA	A	N	D	SDA	M	SD
I like e-etudes.	23%	38%	19%	9%	9%	2.43	1.248
I have e-etude lessons voluntarily without any pressure.	4%	23%	19%	33%	19%	3.38	1.203
E-etudes are fun.	23%	28%	19%	14%	14%	2.67	1.390
Students' achievement has increased after e-etudes.	9%	28%	47%	9%	4%	2.71	.956
E-etudes should continue.	9%	47%	28%	0%	14%	2.62	1.161
I prefer not having e-etudes.	14%	9%	28%	38%	9%	3.19	1.209
There should be more e-etudes.	9%	9%	33%	28%	19%	3.38	1.203
I recommend these e-etudes to my colleagues.	9%	33%	28%	19%	9%	2.86	1.153
I prefer e-etudes to face-to-face lessons.	0%	9%	9%	23%	57%	4.29	1.007
E-etudes motivate the students to the lessons at school.	0%	28%	38%	19%	14%	3.19	1.030
E-etudes have no influence on the students' success in face-to-face lessons.	0%	14%	19%	42%	23%	3.76	.995
We may have online lecturing videos instead of e-etudes.	23%	33%	23%	19%	0%	2.38	1.071
Having synchronous lessons engages my students.	9%	61%	23%	4%	0%	2.24	.700
I encourage my students to attend e-etude lessons.	47%	38%	9%	4%	0%	1.71	.845
Etudes that we have at school after	42%	38%	4%	14%	0%	1.90	1.044

lessons are better than e-etudes.							
I prefer e-etudes to etudes we have at school.	9%	4%	14%	42%	28%	3.76	1.221

The results of these part shows that 61% of the teachers like e-etude lessons. Additionally, 51% of them agreed that the e-etude lessons are fun. They were asked whether they have these e-etude lessons voluntarily and 52% of them mentioned that this is not their own decision. While 37% of them think that the students' achievement has increased after e-etudes, 43% of them are not sure about this statement.

On the contrary, 57% of them think that these lessons should continue and 47% of them disagreed with the statement mentioning they prefer not having these lessons. However, 47% of them disagreed that there should be more e-etude lessons and 33% of them are not certain about this. The teachers who would like to recommend these lessons to their colleagues are 42%. No one prefers e-etude lessons to face-to-face lessons.

When it is questioned whether these e-etudes motivate the students, 38% of them could not be sure about this statement yet 65% of them disagreed that e-etudes have no influence on the face-to-face lessons. Majority of them, 70% of the teachers think that having synchronous online lessons engages the students.

It was asked whether the educational videos uploaded to LMS have the same impact as e-etudes and 56% of them said that these videos could be used instead of e-etudes. In the last question the encouragement of the students were investigated and 85% of them stated that they encourage their students to participate in these lessons.

When the teachers asked to compare the etudes that they have at school to e-etudes, the majority of them, 80% of the teachers think that the etudes they have at school are better than e-etudes and they prefer having face-to-face etudes to e-etudes.

In relation to the survey results, this question was investigated through interviews as well (See Table 4.14). Most of the teachers believe that various teaching approaches should be used in education and using technology engages the students. Hence, they believe that synchronous online lessons are useful for students. They also added that it is better to have more technology in face-to-face lessons.

Additionally, the course designer also stated that the main aim of these lessons is offering various opportunities to the students for learning and integrating technology into learning. He thinks that the activities done in face-to-face lessons are not enough for effective learning. They need to be enhanced with supportive activities such as e-etude lessons. According to the course designer it is important to offer a chance to the students to see their teachers and to practice the structures in different environments.

On contrary, the teachers stated that they do not have eye contact with their students and they think that they do not have enough interaction with their students. Thus, they believe that face-to-face lessons are more effective and they prefer face-to-face lessons to e-etude lessons.

One of the teachers mentioned:

> I prefer having face-to-face lessons to e-etudes because I cannot have eye contact with the students in e-etude lessons. I can assess the students better in face-to-face lessons.

All of them complained about the number of the students in e-etude lessons. The participation is considerably high that they cannot answer the students' questions properly. They believe that these lessons should be in smaller groups. They mentioned that in lower grades, students do not take these lessons as serious as the older students. Therefore they believe that these lessons should be provided to older students in smaller groups.

A teacher said:

> The lower grade students want to have fun. They want to chat with their friends. If we have older students in smaller groups they can be more conscious and the lessons can be more useful.

Some of the teachers stated that they would recommend e-etude lessons to their colleagues and would like them to continue because there are many advantages of these etudes. First of all, they mentioned that they do not have any classroom management problems and there is less distraction in e-etude lessons than face-to-face lessons so that the students can follow the lessons better. They also believe that e-etude lessons are undeniable support for students' success and they reinforce the learning substantially.

On the other hand, some of them believe that these lessons do not have any effects on students' learning and success. They stated that they would not recommend these lessons to their colleagues and they think that neither students nor teachers need these lessons. The main reason behind this idea was the planning of these e-etude lessons and materials and having these lessons are extra burden for teachers. They added that lecturing videos uploaded to LMS are great help for students and enough for reinforcing the learning.

4.2.2 Teachers' perceptions of scheduling, duration and frequency of ASOC lessons. This part investigates the teachers' perceptions of scheduling, duration and frequency of e-etude lessons. Both quantitative data obtained from the survey and qualitative data inferred from interviews and observations are presented. The data about the teachers' perceptions of scheduling, duration and frequency of e-etude lessons obtained from PASOCS are shown below (See Table 4.10).

Table 0.10

Teachers' perceptions of scheduling, duration and frequency of e-etude lessons (N=21)

Statements	SA	A	N	D	SDA	M	SD
The schedule of e-etude lessons is suitable for me.	0%	14%	9%	42%	33%	3.95	1.024
The frequency of e-etudes is enough.	14%	33%	23%	23%	4%	2.71	1.146
The duration of e-etude lessons is suitable.	57%	33%	4%	4%	0%	1.57	.811
I would like to have e-etude lessons when I am more suitable.	38%	23%	19%	14%	4%	2.24	1.261
I would like to have e-etude lessons more often.	4%	23%	28%	23%	19%	3.29	1.189

The perceptions of teachers about the schedule, duration and frequency of e-etude lessons are questioned, as well. Most of them, 75%, disagreed that the schedule of these e-etude lessons is suitable for them.

The frequency of e-etude lessons is enough for 47% of them. Teachers, who think that the duration of the lessons is suitable, are in majority with 63%. The

percentage of teachers who think that the lessons should be another time during the day is 61%. However, 28% of them are not certain about having e-etudes more often.

Also, according to interviews and the final part of the survey all of the teachers think that the duration of the lessons is proper for them and for their students. (See Table 4.14) The lessons are 35 minutes and they stated that if they were longer, the students would not be able to pay attention. Also, they mentioned that they can use this period of time more effective in e-etudes than face-to-face lessons since there is no distraction.

One of the teachers stated that:

> The students are very active in face-to-face lessons. In e-etudes we don't need to warn the students. We can start our lesson directly without wasting time. If one student gets distracted he/she doesn't affect the other students.

While most of the teachers stated that the schedule of e-etudes is suitable for students they think that it is not suitable for the teachers. They mentioned that they have to leave the school later than usual when they have e-etudes. They recommend having these lessons right after the school but they are also aware that the students cannot arrive at home in a short while.

Some of them also mentioned that the schedule is not suitable for both students and teachers because they both get tired after a long and a tiring day. Majority of them recommended having these e-etude lessons at the weekend.

One of the teachers said:

> I think the teachers do not need to have these lessons at school. They can do them at home. It is not too complicated.

In response to this, the course designer agreed with the fact that these lessons are excess work for the teachers but he said that these lessons should be implemented in a formal environment to ensure the regularity and not to damage the organizational structure of the institution.

Another teacher mentioned that the teachers who have these lessons may have a day off after that day or at least half-day off in the morning. When the frequency of these lessons was asked most of the teachers think that these lessons are not planned

well. They say that they do not know when they are going to have these lessons and they prefer receiving a schedule in the beginning of the year.

On contrary, the interview questions asked to the course designer revealed that there is a calendar prepared for e-etude lessons. He mentioned that they schedule e-etudes with the head of departments one month before the lessons.

4.2.3 Teachers' perceptions of instructional design, content and resources of ASOC lessons. RQ2.1.: What are the teachers' perceptions of the design of instruction, content & resources of e-etude lessons?

This question seeks answers on how the teachers perceive their e-etude experiences in terms of the instructional design, course content and resources. Both quantitative and qualitative results are collected to investigate this question. The table 4.11 shows the results of PASOCS questions investigating the teachers' perceptions of instructional design, content and resources of e-etude lessons.

Table 0.11

Teachers' perceptions of the instruction design, content and resources of e-etudes (N=21)

Statements	SA	A	N	D	SDA	M	SD
I give information about the content and objectives of the e-etudes to my students.	42%	28%	14%	14%	0%	2.00	1.095
The content of e-etudes matches the content of face-to-face lessons.	57%	23%	9%	9%	0%	1.71	1.007
The students have fun with the activities done in e-etudes.	28%	28%	14%	28%	0%	2.43	1.207
Students' attendance and participation are high.	23%	38%	19%	19%	0%	2.33	1.065
The activities in e-etudes are useful for students.	38%	33%	19%	9%	0%	2.00	1.000
The level of the activities is proper for the students.	61%	23%	9%	4%	0%	1.57	.870
The resources used in e-etudes are helpful for students.	57%	23%	9%	9%	0%	1.71	1.007

It was asked to the teachers whether they give any information e-etude lessons about the objectives of the lessons and majority of the teachers, 72% of them, mentioned that they inform their students about the lessons content in advance.

Teachers were asked whether the content of these e-etudes match with the content in face-to-face lessons at school. Most of the students, 71% of them agreed with the statement saying the content of e-etudes matches the face-to-face lessons content.

It was also asked whether the students enjoy these lessons and resources used in these lessons. More than half of the teachers, 56% of them agreed that the students have fun in these lessons. Besides, 51% of them mentioned that the students' attendance and participation are high in these lessons.

The effectiveness of content and resources in their learning is also questioned. Majority of them, 71% of the teachers agreed with the statement that the activities done in e-etudes are helpful for the students and 80% of them think that the resources used in these lessons are useful for their learning.

Appropriateness of the level of the resources and activities is investigated as well and it is found out that 84% of them think that the level of the activities is proper for their students' level.

In addition to results mentioned above, the interview results, comments part of the survey and observation notes are in line with the survey ratings (See Tables 4.10 and 4.14). The teachers mentioned that they cannot present a new topic since all of the students do not take part in these e-etude lessons. As a result of this, most of the time the structures presented at school are revised in e-etude lessons. They said that content of e-etude lessons match with the content of face-to-face lessons.

One of the teachers mentioned that:

> Most of the time we revise the previous topics. We do not present a new topic because all of the students are not there. The students may miss the new topic. As a result of this we present the new topics in face-to-face lessons and revise them in e-etude lessons.

The majority of them mentioned that they took part in lesson planning process. According to the information they gave, the objectives and outcomes are defined by

a group of teachers before planning the lessons by taking the students' needs into account.

One of them said:

> I plan e-etude lessons and resources for Math e-etude lessons in this grade. First, I define the outcomes according to students' needs, then I design the lesson content and resources.

In addition to this, the course designer also stated that the students' needs are considered while planning these lessons. He mentioned that in the beginning of designing this course it was decided to offer these lessons only to the students who need more practice but then they thought that offering chance to everyone would be fairer.

The teachers complained about the difficulty of preparing questions for e-etudes. They stated that it is easier to give feedback in multiple-choice questions. Therefore, the questions are created as multiple choice questions. They also added that they try to use various types of multiple choice questions.

A teacher stated:

> We planned these lessons as a group of teachers. We tried to use various question types measuring different skills and from different units.

They also mentioned that the activities or questions designed for e-etudes are proper for the objectives but they are not enjoyable. Some of them believe that the lessons and resources should be more planned and prepared in the beginning of the year. They recommended using more visuals to raise students' interest.

4.2.4 Teachers' perceptions of participation, interaction and collaboration in ASOC lessons. RQ2.3.: What are the teachers' perceptions of participation, interaction and collaboration in e-etude lessons?

This question investigates the teachers' perceptions of the students' participation, the level of interaction and collaboration in e-etude lessons. PASOCS Part 5 is related with interaction, collaboration and participation (See Table 4.12).

Table 0.12

Perceptions of teachers on participation, interaction and collaboration in e-etudes (N=21)

Statements	SA	A	N	D	SDA	M	SD
I can answer the students' questions during e-etudes.	33%	14%	14%	23%	14%	2.71	1.521
Students can interact with each other during e-etudes.	28%	19%	14%	23%	14%	2.76	1.480
Students should be able to ask questions during e-etudes.	47%	33%	14%	4%	0 %	1.76	.889
Students should be able to have interaction with each others.	9%	23%	14%	19%	33%	3.43	1.434
The more interaction the studentshavethe more motivated they are.	9%	33%	28%	14%	14%	2.90	1.221
E-etudes should be in smaller groups.	66%	9%	9%	4%	9%	1.81	1.365

The results show that 47% of the teachers think that they can answer the students' questions and students can interact with each other during e-etude lessons. Majority of the teachers, 80% of them believe that students should be able to ask questions to their teachers in e-etude session but 52% of them disagreed with the item stating the students should be able to have interaction with their friends during the lessons.

According to results, 42% of them agreed that the students get motivated more when they have more interaction. The majority of the teachers, 75% of them agreed that these lessons should be implemented in smaller groups.

Corresponding with the quantitative data presented above, the interview results the comments of the teachers in the survey and observations also show that the interaction and collaboration level is low in e-etude lessons. (See Tables 4.8 and 4.14)

All of the teachers think that the participation level is considerably high. The course designer verifies this by stating majority of the target group attend these lessons. He also added that the younger they are, the more they attend.

The number of students who take part in one e-etude session is around 80-100. This number makes it impossible to interact with the students individually. They think that all of the students should be able to ask and answer questions during these lessons. In face-to-face lessons they have opportunities to give chance to shy students but in e-etude sessions they are not able to see them.

One teacher mentioned:

> If the students do not participate in the lesson then it is like watching a video for them. There is no difference between the lecturing videos and e-etudes for these students.

They said that also their students complain about not being able to ask and answer any questions during these lessons as a result of these ideas they believe that there should be fewer students in these lessons so that they can give wider coverage to interaction.

The course designer mentioned that the size of these lessons is defined according to some factors such as the activities to be done, levels to be taught or work load of the teachers. He added that these lessons are also implemented in small groups so that there can be more interaction.

According to the teachers the students are not assigned any activities or tasks which they need to work in pairs or groups. They interact with their friends out of topic and this distracts the other students and it sometimes even causes some technical problems.

A teacher said:

> The students like writing in chat area and making comments about the lesson or out of lesson but sometimes this ruins the lesson. For this reason student-student interaction should be limited or closed.

4.2.5 Teachers' perceptions of the feedback, assessment and evaluation of ASOC lessons. RQ2.4.: What are the perceptions of teachers about feedback, assessment and evaluation in e-etudes?

This question investigates the teachers' perceptions on feedback and assessment effectiveness in e-etudes. Information presented in this part was collected through PASOCS and interview questions and observations. The 6th part of

PASOCS is related to teachers' perceptions of the feedback, assessment and evaluation of e-etude lessons (See Table 4.13).

Table 0.13.

Perceptions of teachers about feedback and assessment in e-etudes (N=21)

Statements	SA	A	N	D	SDA	M	SD
I give feedback to my students during e-etudes.	33%	33%	0%	4%	3%	2.48	1.504
I can assess my students' performance during or after these lessons.	28%	14%	19%	19%	19%	2.86	1.526
I would like to give more feedback to my students during these lessons.	52%	33%	4%	9%	0%	1.71	.956

Teachers' perceptions of the effectiveness of feedback were investigated in the survey. More than half of the teachers, 66% of them think that they can give feedback to their students during e-etude lessons and while 42% of them state that they can assess their students' performance 38% of them think that they cannot assess the performance of the students. Besides, 85% of them would like to give more feedback to the students during e-etude lessons.

Teachers' perceptions of feedback, assessment and evaluation are investigated through interview questions and observations as well. (See Tables 4.8 and 4.14) All of the teachers think that they cannot give enough feedback to the students and assess their performance. For their own students they praise the students in face-to-face lessons about e-etude lessons but during e-etude lessons they can't see the students' questions or answers as a result they cannot give effective feedback.

They recommend assigning tasks or activities before these lessons so that in e-etude lessons the answers can be checked. They complained about excessive number of students. They think that they cannot give enough feedback in large classes. Some teachers mentioned that they try to use the students' names while checking the answers and praise them with their names and they believe that this affects students' motivation positively.

One of the teachers said:

> The students like hearing their names in e-etudes. I used some of the students' names when they give the right answers and they got motivated. The following day they came to school and thanked to me for telling their names.

In the last part of the survey they also mentioned that through this program many students can benefit from one lesson but it is not possible to assess the students' or the course success.

4.2.6 Teachers' Perceptions of the Course Technology and Support of ASOC lessons. RQ2: What are the teachers' perceptions of the Course Technology and Support?

This question seeks answer on the perceptions of course technology and support. The data presented below is collected through the interview questions' responses and observations (See Tables 4.10 and 4.14).

Advantages and disadvantages of the course technology were asked to the teachers and they all mentioned that the program used, Adobe Connect, is very easy to use. One of the teachers commented that it was difficult to both write on the board and look at the camera or answer the questions of students.

The course designer verified that the teachers and students do not need any training for using this program. A link, a username, and a password are e-mailed to the students and teachers. They simply click on the link, write their usernames and passwords and connect to the class easily.

They all mentioned that they experienced some technical problems such as screen freezes, voice interrupts and internet connection problems. Also students told them that they had similar technical problems at home. When the teachers have such problems they said that they get immediate help from someone from IT department who is situated in the same classroom with the teacher. However, the course designer stated that IT stuff cannot intervene in the problem at that moment. The students report their problems to the Deputy Head after e-etude and the problem is informed to the IT department the following day.

A teacher mentioned:

> I experienced some technical problems. There were too many students and the screen froze when they all wrote something at the same time. Our colleagues from IT department helped.

They stated that they didn't get any training for online learning before these lessons. Some of them said that they had a brief explanation right before the lessons by IT staff.

4.2.7 Teachers' perceptions of students' performance in ASOC lessons. Although it was not mentioned in research questions the results of the interviews revealed some information about the students' performance during e-etude lessons. Consequently, the data about the perceptions of teachers on students' performance is presented below (See Table 4.14).

Firstly, most of the teachers think that the students like e-etude lessons according to feedback they get from their students. They mention that the students have fun in these lessons and want to have more e-etude lessons. In addition to this the course designer reported that the students are pleased with these lessons and they want to have more e-etude lessons.

A teacher said:

> The students told that they had great fun in e-etude lessons. They would like to have these lessons every week.

They think that if the student is self motivated and responsible with his/her learning then e-etude lessons can be useful for them otherwise these lessons are not helpful. Also they mentioned that they learn better in face-to-face lessons and e-etude lessons are only useful for revising.

They stated that e-etude lessons are not effective for many of the students' learning considerably. They think that the students are not motivated enough and they do not take these lessons serious. As a result they think that these lessons are waste of time.

Table 0.24

Summary of data about the teachers' perceptions collected through the interview questions

Perceptions of scheduling, duration and frequency of e-etudes	• Duration: Enough • Scheduling for teachers: Unsuitable • Scheduling for students: Suitable • Frequency: Not planned well
Perceptions of instructional design, content and resources	Objective: • The aim is to make revision Course Design: • Learning outcomes and students needs are considered before planning e-etude lessons • should be planned more professionally Resources: • Multiple Choice is the most used and most suitable type of resource • should be more enjoyable
Attitudes toward e-etudes	• Variety is good in education • They support the learning • Face-to-face lessons are better • Too many students • Extra burden for teachers • Lecturing videos are better than synchronous lessons
Perceptions of Interaction, Collaboration and Participation	• Participation: too high, it is difficult to handle • Interaction: low due to excessive number of students • No or very little collaboration
Perceptions of Feedback, Assessment and Evaluation	• Feedback- not enough • Fewer students for more effective assessment • No assignments given
Perceptions for Course Technology and Support	• Course Technology: It is easy to use • Technical Problems: there are some problems, they can be discouraging • Support: sufficient
Perceptions of Students' Performance	• Beneficial only for self-motivated and responsible students • Useful for revising

- They have fun
- Not significantly effective in their learning
- They learn better in face-to-face lessons

4.2.8 Results of the parents' interview. RQ3: What are parents' perceptions of ASOC?

Parents are also interviewed for collecting data about their perceptions on e-etude lessons. Seven questions were asked to the parents during the parents meeting.

Questions and most common answers are listed below:

1. What do you know about e-etude lessons?

Many parents mentioned that they do not have enough information about e-etude lessons. They said that their children sometimes talk about these lessons and they receive messages from school.

2. What do you think about these lessons?

Majority of them think that using various ways in education is favorable for students. They mention that these lessons are very useful when their children miss any lessons and/or could not understand something in face-to-face lessons. They know that these lessons are mainly for revising the topics and they think that their children would not revise at home if they did not have e-etude lessons.

On contrary there are some parents who think that the students get really tired after school and they believe that when they are tired they cannot benefit from these lessons efficiently.

3. Does your child attend these e-etudes? Does he/she attend voluntarily?

Most of the parents stated that their children attend these lessons voluntarily without their force or pressure but they also added that they encourage them for attending these lessons and once in a while they remind them. They believe that if the student doesn't want to attend these lessons voluntarily he/she cannot learn then it can be waste of time for everyone.

Herein, the course designer believes that learning is more effective in e-etude lessons because the students attend these lessons voluntarily. Also he thinks that

since these online lessons are synchronous the parents take part in this process in a sort of way.

When it was asked whether their child pays his/her whole attention to these lessons they claimed that sometimes their children do something else such as watching a video or playing games while having an e-etude lesson.

Some of them mentioned that the students have too much homework and they have exams to study. They believe that after school etudes at school and weekend course are more than enough for them.

4. Do you think that they are useful for your child's learning?

They are aware of the fact that these lessons are only for revising and since there is no lecturing in these lessons they do not think they are useful for learning. They stated that they learn in face-to-face lessons and revise in e-etude lessons.

Nearly all of the parents think that lecturing videos uploaded to LMS are much more useful than e-etude lessons since the students can arrange their own timing. Sometimes they cannot be available at e-etude time and they do not want to miss these lessons they recommend recording and uploading these e-etude lessons to LMS, too.

Herein, the course designer mentioned that they do not want to record and upload ASOC lessons to LMS because they would like the students to attend these lessons synchronously. He believes that if these lessons are uploaded to LMS then the attendance level of the students will decrease. He mentioned that the lecturing videos are uploaded LMS for students to support their self study.

5. Is frequency of e-etude lessons enough? Do you think that they should continue?

They mention that these lessons are frequent enough and if they have more e-etude lessons the students will get bored. They think e-etude lessons should continue. However they recommend having these e-etude lessons at the weekends or only before the exams.

6. What are the advantages and disadvantages?

The parents mentioned that these e-etude lessons are useful for the students especially when they miss a lesson due to their sicknesses or trainings. They can

catch up thanks to e-etudes and if they cannot understand something they can ask questions to the teachers and get help.

However, they think that one of the disadvantages of e-etude lessons is excessive number of students in e-etudes, and low interaction level. Another disadvantage according to parents is the technical problems.

7. Would you like to recommend anything for these lessons?

They recommend having e-etudes in smaller groups with fewer students. Some of them mentioned that the teachers should see the students during the lessons. They also would like to receive a schedule of e-etudes in the beginning of the year or term.

Chapter 5: Discussions and Conclusions

This chapter analyses this study's findings. This interpretation of the study's results completes the study and presents implications and suggestions for practical implementations and future research. In this study, the perceptions of students, teachers and parents regarding the four main criteria of an after school online course (as discussed earlier in the research questions) were gathered. These criteria cover: (1) the design of the course, its content and resources; (2) the course technology and support; (3) participation, interaction and collaboration; (4) feedback, assessment and evaluations. Furthermore, additional criteria emerging from the surveys' results and the responses to the interview questions, such as the perceptions of the after school online lessons' duration, scheduling and frequency, as well as opinions of the students' and teachers' performances, were also analyzed.

5.1 General Perceptions of ASOC

RQ1: What are the students' perceptions of ASOC?

RQ2: What are the teachers' perceptions of ASOC?

This part of the survey investigated the students' and teachers' general ideas of ASOC. There are some highlights came up from the deeper data analysis. Data have proven that voluntary participation, self-motivation, variation in education, unfamiliarity and difficulty of adaptation, synchronous learning environment and having fun are important factors on students' general perceptions of e-etude lessons. These topics are presented respectively with the support of the data from the interviews and observations.

5.1.1 Voluntary participation. As Zeidler (2014) wrote, students' willingness is crucial to learning and, in this study, despite the students saying that they do not like the ASOC lessons, it was clear that they attended the lessons voluntarily, albeit with the encouragement of their teachers and parents. Some students did report that their parents or teachers forced them to participate, but the majority said that they were not under any pressure. In line with the students' responses, the teachers also stated that the students take the lessons voluntarily and the teachers did not force the students to participate, only encouraging them. Nearly 60% of the students responded that they take the courses voluntarily and this percentage, according to the course's designer, is enough to consider the course successful.

Also interview results revealed that the students who take part in these lessons voluntarily tend to participate more. In addition to these, when the results are overviewed came up from cross tables (Appendix H-Cross table 1) it is seen that out of 197 students, 68 of them said that they love e-etude lessons and %83 of them, 57students also claimed that they attend these lessons voluntarily. This result can support the effect of volunteering in participation and motivation.

Besides, the course has many characteristics of MOOCs; especially when the lessons are undertaken for massive number of students and one of the common characteristics of MOOCs is volunteering. It was also mentioned in Koutropoulos, Gallagher, Abajian, Waard, Hogue, Keskin, and Rodriguez's (2012) study that one of the main structures of MOOCs is the voluntary participation and this affects learning in a positive way.

5.1.2 Self- motivation. As Cull, Reed and Kirk (2010), mentioned in their study that online learning environments require self-motivation, self discipline, effective time management, self-directed work, organization and prioritization of effort. In line with this study also the results of the cross tables (Appendix H- Cross table 2) show that self-motivated students attend these lessons more. Out of 197 students 158 of them stated that they attend either all of these lessons or most of these lessons and 116 of these 158 students, nearly %75 of them, also mentioned that e-etude lessons help their learning. Also in interviews high-achiever students mentioned that they take these e-etude lessons for the sake of their own achievements. As a result of these it can be assumed that these self-motivated students, who take their learning serious, try to attend all of the lessons.

5.1.3 Variety in education. As it was discussed in Watson's (2011) study, teachers think that integrating technology is a good way to diversify learning activities, and they are willing to use any technology to attract students' interest and to support their learning more. In interview questions, which were asked to the teachers and students, it was understood that they accept these lessons as a variety in education.

For example a teacher mentioned:

> These lessons are interesting for students. Especially in this technology age it is a good variety to integrate technology in education.

5.1.4 Unfamiliarity and difficulty of adaptation. In contrast with Gagnon (2014), in this study the majority of both the students and the teachers preferred traditional face-to-face lessons to the online lessons, and they did not want to have more e-etude lessons. They also stated that they do not wish to recommend these lessons to their friends while, at the same time, they do think that the lessons should continue. As it was mentioned before, the students think that they learn from these lessons but they like to complain about the school and its lessons. The students also generally stated that they prefer the teachers in their face-to-face lessons. This is because they spend more time with their teachers in the traditional learning environment and, when they have different teachers in their e-etude lessons, they are then unfamiliar with them. Their relationship with their own teachers and their familiarity with their teacher's style engages them more.

The teachers who give lectures in these lessons have not got any training or education in online teaching. They can be accepted inexperienced in online teaching environments. As it was stated in Redmon's (2011) study the teachers feel themselves less comfortable in online lessons since they are used to teaching in face-to-face lessons and this makes them prefer face-to-face lessons to online lessons. Another study by Alebaikan and Troudi (2009) claims that one of the biggest challenges in blended learning is the teachers' adaptation at traditional schools. Also, according to the interview data of the students they prefer face-to-face lessons because their teachers feel more comfortable in class rather than online setting. As a result it can be concluded that the teachers should get a training on online and synchnronous lesson lecturing and only a group of teacher should have these lessons so that they may get experienced in these lessons.

5.1.5 Synchronous learning environment. The students like taking synchronous online lessons. This is something new and different for them, and chatting with their teachers and friends during the lesson helps them to engage with it. In contrast to Pallilonis and Filak's (2009) study, the participants in this study said that the lecturing videos uploaded to LMS are less boring.

For example a student mentioned:

> I think lecturing videos are better than online lessons. Because I can watch them whenever I want. Also I can watch a lecturing video instead of revising a topic.

According to Chen, Barneth & Stephens (2013) one of the biggest advantages of massive courses is accessibility and flexibility. The students can attend these lessons whenever they want and this encourages them more. Similarly in this study, the results revealed that, according to the students and teachers, lecturing videos are even better for their learning because they arrange their own schedule.

However, it was observed that they do not watch these videos as willingly as they attend the e-etude lessons. Solitary study and being responsible for their own learning comes with disadvantages, as well as its many advantages. As the participants in Kudrik's (2009) study mentioned, when there is a teacher in a lesson, he or she motivates the students, but if the students are alone then they may simply shut down the computer and abandon the lesson. To conclude the learners feel better and more engaged when they are together with their friends, and when they can ask questions to their teachers if they do not understand a point. At this point it can be concluded that more activities which ensure interaction and collaboration should be designed to be able to motivate the students more and benefit from these synchronous lessons.

5.1.6 Having Fun. As Lochard (2010) stated that joy is one of the key elements in education and it is important for cognitive development. When the learners enjoy the time they spent in the class then their achievement increases. Similarly as it was found in the Yang and Cornelius (2004) study, nearly all of the students did not see the lessons as fun, and were not freely willing to take part in them, recommending having more enjoyable activities. When it was asked what kind of activities could be done in these lessons, most of them said that they prefer to play games. They described as a fun lesson a previous session that had had a detective story. The commentary of both the course designer and of the teachers included the point that the lessons should each have a scenario in order to draw the students' interest.

When both the students' and teachers' answers are overviewed, there is a contrast between their perceptions about the activities in e-etude lessons. Most of the

students 55% of them think that the activities done e-etude lessons are not fun whereas 56% of the teachers think that the activities are fun. Students think that these lessons and activities done in these lessons are not useful for their learning and this makes them get bored easily. As it was stated in Brooke's (2015) article the students get bored easily when they think that the online lessons are not in line with their needs. According to the interviews with the teachers they mention that there is no detailed students' needs analysis before designing the instruction. The fact that there isn't any effective instructional design damages the quality of resources and the students do not enjoy the resource used in these lessons. According to Naudi (2004) an effective instructional design includes creating motivating and engaging activities to make learners participate more. On the other hand the teachers think that the resources are fun since they create the materials they may not want to give negative feedback on their own work. In contrast with survey results the teachers mentioned that the activities should be more enjoyable and colorful in interviews.

It was also observed that before and after the lessons students are actually willing to take these lessons. They share and talk about these lessons with their friends. During these lessons the participation is really high. When the chat area is open the students ask and answer questions willingly and they enjoy being online with their friends synchronously. If these lessons are more planned, if the administration is more devoted and if the teachers are more motivated then it will be possible to have some considerable outcomes.

5.2 Perceptions of Attendance, Scheduling, Frequency and Duration of the ASOC

Perceptions regarding the attendance, scheduling, duration and frequency of the ASOC lessons were revealed through the study's surveys and interviews, even though this subject was not directly addressed in the research questions. Ideas on the appropriateness of the scheduling, duration and frequency of the lessons substantially contribute to the implications and perceptions of the ASOC. Thus, students' and teachers' responses to questions related to attendance, and their thoughts about the scheduling, duration and frequency of the lessons, were also analyzed.

5.2.1 Attendance. As it was mentioned in Stacey and Wiesenberg's (2007) study one of the biggest and most important opportunities of online learning is the

flexibility of the lessons as they are not taken in a classroom environment and this increases attendance. According to the survey results and observations, the students' attendance levels were high: nearly 90% of the students reported that they attended these lessons. Thus, it can be readily surmised that the students desired to take part in these lessons. A result that also supports the conclusion of high student attendance levels is the majority of the students stated that they attended nearly all of the lessons. As Smith (2010) mentioned, blended learning environments offer greater flexibility for students who have multiple responsibilities outside of the school environment. Since the students do not need to be in the class, majority of them attend these lessons easily. At this point the teachers' encouragement also gains importance. Marsh (2014) stated in her study that in blended learning environments, one of the teachers' most important roles is to encourage and motivate the students. As a result of interviews and observations it was clearly understood that the teachers, administration and parents encourage the students and this increases the attendance.

For example a teacher stated that:

> Before the e-etude lessons I inform the students in the lesson. I do not force them but I tell them that the lesson will be very useful for them and they should attend these lessons.

Attendance was similar across all subjects, meaning that the specific school subject did not affect their desire to take part in these lessons. Correspondingly, the responses of the teachers to the interview questions and observations showed that the students' attendance levels were very high.

5.2.2 Duration. The results of the PASOCS, in accordance with the responses to the interview questions, show that the duration of ASOC lessons was appropriate for both students and teachers. According to Clark (2005) online sessions should be limited to about 60 to 90 minutes in length. In this case the lessons are each thirty-five to forty minutes long and it was observed that this was long enough to revise one topic and to answer the related questions. The teachers reported that if the lessons were longer the students would become bored and cease to pay attention.

5.2.3 Frequency. For the students, the frequency of the lessons was considered either adequate or a greater frequency than they wanted. Online lessons are very useful since they are flexible in terms of time and place but if these lessons are synchronous then it requires students and instructors to be online at the same time in order to have a lesson and this makes synchronous lessons less flexible (Murray,

2007) In line with this statement students' thoughts are that they have too many things to do and they cannot be free at the time of these lessons. As a result, they generally stated that these lessons should be less frequent. Also, it was often recommended that these lessons should be at the weekends or later on the weekday evenings. They said that they are less tired in the weekends and the lessons are too early on the weekdays. It can thus be inferred that the students are already extremely busy with sports training, homework, private lessons, after school lessons (face-to-face), weekend courses. For this reason these lessons had better be recorded and uploaded to LMS for students to be able to provide them flexibility in their busy schedules.

5.2.4 Scheduling. For the teachers, the lessons' frequency was adequate but they thought that the lessons should be scheduled earlier and that they should be informed about them more in advance. In addition, they see these lessons as extra work, and they do not want to have these lessons on weekday evenings. When considering teachers' workloads, this desire is logical. They must wait at school for two and a half hours after an already long and tiring day, following which they get home late. As it is mentioned in Alebaikan and Troudi's (2009) study, finding a suitable time for both students and teachers is one of the most challenging facets of blended learning. When teachers' recommendations about scheduling were asked for, they could not present any solution except for implementing these lessons at home. However, as the course's designer also mentioned, this is not a professional solution for the institution.

When the responses of students and teachers were compared it was seen that the 40% of the students believe the schedule of these lessons is suitable for them while 75% of the teachers think the opposite. The reason of this can be explained with the extra burden of the teachers while they are having these lessons. As Kotzer and Elran (2012) mentioned in their study that designing and undertaking online courses require high demands on design, skills and enough time. Also Chen and Lou (2013) concluded in their study that one of the negative aspects of blended learning environments is overwork for the teachers. The teachers have to stay at school till 7 pm and after they have the lesson they leave the school at 8 pm which makes the working hours more than the other teachers. Whereas the students wait at home and they can have rest till the lesson starts. Having an hour lesson does not affect the

students as much as the teachers. As a result it can be assumed that the teachers have more responsibility than the students such as creating the lesson resources, working overtime to have these lessons and these make them less willing to have these lessons.

5.3 Perceptions of the Design of the Course, the Content and the Resources of the ASOC

RQ 1.1: What are the students' perceptions of instructional design, the course content and the resources?

RQ 2.1: What are the teachers' perceptions of instructional design, the course content and the resources?

These questions investigate the students' and teachers' perceptions of the instructional design, and the courses' content and resources. The highlights came up with the results are the importance of needs analysis, students' achievement and quality of content and resources.

5.3.1 Needs analysis. The results of the survey and the interview question responses show that students wish to know the lesson objectives before the lessons themselves. However, it is seen in the results and observations that students are not informed about the lesson objectives beforehand. The students said that they want to participate in a lesson if the lesson objectives match their needs. As it was mentioned in Naudi's (2004) study the students get motivated more when they think that they need these lessons. This can be ensured with detailed needs analysis and with an attentive content and resource planning.

As Caravias (2014) also mentioned, the lesson objectives should be considered carefully and the teachers should decide how to apply the technologies, approaches and resources that will work best for their students' needs. In accordance with the teachers' responses to the interviews, it was seen that the lessons are planned in terms of the outcomes and the students' needs defined by a group of teachers. However, they added that they do not spend enough time to define the students' needs.

Since these lessons are proceeded in line with face-to-face lessons this course can be considered as a blended course. As it was mentioned by Caravias (2014) and Marsh (2014) blended learning environments are considered as learning

environments which improve students' engagement, individualize the learning and meet students' needs and different learning styles. However in this study students' needs and learning styles are not considered thoroughly and this may prevent individualized learning. In the meantime this may cause a decrease in the motivation and engagement. Yet, if the students' needs and interests are taken into consideration and if the lessons' content and resources are designed according to students' needs and some defined objectives, then the students may benefit more from these lessons and they may get more motivated.

5.3.2 Achievement. Academically, the students' main concern is their exam marks, and they responded that they would like to have these lessons only before their exams, so this proves that they believe that the lessons may have a positive effect on their exam scores. Also when the students' answers on their achievements aand their desire to continue taking these lessons are checked, it shows that there is a direct link between achievement and attending these lessons more. In Reddan's study (2012) the students think that the grades and their achievement have important roles on their motivation. In this study majority of the students think that these lessons do not have any effect on their achievements. Only 41 students out of 198 students mentioned that their achievement increases with the help of these e-etude lessons and out of these 41 students, 82% of them, 34 students think that these lessons should continue (See Appendix I-Cross table 3). As a result of this it can be derived that if the students thought that these lessons are beneficial for their learning they would be more willing to take these lessons.

5.3.3 Quality of Content and Resources. The teachers stated that, because some students are unable to participate in these lessons, they can only revise topics and it is impossible to introduce any new material. They added that, for large groups of students, the questions have to be multiple choices, otherwise it is impossible to elicit answers from students. With multiple choices, the students simply vote for the correct answer. Here it was both observed and described by the students that before they can come up with an answer, some other students give the correct answer almost immediately. Thus they see the results before they can answer the question. There should be more waiting time, for slower students, before presenting the results of the voting. In addition to these responses, the researcher also observed that the activities themselves are not varied. Only multiple-choice questions are used, and according to

Drew (2007) using only one type of material is not a good mode of either teaching or learning.

As Lochard (2010) stated if the learners enjoy the time they spent in the class then their achievement increases. In line with this study the students and teachers' interview results also supported that the activities and resources should be more enjoyable to motivate the students. They believed that if these materials were more enjoyable they would raise students' interest more and that the lessons will become more effective.

Despite both the students and teachers reporting that the content and resources of the lessons match the face-to-face lessons' content, the results of the survey and the interviews show that, in reality, some of the students are also focusing their attention on something irrelevant to the lesson, as they get bored during the lessons. Also the results revealed from the analysis of cross tables show that the students who pay attention on something irrelevant to the lesson also thinks that the activities in these lessons are not fun (See Appendix I- Cross table 4). More than half of the students, 105 students, mentioned that they pay attention to irrelevant things and, %70 of them, 73 students also mentioned that the lesson activities are not fun. As Juliano (2014) mentioned, creating lesson content and resources for online lessons are important to provide student engagement and better learning. As a result it may be concluded that the content and resources have a considerable impact on students' motivation, interest and achievement and they should be created more carefully.

5.4 Perceptions of the Course Technology and Support

RQ1.3: What are the students' perceptions of the course's technology and support?

RQ2.3: What are the teachers' perceptions of the course's technology and support?

As it was revealed in study of Zumor, Refaai1, Eddin & Al-Rahman (2013), technical problems are the most challenging obstacles that must be overcome in online learning environments and it is obvious that these problems discourage students. Posey, Burgess, Eason and Jones (2010) considered technical problems as one of the disadvantages of virtual lessons. In ASOC lessons, both the students and teachers experience technical problems including the screen freezing, the voice

interrupt or internet connection problems, all similar to the problems faced by participants in Gedera's (2014) study. Subsequently, they complained about not receiving any help from the IT department during these lessons. It was observed, however, that since there were so many students logged into the system from their houses, it was nearly impossible for the IT staff to assist them during these sessions. They can only help the teachers when the teachers experience a technical problem. Consequently, the teachers are satisfied with the help provided, and they do not have any complaints about the course's technical support

Nevertheless, similar with the results of Pina's (2012) study, the students and the teachers enjoy using the Adobe Connect program and see it as completely easy-to-use. They added that they do not face any serious problems during these lessons. Some of the students reported that they prefer face-to-face lessons because they cannot concentrate during the lessons when they have the educational resources presented on the computer screen rather than on paper.

5.5 Perceptions of Participation, Interaction and Collaboration in ASOC

RQ1.4: What are the students' perceptions of participation, interaction and collaborations?

RQ2.4: What are the teachers' perceptions of participation, interactions and collaborations?

These questions investigate the perceptions of students and teachers of participation, interaction and collaboration during e-etude lessons. There are some highlights came up from the data analysis. Data have proven that lack of interaction, number of students and lack of collaboration are important factors on students' perceptions of e-etude lessons. These topics are presented respectively with the support of the data from the interviews and observations.

5.5.1 Lack of interaction. As Posey, Burgess, Eason and Jones (2010) stated in their study lack of interaction is one of the disadvantages of virtual classes and in this case it was clearly shown through the surveys, interviews and observations that student-teacher interactions are not satisfactory. In all of the data collected, both the students and the teachers complain about the level of interaction. Also it was mentioned in Gillani, Yasseri, Eynon and Hjorth (2014) study that in massive online courses it is difficult to keep the interaction level high and lack of interaction

discourages the students. Both students and teachers think that they need more interaction during the lessons. Similar to the study conducted by Ya Ni (2013), the teachers think that with a higher interaction level they would be able to engage their students more easily. In Martin, Parker and Deale's (2012) study it was stated that building an environment with high level interaction depends on teacher's teaching style. With resources promoting higher interaction the teachers can provide a learning environment to the students that they can interact with the teachers and their peers.

5.5.2 Number of students. As a matter of fact, according to the observations, the participation level is quite high, most of the students are extremely willing to write their questions and answers, but due to the number of the students in these lessons, they are either unable to ask questions or the teachers are unable to see their answers. When the students are thus prevented from asking questions or receiving answers, they cannot understand the lesson in proper depth and their motivation decreases.

With the high number of students in the lesson the interaction level decreases and this affects the students' motivation and achievement too. An empirical research study carried out by Bandiera, Larcinese, and Rasul (2010) revealed that when the number of students increases the achievement of students decreases and one of the reasons of this is the low interaction level. Also, according to Arzt (2011) if the primal goal is keeping the interaction level high then it is recommended to keep the class size 12 to 21.

Subsequently, most of the students and teachers recommend having these lessons in smaller student groups. If there is only one single class of 20 to 24 students then these sessions will not have such problems: the teachers can then pay more attention to their students and the interaction levels will increase. According to the results; out of 202, 115 students want to ask more questions to the teachers in ASOC lessons and 74% of them, 86 students want to have these lessons in smaller groups (See Appendix I – Cross table 5). This can prove us that if the interaction level required to be high then there should be fewer students in a synchronous lesson.

While student-teacher interaction levels are low, student-student interaction is notably high. Similar to Sher's (2009) study, students like sharing their learning

experiences with their friends and a feeling of belonging to a learning community existed amongst the students. As Hyder (2007) mentioned synchronous learning environments encourage students' interaction and increase the communication level and in this study the students who like to interact with their peers also thinks that these lessons should be undertaken synchronously (See Appendix I- Cross table 6). Out of 197 students, 93 of them like to interact with their peers and 60% of them; 56 students out of these 93 also stated that these lessons should be undertaken synchronously.

However, in the ASOC lessons, there are numerous students who chat about unrelated subjects. This constitutes a problem for teachers, students and for the technical support team. The students cannot concentrate and ask questions, the teachers cannot see the relevant questions and answers, and the support team even have to deal with technical problems due to excessive comments. As Hrastinski (2008) mentioned synchronous lessons engage students more since they can communicate with their peers and teachers as if they are in face-to-face lessons but if the class size is big then they got affected in an opposite way. At this point, limiting the number of students in one session can be recommended and in the lessons with large groups the activities should promote interaction more.

5.5.3 Lack of Collaboration. In addition to interviews it was also observed that in these lessons, there is no pair work or group work to promote collaboration. As Belderrain (2006) mentioned new technologies offer a vast range of opportunities for promoting collaboration in both synchronous and asynchronous learning environments but distance education programs face challenges that may limit implementation of these technologies. Similarly, in this study the activities cannot planned as collaborative and it is not preferred letting students work in groups to prevent loss of time. Indeed, as it was presented in Engle's article (2013), collaboration in online learning develops higher-level thinking skills, encourages exploration of alternative perspectives and solutions, stimulates critical thinking and helps students clarify ideas through discussion and debate, and generates solutions that are typically better than what one student can develop working individually. Thus, when planning lessons this should be considered, and assignments for pairs or groups should be issued.

5.6 Perceptions of the ASOC's Feedback and Assessments

RQ1.5: What are the students' perceptions of the course's feedback and assessments?

RQ2.5: What are the teachers' perceptions of the course's feedback and assessments?

These questions investigate the students and teachers' perceptions of feedback and assessment in these lessons. The highlights came up from the data analysis are explained below with the support of literature, interviews and observations.

5.6.1 Lack of immediate feedback. As for the low levels of interaction, the same reasons prevent teachers from giving immediate and effective feedback to their students. As it was mentioned by Poe and Stassen (2002) students get engaged more when they get immediate feedback from the teachers. The students want to receive feedback, but most of the time the teachers unable to supply the feedback desired. The main reason for this is simply that they do not see the students' answers in the chat area. The teachers think that effective and varied types of feedback are crucial to learning, and this was also comprised one result of the Hatziapostolou and Paraskakis' (2012) study. However, the same teachers feel that it is nearly impossible to give feedback individually when there are too many students. When the students do not receive any feedback they may lose their eagerness and give up asking questions. Since there are no tasks assigned before or after the lessons, it is not possible to assess the students' or the lesson's success thoroughly. Furthermore, the students want to hear the teachers' comments about their success, and they would like to be praised more. The results came up from the cross tables also proves that the students want to get more feedback and they think that the number of students in these lessons decreases the opportunity of getting immediate feedback (See Appendix I – Cross table 7). Out of 199 students, 92 of them want to get more feedback from the teachers and 67% of them, 62 students think that there should be fewer students in these lessons.

While the teachers mentioned in interviews that the interaction level is not desirable still they answered in the survey in the opposite way. As it can be seen in the table 5.1 students think that they cannot get effective feedback from the teachers.

On the other hand the teachers mention that they can answer the students' questions, give feedback and assess the students' performance.

Table 5.1

Conflicts in students' and teachers' perceptions of feedback and assessment

Statement	SA	A	N	D	SDA
Students: I can ask questions to my teachers.	11%	13%	12%	17%	44%
Teachers: I can answer the students' questions during e-etudes.	33%	14%	14%	23%	14%
Students: I get feedback about my performance from my teachers.	8%	13%	33%	11%	33%
Teachers: I give feedback to my students during e-etudes.	33%	33%	0%	4%	3%
Students: The teachers assess my performance after the lesson.	12%	18%	23%	12%	33%
Teachers: I can assess my students' performance during or after these lessons.	28%	14%	19%	19%	19%

5.6.2 Difficulty of giving individual feedback. The reason of this result can be explained with the size of the class. Since there are many students in the class the students think that they cannot receive any answers or comments from their teachers individually even the teacher gives feedback to the class. In Martin, Parker and Deale's (2012) study it was expressed that in online learning environment the student-instructor interaction is higher than traditional learning environment. However it was also added that the students use hand-raising and microphone to interact with the instructors but in this case hand-raising feature and microphone cannot be used due to the number of students in one session. This is one of the structural limitations of learning in crowd. According to Gillani, Yasseri, Eynon and Hjorth (2014) this is inevitable in massive online courses. As there are many students in the class the teachers cannot see what students write in the chatting area and they do not realize that they miss the students' questions and answers.

5.6.3 More than one task at a time. Nevertheless the teachers think that they answer the questions and give feedback to the class. Another reason of this can be; only one teacher cannot manage everything at the same time such as lecturing, checking the chat area, answering the questions, giving immediate feedback. According to Samuels (2014) when people multitask, it often takes them twice as long to complete a task, and they do it half as well. Teachers need to multitask during

these online lessons and as Rekart (2011) stated the brain is designed to focus on one single task at a time. So when the teachers try to focus on two tasks or more, then the amount of attention and quality of the task decrease. Since the teachers both try to talk and follow the students' questions and answers from the chat area they cannot fully concentrate on the comments written. If another teacher is assigned for just helping in giving feedback and answering the students, this may solve this problem. Also the teachers claimed that they assess the students' performance but the students said the opposite. In addition to the reasons explained above the teachers may not want to criticize themselves and they may not want to take on any drawbacks of the course.

5.7 Parents' Perceptions of ASOC

RQ3: What are the parents' perceptions of ASOC?

The third research question investigated parents' perceptions of ASOC. The parents were interviewed and their opinions regarding these lessons collected. Just as in Kotzer and Elran's (2012) study, the parents thought that these courses are useful because they are both enriching and innovative. They also think that it is helpful when a student misses a lesson.

The parents see technology-integrated education as modern and advanced, as reported by Hoon's (2008) study, and believe that these learning environments are the key to success. Contrasting with this statement, but in accordance with the students' and teachers' ideas as seen in this study, they also believe that face-to-face lessons or lecturing videos are better than e-etude lessons.

It was seen that parents do not have enough information about the courses, and this again supports the claim that the students are participating in these lessons voluntarily and without their parents' pressure. However, as was stated in the CEO report (1999), parents should be involved in the learning process as well as the teachers. So the parents should be properly informed at the beginning of the course. Since the students are taking these lessons at home, their parents' encouragement is very important.

On the other hand, parents also agreed that students are very busy, that they get tired and, as a result, they may come to be reluctant to take these lessons. They also said that the students get bored very easily, reflecting the students' statements when

saying that their children do not pay their complete attention to the lessons and are often also interacting with something irrelevant at the same time.

Like all of the participants in this study, the parents complained about the low interaction levels due to the number of students, technical problems or lack of time. Like the students' and teachers' statements, the parents recommend having these lessons in smaller groups and not so often. Corresponding to the teachers' desires, the parents said that they would like to receive a schedule of the online lessons. In conclusion, it can be assumed that the parents agree with the teachers, and partially agree with the students, about the advantages and disadvantages of these lessons.

5.8 Summary

This study sought to investigate how students, teachers and parents perceive an after school online course run at their school. The research questions were based on a set of defined criteria; the criteria were determined based on the categories seen to be appropriate for such study as evidenced by a literature review. The data, collected through surveys, interviews and observations, concluded that students' and teachers' attitudes toward many aspects of the course are not positive. However, overall, the parents are more optimistic about the course.

Both the students and the teachers describe the course as tedious, and majority of them do not want to participate in these lessons. The major reasons for this perception are the lack of time, the extra burdens for both students and teachers in their already busy lives, inadequate interaction and feedback because of the excessive number of students in the sessions, the dull lesson content, only a single form of educational resource, the lack of proper scheduling and planning, and some technical problems. Nearly all of the respondents prefer face-to-face lessons to online lessons. Both the students and teachers think that the students can learn better in face-to-face lessons. They think that it is not necessary to implement these lessons synchronously.

On the other hand, their general response is that the course is useful as a learning resource. The reasons for this perception are having an opportunity to revise and practice at home, an advantageous form of support for the traditional learning environment, taking a part in a learning community including their peers and

teachers, the reliable resources used and, lastly, the effectiveness of using various modes of technology-integrated teaching and learning environments.

The results of this study enrich and extend our existing inferences about blended learning environments from the participants' point of view. After school online courses can be beneficial for students' increased learning only if they are targeted, oriented and well planned in accordance with the students' needs. However, they should be more attractive and feature more interesting resources. Technical support should be provided to prevent students' discouragement. Higher levels of interaction and a more effective assessment system are both crucial for the success of such courses.

5.9 Suggestions for Practitioners

In this part, based on the study's findings, general recommendations are listed for those practitioners who wish to conduct similar online courses. Recommendations are listed in relation to each category covered by the research questions.

According to the data collected through the survey, interviews and observations the students, teachers and parents complained about not getting informed about the these lessons. As a result of this it can be recommended that the students, teachers and parents are informed beforehand and if necessary training should be provided before the beginning of the course. In addition to this the course goals and objectives should be clearly stated to both students and parents and an ASOC calendar should be prepared and sent to students, teachers and parents either at the beginning of the academic year or each term.

Meanwhile, most of the students and teachers complained about the content and the resources. They mentioned that they are nor useful for their learning and they are not fun. The content and resources should be planned more attentively and instead of using only multiple-choice questions a range of various types of interesting resources should be used.

Majority of the teachers mentioned that they are not enough willing to perform these lessons. The teachers should be more motivated regarding the lessons. The teachers who undertake these lessons should be rewarded in such a way that they would volunteer to present them.

Low interaction level is one of the drawbacks mentioned by the students and teachers a lot. As a solution for this the class sizes should be minimized to, at most, 20 to 24 students and there should be more interaction between students and the teacher. More activities requiring synchronous interactions can be included to ensure the increase in interaction.

The teachers are satisfied with the technical support whereas the students complain about not getting enough support during these lessons. There should be more technical support provided to the students.

To engage students more there should be more effective assessments, immediate feedback, and students' performance evaluations. Also collaborative activities should be designed and included in these lessons to let students work in pairs or groups.

Most of the students mentioned that they prefer lecturing videos to these online lessons since they can watch them whenever they want. To increase the flexibility of these lessons the sessions should be recorded for those students who miss a lesson.

5.10 Suggestions for Researchers

Based on the findings of this study, it is possible to suggest some directions for future research into blended learning.

First of all, the results of this study showed that the lessons should be of a higher quality and more richly resourced in order to achieve more effective learning. Starting from this point, lesson planning and designing resources specifically for online lessons need to be studied in greater depth.

The findings of this study showed that interaction levels can affect both achievement and the attitude of students towards the course. Therefore, how interaction and communication affect learning in online courses could be a rewarding subject for researchers.

Another area that deserves attention in future research is primary and middle-school level students' perceptions of online courses. It was observed that this area has not been very well covered in previous studies even though online courses are becoming a topic drawing attention across all levels of education.

Additionally, future studies should seek to elucidate more information about the role of parents' support in connection with online courses. There are limited academic resources in the literature addressing the attitudes and support of parents for online courses.

Although it was not studied in this study, the effects of students' achievements to their participation in after school online lessons seem as a remarkable subject to be studied and analyzed in future studies.

Lastly, it was concluded from the results of this study that feedback and assessment are both very crucial components of an online course. Thus, the giving of effective feedback during synchronous lessons can be a further idea to be recommended for future research studies.

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APPENDICES

Appendix A – Observation Form

Design of Instruction			**Comments**
Exemplary	**Sufficient**	**Needs revision**	
Learning outcomes are clearly defined to students.	Learning outcomes are stated but not clearly defined.	Learning outcomes not stated.	
Content is made available to students in manageable segments or "chunks".	Content is available to students but not "chunked" in manageable segments.	Content is not available to students.	
Appropriate supplemental resources are available for students that support learning outcomes.	Resources are available for students but may not necessarily support learning outcomes.	Supplemental resources not available.	
Appropriate visual and auditory tools are integrated within course to achieve learning objectives.	Visual and auditory tools are provided.	No visual or auditory tools provided.	
The materials, tasks, exercises…etc used in the course are so interesting that they raise students' attention and help them to understand better.	The materials, tasks, exercises…etc used in the course are interesting. They raise students' interest.	The materials, tasks, exercises…etc used in the course are not interesting.	
The answers received from students are mostly accurate.	The answers received from students are sometimes accurate.	The answers received from students are inaccurate.	
Content and requirements are equivalent to or surpass a face-to-face course.	Content and requirements are somewhat equivalent to a face-to-face course.	Content and requirements are not equivalent to a face-to-face course.	

Course Content and Resources			**Comments**
Exemplary	**Sufficient**	**Needs revision**	
Content is presented in a logical progression.	Content is available but does not follow a logical progression.	Content is not available to students.	
Course is clearly organized and easily navigated.	Course is organized and navigable.	Content navigation is hard to follow.	
Course materials are visually consistent throughout course.	Most course materials are visually consistent throughout course.	Course materials are inconsistent in a visual aspect.	
Course materials are functionally consistent throughout course.	Most course materials are functionally consistent throughout course.	Course materials are inconsistent in a functional aspect.	
Color and texture are used consistently to enhance content and do not overpower the course information.	Color and texture are used appropriately throughout the course and do not interfere with information.	Loud colors/textures/and unnecessary use of graphics or animations overpower presentation of content.	
Extensive resources to facilitate online learning such as email directions, browser settings and other required applications (Word, PowerPoint, Acrobat Reader) are available.	Resources to facilitate online learning are available but clear instructions for use are not provided.	Resources are not available to facilitate online learning.	
Tools and instructions for viewing course content (RealPlayer, Adobe Reader, etc.) are provided.	Tools for viewing course content are difficult to locate and instructions for use are not well defined.	Tools for viewing course content not provided.	
Extensive resources that support course content and learning objectives are provided.	Supplemental resources not provided.	Supplemental resources not provided.	

Participation, Interaction and Collaboration			**Comments**
Exemplary	**Sufficient**	**Needs revision**	
Instructor responses all of the questions that students ask.	Instructor responses some of the questions that students ask.	Instructor cannot response the questions that students ask.	
Deliberate attempt to create a learning community using strategies such as group projects/assignments, activities when appropriate.	Group activities/assignments available.	Attempt to create a learning community not evident.	
The degree to which students interact with each other and the instructor about course content clearly defined.	Student interaction somewhat defined.	Student interaction not defined.	
Asynchronous (discussion/email)			
Synchronous (chat/whiteboard)			
Instructor gives detailed feedback.	Instructor gives immediate but not detailed feedback.	Instructor doesn't give feedback.	
The number of students is above expectations. More than half of the students attended the session.	The number of students is as expected. Half of the students attended the session.	The number of students is below expectations.	
The students participation is above expectations. Most of the students who attended the session answer the questions.	The students participation is as expected. Half of the students who attended the session answer the questions.	The students participation is below expectatitions.	
The students ask questions when they do not understand something.	Some of the students ask questions when they do not understand	The students do not ask any questions.	

Effective Use of Course Technology			**Comments**
Exemplary	**Sufficient**	**Needs revision**	
Course uses appropriate variety of formats for course materials throughout course. (PDF, PPT, wav)	Course uses a variety of formats for course materials.	Course uses limited formats for course materials.	
The students and/or the teacher do not have any technical problems during the session.	The students and/or the teacher have some technical problems during the session.	The students and/or the teacher have many technical problems during the session and this affected the learning.	
The students can get support when they have any technical problems.	The students can get support when they have technical problems in some cases.	The students cannot get any support.	
The teachers can get support when they have any technical problems.	The teachers can get support when they have technical problems in some cases.	The teachers cannot get any support.	
Activities/assignments that require the use of technology clearly state how the student is to use technology to complete assignments and activities.	Activities/assignments use technology but may not necessarily be the most appropriate technology to support those activities.	Activities/assignments do not require the use of technology.	
Course uses appropriate variety of formats for course materials throughout course. (PDF, PPT, wav)	Course uses a variety of formats for course materials.	Course uses limited formats for course materials.	
What tools are used in the course? (use the checklist to select all that apply)	Email Chat Home pages Whiteboard Student presentations Quiz tool Self test Survey Glossary Compile Tips	Search My grades (Gradebook) Calendar Video Audio Animations Graphics/Images Image Database CD-ROM tool My progress	

Assessment and Evaluation			**Comments**
Exemplary	**Sufficient**	**Needs revision**	
Assignments encourage student to use critical thinking strategies.	Course uses basic assignment/assessment activities.	Course has limited assignment/assessment activities.	
Assignments and learning outcomes closely aligned and available to student.	Learning outcomes are identified and assignments are available but not closely aligned to learning outcomes.	Assignments and learning outcomes not closely aligned or not available.	
Ample opportunities for self-assessment and/or peer feedback throughout course are provided along with explanation as to importance of self-assessment and peer feedback.	Self-assessment and/or peer feedback is provided but not explained.	Self assessment or peer feedback opportunities not provided	
Quizzes are clearly tied to course objectives and learning outcomes.	Quizzes are somewhat aligned with course objectives and learning outcomes.	Quizzes not aligned to course objectives and learning outcomes	
Multiple and diverse assessment strategies to measure knowledge, skills, and attitude utilized.	Assessment strategies to measure knowledge, skills and attitude utilized.	Limited assessment strategies utilized.	

Appendix B – Interview questions for students

Katılım, Yer ve Zaman

1. E-etütlere katılıyor musunuz?
2. Bu zamana kadar kaç tane e-etüte katıldınız?
3. Hangi derslerin e-etütlerine katılıyorsunuz? Neden?
4. E-etüt gün ve zamanları size uygun mu?
5. Ne zaman ve ne sıkılıkta e-etüt dersleri yapmak istersiniz? Neden?
6. Süresi sizce uzun ya da kısa mı?
7. Sizce bu uygulama devam etmeli mi?
8. Bu uygulama tamamen kaldırılsa sizin için birşey farkeder mi? Neden?

İçerik ve Materyaller

1. E-etüt derslerine katılma amacınız nedir?
2. Peki bu amaçlarınıza ulaşabiliyor musunuz?
3. E-etütlerde yeni konular mı öğreniyorsunuz yoksa tekrar mı yapıyorsunuz?
4. Nasıl etkinlikler yapıyorsunuz ve nasıl materyaller kullanıyorsunuz?
5. Yapılan etkinlikleri beğeniyor musunuz? Neden?
6. En çok hangi e-etüt dersini ve etkinliğini sevdiniz? Neden?
7. Ne tür etkinliklerin sizin için daha yararlı olduğunu düşünüyorsunuz?

Algı / Düşünceler / Katılım

1. E-etüt derslerine seviyor musunuz?
2. Kendi isteğinizle mi katılıyorsunuz?
3. E-etüt dersleriyle ilgili en çok neyi seviyorsunuz?
4. E-etüt dersleriyle ilgili neyi sevmiyorsunuz?
5. Hangi dersin e-etütü sizce daha yararlı? Neden?
6. E-etüt derslerine katılmaya başladıktan sonra başarınızın arttığını düşünüyor musunuz?
7. Daha fazla e-etüt dersi olmasını ister misiniz?
8. E-etüt derslerini arkadaşlarınıza önerir misiniz?
9. En başta e-etüde karşı düşünceleriniz nelerdi? Daha sonra bu düşünceleriniz değişti mi?
10. Sizce okulda sınıf ortamında yapılan geleneksel dersler mi daha yararlı yoksa e-etüt gibi online yapılan dersler mi?
11. Hangisini tercih ederdiniz? Neden?

12. E-etüt dersleri sizi motive ediyor mu?
13. Ailenizin e-etülere karşı tutumu nasıl? Sizi teşvik ediyorlar mı?
14. Öğretmenleriniz e-etütlere karşı tutumu nasıl? Sizi teşvik ediyorlar mı?
15. E-etüt yapılırken başka şeylerle ilgileniyor musunuz? Neden? Ne yapılırsa ya da ne yapılmazsa e-etütle daha çok ilgilenirsiniz?

Yaşanılan problemler ve verilen destek

1. Kullandığınız e-etüt programından memnun musunuz? Sizce iyi tasarlanmış mı?
2. Bir problemle karşılaştınız mı? Neydi?
3. Bir problemle karşılaştığınızda ne yapıyorsunuz? Nasıl çözüyorsunuz? Kimden yardım istiyorsunuz? Memnun musunuz?
4. Problemle karşılaştığınızda e-etüte karşı motivasyonunuz düşüyor mu?

Etkileşim ve işbirliği

1. E-etüt esnasında öğretmen ile ya da diğer öğrenciler ile etkileşiminiz nasıl?
2. Öğretmeniniz ve diğer öğrencilerle nasıl etkileşime geçiyorsunuz?
3. Etkileşimin daha fazla olmasını ister miydiniz?
4. E-etütte sizden başka öğrencilerin de olması sizi nasıl etkiliyor?

Geri bildirim ve Değerlendirme

1. Öğretmenleriniz e-etüd esnasında sizin ödevlerinizle performansınızla ilgili sözlü bir değerlendirme yapıyorlar mı?
2. Bu değerlendirmeler hakkında ne düşünüyosunuz?
3. E-etüt derslerinde bir ödev ya da proje çalışması gibi görevler veriliyor mu? Bu görevleri seviyor musunuz?
4. Öğretmeniniz bu ödev ve projeleri nasıl değerlendiriyor?

Öğretmen

1. Öğretmenlerin e-etüt derslerinde tutumları nasıl? Öğretmenlere bir öneride bulunmak ister misiniz?
2. Sizce e-etütteki öğretmen mi sınıftaki canlı öğretmen mi öğrenmenize katkıda bulunuyor? Neden?
3. Sizce e-etütteki öğretmenin öğrenmenizde büyük bir katkısın var mı? Varsa nasıl?

Appendix C – Interview questions for teachers

Yer ve zaman

1. E-etüt derslerinin zamanı ve uzunluğu size uygun mu? Neden?
2. Ne zaman ve ne uzunlukta olmasını isterdiniz?

Algı ve Düşünceler

1. E-etütler hakkındaki genel düşünceleriniz nelerdir?
2. E-etüt uygulamasını başarılı buluyor musunuz? Neden?
3. E-etütlerle ilgili en çok neyi seviyorsunuz?
4. E-etütlerle ilgili en çok neyi sevmiyorsunuz?
5. Sizce bu dersin zayıf ve güçlü yönleri nelerdir?
6. E-etüt yapmak ya da yapmamak sizin tercihiniz olsa yapar mıydınız?
7. Sizce daha fazla e-etüt çalışması yapılmalı mı neden?
8. Sizce öğrencileriniz için yararlı mı? Neden?
9. E-etütlerin derslere olan katkısı nedir?
10. E-etüt yapmak sizce size bir şey kattı mı?
11. Bu uygulama başlamadan önce konu ile ilgili nasıl bir bilgilendirme yapıldı? Bir eğitim verildi mi?
12. E-etütlere başlamadan önceki düşünceleriniz başladıktan sonra değişti mi? Nasıl bir değişiklik oldu?
13. Sizce sınıf ortamında yapılan geleneksel dersler mi daha yararlı yoksa e-etüt gibi online olarak yapılan dersler mi? Neden?
14. E-etütler ile ilgili ne gibi değişiklikler yapılmasını istersiniz?
15. Sizce bu uygulamaya devam edilmeli mi? Neden?
16. Bu uygulama kaldırılsa sizce öğrencilerin başarısında bir faklılık olur mu?
17. Diğer iş arkadaşlarınıza ya da öğretmen arkadaşlarınıza bu uygulamayı önerir misiniz? Neden?

Karşılaşılan problemler ve teknik destek

1. E-etüt dersinde karşılaştığınız problemler nelerdir?
2. Bu problemleri giderebildiniz mi? Nasıl?
3. Dersin yapıldığı program hakkında neler düşünüyorsunuz? Bir değişiklik yapılmasını ister misiniz?
4. Teknik sorunlar ile karşılaşıyor musunuz?
5. Yeterli teknik destek alabiliyor musunuz?

İçerik ve Materyaller

1. Eğer dersleri siz planlıyorsanız planlarken neleri dikkate alıyorsunuz?
2. Dersi planlarken nasıl bir yol izliyorsunuz?
3. Dersin materyalleri hakkında ne düşünüyorsunuz? Sizce bu uygulama için uygun mu?
4. Ders materyallerini siz hazırlıyorsanız nelere dikkate ederek hazırlıyorsunuz?
5. Siz hazırlamıyorsanız dersin içeriği ve planlanması hakkında ne düşünüyorsunuz? Sizce bu uygulama için uygun mu?

Öğrenciler

1. Öğrencilerinizin e-etüte karşı tutumu nasıl?
2. E-etüt derslerine katılımlarını yeterli buluyor musunuz?
3. Size öğrencilerden e-etütler ile ilgili nasıl geri dönütler geliyor?
4. Sizce e-etüt dersleri öğrencileri motive ediyor mu?

Etkileşim

1. E-etütlerde öğrencilerle nasıl etkileşimde bulunuyorsunuz?
2. Bu etkileşimin öğrenciler için faydalı olduğunu düşünüyor musunuz?
3. E-etüt esnasında öğrenci-öğretmen etkileşimini yeterli buluyor musunuz? Sizce azalmalı ya da artmalı mı?
4. E-etüt esnasında öğrenci-öğrenci etkileşimini yeterli buluyor musunuz? Sizce azalmalı ya da artmalı mı?

Geri Dönüt ve Değerlendirme

1. E-etüt esnasında öğrencilere nasıl geri dönüt veriyorsunuz?
2. Öğrencilerin e-etütteki performansını nasıl değerlendiriyorsunuz?

Appendix D – Interview questions for parents

1. E-etütler hakkında ne biliyorsunuz?
2. E-etütler hakkında ne düşünüyorsunuz?
3. Çocuğunuz e-etütlere katılıyor mu?Kendi isteğiyle mi ve gerçekten katılıyor mu?
4. Sizce verimli oluyor mu?
5. Sıklığı iyi mi? Sizce devam etmeli mi?
6. Avantajları ve dezavantajları neler?
7. Herhangi bir öneriniz var mı?

Appendix E – Interview questions for the course designer

1. Neden böyle bir uygulamaya ihtiyaç duyuldu?
2. Nasıl bir ön hazırlık yapıldı?
3. Hangi okullarda, hangi seviyelerde ve hangi derslerde yapılıyor?
4. Etkili bir uygulama olduğunu düşünüyor musunuz?
5. Geliştirilmesi gereken yönler neler?
6. Bir takvimi var mıdır?
7. Evdeki öğretmenden ya da Bilgi Merkezine konulan videolardan ne farkı var?
8. Dersler nasıl hazırlanıyor?
9. Nasıl bir ortamda gerçekleşiyor?
10. Benim katılmam ve izlemem mümkün müdür?
11. Öğrencilerin evde ne yapması gerekiyor?
12. Gerekli teknolojik destek nasıl veriliyor?
13. Hangi programlar ve materyaller gerekli?
14. Öğrenciler soru sorabiliyorlar mı? Soramıyorlarsa neden?
15. En çok hangi derslerde yararlı?
16. Katılım nasıl? En çok hangi derslerde katılım yüksek? İngilizce'de nasıl?
17. Öğrencilerden ve velilerden geri dönütler nasıl?
18. Öğretmenler ne düşünüyor?
19. Hangi kampüslerde kaçlı gruplar halinde yapılıyor?
20. Ne kadar sıklıkta ve ne süredir devam ediyor?
21. Bir etüt kaç dakika sürüyor?

Appendix F – Survey questions for students

E-etüt Değerlendirme Çalışması

(* İşareti ile başlayan sorular zorunludur.)

Bu anket, okuldan sonra yapılan e-etüt uygulaması ile ilgili sorular içermektedir.

Doğru ya da yanlış bir cevap yoktur.

Sorularda size en yakın olan seçeneği işaretleyiniz.

Herhangi bir kişisel bilgi istenmemektedir ve cevaplarınız herhangi bir dış kaynak ile paylaşılmayacaktır.

Araştırmanın güvenilirliği için soruları dikkatli okuyup içtenlikle cevaplamanızı rica ederiz.

Kaçıncı sınıftasınız?

_____

Yaşınız kaç?

_____

Evde bilgisayarınız var mı?

(Sadece bir seçeneği işaretleyiniz.)

Evet ☐
Hayır ☐

Evde internetiniz var mı?

(Sadece bir seçeneği işaretleyiniz.)

Evet ☐
Hayır ☐

Bilgisayarınızı ne sıklıkta kullanıyorsunuz?

(Sadece bir seçeneği işaretleyiniz.)

Her gün ☐
Haftada iki üç defa ☐
Haftada bir iki defa ☐
Haftada bir ☐
Daha nadir ☐

İnternete ne sıklıkta giriyorsunuz?

Her gün ☐
Haftada iki üç defa ☐
Haftada bir iki defa ☐
Haftada bir ☐
Daha nadir ☐

İnternete daha çok ne için giriyorsunuz?

Arkadaşlarımla ve/veya ailemle iletişime geçmek için. ☐
İnternette gezmek için. ☐
Sosyal medyaya girmek için. ☐
Derlerime yardım almak için ☐
Oyun oynamak için ☐
Diğer ☐ _____

Bilgisayar kullanmada iyi misiniz?

Evet ☐
Hayır ☐

E-etütlere katılıyor musunuz?

Evet ☐
Hayır ☐

Ne sıklıkta e-etütlere katılıyorsunuz?

Hepsine ☐
Çoğuna ☐
Bir kaçına ☐
Hiç ☐

Bu zamana kadar hangi derslerin e-etütlerine katıldın?

Matematik ☐
Türkçe ☐
Sosyal Bilgiler ☐
Fen Bilgisi ve Teknoloji ☐
İngilizce ☐

E-etütlerin yeri ve zamanı
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt derslerinin zamanı benim için uygun.	☐	☐	☐	☐	☐
E-etütlerin yapılma sıklığı yeterli.	☐	☐	☐	☐	☐
E-etüt derslerinin süresi uygun.	☐	☐	☐	☐	☐
E-etütlerin başka zaman yapılmasını isterim.	☐	☐	☐	☐	☐
E-etütlerin daha sık yapılmasını isterim.	☐	☐	☐	☐	☐
Okulda yapılan etütler e-etütlerden daha iyi.	☐	☐	☐	☐	☐
E-etütler sayesinde evde tekrar yapabiliyorum.	☐	☐	☐	☐	☐
E-etütlere okul dışında herhangi bir yerden bağlanabiliyorum.	☐	☐	☐	☐	☐
E-etütleri okulda yapılan etüt çalışmalarına tercih ediyorum.	☐	☐	☐	☐	☐

E-etütlerin içeriği ve kullanılan materyaller
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
Öğretmenlerimin e-etüt derslerinden önce dersin içeriği ile ilgili bilgi vermesini isterim.	☐	☐	☐	☐	☐
Öğretmenlerin e-etütlerin içeriği ile ilgili önceden bilgi veriyor.	☐	☐	☐	☐	☐
E-etüt derslerinin içeriği okuldaki derslerimi	☐	☐	☐	☐	☐

destekleyici nitelikte.					
E-etütte yapılan etkinlikleri eğlenceli buluyorum.	☐	☐	☐	☐	☐
E-etüt derslerinde sıkılıyorum.	☐	☐	☐	☐	☐
E-etütlerde yapılan etkinlikler öğrenmemde yararlı.	☐	☐	☐	☐	☐
E-etütte yapılan etkinliklerin seviyesi benim için uygun.	☐	☐	☐	☐	☐
E-etütte kullanılan materyaller yararlı.	☐	☐	☐	☐	☐
E-etütlerde anlatılan konuları anlamakta zorluk çekiyorum.	☐	☐	☐	☐	☐
E-etütlerde cevaplanan alıştırmaları ve/veya soruları cevaplamakta zorlanıyorum.	☐	☐	☐	☐	☐

E-etütlere karşı algı ve düşünceler
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt derslerini seviyorum.	☐	☐	☐	☐	☐
E-etüt derslerine kendi isteğimle katılıyorum.	☐	☐	☐	☐	☐
E-etüt derslerini eğlenceli buluyorum.	☐	☐	☐	☐	☐
E-etütlere	☐	☐	☐	☐	☐

katılmaya başladıktan sonra başarım arttı.					
E-etüt uygulaması devam etmeli.	☐	☐	☐	☐	☐
E-etüt uygulaması yapılmasa daha iyi olur.	☐	☐	☐	☐	☐
Daha fazla e-etüt dersi olmalı.	☐	☐	☐	☐	☐
E-etütleri arkadaşlarıma da öneriyorum.	☐	☐	☐	☐	☐
E-etüt derslerini okulda yapılan derslere tercih ederim.	☐	☐	☐	☐	☐
E-etüt dersleri beni okulda yapılan derslere karşı motive ediyor.	☐	☐	☐	☐	☐
E-etütlerin okulda yapılan derslere hiçbir etkisi yok.	☐	☐	☐	☐	☐
E-etütlerin eş zamanlı, canlı olarak yapılması beni motive ediyor.	☐	☐	☐	☐	☐
E-etütleri bilgi merkezindeki ders anlatım videolarına tercih ederim.	☐	☐	☐	☐	☐
Ders anlatım videoları ve e-	☐	☐	☐	☐	☐

etütler arasında bir fark yok.					
E-etütler canlı yayınlanmasa da olur.	☐	☐	☐	☐	☐
Ailem e-etüte katılmam konusunda beni teşvik ediyor.	☐	☐	☐	☐	☐
Öğretmenlerim e-etütlere katılmam konusunda beni teşvik ediyor.	☐	☐	☐	☐	☐
E-etüt dersi esnasında başka şeylerle uğraştığım oluyor.	☐	☐	☐	☐	☐

E-etütlerde etkileşim

(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt esnasında öğretmenime soru sorabiliyorum.	☐	☐	☐	☐	☐
E-etütte arkadaşlarımla iletişime geçmeyi seviyorum.	☐	☐	☐	☐	☐
E-etüt esnasında arkadaşlarımla ders hakkında konuşuyorum.	☐	☐	☐	☐	☐

E-etüt esnasına daha fazla etkileşim olmalı.	☐	☐	☐	☐	☐
E-etütte benden başka öğrencilerin olması beni pozitif etkiliyor.	☐	☐	☐	☐	☐
E-etütlerin daha küçük gruplarla yapılmasını isterim.	☐	☐	☐	☐	☐
E-etüt öğretmenine daha çok soru sormak isterim.	☐	☐	☐	☐	☐

Geri bildirim ve değerlendirme

(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt derslerinde yaptıklarım hakkında geri bildirim alıyorum.	☐	☐	☐	☐	☐
E-etüt derslerinde öğretmenim yaptıklarımı değerlendiriyor.	☐	☐	☐	☐	☐
E-etüt öğretmenlerim derslerde başarılı olduğumu söylüyor.	☐	☐	☐	☐	☐
E-etüt öğretmeni e-etüt derslerindeki performansım	☐	☐	☐	☐	☐

hakkında hiç yorumda bulunmuyor.					
E-etüt öğretmeninin bu derslerdeki performansım ile ilgili daha çok yorumda bulunmasını isterim.	☐	☐	☐	☐	☐

E-etütler hakkında görüş ve isteklerinizi lütfen aşağıdaki kutuya yazınız.

_____

_____

_____

Appendix G – Survey Questions for Teachers

E-etüt-Öğretmenler

Yaşınız kaç?

_____

Kaç senedir öğretmenlik yapıyorsunuz?

_____

Ne öğretmenisiniz?

_____

İnternete daha çok ne için giriyorsunuz?

Arkadaşlarımla ve/veya ailemle iletişime geçmek için. ☐
İnternette gezmek için. ☐
Sosyal medyaya girmek için. ☐
İşim için. ☐
Araştırma yapmak için. ☐
Diğer ☐ _____

Bilgisayar kullanmada iyi misiniz?

Evet ☐
Hayır ☐

Hiç e-etüt yaptınız mı?

Evet ☐
Hayır ☐

Bu zamana kadar kaç e-etüt yaptınız?

Sadece bir defa ☐
1-5 defa ☐
5-10 defa ☐
Daha fazla ☐

E-etütlerin yeri ve zamanı

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt derslerinin zamanı benim için uygun.	☐	☐	☐	☐	☐
E-etütlerin yapılma sıklığı yeterli.	☐	☐	☐	☐	☐
E-etüt derslerinin süresi uygun.	☐	☐	☐	☐	☐
E-etütlerin başka zaman yapılmasını isterim.	☐	☐	☐	☐	☐
E-etütlerin daha sık yapılmasını isterim.	☐	☐	☐	☐	☐
Okulda yapılan etütler e-etütlerden daha iyi.	☐	☐	☐	☐	☐
E-etütleri okulda yapılan etüt çalışmalarına tercih ediyorum.	☐	☐	☐	☐	☐

E-etütlerin içeriği ve kullanılan materyaller
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etütlerden önce içerik hakkında	☐	☐	☐	☐	☐

öğrencilere bilgi veriyorum.					
E-etüt derslerinin içeriği okuldaki dersleri destekleyici nitelikte.	☐	☐	☐	☐	☐
Öğrencilerim e-etütte yapılan etkinlikleri eğlenceli buluyor.	☐	☐	☐	☐	☐
E-etütlerde derse katılım yüksek oluyor.	☐	☐	☐	☐	☐
E-etütlerde yapılan etkinlikler öğrencilerin öğrenmesine katkıda bulunuyor.	☐	☐	☐	☐	☐
E-etütte yapılan etkinliklerin seviyesi öğrencilerim için uygun.	☐	☐	☐	☐	☐
E-etütte kullanılan materyaller (sunumlar, çalışma kağıtları, sorular...vb.) öğrenciler için yararlı.	☐	☐	☐	☐	☐

E-etütlere karşı algı ve düşünceler
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt derslerini seviyorum.	☐	☐	☐	☐	☐
E-etüt derslerini kendi isteğimle yapıyorum.	☐	☐	☐	☐	☐
E-etüt derslerini eğlenceli buluyorum.	☐	☐	☐	☐	☐
E-etütlere katılan öğrencilerimin başarısının arttığını düşünüyorum.	☐	☐	☐	☐	☐
E-etüt uygulaması devam etmeli.	☐	☐	☐	☐	☐
E-etüt uygulaması yapılmasa daha iyi olur.	☐	☐	☐	☐	☐
Daha fazla e-etüt dersi olmalı.	☐	☐	☐	☐	☐
E-etütleri diğer öğretmen arkadaşlarıma da öneriyorum.	☐	☐	☐	☐	☐
E-etüt derslerini okulda yapılan derslere tercih	☐	☐	☐	☐	☐

ederim.					
E-etüt dersleri öğrencileri okulda yapılan derslere karşı motive ediyor.	☐	☐	☐	☐	☐
E-etütlerin okulda yapılan derslere hiçbir etkisi yok.	☐	☐	☐	☐	☐
E-etütler yerine eğitsel videolar kullanılabilir.	☐	☐	☐	☐	☐
E-etütlerin eş zamanlı online yapılması öğrencileri motive ediyor.	☐	☐	☐	☐	☐
Öğrencilerimi e-etütlere katılmaları konusunda teşvik ediyorum.	☐	☐	☐	☐	☐

E-etütlerde etkileşim

(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etüt esnasında öğrencilerden gelen soruları cevaplayabiliyorum.	☐	☐	☐	☐	☐
E-etüt esnasında öğrenciler birbirleriyle	☐	☐	☐	☐	☐

iletişime geçebiliyor.					
E-etüt esnasında öğrenciler soru sorabilmeli.	☐	☐	☐	☐	☐
E-etüt esnasında öğrenciler arkadaşları ile iletişime geçebilmeli.	☐	☐	☐	☐	☐
E-etütlerde öğrencilerin arkadaşları ile iletişime geçmesi onları motive ediyor.	☐	☐	☐	☐	☐
E-etütlerin daha küçük gruplarla yapılmasını isterim.	☐	☐	☐	☐	☐

Geri bildirim ve değerlendirme
(Her satırda sadece bir seçeneği işaretleyiniz.)

	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
E-etütlerde öğrencilere geri bildirimde bulunuyorum.	☐	☐	☐	☐	☐
E-etüt derslerinde öğrencilerin yaptıklarını değerlendirebiliyorum.	☐	☐	☐	☐	☐
E-etüt derslerinde öğrencilere daha fazla geri bildirimde bulunmak isterim.	☐	☐	☐	☐	☐

APPENDIX H

CROSSTABLE 1 (I LOVE E-ETUDE LESSONS. / I TAKE E-ETUDE LESSONS VOLUNTARILY.)

		I take e-etude lessons voluntarily.					Total
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	
I love e-etude lessons.	Strongly Agree	21	5	2	0	1	29
	Agree	11	20	7	1	0	39
	Not Certain	11	21	8	2	4	46
	Disagree	3	10	3	4	5	25
	Strongly Disagree	1	12	14	12	19	58
Total		47	68	34	19	29	197

CROSSTABLE 2 (E-ETUDE ACTIVITIES SUPPORT MY LEARNING. / HOW OFTEN DO YOU TAKE E-ETUDE LESSONS?)

		How often do you take e-etude lessons?				Total
		All of them	Most of them	Some of them	None of them	
E-etude activities support my learning.	Strongly Agree	29	21	5	1	56
	Agree	32	34	11	1	78
	Not Certain	13	14	10	3	40
	Disagree	1	6	4	0	11
	Strongly Disagree	5	3	3	1	12
Total		80	78	33	6	197

CROSSTABLE 3 (E-ETUDES HAVE HAD AN EFFECT ON MY ACHIEVEMENT. / E-ETUDE LESSONS SHOULD CONTINUE.)

		E-etudes have had an effect on my achievement.					Total
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Diagree	
E-etudes should continue.	Strongly Agree	14	12	16	4	4	50
	Agree	2	6	18	12	5	43
	Not Certain	2	0	16	16	8	42
	Disagree	0	2	7	5	5	19
	Strongly Disagree	2	1	6	11	24	44
Total		20	21	63	48	46	198

CROSSTABLE 4 (I THINK THE ACTIVITIES IN E-ETUDES ARE FUN. / SOMETIMES I PAY ATTENTION TO SOMETHING IRRELEVANT DURING AN E-ETUDE.)

		I think the activities in e-etudes are fun.					Total
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	
Sometimes I pay attention to something irrelevant during an e-etude.	Strongly Agree	1	5	8	14	32	60
	Agree	1	1	16	11	16	45
	Not Certain	3	2	7	4	9	25
	Disagree	4	6	9	8	6	33
	Strongly Disagree	11	4	7	3	8	33
Total		20	18	47	40	71	196

CROSSTABLE 5 (I WANT TO ASK QUESTIONS TO THE TEACHERS IN E-ETUDES MORE. / THE LESSONS SHOULD BE IN SMALLER GROUPS.)

		I want to ask questions to the teachers in e-etudes more.					Total
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	
The lessons should be in smaller groups.	Strongly Agree	57	15	5	4	8	89
	Agree	8	6	2	2	5	23
	Not Certain	8	5	14	5	3	35
	Disagree	3	1	7	5	2	18
	Strongly Disagree	13	2	5	4	13	37
Total		20	89	29	33	20	31

CROSSTABLE 6 (I LIKE INTERACTING WITH MY PEERS. / E-ETUDE LESSONS CAN BE ASYNCHRONOUS.)

		E-etude lessons can be asynchronous.					Total
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	
I like interacting with my peers.	Strongly Agree	12	3	9	4	23	51
	Agree	3	4	6	9	20	42
	Not Certain	3	3	7	10	11	34
	Disagree	4	8	1	7	3	23
	Strongly Disagree	7	8	4	3	25	47
Total		29	26	27	33	82	197

CROSSTABLE 7 (I WOULD LIKE TO GET MORE COMMENTS ON MY PERFORMANCE FROM THE TEACHERS IN E-ETUDES. / E-ETUDES SHOULD BE IN SMALLER GROUPS.)

		E-etudes should be in smaller groups.					
		Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	Total
I would like to get more comments on my performance from the teachers in e-etudes.	Strongly Agree	41	4	4	3	15	67
	Agree	14	3	6	2	0	25
	Not Certain	13	6	13	5	9	46
	Disagree	4	3	3	5	2	17
	Strongly Disagree	16	6	8	3	11	44
Total		88	22	34	18	37	199

APPENDIX I

CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Yalavaç, Gamze

Nationality: Turkish

Date and Place of Birth: 06.09.1985/ Soma Turkey

Marital Status: Married

Phone: 05056594318

email: gamzebozkurt85@gmail.com

EDUCATION

Degree	**Institution**	**Year of Graduation**
BS	Istanbul University English Language Education	2007
High School	Savaştepe Anatolian Teacher Trainin High School	2003

WORK EXPERIENCE

Year	**Place**	**Enrollment**
2008-2012	Dogus Schools	English Teacher
2012- Present	Bilfen Schools	English Teacher

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

CELTA (Certificate in English Language Teaching to Adults)

APPENDIX J

TURKISH SUMMARY

Bölüm 1: Giriş

Bu bölüm, araştırmayı kısaca anlatmakta, araştırmanın altında yatan sebepleri, araştırmanın amacını ve önemini daha önce yapılmış çalışmalara dayandırarak açıklamaktadır. Araştırma sorularına ve araştırma boyunca kullanılan terimlerin tanımlarına yer vermektedir. Bu çalışma, özel bir eğitim kurumunda öğrencilerin, öğretmenlerin ve velilerin, okul ders saatleri dışında, çevrim içi ve eş zamanlı yapılan derslere karşı olan algılarına odaklanmaktadır. Bu dersler, okulda yapılan dersleri desteklemek üzere tasarlanmış olup ve yüz yüze derslerle birlikte yürütüldüğü için harmanlanmış öğretim modeli özellikleri göstermektedir. Bu çalışma bu derslere karşı olan algıları özellikle dört kategoride incelemektedir:

- Derslerin öğretim tasarımı ve kullanılan kaynaklar
- Derslerde kullanılan teknoloji ve teknik destek
- Öğrencilerin katılımı, ders içi etkileşim ve işbirliği
- Geri bildirim ve değerlendirme

İnternetin hayatımıza girmesi ile birlikte bilgiye ulaşma şekli değişmiş ve kolaylaşmıştır. Kullanılan bilgi teknolojileri, istenilen bilgiye her nerede ve ne zaman olursa olsun ulaşma imkanı sunmaktadır (Aggarwal & Bento, 2002; Hoon, 2008). Bu gelişmeler eğitim dünyasına da yansımış ve köklü değişimleri de beraberinde getirmiştir (Akkoyunlu & Yılmaz, 2005; Motteram, 2013; Sethy, 2008). Eğitim kurumları, bu değişimlere ayak uydurabilmek için bilgi teknolojilerini eğitimin içine daha fazla dahil etmeye başlamışlardır (Aslan, 2010; Karaoğlu, 2009; Shaw, 2010). Geleneksel ve yüz yüze yapılan eğitime alternatif olabilecek en önemli teknolojilerden biri de hem daha uygun maliyetli olması hem de yer ve zaman konularında daha esnek olması sebebiyle çevrim içi öğrenme olmuştur (Richardson & Swan, 2003; Wattakiecharoen & Nilsook, 2012; Yang & Cornelius, 2004).

Ancak çevrim içi öğrenmenin, öğrencilere sağladığı birçok avantaj dışında bazı dezavantajları da bulunmaktadır. Yüz yüze etkileşimin olmaması ve öğrencilerin derse fazla katkı sağlamamaları bu dezavantajlardan bazılarıdır (Karaoğlu, 2009; Richardson & Swan, 2003; Su, Bonk, Magjuka, Liu, & Lee, 2004). Eğitimciler bu sorunları ortadan

kaldırmak adına geleneksel eğitim ortamı ile çevrim içi eğitim ortamlarını birleştirerek harmanlanmış bir öğretim modeli oluşturmuşlardır (Orhan, Altun & Kablan, 2004; Staker, 2011; Tomlinson & Whittaker, 2013).

Daha önce yapılan çalışmalardan da anlaşılabileceği gibi harmanlanmış öğretim modeli birçok eğitim ortamında yaygın olarak kullanılmaya ve ilkokuldan üniversiteye birçok öğrenci harmanlanmış öğretim kurslarına katılmaya başlamıştır (Gagnon, 2014; Sarısepetçi & Çakır, 2014; Yı, 2014). Bu durumda, öğrencilerin bu derslere karşı olan algıları sorgulanması ve araştırılması gereken bir alan haline gelmiştir (Picciano, 2002).

Bu araştırmanın temel amacı öğrencilerin, öğretmenlerin ve velilerin okul ders saatleri dışında, çevrim içi ve eş zamanlı yapılan bu derslere karşı olan algılarını aşağıdaki araştırma sorularını cevaplayarak incelemektedir.

1. Öğrencilerin okul dışı çevrim içi derslere karşı olan algıları nedir?
    1.1. Öğrencilerin dersin öğretimsel tasarımı ve kullanılan kaynaklara karşı olan algıları nedir?
    1.2. Öğrencilerin derslerde kullanılan teknolojiye ve verilen teknik desteğe karşı olan algıları nedir?
    1.3. Öğrencilerin ders içi katılım, etkileşim ve işbirliği konularına karşı algıları nedir?
    1.4. Öğrencilerin derslerdeki geri bildirim ve değerlendirme konularına karşı algıları nedir?
2. Öğretmenlerin okul dışı çevrim içi derslere karşı olan algıları nedir?
    1.1. Öğretmenlerin dersin öğretimsel tasarımı ve kullanılan kaynaklara karşı olan algıları nedir?
    1.2. Öğretmenlerin derslerde kullanılan teknolojiye ve verilen teknik desteğe karşı olan algıları nedir?
    1.3. Öğretmenlerin ders içi katılım, etkileşim ve işbirliği konularına karşı algıları nedir?
    1.4. Öğretmenlerin derslerdeki geri bildirim ve değerlendirme konularına karşı algıları nedir?

3. Velilerin okul dışı çevrim içi derslere karşı algısı nedir?

Çalışma, ortaokul seviyesinde gerçekleşmesi, sadece öğrencilerin değil öğretmenlerin ve velilerin algılarını da kapsaması, kitlesel gruplara eş zamanlı olarak hitap edebilmesi ve ders tekrar çalışmaları şeklinde yapılması açısından önem teşkil etmektedir.

Bölüm 2: Alan Yazın Taraması

Bu bölüm, eğitim teknolojilerinin gelişimi ve teknolojinin eğitime dahil edilmesine yönelik yapılan araştırma çalışmalarına genel bir bakış niteliğindedir. Çevrim içi, uzaktan, harmanlanmış ve sanal eğitim kısaca tanımlanmakta, avantajları ve dezavantajları sunulmaktadır. Bunların yanı sıra kitlesel ve eş zamanlı dersler ya da kurslara ve eğitimde algının önemine değinilmektedir. Araştırma sorularında yer alan kategoriler alt başlıklarla incelenmektedir.

Teknolojinin hızla gelişmesi ve hayatı hızla değiştirmesi ile birlikte bu duruma ayak uydurmak herkes için neredeyse bir zorunluluk haline gelmiştir (Pallilonis & Filank, 2009; Sethy, 2008; Yaratan & Kural, 2010). Özellikle internetin hayatın içine işlemesi ile birlikte tüm alanlar gibi eğitim de büyük ölçüde etkilenmiştir (Margulieux, Bujak, McCracken, & Majerich, 2014; Singhasem, Wattakiecharoen, & Nilsook, 2012; Watson, 2011).

Eğitimde zaman ve yer esnekliği sağlaması açısından çevrim içi eğitim oldukça büyük bir önem kazanmıştır. Çevrim içi eğitim, geleneksel yüz yüze eğitim alma imkanı ya da zamanı olmayanlara sınırsız eğitim şansı sunarken, aynı anda kitlelere ulaşabilme ve daha düşük bütçelerle eğitim verebilme olanakları da sunmaktadır (Gedera, 2014; Stacey & Wiesenberg, 2007; Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004; Sher, 2009) Ancak yüz yüze eğitimin sağladığı etkileşimin çevrim içi eğitim ortamlarında olmaması eğitimcilerin başka bir yol aramasına neden olmuştur. Bu sebeple yüz yüze ve çevrim içi eğitim ortamlarının bir arada kullanıldığı harmanlanmış öğretim modeli ortaya çıkmıştır (Marsh, 2012; Singh, 2003). Harmanlanmış eğitim, öğrencilere yine esneklik sunarken yüz yüze dersler ile de etkileşim seviyesini yüksek tutarak öğrencilerin daha çok motive olmasını sağlamaktadır (Caravias, 2014; Marsh, 2014).

Sanal sınıflar da eğitim teknolojilerinin gelişmesi ile birlikte sıkça başvurulan bir eğitim modeli olmaya başlamıştır. Sanal eğitim öğrencilerin ve öğretmenlerin aynı ortamda olmasına gerek olmayan, bilgi ve kaynak alışverişinin internet üzerinden yapıldığı, yüz yüze eğitim ortamını internet yardımıyla öğrencilere eş zamanlı olarak sunan bir eğitim ortamıdır (DiPiedro, Ferdig, Black, & Preston, 2008; Woodall, 2012). Özellikle üniversitelerin uzaktan eğitim programlarında yaygın bir şekilde kullanılmaya başlanmıştır (Alebaikan, 2010).

İlkokul, ortaokul ve lise seviyelerinde çevrim içi eğitim ve sanal sınıflar üniversitelere göre daha yeni bir uygulamadır ancak oldukça çabuk yaygınlaşmıştır (Spellings, 2008; Jones, 2012). Özellikle bu yaş grubu, 2000'li yıllarda doğan, öğrencilerin teknoloji ve internet kullanımı bir önceki kuşaklara göre ciddi bir fark göstermektedir. Z kuşağı olarak adlandırılan bu kuşak internet olan bir dünyaya doğmuştur ve internet hayatlarının büyük bir bölümünü kapsamaktadır (Palley, 2012; Tulgan, 2013). Bu noktada aileler çocukların internette bu kadar zaman geçirmeleri konusunda endişelenseler de, eğitim ve internetin bir arada kullanılabilmesi bir çözüm olanağı sunmaktadır (Alvarez, 2007).

Çevrim içi veya sanal derslerde öğrenci sayısı, ders içindeki etkileşimi büyük ölçüde etkileyen etkenlerden biridir (Bettinger, Doss, Loeb, & Taylor, 2014; Orellana, 2006). Yapılan araştırmalarda öğrencilerin daha fazla etkileşim içinde olması isteniliyorsa öğrenci sayısının 12 ila 21 arasında tutulması gerekliliği vurgulanırken (Arzt,2011), bu derslerin kitlesel olarak yapıldığı pek çok uygulama da vardır (Chen, Barneth, & Stephens, 2013; Krause & Lowe, 2014).

Bu dersler binlerce öğrenciye dünyanın neresinde olursa olsun eğitim imkanı sundukları için eğitimde bir devrim niteliğindedir (Springs, 2015). Ancak bu derslerde de, öğrencilerin yalnız olmasının motivasyonlarında azalmaya neden olması, öğretmenlerin bu kadar öğrenciye bir arada ulaşabilecek nitelikte olmamaları, öğrencilerin kişilikleri, ihtiyaçları, öğrenme stilleri veya tercihleri ile ilgili detaylı bilgilere sahip olunamadığı için etkili bir öğretimsel tasarım yapılamaması gibi bazı dezavantajlar gözlemlenmiştir (Fournier, Kop, & Durand, 2014; Koutropoulos, Gallagher, Abajian, Waard, Hogue, Keskin, & Rodriguez, 2012). Araştırmacılar ve eğitimciler bu kitlesel derslerin eğitimin geleceği mi yoksa gelip geçici bir eğilim mi

olduğu konusunda henüz bir karara varamamışlardır (Krause & Lowe, 2014; Chen, Barnett, & Stephens, 2013).

Çevrim içi ve sanal dersler sayesinde eğitimi okul sınırları ve saatleri dışına taşıyabilmek mümkün olmuştur. Geleneksel yüz yüze eğitimi, çevrim içi derslerle desteklemek hem öğrencilerin başarılarına katkıda bulunmakta hem de organizasyonu daha kolay olmaktadır (Gagnon, 2014; Woodall, 2012). Ancak bu derslerin tasarımında dikkat edilmesi gereken bazı ölçütler bulunmaktadır (Bates & Poole, 2003). Bunlar öğretim tasarımı, içerik, öğrencilerin ve öğretmenlerin hazır bulunuşlukları, etkileşim, değerlendirme ve teknik destek olarak sıralanabilir (Bargh & McKenna, 2004; Puzziferro & Shelton, 2014).

Söz konusu eğitim olduğunda, öğrencilerin algıları da oldukça önem kazanmaktadır (Doppelt & Shunn, 2008). Öğrencileri daha iyi motive edebilmek ve daha fazla verim alabilmek için öğrencilerin algılarının iyi yönde olması gerekmektedir (Çetiz, 2006; Davies, Laving, & Corte, 2008; Stacey &Wiesenberg, 2007). Ancak sadece öğrenciler değil, eğitime dahil olan herkesin algısı da öğrenciler kadar önemlidir (Carman, 2015).

Yukarıdaki bilgiler ışığında çevrim içi, eş zamanlı ve/veya sanal derslerin doğru şekilde tasarlanıp uygulandığında öğrencilerin motivasyonunu ve başarılarını artırabileceği sonucuna varılabilir. Bu süreçte özellikle öğrencilerin ve öğretmenlerin bu derslere karşı olan algılarının da oldukça önemli bir rolünün olduğu anlaşılmaktadır.

Bölüm 3: Yöntem

Bu bölümde, araştırmanın modeli, çalışmanın gerçekleştirildiği durum ve bu durumun tanımı, çalışma grubu, veri toplama araçları ve verilerin analizi, araştırmanın güvenirliği ve geçerliliği ve son olarak da araştırmada doğan sınırlılıklar ve araştırmacının belirlediği sınırlılıklar hakkında bilgi verilmiştir.

Bu araştırmanın modeli betimsel durum çalışmasıdır. Hem nitel hem de nicel veriler içerdiği için karma araştırma deseni kullanılmıştır. Araştırma grubu 214 öğrenci, 21 öğretmen ve 6 veliden oluşmaktadır. Bu öğrenciler ve öğretmenler okul saatleri dışı, çevrim içi tekrar çalışmalara en az bir kere katılmışlardır. Veliler ise çocukları bu çalışmalara katılmış olan velilerden seçilmiştir. Aynı zamanda bu kursu hayata geçiren, kurumun teknoloji tasarım müdürü ile de görüşmeler yapılmıştır.

Kurs, Türkiye'nin faklı şehirlerinde ondan fazla şubesi bulunan kurumsal bir özel okulda gerçekleşmiştir. Ders içerikleri ve kaynaklar öğretmenler tarafından öğrencilerin ihtiyaçları doğrultusunda hazırlanmıştır. Ders içerikleri ve kaynaklar genellikle yüz yüze, okulda yapılan dersleri destekleyici nitelikte tekrar çalışmalarıdır. Kaynaklar ise çoğunlukla çoktan seçmeli test şeklinde tasarlanmıştır.

Dersler hafta içi akşamları, okul saatleri dışında eş zamanlı olarak yapılmıştır. Öğrenciler evlerinden bağlanırken, dersleri bir ve birkaç öğretmen, kurumun yine bir veya birkaç şubesinden kamera karşısında yapmış ve bu dersler canlı olarak yayınlanmıştır. Bu dersleri yapmak için Adobe Connect yazılımı kullanılmıştır. Öğretmen sınıf ortamında kamera, mikrofon, kulaklık ve akıllı tahta kullanarak dersi anlatmış, bilgi işlem çalışanları da orda bulunarak hem bu dersleri yayınlamış hem de gerektiğinde teknik destek vermiştir. Dersler, kimi zaman sadece bir sınıfa, yaklaşık 20 ila 24 öğrenciye, yapılmış kimi zaman ise okulun bütün kampüslerindeki tüm öğrencilere yapılmıştır. Bu iki farklı uygulamada etkileşim seviyeleri de farklılık göstermiş, az kişilik uygulamalarda öğrenciler kimi zaman mikrofon ile konuşarak kimi zaman ise yazı yazarak sorularını yöneltmiş, cevaplamış ya da yorumlarda bulunmuşlardır. Kalabalık grup ile yapılan uygulamalarda ise öğrenciler sadece anket bölümünü kullanabilmiş ve sadece çoktan seçmeli sorunun şıkkını işaretleyebilmişlerdir.

Araştırmada tek bir yöntemden doğacak olası zayıflıklara karşı karma araştırma deseni uygulanmıştır. Ancak, araştırmanın nitel özelliği daha ağır basmaktadır. Nitel verilerin toplanması için yarı yapılandırılmış görüşmeler ve gözlem tutanakları kullanılmıştır. Öğrenciler, öğretmenler ve velilerle görüşmeler yapılmış ve kaydedilmiştir. Görüşmeler farklı bölümlerde çalışan öğretmenlerle yapılmış ve araştırma sorularındaki kirterlere uyan sorular sorulmuştur. Hem bireysel hem de grup olarak, farklı yaş gruplarından seçilmiş öğrencilerle görüşmeler yapılmıştır. Veliler ile veli görüşme toplantısında görüşme yapılmış olup idare tarafından izin verilmediği için ayrıntılı sorular sorulamamıştır. Sorular daha önce yapılan benzer çalışmalardan derlenerek hazırlanmış bazı eklemeler ve çıkarmalar yapılmıştır.

Gözlemler ise hem okulda derslerin yapıldığı ortamda, hem de uzaktan bağlanılarak yapılmıştır. Gözlem yapılırken yarı yapılandırılmış gözlem formu

kullanılmıştır. Gözlem formu daha önce yapılan benzer bir çalışmadan uyarlanmış olup bu çalışmaya uymayan bazı bölümler çıkarılmış bunun yanı sıra gerekli bazı eklemeler de yapılmıştır.

Son olarak öğrencilere ve öğretmenlere Likert tipi anket uygulanmıştır. Anket soruları daha önce yapılan benzer çalışmalardan derlenmiş ve araştırma sorularındaki kriterlere göre kategorilendirilmiş, öğrencilerin ve öğretmenlerin bu derslere olan algıları sorulmuştur.

Veriler analiz edilirken nitel veriler tematik açıdan incelenmiştir. Görüşmeler yazıya aktarılmış bazı temalar oluşturulmuştur. Ankette bulunan açık uçlu sorulardan elde edilen veriler de temalara göre gruplandırılmıştır. Araştırmacının gözlem sırasında almış olduğu notlar incelenmiştir. Bu temalar da alt başlıklar belirlenmiş ve sıklıkla tekrarlanan cevaplar, bulgular bölümünde aktarılmış ve tartışma ve sonuçlar bölümünde yorumlanmıştır. Nicel veriler için ise betimsel istatistiklere yer verilmiş ve SPSS programı kullanılmıştır. Aynı zamanda araştırmaya derinlik katabilmek için öğrencilerin ve öğretmenlerin farklı cevapları karşılaştırılmış ve öğrencilerin anket sorularındaki bazı sorular SPSS programında çapraz analiz yapılarak karşılaştırılmıştır.

Araştırmanın geçerliliğini ve güvenilirliğini artırmak için birden fazla veri toplama aracı kullanışmıştır. Veri toplama araçları daha önce yapılan benzer çalışmalardan derlenmiş ve araştırmanın danışmanı tarafından birçok defa kontrol edilmiştir. Gözlemler birden fazla defa, farklı derslerde, farklı öğrenci ve öğretmen gruplarıyla ve farklı ortamlarda gerçekleştirilmiştir.

Araştırmanın daha çok nitel bir araştırma olması, araştırma grubunun insanlardan oluşması ve öğrencilerin yaş gruplarının 11 ila 14 olması ve verdikleri cevaplara güvenmek zorunluluğu bu araştımanın sınırlılıklarından biridir. Bunun yanı sıra araştırma harmanlanmış bir eğitim modeli olarak tanımlansa da bazı kısıtlamaları bulunduğu için tam bir harmanlanmış eğitim modeli değildir. Harmanlanmış öğrenim modelinde daha çok tüm öğrencilerin ihtiyaçları doğrultusunda daha planlı bir program uygulanmasına rağmen bu durum çalışmasında sadece bir grup öğrencinin ihtiyaçları belirlenip bu ihtiyaçlara göre tüm gruba dersler yapılmıştır. Ayrıca idari sebeplerden dolayı velilere anket uygulanamamış ve görüşme soruları kısıtlı tutulmuştur. Bu da veliler ile ilgili olan araştırma sorusunun alt kategorilerinin olmamasına sebep olmuştur.

Araştırma sadece 204 öğrenci, 21 öğretmen ve 6 öğrenci için yapılmış olup, araştırma sonucunda elde edilen bulgular sadece bu durum çalışması ve bu öğrenciler için geçerlidir. Farklı bir durumda, farklı katılımcılarla ve farklı bir araştırmacı tarafından yapılan veya yapılacak olan bir araştırmada aynı sonuçlar elde edilmeyebilir.

Bölüm 4: Bulgular

Bu bölümde, araştırmada nicel ve nitel veri toplama araçları ile elde edilen bulgular aktarılmıştır. Elde edilen bulgular üç başlık altında incelenmiştir. Bu başlıklar; öğrencilerin okul dışı çevrim içi derslere olan algıları, öğretmenlerin okul dışı çevrim içi derslere olan algıları ve velilerin okul dışı çevrim içi derslere olan algılarıdır. Bu başlıklar da; genel algılar, bu derslerin zamanı ve sıklığı hakkında algılar, bu derslerin içeriğinin ve materyallerinin tasarımı hakkında algılar, bu derslerdeki etkileşim ve işbirliği hakkındaki algılar, bu derslerdeki geri bildirim ve değerlendirme hakkındaki algılar, derslerde kullanılan teknoloji ve teknik destek hakkındaki algılar ve genel olarak öğretmen ve öğrenciler hakkındaki algılar olarak gruplanmıştır.

İlk grupta yer alan genel algılar ile ilgili anket ve görüşme sorularının bulgularına ve gözlem sonuçlarına bakıldığında öğrencilerin bu derslerde keyif almadıkları ve bu derslere karşı ilgilerinin düşük olduğu görülmektedir. Hem öğretmen hem de öğrenciler yüz yüze yapılan dersleri bu derslere tercih ettiklerini söylemişlerdir. Öğrenciler bu derslerin zamanının ve sıklığının yeterli ve uygun olduğunu düşünürken öğretmenler bu konuda bazı değişikliklerin yapılmasını talep etmektedir. Öğrenci ve öğretmen cevaplarındaki bu çelişki öğretmenlerin bu dersleri yapabilmek için fazla mesaiye kalması ve bu durumu istememeleri ile açıklanmıştır.

Öğretmenler, derslerin içeriği ve materyallerin tasarımı ile ilgili yeterli planlama yapılmadığını hem görüşmelerde hem de ankette dile getirmişlerdir. Öğrenci ihtiyaçlarının etkin bir şekilde belirlenmemesi ve materyallerin daha çok tek tip, çoktan seçmeli, olarak hazırlanması öğrencilerin ve öğretmenlerin bu derslere karşı algılarının olumsuz olmasına sebep olmuştur. Öğrenciler derslerin eğlenceli olmadığını ve okul içi başarılarına bir katkıda olmadığını düşünürken, öğretmenler de kullanılan materyallerin ve ders içeriğinin daha planlı bir şekilde hazırlanması gerektiğini düşünmektedirler.

Derslere katılımın, hem yapılan görüşmeler, hem anket sonuçları hem de gözlem notları doğrultusunda yüksek olduğu sonucuna varılabilir. Derslerin, kalabalık gruplarla yapılması ders içi etkileşimini oldukça azalttığı için hem öğretmenler hem de öğrenciler bu derslerin daha küçük gruplarla yapılmasını istemektedirler. Genel olarak öğrenciler de öğretmenler de bu çevrim içi, eş zamanlı derslerde yeterli etkileşimin ve işbirliğinin olmadığı görüşündedirler. Bu durum geri bildirim ve değerlendirme için de geçerlidir. Öğrenciler, öğretmenlerden yerinde ve etkili geri bildirim alamadıklarından şikayet ederken öğretmenler geri bildirim verdiklerini ve öğrencileri değerlendirebildiklerini düşünmekteler. Ancak bunun sebebi, öğretmenlerin yazılan birçok cevabı, sınıfın kalabalık olmasından dolayı görememesi ve kişisel geribildirim veremediklerinin farkında olmamaları olarak gösterilebilir.

Dersler esnasında kullanılan yazılım ile ilgili herhangi bir ciddi sorun yaşamadıklarını belirten öğrenciler sadece kalabalık yapılan derslerde ekranın donduğu ya da ses problemlerinin yaşandığından bahsetmişlerdir. Teknik destek ekibi, öğretmenlere herhangi bir problem durumunda yardımcı olabilmek için orada hazır bulunduklarından öğretmenler teknik destek alabildiklerini düşünmekte ama öğrenciler evde bir sıkıntı yaşadıklarında bazen çözemeyip dersten çıktıklarını dile getirmektedirler.

Veliler ile yapılan görüşmelerde ise veliler, bu konu ile ilgili çok iyi bilgilendirilmediklerini dile getirmişlerdir. Bu derslerin ne zaman ve nasıl yapıldığı ile ilgili daha fazla bilgiye sahip olmayı tercih etmektedirler. Bunun dışında genel olarak bu derslerin yapılmasında memnun olduklarını, eğitimi zenginleştirdiğini düşünmektedirler. Bazı veliler sınıfların kalabalık olmasından ve öğrencilerin yapacak çok fazla şeyleri olduğu için bu derslere zaman bulamamasından bahsetmişlerdir.

Bölüm 5: Tartışma ve Sonuçlar

Bu bölümde, araştırma süresince elde edilen sonuçlar alan yazın taramasında bahsedilen konu ve araştırmalar referans alınarak tartışılmış ve gelecekte yapılacak olan araştırmalara bazı öneriler sunulmuştur. Bu durum çalışmasına benzer yapılan çalışmaların sonuçları ile karşılaştırıldığında bu araştırmada öğrencilerin ve öğretmenlerin algılarının daha olumsuz olduğu sonucuna varılmıştır.

Bu araştırmada çıkan sonuçlara bakıldığında hem öğrencilerin hem de öğretmenlerin dersleri sıkıcı ve etkili bulmadıkları ortaya çıkmıştır. Yapılan yazın tarama çalışmaları doğrultusunda, etkin bir öğretim tasarımı yapılması bu sorunu ortadan kaldırabileceği sonucuna varılabilir. Öncelikle öğrencilerin ihtiyaçlarının belirlenmesi, daha sonra derslerin hedef ve amaçlarının belirlenmesi ve ders içeriğinin ve kaynakların bu doğrultuda hazırlanması önem teşkil etmektedir. Öğretmenlerle yapılan görüşmelerde öğrencilerin ihtiyaçlarının belirlendiğinden bahsedilmiştir ancak bu sadece bir grup öğrenci analiz edilerek ve sadece bir grup öğretmen tarafından belirlenmiştir. Ayrıca derslerde hep tek tip, çoktan seçmeli materyaller kullanılması dersin ilgi çekiciliğini azaltmaktadır. İçerik ve materyaller ancak öğrenci ihtiyaçları doğrultusunda, amaçlar ve hedefler belirlenerek ve daha fazla çeşitliliğe yer vererek hazırlanır ise öğrenciler bu derslerden daha fazla fayda sağlayacaklar ve ilgileri artacaktır.

Araştırma boyunca, derslerin zamanlaması ve sıklığının öğretmenler açısından pek uygun olmadığı sıkça bahsedilmiştir. Ayrıca bu derslerin bir takviminin olmaması da bahsi geçen eksiklerden biridir. Bu derslerin hangi gün ve hangi saatlerde yapılacağı, hangi derslerde hangi konular işleneceği ile ilgili önceden öğrencilere ve velilere bilgi verilmesi bu sorunu çözebilir ve katılımı arttırabilir. Öğretmenlerin, bu dersleri yapmak için daha istekli olmasını sağlamanın yolları bulunmalıdır. Bu dersleri yapan öğretmenlerin fazla mesaiye kalmaları engellenip gerekirse bazı ayrıcalıklar tanınmalıdır. Bunun yanı sıra öğretmenler, bu dersler için bir eğitim almadıklarından bahsetmişlerdir. Bu durum, öğretmenlerin bu dersleri yapmak için yeterli bilgi ve birikime sahip olmayabilecekleri sonucunu doğurmaktadır. Bu dersleri yapan öğretmenlere çevrim içi ve eş zamanlı dersler verme konusunda eğitimler verilebilir.

Derslerde kullanılan teknoloji ve alınan teknik destek ile ilgili öğretmenlerin herhangi bir şikayetleri yok iken öğrencilerin karşılaştıkları teknik sorunların onların hevesini kırdığı gözlemlenmiştir. Öğrenciler, bu derslere evden katıldıkları için destek alamamaktadırlar. Teknik sorunlarda öğrencilere yardım edebilecek çevrim içi bir destek birimi olması bu sorunu çözebilir.

Araştırmadan çıkan bulgularda en çok yer alan bir diğer konu ise etkileşimin ve iş birliğinin çok sınırlı olmasıdır. Hem öğrenciler hem de öğretmenler tarafından bu

durumun başlıca sebebi olarak sınıfın kalabalık olması gösterilmiştir. Bu derslerin etkileşim açısından geliştirilmesi, derslerin mümkünse daha küçük gruplarla yapılması ve ders içeriğinin ve kaynakların etkileşime ve işbirliğine daha fazla olanak sağlayacak şekilde tasarlanması öneri olarak getirilebilir. Öğrenciler özellikle arkadaşları ile aynı sanal ortamı paylaşma fikrini çok heyecan verici buldukları için bu durum onları motive edici bir faktör olarak kullanılabilir ve çeşitli grup çalışmaları ile dersler zenginleştirilebilinir. Aynı zamanda dersler, geri bildirim ve değerlendirme konularında da zayıf olarak görülmektedir. Dersi anlatan öğretmenin hem dersi anlatması hem soruları cevaplaması hem de geri bildirimde bulunması oldukça zor olduğundan öğrencilerin soru veya cevaplarını kaçırabilmektedirler. Bu durumu, özellikle büyük gruplarla yapılan derslerde birden fazla öğretmenin derste bulunması ile çözülebilir. Daha fazla kişisel geri bildirim verilmesi ve değerlendirme yapılması öğrencilerin bu derslere katılımını arttırabilir.

Son olarak gelecekte bu alanda araştırmalar yapacak araştırmacılara, çevrim içi ve eş zamanlı yapılan derslerde içeriğin ve kaynakların nasıl tasarlanacağı, bu derslerdeki etkileşimin nasıl arttırılacağı, daha etkili geri bildirimin nasıl verileceği ve değerlendirmenin nasıl yapılabileceği, öğrencilerin başarılarının bu derslere katılımlarına olan etkilerini ve/veya bu derslere katılımın öğrencilerin başarılarına olan etkilerini araştırmaları önerilebilir.