Nursing Students' Views on the Changing Roles of Instructors in Distance Education: Mixed Methods

Hemşirelik Öğrencilerinin Uzaktan Eğitimde Öğretim Elemanlarının Değişen Rollerine İlişkin Görüşleri: Karma Yöntem

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Öz

Giriş ve Amaç: Araştırmada, hemşirelik öğrencilerinin uzaktan eğitimde öğretim elemanlarının değişen rollerine ilişkin görüşlerini belirlemek amaçlandı.

Gereç ve Yöntemler: Araştırma, karma araştırma tasarımındadır. Araştırma, araştırmaya katılmayı kabul eden 50 hemşirelik öğrencisi ile gerçekleştirildi. Araştırma örnekleminin belirlenmesinde, maksimum çeşitlilik örnekleme yöntemi kullanıldı. Nicel verilerin analizinde frekans/yüzde, aritmetik ortalama ve standart sapma değerleri hesaplandı. Nitel verilerin analizinde içerik analizi tekniği kullanıldı.

Bulgular: Öğrencilerin çoğunluğu uzaktan eğitimle verilen derslere mobil telefondan, kendi bilgisayarından katılmaktadır. Öğrencilerin %30'u tüm canlı derslere, %26'sı sadece önemli gördüğü derslere, %24'ü ara sıra katılmıştır, %20'si ise hiçbir derse katılmamıştır. Öğrencilerin %42'si yüz yüze eğitim, %38'i uzaktan eğitim ve %20'si yüz yüze-uzaktan eğitim birlikte eğitim almak istemektedir. Öğrenciler, öğretim elemanlarının uzaktan eğitimdeki rollerini henüz istenilen düzeyde yerine getirmediklerini ve bu rolleri yüz yüze eğitimde uzaktan eğitime göre daha verimli ve etkili bir şekilde yerine getirdiklerini düşünmektedirler. Uzaktan eğitimde öğretim elemanlarının rolüne ilişkin öğrencilerin görüşleri "sınıf yönetimi, öğrenci motivasyonu, öğrenci ile iletişim, öğrencinin aktif katılımı, öğretim yöntemi, öğretim materyali ve teknoloji kullanımı" olmak üzere yedi tema altında tanımlandı.

Sonuç: Öğrenciler, öğretim elemanlarının uzaktan eğitimdeki rollerini henüz istenilen düzeyde yerine getirmediklerini ve bu rollerini yüz yüze eğitimde uzaktan eğitime göre daha verimli ve etkili bir şekilde yerine getirdiklerini düşünmektedir. Bu sonuçlar doğrultusunda: öğretim elemanlarının uzaktan eğitime hazır bulunuşluklarının incelenmesi, öğretim elemanlarının uzaktan eğitimdeki rollerini ve yetkinliklerini geliştirmek için eğiticilerin eğitimi ve hizmet içi eğitim faaliyetlerine katılmalarının sağlanması önerilebilir.

Anahtar kelimeler: COVID-19 pandemisi, uzaktan eğitim, öğretim elemanı, öğretim elemanının rolleri, hemşirelik öğrencileri

Abstract

Aim: In the research, it was aimed to determine the views of nursing students on the changing roles of instructors in distance education.

Method: The research is in a mixed research design. The research was conducted with 50 nursing students who agreed to participate in the research. In determining the research sample, maximum variation sampling method was used. In the analysis of the quantitative data, frequency/percentage, arithmetic mean, and standard deviation values were calculated. In the analysis of qualitative data, "content analysis technique" was used.

Results: The majority of the students attended the distance education courses from their mobile phones and their own computers. 30% of the students attended all live courses, 26% attended only the courses they considered important, 24% attended occasionally, and 20% did not attend any courses. 42% of the students would like to receive face-to-face education, 38% distance education and 20% face-to-face-remote education together. Students feel that instructors have not yet fulfilled their role in distance education to the desired level, and are fulfilling these roles more efficiently and effectively in face-to-face education than in distance education. Students' views on the role of instructors in distance education were defined under seven themes: "classroom management, student motivation, communication with students, active participation of students, teaching method, teaching material and use of technology".

Conclusion: Students feel that instructors have not yet fulfilled their role in distance education to the desired level, and are fulfilling these roles more efficiently and effectively in face-to-face education than in distance education. In accordance with these results: examining the readiness of instructors for distance education may be suggested to ensure that instructors participate in the training of trainers and in-service training activities to improve their roles and competencies in distance education.

Keywords: COVID-19 pandemic, distance education, lecturer, lecturer' roles, nursing students

1. Introduction

With the announcement of COVID-19 as a pandemic by the World Health Organization (WHO), many sudden and dramatic changes have been experienced all over the world since March, 2020 [1]. One of the areas most affected by these changes, and where this change was experienced, is education [2,3]. During this period, it was accepted by distance education administrators, professionals and educators to create and maintain physical and social distance to protect and maintain the health of both students and teaching staff, and to prevent/reduce infection [4-6].

During this process, instructors also feel inadequate due to reasons such as not being ready for the knowledge and skills to teach in distance education, preparing content specific to distance education, not having sufficient knowledge and skills about the teaching methods and materials to be used to ensure active participation of students, and assessment methods, etc., and they are experiencing problems such as not being aware of their roles as instructors and not adopting distance education, etc. [7,8]. Because even though distance education has the opportunities that face-to-face education has, between the two educational environments, there are important differences in terms of designing teaching, classroom management, student motivation, active participation of the student, and student-teaching staff communication [9]. For this reason, instructors should have different roles and competencies in all activities that need to be done before, during, and after the lesson, as both the first user of the learning environment and the person who transfers the information to the students in this environment [10] to eliminate these differences and to realize distance education effectively and efficiently [11].

Evaluation of student views on the roles of instructors in distance education, it is important to make sure that the instructors are aware of these roles and skills and prepare them for these roles, which will positively affect the students' feelings, attitudes, perspectives and perspectives related to distance education [12,13].

When the literature is examined, it is seen that many studies have been conducted on student and instructors views on distance education. However, there is no study that reveals students' views on the roles of instructors in distance education. In this context, in the research, it is aimed to determine the opinions of nursing students on the roles of instructors in distance education. It is thought that the results obtained will contribute to the awareness of the roles that instructors should have to achieve an effective and productive distance education environment, prepare for these roles, and to prevent problems that may arise from role changes.

1.1 Aim

In the research, it was aimed to determine the views of nursing students on the changing roles of instructors in distance education. Answers to the following questions were sought in the research:

1. What are the views of nursing students regarding the roles of instructors in distance education?

2. Material and Methods

2.1 Study Design

The research is in a mixed research design. It is a quantitative research with the dimension of determining the socio-demographic characteristics of nursing students and their experiences related to distance education, and a qualitative research with the dimension of in-depth and detailed identification of the views on the roles of instructors in distance education, through personal interviews.

2.2 Study Sample

The population of the research was composed of all nursing students studying in nursing schools in the province of Istanbul in the 2020-2021 academic year. In determining the research sample, maximum variation sampling method was used. We focused on selecting 50 students (first year - 8 students, second year - 14 students, third year - 12 students and fourth year - 16 students) from 10 nursing schools in Istanbul province.

The number of students to be reached in the research was not initially determined, and interviews continued until data concentration was reached in individual interviews. The research was conducted with 50 nursing students who agreed to participate in the research.

2.3 Data Collection Tools

The data were collected using the Information Form and Semi-Structured Individual Interview Form.

Information Form: It was developed by researchers according to the literature [5,7,14-17]. The form contained 6 closed-ended and 2 open-ended questions prepared to determine the socio-demographic characteristics (class, gender, place of residence, etc.) of nursing students, and their experiences related to distance education.

Semi-Structured Individual Interview Form: It was developed by researchers according to the literature [6,8,12,16,18].

A pilot scheme was conducted with 5 nursing students to evaluate the questions in the developed Individual Interview Form based on content and comprehensibility. The questions were rearranged according to the feedback and recommendations received during the pilot scheme. 5 students who participated in the pilot scheme were not included in the research.

In the Individual Interview Form, there were 7 open-ended questions, to determine in depth and in detail, the views of nursing students regarding the role of instructors in distance education.

2.4 Data Collection

The data in the research were collected on 10th month of the COVID-19 pandemic between January 14 and January 22, 2021. Quantitative data were collected through an online data collection application called Google Documents. There was no time limit during the collection of data, filling out the forms took approximately 4-5 minutes.

Qualitative data were collected in line with the questions in the semi-structured Individual Interview Form by making individual face-to-face video interviews with nursing students via online interview platforms (Zoom, Google Meet) due to the COVID-19 pandemic. The interviews were conducted by the researchers (two researcher) with the nursing students on the appropriate day and time. The interviews lasted approximately 25-30 minutes.

During the interviews, attention was paid not to interfere with the comments of the nursing students so that the comments on the questions do not deviate from the purpose, and rich and in-depth views are acquired. During the interview, in addition to the questions in the semi-structured personal interview form, supplementary questions were asked as needed, and the interview was discontinued when the data were completed.

2.5 Data Analysis

Quantitative data were analysed in SPSS version 21.0. In the analysis of the quantitative data, frequency/percentage, arithmetic mean, and standard deviation values were calculated. In the analysis of qualitative data, "content analysis technique" was used. During the analysis, the interview recordings taken during the personal interview were converted into text written by the researchers (two researcher) in the computer environment, without making any changes, along with all the details and observational notes. For reliability, the consistency of the coding made by the researchers was examined and verified. The information obtained from the views of nursing students on distance education in relation to the open-ended questions (2 questions) in the Information Form is grouped into 2 themes and 13 sub-themes according to the numerous comments. The data obtained in light of the Semi-Structured Interview Form are grouped into 7 themes and 20 sub-themes according to the numerous views. The qualitative data obtained with the help of the themes and sub-themes are presented as a frequency table by being digitized according to the objectives of the research.

These data were supported by quotes taken from the views of nursing students. The age, quality, and gender information of the nursing students used in the quotes are indicated in parentheses at the end of the disclosure.

2.6 Ethical Consideration

Before starting the research, ethics committee permission was obtained from Istanbul University-Cerrahpasa Social and Human Sciences Ethics Committee (Date: January 05, 2021 Number: 7491). Since the qualitative data of the students participating in the study were collected online, institutional permission was not obtained, and written consent was obtained with the consent form attached to the first page of the form. In addition, verbal and written permissions were obtained from nursing students who agreed to participate in individual in-depth interviews at the beginning of the individual interview. The data obtained and recorded from the individual in-depth interviews conducted online will be stored in encrypted digital media (USB stick used only for the relevant study) for 5 years, and will be sent to the digital destruction process at the end of 5 years. The destruction of digital data will be carried out with the help of a professional team and using appropriate software.

2.7 Limitations

The research is limited to the nursing students who agreed to participate and studying in nursing schools in the province of Istanbul in the 2020-2021 academic year. It may not be generalized to all nursing students.

3. Results and Discussion

16% students are in 1st class, 28% are in 2nd class, 24% are in 3rd class and 32% students are in 4th class. 82% women and 18% men. During distance education 46% live in the province, 38% in the district and 16% in the village.

54% of the students reported that the classes were given synchronously in distance education, 66% attended classes from mobile phones (Table 1). This result shows that nowadays as a result of the widespread use of technology such as mobile phones, computers, tablets, etc. students are participating in distance education courses with these tools.

With the declaration of COVID-19 as a pandemic, it has been decided to conduct education at universities remotely to ensure the continuity of education as of April 2020 [19]. In this process, universities developed their current technology infrastructure to maintain distance education, and although it varied from school to school, lessons were conducted in a synchronous/asynchronous manner [19-21]. In the study, 56% of students said they attended synchronous-asynchronous classes (Table 1). This conclusion, which supports the literature, shows that the lessons of distance education are conducted synchronously-asynchronously, especially as education continued during the COVID-19 pandemic, and today technology and the Internet have increased opportunities.

The comments of the students who stated that they only watch asynchronous lessons (analysed with content analysis technique) regarding the reasons for not attending synchronous lessons: Internet access shortage, disconnection, etc. frequent technical problems (n=19), insufficient internet quota (n=18), boring lectures, not attracting attention (n=16), long lecture hours (n=11), sufficient lecture notes (n=9), being able to watch course registrations later (n=9), not having to attend the lesson (n=8), not having a suitable environment at home (n=8), not having a personal computer/tablet/smartphone and feeling inadequate to use technology (n=2) under 10 sub-themes (Table 1).

Students who did not attend the synchronous lessons in the research said that internet access issues, disconnection, and similar technical issues were the most important causes, and that the internet quota was not adequate (Table 1). In the literature, the main reasons for not being able to access distance education are internet access, low internet speed and quality, internet interruption, connectivity issues, and similar technical issues [6,14,17]. Lee and Choi [22] stated that some students, especially those living in rural areas, do not have adequate internet quota, and therefore have problems connecting to access to classes. This conclusion, parallel to the literature, shows that the most important reasons for not accessing distance education in the world and our country are common. When taken together with the finding of the study showing that the majority (54%) of the nursing students who participated in the research live in districts and villages, this result shows that students experience technical problems such as internet access, low internet speed and quality, internet outages, connection problems and similar technical problems. This result also suggests that there is inequality of opportunity in education among students and that there may be losses in education.

In the study, students stated that the lessons were boring, not attracting attention, the course hours were long, the lecture notes loaded were sufficient, the records of lessons could be watched later, and the class participation was not compulsory as the reasons for not attending synchronous lessons (Table 1). The results suggest that the roles and skills of instructors in distance education should be enhanced so that student's interests and aspirations can be enhanced.

Students cited another reason for not attending synchronous lessons as not having a suitable environment at home (Table 1). In the literature, the

noisy home environment of crowded family members prevents them from focusing on the lesson, causes distractions, fails to provide an appropriate study environment during lessons, and problems in participating in distance education classes are experienced due to reasons such as high workload at home [6,14]. This result suggests that the home environment is not an appropriate environment for effective and efficient distance education.

Students' perceptions of the educational environment in which they want to study (analysed by content analysis technique): It is defined under 3 sub-themes, which are face-to-face education (n=29), distance education (n=11), and face-to-face distance education together (n= 10) (Table 1).

> *"Face-to-face education. Because I have more opportunities to ask questions that come to my mind, to communicate and interact with the instructors, and to express myself. In addition, I cannot enter into the class mode in distance education lessons, and I have no interest or interest in studying." (2nd grade, age 18, W)*

Most students expressed the educational environment in which they would like to study face-to-face education and face-to-face distance education together (Table 1). They provided reasons for wanting these educational environments as their thinking that nursing education is a theoretical and practical education and the limitations of distance education. In the literature, it was emphasized that students could not go to medical training areas in distance education, lack basic nursing skills due to lack of laboratory work, less active participation in the curriculum, problems in group work, and thinking that their vocational education was hindered, etc. they prefer face-to-face education, not distance education [23-25]. This result, which shows parallel to the literature, points that students feel that distance education is not an appropriate educational environment for nursing education because of the inadequate skill acquisition in nursing education, so nursing education cannot be fully provided by distance education.

The instructors have different roles and abilities in all activities that need to be done [10] before, during, and after the lesson as both the first user of the learning environment and the person who transfers the information to the students to realize distance education effectively and efficiently. Before the lesson, the lecturer will convert the course content into e-content in accordance with the principles of instructional design, enrich it with activities, tasks and projects, determine the methods and techniques to be used in the learning environment and evaluate rules and assessment, and share course content with the activities and materials prepared during the lesson, transferring the course content to the students with the activities and materials prepared, to enrich the learning environment, provide students' participation in the course, provide motivation, give feedback, connect to the learning environment of the students during the presentation of the course, access the content, interact with the course, and solve the problems they experience, or ensure that the course is carried out by conveying it to support services, after the lesson, exhibit different roles and competencies such as evaluating the effectiveness of the lesson, evaluating students, grading and so on [11,18,26].

Students' views on the role of instructors in distance education were analysed through content analysis. Students' views on the role of instructors in distance education are defined under 7 themes and 20 sub-themes, which are classroom management, student motivation, communication with the student, active participation of the student, teaching method, teaching material, and technology use (Table 2).

Students' views on the role of instructors in classroom management are that they have a greater role in distance education (n=10). They have a greater role in face-to-face education (n=28), and there is no difference in terms of the roles they play in both education (n=12) (Table 2).

> *"I think the lecturer provides a very convenient and orderly classroom management in distance education." (4th grade, age 23, W)*

Table 1. Experiences of Nursing Students on Distance Education (n= 50)

		n	**%**
Method of administration of classes in distance education	Synchronous	27	54.0
	Synchronous-asynchronous together	15	30.0

	Asynchronous	8	16.0
Tools used to participate classes in distance education*	Mobile phone	33	66.0
	Own computer	31	62.0
	Relative's computer	7	14.0
	Tablet	7	14.0
	Neighbour's computer	2	4.0
	Workplace	2	4.0
Way of following distance education courses	Monitoring synchronous-asynchronous lessons	28	56.0
	Monitoring asynchronous lectures only (lecture registrations, lecture notes, etc.)	19	38.0
	Attending only synchronous lessons	3	6.0
Reasons for not attending synchronous lessons with distance education* **(n=19)**	Having technical problems such as Internet access shortage, disconnection, etc.	19	86.4
	Insufficient Internet quota	18	81.8
	Classes being boring and uninteresting	16	72.7
	Long class hours	11	50.0
	Uploaded course notes being adequate	9	40.9
	Ability to watch class recordings later	9	22.7
	Class attendance not being mandatory	8	36.4
	Lack of a suitable environment at home	8	36.4
	Not having a personal computer/tablet/smartphone	2	9.1
	Feeling incapable of using technology	2	9.1
The education environment in which students want to study	Face-to-face education	29	58.0
	Distance education	11	22.0
	face-to-face - distance education together	10	20.0

* More than one option has been marked.

Classroom management is the basis for an effective and successful education. Classroom management is difficult to manage for most instructors, and is considered an important element to consider. Although classroom management is difficult in face-to-face education, efficient classroom management is still difficult, but not impossible, in distance education classes where we are with students that you we have not even seen [27]. Weis [28] emphasized that educators are not helpless in their environment in distance education and that they can achieve their learning goals and provide effective classroom management by meeting the current conditions with certain strategies. The result of this study shows, which is similar to the literature, suggests that students, instructors in distance education try to achieve less classroom management than face-to-face education.

Student feedback on the role of instructors in student motivation: They provide greater student motivation in distance education (n=10), they provide greater student motivation in face-to-face education (n=27), and there is no difference in providing student motivation in both types of education (n=13) (Table 2).

"The lecturer's eye contacts with the students in a face-to-face education environment, using his gestures and gestures, his voice, his style of expression, his mastery of the class increase our motivation for communication with us. Unfortunately, in distance education, we cannot be motivated for lessons in which we cannot find these opportunities. In other words, there is no such thing as "student motivation" in distance education." (4th grade, age 21, W)

Liscandrello [27] demonstrated that instructors can enhance students' motivation in distance education by using different teaching methods and techniques, materials, ensuring their active participation, creating a discussion environment, allowing them to express themselves, and more. However, Sayan [9] stated that most of the instructors have problems in motivating students to the class. The result of this study shows that instructors are not sufficient to motivate students to the lesson in distance education, and they should ensure their development in activities that will increase students' motivation to the lesson.

Student feedback on the role of instructors in communication with the students: They interact more with students in distance education (n=10), they interact more with students in face-to-face education (n=31) and there is no difference in interacting with students in both types of education (n=9) (Table 2).

"In the distance education environment, it is impossible for the instructors communicate with the student, and I think they can hardly get to know the students because they cannot see them unless they turn their cameras on. Of course, apart from the issues and troubles related to the course. In face-to-face education, instructors see and recognize us in every lesson, so we can communicate more, we can get feedback from the teacher in a shorter time. We can fix our shortcomings more easily…" (4th grade, age 23, W)

In face-to-face education, one-to-one communication can be established with students, have eye contact with students, and easily see students' situations in the classroom. The lecturer can organize various activities to increase the motivation of the students and take care of the students individually [29,30]. However, in distance education, there is a spatial and physical distance between the lecturer and the student, screen communication is provided through technical platforms, eye contact with the student cannot be established, instructors cannot observe students' emotions, cannot respond to their needs, and can use a camera or can't use a camera and the student is reluctant to participate in class by turning on the microphone, for similar reasons, not being able to establish adequate communication between the lecturer and the student [6,16,31]. Langegård et al. [31] stated that face-to-face interaction with students, classmates and instructors is a key factor in research motivation and that the problem of experienced communication negatively affected their motivation. Today with the advancement of technology it has become possible for students to communicate and interact with each other and instructors. The result of this study suggests that lecturer need to improve their ability to communicate and interact with students on online platforms by transforming face-to-face education into distance education with the current pandemic process.

Students' opinions on the roles of instructors in ensuring active participation of the students: They provide more active participation of students in distance education (n=13), they provide more active participation of students in face-to-face education (n=29), and there is no difference in terms of active participation of students in both types of education (n=8) (Table 2).

"I need to talk more in a face-to-face education environment. Of course, when the lesson is interesting and

fun…. I can contact the instructors personally and express my opinions. Most importantly, I can get feedback."3rd grade, age 21, M)

In these types of interactions, the lecturer should play the role of a moderator who supports the group activities and discussions that guide the learning process [6,16,27,31,32]. Sayan [9] stated that most of the instructors could not easily communicate with the students in distance education and they could not ensure the active participation of the students in the lesson. The result of this study suggests that during the pandemic process, instructors began distance education before they were ready for specific roles and skills for distance education, so they did not have the skills and abilities to ensure that students participated with attention.

Students' perceptions of the role of instructors in the teaching methods they use in their courses: They use different teaching methods in distance education (n=14), they use different teaching methods in face-to-face education (n=24) and education is no different in using teaching methods in both (n=12) (Table 2).

"To ensure our participation in distance education subjects and to eliminate the disadvantages of distance education, instructors teach by exchanging ideas with sample cases and asking questions to students regarding lecture notes." (3rd grade, age 21, W)

Wang et al. [32] stated that instructors should use different teaching methods and materials specific to distance education in addition to those used in face-to-face education in order to provide effective distance education. In the literature, it is generally emphasized that instructors use different methods and materials in face-to-face education such as case studies, case discussions, and contextual studies, while the use of these and similar teaching methods and materials are far less likely in education. The result of this study shows that for their lessons to be effective and efficient in distance education, instructors need to learn and apply teaching methods and materials particular to distance education (kahott, quiziz, etc.). By keeping students active, their participation and motivation will increase, the lesson will be more enjoyable, they will express themselves and remember that they are paying attention to the lesson [27,33].

Students' views on the roles of the instructors regarding the teaching materials they use in the lessons: They used different teaching materials in distance education (n=13), used different teaching

materials in face-to-face education (n=27), and made no difference in terms of the use of teaching materials in both education (n=10) (Table 2).

"In face-to-face education, instructors enhance the effectiveness of education by using posters, pictures, videos, and similar materials and slide presentations. In order to gain skills, we can work on mock-up and models in simulation laboratories. However, in distance education, lessons are mainly done in slide presentations and are directed to lecture notes. However, we cannot use different materials to improve our skills." (3rd grade, age 21, W)

Students' perceptions of the role of instructors in the use of technology in subjects are that they use more technology in distance education (n=42) and there is no difference in terms of technology use in both education (n=8) (Table 2).

"İnstructors consider the use of technology in face-to-face lessons as slide shows. Distance education is completely dependent on technology. First, we use the Internet and all the possibilities the Internet offers. In this environment, the instructors allow us to watch the videos prepared, prepare questions and allow us to actively solve them. As long as I have internet and computer, I can access course records anytime, anywhere." (4th grade, age 21, W).

In distance education, the quality of education is enhanced by providing students with technical facilities/tools such as screen, file sharing, chat screen correspondence, use of whiteboards, and simultaneous calls [9]. The lecturer should also take the technical practitioner, discipline, and instruction to conduct the course in this context [34, 35]. Today, distance education is primarily provided with technology and the instructors are the people who use and manage this technology to support this result.

Table 2. Themes and Sub-Themes Regarding Nursing Students' Views on the Roles of İnstructors (n: 50)

Theme	Sub-Theme	n	%
Classroom management	Plays a greater role in distance education	10	20.0
	Plays a greater role in face-to-face education	28	56.0
	No difference in either type of education	12	24.0
Student motivation	Providing more in distance education	10	20.0
	Providing more in face-to-face education	27	44.0
	No difference in either type of education	13	36.0
Communication with the student	More in distance education	10	20.0
	More in face-to-face education	31	44.0
	No difference in either type of education	9	36.0
Active participation of the student	More in distance education	13	28.0
	More in face-to-face education	29	56.0
	No difference in either type of education	8	16.0
Teaching method	Used differently in distance education	14	28.0
	Used differently in face-to-face education	24	48.0
	No difference in either type of education	12	24.0
Teaching material	Used differently in distance education	13	30.0
	Used differently in face-to-face education	27	50.0
	No difference in either type of education	10	20.0
Technology use	Used more in distance education	42	84.0
	No difference in either type of education	8	16.0

4. Conclusion

Students feel that instructors have not yet fulfilled their role in distance education to the desired level, and are fulfilling these roles more efficiently and effectively in face-to-face education than in distance education. In accordance with these results: examining the readiness of instructors for distance education, may be suggested to ensure that instructors participate in the training of trainers and in-service training activities to improve their roles and competencies in distance education.

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6. Referanslar

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