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THE EMERGENCY DISTANCE EDUCATION: AN EXAMPLE OF OBSERVATION IN SPECIAL EDUCATION INSTITUTIONS COURSE

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Abstract

This study aims to determine the opinions of preservice teachers in special education about the observation course in special education institutions held in emergency distance education. The 'Observation in Special Education Institutions' course was offered with distance education during the pandemic at a state university. This course was offered in a session for a total of 12 weeks which lasted 77 minutes on average. A total of 40 preservice teachers who attended this course were assigned as participants in his study. A phenomenology design, one of the qualitative research designs, was applied. In the study, the data were analyzed with the descriptive analysis technique. The data were organized in tables by calculating the frequencies of the codes under each theme (expectations, opinions, suggestions regarding the course). As a result of the analysis, most of the participants found the online course beneficial regarding having the opportunity to listen to the experiences of special education teachers and watch al videos of students from different disability groups. However, they recommended that the number of the use of interactive videos, watching detailed videos about each disability group, and the duration of the lesson can be extended.

Key Words: Special education preservice teachers, Distance education, Teacher preparation, Online graduate courses, Pandemic period

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Acil Uzaktan Eğitim: Özel Eğitim Kurumlarında Gözlem Dersi Örneği

Öz

Bu çalışmanın amacı, özel eğitim öğretmen adaylarının acil durum eğitiminde gerçekleştirilen özel eğitim kurumlarında gözlem dersine ilişkin görüşlerini belirlemektir. Pandemi sürecinde uzaktan eğitim ile 2. sınıf özel eğitim öğretmen adaylarına 'Özel Eğitim Kurumlarında Gözlem' dersi verilmiştir. Bu ders, ortalama 77 dakika süren toplam 12 haftalık bir oturumda sunulmuştur. Bu derse katılan toplam 40 öğretmen adayı bu çalışma için katılımcı olarak belirlenmiştir. Nitel araştırma desenlerinden fenomenoloji deseni uygulanmıştır. Çalışmada veriler betimsel analiz tekniği ile analiz edilmiştir. Veriler, her bir tema (kursa ilişkin beklentiler, görüşler, öneriler) altında yer alan kodların frekansları hesaplanarak tablolar halinde düzenlenmiştir. Analiz sonucunda, katılımcıların çoğu verilen bu çevrimiçi kursu, özel eğitim öğretmenlerinin deneyimlerini dinleme ve farklı engel gruplarından öğrencilerin gerçek videolarını izleme fırsatına sahip olma açısından olumlu bulmuştur. Bununla birlikte, interaktif videoların kullanım sayısının, her engel grubuyla ilgili ayrıntılı videoların izlenmesinin ve ders süresinin uzatılabileceğini önermişlerdir.

Anahtar Kelimeler: Özel eğitim öğretmen adayları, Uzaktan eğitim, Öğretmen hazırlığı, Çevrimiçi lisansüstü dersler, Pandemi dönemi

Introduction

A teaching practicum is a crucial component of a special education teacher training program (Sandall et al., 2005). Providing field-based teaching practicum experiences contributes to prospective special education teachers' teaching skills and abilities. The preservice teachers can apply the theoretical knowledge that they learn in the class and work on the newly acquired skills in real classroom settings (Macy et al., 2009). Moreover, the practicum does not only provide teaching experience to preservice teachers, but it also helps them evaluate their teaching performance and understand the importance of their profession (Cesur et al., 2021).

The practicum for the special education teacher education programs in Turkey has is two-fold. For the first part, the preservice teachers take the "Observation of Special Education Institutions" course during the fourth semester and the "School Experience" course during the sixth semester of the program. In this case, the preservice teachers' role is to observe the teachers' teaching in special education classrooms and the characteristics of the students with disabilities in those

classrooms. The preservice teachers report their observations to their supervisors for feedback. Additionally, the preservice teachers get familiar with the school system, the duties, and responsibilities of the school management. For the second part, the preservice teachers take the “Teaching Practicum” course during the seventh and eighth semesters. In this case, the preservice teachers teach in the special education classrooms and practice their skills under the supervision of the classroom teacher and the faculty professor (Ersin et al., 2020).

While teaching practicum courses provide hands-on experience for the preservice teachers and improve the future teachers’ competence and quality (Darling-Hammond, 2014), the outbreak of the Coronavirus (COVID-19) disease has interfered with these experiences. First, all the schools and colleges were closed in Turkey and then the classes shifted to online for the rest of the academic year. The preservice teachers in teaching practicum courses also had to discontinue observing and teaching in special education classrooms. The instructors of the teacher practicum course had to shift their practice-based courses to online platforms (Ersin et al., 2020). As a form of distance education, online learning can be either asynchronous or synchronous (Günlü & Çakmak, 2021; Shoepe et al., 2020). While synchronous learning refers to live learning environments where instructors and their students can interact with each other at the same time (Perveen, 2016), asynchronous learning allows students flexible learning experiences through online discussion boards, online modules, and/or instructors’ online notes (Rinekso & Muslim, 2020). There are also blended online learning environments that consist of both asynchronous and synchronous learning combined (Garrison & Vaughan, 2008). During the Covid-19 pandemic, the instructors of the courses in Turkey have used either asynchronous, synchronous, or blended forms of distance education based on the infrastructure of the universities and the digital literacy level of the instructors (Durak & Çankaya, 2020; Ersin et al., 2020).

Various studies explore the experiences and/or challenges of preservice teachers on online learning and teaching practicum courses during the Covid-19

outbreak (Özüdoğru, 2021) The studies investigated the challenges of preservice teachers when they were experiencing their online practicum during the pandemic. The findings indicated that the preservice teachers had challenges in some areas of teaching such as content delivery, assessment, technology use (Al Abiky, 2021), classroom management (Shinta & Aprilla; 2020), online assessment, and implementing the pedagogical knowledge (Gustine, 2021). The preservice teachers also emphasized the need for support from their supervisors to enhance their skills and knowledge of technology use (Gustine, 2021). On the other hand, in several studies, the preservice teachers indicated that their knowledge and skills of information communication technology were improved during online teaching practicum (Brinia & Psoni, 2022; Gustine, 2021; Sasaki et al., 2020; Shinta & Aprilla, 2020).

In Turkey, some studies investigated the practicum experiences of preservice teachers during the Covid-19 pandemic. The findings of the studies indicated that the preservice teachers experienced challenges due to the lack of technical equipment (Piştav--Akcamese & Kayhan, 2020; Yolcu, 2020), the internet problems, increased workload of preparing the course materials, assessment, lack of interaction (Çamlıbel-Acar & Eveyik-Aydın, , 2022), content knowledge (Eti & Karaduman, 2020), and classroom management (Izgi Onbasili & Sezginsoy Seker, 2021). The preservice teachers also feel inadequate in terms of poor improvement of their teacher qualifications (Izgi Onbasili & Sezginsoy Seker, 2021), lack of observation, and insufficient communication with the students and the supervisors (Yolcu, 2020).

In the field of special education, the teaching practicum including the observation of the institutions is one of the essential elements of a special education teacher education program. The practicum does not only provide the preservice teachers to incorporate their content and pedagogical knowledge, but it also supports them to collaborate with the teachers in the schools, the students, and their families. Video analysis is one of the teaching ways for practicum courses to support preservice teachers to improve their understanding of teaching experience (Star &

Strickland, 2008). Video analysis is generally preferred to provide instructional strategies and classroom management techniques to preservice teachers in teacher education programs (Hong & Riper, 2016). Video analysis is defined as identifying the vital features of classroom interactions and reflecting the own teaching performance by watching a videotaped lesson (Nagro & Cornelius, 2013). Tait (2008) argued that preservice teachers could observe challenging situations and identify the strategies that help them cope with those situations. While there are many studies related to video analysis (e.g., Santagata & Guorino, 2011; Schieble et al., 2015; Tripp & Rich, 2011; Van Es et al., 2014), there are a limited number of studies investigating preservice teachers' online practicum experiences through video analysis during the Covid-19 pandemic. The studies found that the preservice teachers were actively engaged with the presentation of videotaped teaching, understood the implementation of teaching practice (Nel & Marais, 2021), and identified the issues related to their teaching experiences (Jin, 2022).

As literature indicated, the studies generally focused on the second part of the practicum which requires preservice teachers to teach and practice their skills. However, to the best of our knowledge, no study explored the experiences of the Observation of Special Education Institutions course which was conducted online during the Covid-19 pandemic in Turkey. Additionally, no study investigated the preservice teachers' online learning practicum course experiences with video analysis during the pandemic in Turkey. Although this study's findings may reflect the findings obtained in the emergency distance education process, it is thought that the results will contribute to all processes of distance education in applied courses. The findings of this study may contribute to the current literature by underlining not only the emergence distance education but also distance education applications regarding the following areas: (a) identifying the difficulties or problems that are encountered in the emergence of distance education process, (b) revealing the opinions of the preservice teachers about the methods and techniques used in the course, and (c) providing ideas that will be used to designing distance education

programs. Therefore, this study aims to determine the opinions of special education preservice teachers about the observation course in special education institutions held in emergency distance education. For this purpose, answers to the following questions were sought.

1. What are the expectations of special education preservice teachers for the 'Observation in Special Education Institutions' course?
2. What are the opinions of special education preservice teachers about the teaching of the observation course offered with emergency distance education?
3. What are the suggestions of special education preservice teachers regarding the teaching of the observation course offered with emergency distance education?

Method

In this section, we delve into various aspects such as the research design, the participants involved, the tools used for data collection, the methodology employed for data collection, the process of data analysis, and considerations related to the validity and reliability of our findings.

1. Research Model

Our aim was to understand the viewpoints of special education preservice teachers regarding the observation course provided during the emergency transition to distance education amid the pandemic. To achieve this, we utilized a phenomenological research design, which is a qualitative research approach. In phenomenological studies, data is intended to reveal experiences and meanings. The results are presented in a descriptive manner and often include direct quotations from the participants. In addition, the findings obtained within the framework of emerging themes and patterns are explained and interpreted (Yıldırım & Şimşek, 2013).

2. Participants

In phenomenological studies, it is stated that the participants should be carefully selected among the people who will explain the phenomenon (Creswell,

2007). For this reason, the participants of the research are special education preservice teachers studying in the second year of the Faculty of Education, Department of Special Education Teaching at a state university. The study was conducted with 40 preservice teachers (19 of the participants were female and 21 of them were male) who voluntarily wanted to participate in the study among the preservice teachers who took the observation course in emergency distance education during the pandemic.

3. Data Collection Tool

An “Interview Form Approach” was used to collect data. Interview is an important method used to reveal people's perspectives, experiences, feelings and perceptions (Yıldırım & Şimşek, 2013). In this study, an interview form consisting of 4 open-ended and 4 closed-ended questions was prepared in order to determine the opinions of special education preservice teachers about the observation course offered through emergency distance education. To create the questions in the interview form, a literature review was made, and then the questions were drafted by the researchers. Then, the form was presented to two special education field experts, a computer and technology expert, and an assessment and evaluation expert for expert opinion. According to the feedback from the experts, two questions that did not match the purpose of the research were removed from the form.

Questions 1 and 2 in the final interview form were prepared for the first sub-problem of the research, questions 3, 4, 5, 6 and 7 for the second sub-problem, and the last question for the third sub-problem. The 'Observation in Special Education Institutions' course offered by emergency distance education was held live on the distance education platform of the university. The lectures were conducted by the first author of the study and a research assistant working in the special education department. The lecturer completed his master's degree in the Special Education Department of a state university in the United States, and his doctorate in the Special Education Department of a state university in the same country. The lecturer continues his activities in the Special Education Department of the university where

he works. The research assistant, who contributes to the courses together with the lecturer, graduated from the Department of special education and continues her master's degree in the special education program in early childhood. In addition, the research assistant who contributes to the courses has four years of teaching experience in private and public institutions.

Students first knew that they would take the 'Observation in Special Education Institutions' course face-to-face. However, due to the Covid-19 outbreak, the course offered by distance education was held in 12-week sessions, lasting 77 minutes on average. In the sessions, 15-minute breaks were given according to the level of participation of the students. While they had a wide range of expectations face-to-face, these expectations were also met online.

The following table includes the teaching program of the 'Observation in Special Education Institutions' course offered with distance education.

Table 1. *Observation in Special Education Institutions' Curriculum*

Dates	Duration	Conducting the Course
* Course content of the first week	60min	* Explaining the syllabus, sharing detailed purpose and process
* Course content of the second week	70min	* Introducing the institutions where special education teachers serving
* Course content of the third week	75min	* Informative work of administrators working in special education institutions about school operations, regulations and directives.
* Course content of the fourth week	83min	* Sharing the experiences of special education teachers on coursework
* Course content of the fifth week	76min	* Watching a video that included an instruction example of a student with special needs in early childhood and preservice teachers reporting their observations

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* Course content of the sixth week	91min	* Watching a video that included an instruction example of a student with autism spectrum disorder and preservice teachers reporting their observations
* Course content of the seventh week	78min	* Watching the video that included an instruction example of the intellectual disability student and reporting the observations of the preservice teachers
* Course content of the eighth week	78min	* Watching the video that included an instruction example of the student visual impairment and reporting the observations of the preservice teachers
Midterm Week	60min	Midterm Week
* Course content of the ninth week	75min	* Watching a video that included an instruction example of a student with multiple disabilities and preservice teachers reporting their observations
* Course content of the tenth week	75min	* Watching the video that included an instruction example for intervention for behavior problems in the classroom with students with special needs and reporting the observations of the preservice teachers
* Course content of the eleventh week	84min	* Watching the video that included an instruction example for intervention for behavior problems in the classroom with students with special

		needs and reporting the observations of the preservice teachers
* Course content of the twelfth week	75min	* Watching the video that included an instruction example for intervention for behavior problems in the classroom with students with special needs and reporting the observations of the preservice teachers
Final Exam Week	-	Final Exam Week

As in Table 1, the teaching of the lessons was carried out by the participation of invited speakers and by watching and reporting the videos of the lessons with students with special needs. First, brainstorming, discussion and question-answer techniques were included in order to support the active participation of preservice teachers. After the lecturer began the lesson, he played the video and supported the preservice teachers to watch and ask questions when necessary. In this way, preservice teachers received immediate corrective feedback and explanations on subjects they were curious about or did not understand. On the other hand, the message button was actively used in order to prevent confusion in interactions, which is seen as a disadvantage of distance education, and to increase the participation opportunity of each student.

The preservice teachers prepared their reports immediately after the lessons and sent them to the instructor via e-mail. Preservice teachers used the previously prepared observation forms while preparing their reports. The forms include information such as date and observer. On the other hand, the environment watched in the video, material, target behavior, teaching method, use of reinforcement etc. They were asked to describe in detail their observations on many situations. 40 of the students who actively participated in the lessons submitted these reports in full to the instructor of the course at the end of each session.

All of the videos used in the lessons were obtained from real environments. In this process, necessary permissions were obtained from the family, the school principal and the Ministry of National Education.

4. Data Collection Process

The data collection process in the research started with the process of sending the interview form to the participants via e-mail. The researchers, who sent the forms via e-mail, called the preservice teachers and said that they shared the interview forms, and asked the participants to fill in the forms and send them back to them via e-mail. The researchers explained the purpose of the research to the participants both by e-mail and by phone and stated that it was important for them to answer the questions in the interview form sincerely in order to achieve the purpose of the research. On the day the e-mail was sent, 18 participants, the next day 15 participants, two days later 10 participants and five days later 16 participants sent their opinions to the open-ended questions on the forms in writing and sent them to the researchers via e-mail. The researchers finished the data collection process by printing out the forms from the participants and filing them.

Data Analysis

The data were analyzed with the descriptive analysis technique. The data obtained in the descriptive analysis were summarized and interpreted according to the previously determined themes. In this study, the themes were determined beforehand based on the interview questions. In the descriptive analysis, the statements of the participants can be included directly in order to reflect the views of the participants on the target subject in a striking way (Yıldırım & Şimşek, 2013). In this study, direct quotations were made from the views of the participants. While the statements of the participants were included directly, codes such as PT1 and PT2 were used.

In the analysis, firstly, the opinions of the participants regarding each question were collected in a file. Therefore, 8 files were created, and coding was done by examining them separately based on the questions. The views of the

participants were read by the researchers one by one, and themes for the questions were created. In order to check the accuracy, reliability and validity of the coding and themes, opinions were obtained from 2 special education field experts and 2 measurement and evaluation experts. The obtained data were arranged in tables by calculating the frequencies of the codes under each theme.

1. Credibility and Transferability

In qualitative research, some procedures are recommended in order to increase the credibility and transferability of the study. First, it is expected that the situation in which the research was carried out, the participants and the themes are described in detail. In this study, the characteristics of the participants and the themes were explained in detail. Another process used to increase the credibility of the research is to present the research to an expert (Merriam, 1998). In this study, revisions were made by presenting the research to both field experts and measurement and evaluation experts. Last, to increase the credibility of the research, the participants, who were the participant confirmation and the data source, were briefly summarized after the interview and asked whether their own perceptions reflected the transferred data. In addition, in order to increase the transferability of the study results, that is, the transferability of the results to similar environments, a detailed description was made by using direct quotations, which is the most frequently used method.

Findings

The findings of this study were presented based on the themes and the sub-themes emerged as a result of the data analyses for each question. Three major themes were formed that are (a) the expectations of the pre-service teachers about the course, (b) the opinions about the course, and (c) suggestions of pre-service teachers regarding the teaching of the course.

1. Expectations of the Pre-Service Teachers About the Course

This theme described the expectations of participants about the course in two ways that were expectations for face-to-face teaching and expectations for online

learning. Under the theme of expectations for face-to-face teaching, 12 sub-themes emerged according to the participant responses (See Table 2). Participants underlined four critical issues related to their expectations. The first expectation was *observing children with special needs in a real environment*. Most participants indicated that this course would provide them with an opportunity to observe the characteristics of students with disabilities. A pre-service teacher stated:

“My expectations about this course were that it would be an instructive course in terms of interpreting the students according to the existing cases with examples to be given, observing concretely the symptoms of the diagnosis made, and gaining the skills of controlling the behaviors of the students. It was expected that students would gain the skills to see, understand and make inferences through the observation course.”

The second expectation was *visiting special education institutions*. Some pre-service teachers had highlighted the necessity of visiting the institutions as part of the course. They mentioned that the institutions are the places where they could meet with the principals and other staff and learn about their jobs. A pre-service teacher described *“to get to know the private educational institutions related to our field, to learn about their jobs and functions, the duties of the trainers and other personnel working there”*.

Third, the participants referred to *observing special education teachers in a real environment* as one of the expectations of the course. The participants stressed that observing a special education teacher in a classroom environment would help them learn how to implement appropriate teaching strategies for students with disabilities. One pre-service teacher explained this as follows: *“We will have the chance to observe what the teachers do in the classrooms and how they do the lessons.”*

Last, the participants highlighted *having experience in the profession* was their expectations on the face-to-face course. They indicated that they could have a chance to improve their skills and abilities regarding their profession. One pre-

service teacher stated “*I thought it would be an opportunity for me to improve myself in my field. Seeing what teachers do will be important for my professional development.*”

Table 2: *Expectations About the Course Before Starting the 'Observation of Special Education Institutions' Course*

Themes	Sub-themes	f	%
Expectations (face-to-face training)	Observing children with special needs in a real environment	15	27.28
	Visiting special education institutions	10	18.06
	Observing special education teachers in a real environment	8	15.34
	Having experience in the profession	7	12.32
	Having a chance to meet with the families	5	9.00
	Observing the diagnosis process	2	3.60
	Having knowledge of physical and instructional arrangements	2	3.60
	Observing teaching methods used in real environments	2	3.60
	Meeting online with children with special needs	1	1.80
	Having discussions on the observations in the classroom environment	1	1.80
	Observing the communication skills of the children	1	1.80
	Improving myself by getting feedback on the reports	1	1.80
	Total	55	100

Under the theme of expectations for distance education, 5 sub-themes emerged (See Table 3). Based on the participant responses, *meeting with teachers on online platforms and learning about their experiences* was one of the expectations of pre-service teachers on online courses. The preservice teachers indicated that they expected to meet with teachers to listen to their experiences through online platforms after they were notified that the course was going to be taught online. One of the participants stated as follows: *“I believe that the most logical decision in this process was to invite working professionals in the field to the lesson and allow them to share their positive and negative experiences in the teaching profession.”*

Also, *listening to the experiences of our university professors online* was another expectation of the pre-service teachers. The participants expected that the content of the online course would include the lecturer’s experiences. One pre-service teacher emphasized *“it will also be effective to listen to the experiences of our lecturer. Our professors are already working in the field. They also have a lot of information.”*

Table 3: *Expectations About the Course After the Notification of Online Participation for the Course*

Themes	Sub-themes	<i>f</i>	%
Expectations (distance education)	Meeting with teachers on online platforms and learning about their experiences	20	31.74
	Listening to the experiences of our university professors online	15	23.80
	Watching videos of children in various disability categories	10	15.87
	Listening to a different principal’s presentation of the institution every week	10	15.87

Thinking that the online course will not be as effective as the face-to-face observation course and we will see limited examples	8	12.70
Total	63	100

2. Opinions About the Course

The pre-service teachers mostly found beneficial the following aspects of the course that were *listening to the experiences of special education teachers, watching the videos of children in various disability categories, and having two instructors for the course* (See Table 4). The pre-service teachers indicated that listening to the experiences of special education teachers and watching the videos of students with special needs contributed to their professional development in many ways. One participant stated, *“In fact, we listened to many special education teachers, I think listening to their experiences here gave us support.”* Another participant stated *“We watched videos while working with different children. They were actually the most instructive practice.”* Another participant stated that *“Inviting participants who are experts in their fields and transferring information from different fields was one of the ways that made the course productive. The use of video demonstration and receiving the comments of the students before, during and after the screenings made the course more active.”*

One of the participants also expressed the advantage of using video-based content in this course by stating that *“we had the opportunity to observe the teaching environment, students, teaching techniques, materials, the use of materials and their effect on teaching, teaching techniques and their usefulness, the teacher's attitude, possible problem behaviors of students with different diagnoses, etc.”*

The teaching technique used in the online course was the expectation of participants before the process of online course delivery. One of the participants

confirmed that their expectations were met by stating that “*we had the opportunity to actively participate in the distance learning course by the techniques such as discussion and brainstorming during the course activities. These interactive techniques prevented the course from being monotonous and boring. Most importantly, we were able to exchange ideas and come up with different and effective ideas*”.

Table 4: *The Aspects of the Course that the Pre-Service Teachers Find Beneficial*

Themes	Sub-themes	f	%
Opinions about the course	Listening to the experiences of special education teachers	19	32.20
	Watching the videos of children in various disability categories	17	28.81
	Having two faculty members for the course	10	16.94
	Listening to the experiences of the lecturers	8	13.55
	Preparing a weekly report	5	8.50
	Total	59	100

Other situations that the participants found valuable were listening to the experiences of the lecturers and preparing a weekly report. One participant stated that “*I can say that making observations and preparing a report is one of the most productive parts of the course*”. However, while some pre-service teachers thought that writing a weekly report beneficial to them, most of them responded to the Question 4 as it had no contribution to them at all (See Table 5).

Table 5: *The Contribution of the Weekly Reports to the Pre-Service Teachers*

The responses of the pre-service teachers		<i>f</i>	<i>%</i>
Weekly Reports	Yes	24	60
	No	12	30
	Not Sure	4	10
Total		40	100

3. Suggestions of the Pre-Service Teachers About the Teaching of the Course

The pre-service teachers mostly recommended the use of interactive videos rather than having only the lectures on the distance education platform (See Table 6). They indicated that the use of interactive videos increases their attention to the course. A pre-service teacher stated *“actually, I think the most important thing was the use of videos. We saw a lot of students and teachers in the videos, I think it was the most important.”* Moreover, the pre-service teachers also suggested watching detailed videos about each disability group. One pre-service teacher explained *“We also saw each disability group in the video. Every student is different, and I have seen many different students work with all of them”*.

Additionally, a limited number of participants suggested watching detailed videos on the introduction of the schools and institutions and a few number of participants suggested that the course hours should be extended. A pre-service teacher mentioned *“The deadline should have been extended. All of the online courses are limited in time, but there should have been more time for this course”*.

Table 6: *Suggestions About the Teaching of the Course*

Themes	Sub-themes	<i>f</i>	<i>%</i>
Suggestions	Use of interactive videos other than having only the lectures on UZEM	32	57.14

Watching detailed videos on the introduction of the schools and institutions	18	32.16
Listening to the experiences of the lecturers	3	5.35
Extension of course hours	3	5.35
Total	56	100

In general, the pre-service teachers expected that face-to-face courses would provide them an opportunity to observe students with special needs and their teachers, learn about how the institutions work, and have experience in the special education field. However, the course delivery method of this course changed to emergency distance education due to the Covid-19. The expectations, opinions, and suggestions of the pre-service teachers on distance education were generally associated with the opportunities that provide them obtain experiences related to the special education field such as watching videos of children and listening to the experiences of teachers and professors via emergency distance education.

Discussion

A different number of outcomes have been explored within the context of this investigation, which endeavors to ascertain the perspectives of pre-service special education teachers regarding the "Observation in Special Education Institutions" course conducted through emergency distance education during the period of the pandemic. The following section presents a comprehensive discourse on the findings related to each research question addressed in the study.

The first theme was reached by obtaining the expectations of the preservice teachers concerning the 'Observation in Special Education Institutions' course, which was addressed separately in both face-to-face and emergency distance education contexts. The results indicated that participants held distinct expectations for the course in face-to-face education. Nevertheless, a prominent trend emerged, as the

majority of participants expressed expectations to observe children with special needs in real education settings, including visits to special education institutions and the opportunity to observe special education teachers in real educational environments. This particular finding aligns with previous studies conducted on pre-service teachers (Kozikoğlu & Soyalp, 2018). These observations may be construed as an indication of pre-service special education teachers' strong desire to directly witness and comprehend the various components of the education and training process within natural educational settings.

Based on examining the expectations for the observation course conducted during the emergency distance education process, it becomes evident that participants held the highest expectations for the online implementation of real-world applications. Specifically, they expressed strong desires to engage in virtual meetings with teachers to gain insights into their experiences, listen to the experiences shared by faculty members, view educational videos featuring children with different disability groups, and access promotional videos of educational institutions. These expectations articulated by the participants during distance education likely emerged from their aspiration to gather information about real-world practices, even in the absence of physical presence in natural environments. Therefore, these findings can be interpreted as exposing online platforms and virtual means, participants sought to bridge the gap between their physical limitations and the desire to familiarize themselves with natural educational settings and experiences.

The second theme was related to the opinions of pre-service special education teachers regarding the teaching of the observation course delivered through distance education. Based on examining the findings for this question, it was found that the participants expressed positive views about the following aspects (a)listening to the experiences of special education teachers, (b)watching videos of students from different disability groups, and (c) having the opportunity to be taught by two instructors. The convergence between these findings and the expectations

for the observation course in Special Education Institutions, delivered via distance education during the pandemic process, is evident. The positive responses from the participants regarding listening to special education teachers' experiences and watching videos of students with diverse disabilities indicate a strong alignment with their earlier expectations for the course. Moreover, the positive feedback related to being taught by two instructors suggests that this instructional approach was well-received and may have contributed to the overall positive perception of the distance education course. Therefore, these findings may imply a consistent and favorable response from the participants towards the distance education format of the observation course during the pandemic period. The findings highlight the efficacy of incorporating video-based learning in the observation course and demonstrate how this approach aligns with the participants' expectations and contributes significantly to their understanding and knowledge acquisition in the field of special education.

On the other hand, based on examining the findings for the question regarding the participants' perception of whether the weekly reports prepared in the lessons contribute to them, it was observed that a significant portion of the participants believed that writing reports was beneficial to them. However, it is noteworthy that a considerable number of participants stated that preparing reports did not contribute to their learning experiences. Interestingly, a study conducted by Sürücü et al. (2019) in the literature found that pre-service counselor's diary writing during the institution experience course had several positive effects. These included facilitating reflective thinking about their experiences, connecting theoretical knowledge to practical applications, cultivating a sense of responsibility, and improving writing proficiency. The positive opinions expressed by counselor candidates in that study about translating their experiences into written documents align with the present research's findings.

Furthermore, it is reasonable to assume that the effectiveness of this practice in contributing to the participants' learning experiences is likely influenced by two

key factors. Firstly, the content and quality of the videos themselves play a crucial role. Educational videos featuring students with disabilities in various contexts and settings can offer valuable insights, practical examples, and real-life scenarios that enhance the participants' understanding of special education practices.

The third theme was reached by gathering suggestions from special education preservice teachers regarding the teaching of the observation course through distance education. Some of the participants recommended using interactive videos and providing detailed videos about each disability group. On the other hand, a small number of participants expressed their opinions about extending the course duration. It is worth noting that studies in the literature have highlighted certain inefficiencies and challenges associated with distance education, which align with some of the suggestions made by the preservice teachers. These challenges include issues with technical aspects (Akkuş & Acar, 2017; Doğan & Tatık, 2015; Kırmacı & Acar, 2018; Yılmaz & Güven, 2015) such as sound and image quality, communication problems, and internet connection, as well as the perceived limitations of synchronous ASUZEM (distance education platform) in fulfilling individual preferences and needs (Öztaş & Kılıç 2017; Turğut & Yenilmez, 2011).

Considering the emergency distance education process, it is expected that certain factors influencing the effectiveness of teaching practice would differ or diversify. For instance, preservice teachers may have had the opportunity to observe only a limited number of classes in face-to-face training, whereas in the distance education process, they expressed a desire to observe students from each disability group. While the inability to directly observe students in real environments may be seen as a disadvantage, the advantage of the observation lessons in distance education lies in the possibility of conducting observations for each disability group.

Limitations and Suggestions

Although the findings of this study showed that preservice teachers' experiences and views varied regarding one of the practicum courses that was delivered in the emergency distance education process, there are some limitations

existed. One limitation was the number of participant. Another limitation is about data collection process that only intervention form was used in this study. Additional data collection tools can be used for future studies. Another limitation is that participants were chosen from the same university and the same department.

The use of distance education for practicum experiences needs to continue to be researched for preservice special education teachers. Replication of this study in which the course is designed in different online platforms and extended course content is needed. Thus, future researchers could investigate when the way of delivering practicum courses is modified, such as a blended or hybrid learning approach applied.

Conclusion

The practicum for the special education teacher education programs plays an important role in order to be highly qualified teachers. One of the practicum opportunities in the preservice teachers' program is an observation course in special education institutions. Although this observation course is designed in the traditional way in which preservice teachers assign course requirements in real environments (special education schools and classrooms), this course had to be delivered via emergency distance education because of the Covid-19 process. The findings of this study revealed that preservice special education teachers' views and experiences about the observation course supported by the emergency distance education varied according to the sub-themes. Supporting the course content with video demonstration, using video analysis techniques, delivering the course by two different faculty members, and including videos in which different disability groups emerged, could be considered as positive and beneficial by preservice teachers.

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Türkçe Genişletilmiş Özet

Acil Uzaktan Eğitim: Özel Eğitim Kurumları Dersinde Bir Gözlem Örneği

Giriş

Öğretmenlik uygulaması, özel eğitim öğretmeni yetiştirme programının önemli bir bileşenidir (Sandall vd., 2005). Alana dayalı öğretmenlik uygulaması deneyimlerinin sağlanması, özel eğitim öğretmen adaylarının öğretim beceri ve yeteneklerine katkıda bulunur. Öğretmen adayları öğrendikleri teorik bilgileri sınıfta uygulayabilir ve yeni edindikleri beceriler üzerinde gerçek sınıf ortamlarında çalışabilirler (Macy vd., 2009).

Türkiye'deki özel eğitim öğretmenliği programlarında uygulama iki aşamalıdır. Birinci bölümde öğretmen adayları dördüncü yarıyıldan itibaren "Özel Eğitim Kurumlarında Gözlem" ve altıncı yarıyıldan itibaren "Okul Deneyimi" derslerini almaktadırlar. Bu durumda öğretmen adaylarının rolü, özel eğitim sınıflarındaki öğretmenlerin öğretimini ve bu sınıflardaki özel gereksinimli öğrencilerin özelliklerini gözlemlemektir. Öğretmen adayları gözlemlerini geri bildirim için danışmanlarına rapor etmekte ve aynı zamanda okul sistemi ve okul yönetiminin görev ve sorumlulukları hakkında bilgi edinirler.

Öğretmenlik uygulaması dersleri öğretmen adayları için uygulamalı deneyim sağlarken ve geleceğin öğretmenlerinin yeterlilik ve kalitesini artırırken (Darling-Hammond, 2014), Koronavirüs (COVID-19) salgını bu deneyimleri sekteye uğratmıştır. Önce Türkiye'deki tüm okullar ve kolejler kapatılmış, ardından akademik yılın geri kalanında dersler çevrimiçi olarak yürütülmüştür. Öğretmenlik uygulaması derslerindeki öğretmen adayları da özel eğitim sınıflarında gözlem yapmayı ve ders vermeyi bırakmak zorunda kalmışlar ve öğretmenlik uygulaması dersinin öğretim elemanları, uygulamaya dayalı derslerini çevrimiçi platformlara kaydırmak zorunda kalmışlardır (Ersin vd., 2020).

Türkiye'de Covid-19 pandemisi sırasında öğretmen adaylarının uygulama deneyimlerini araştıran çalışmalar bulunmaktadır. Çalışmaların bulguları, öğretmen adaylarının teknik ekipman eksikliği (Pistav, Akçamete ve Kayhan, 2020; Yolcu, 2020), internet sorunları, ders materyalleri hazırlama, değerlendirme, etkileşim eksikliği (Çamlıbel-Acar ve Eveyik-Aydın, 2022), alan bilgisi (Eti ve Karaduman, 2020) ve sınıf yönetimi (İzgi Onbaşılı ve Sezginsoy Şeker, 2021) nedeniyle zorluklar yaşadıklarını göstermiştir. Öğretmen adayları ayrıca, öğretmen niteliklerinin yetersiz gelişimi (İzgi Onbaşılı ve Sezginsoy Şeker, 2021) ve gözlem eksikliği ile öğrenciler ve müfettişlerle yetersiz iletişim (Yolcu, 2020) açısından da kendilerini yetersiz hissetmektedir.

Video analizi, uygulama derslerinde öğretmen adaylarının öğretmenlik deneyimi anlayışlarını geliştirmelerine destek olmak için kullanılan öğretim yollarından biridir (Star ve Strickland, 2008). Video analizi genellikle öğretmen eğitimi programlarında öğretmen adaylarına öğretimsel stratejiler ve sınıf yönetimi teknikleri sağlamak için tercih edilmektedir (Hong ve Riper, 2016). Video analizi, videoya kaydedilmiş bir dersi izleyerek sınıf içi etkileşimlerin önemli özelliklerini belirlemek ve kendi öğretim performansını yansıtmak olarak tanımlanmaktadır (Nagro ve Cor-nelius, 2013). Tait (2008), öğretmen adaylarının zorlu durumları gözlemleyebileceğini ve bu durumlarla başa çıkmalarına yardımcı olan stratejileri belirleyebileceğini savunmuştur. Çalışmalar, öğretmen adaylarının videoya kaydedilmiş öğretimin sunumuna aktif olarak katıldıklarını, öğretmenlik uygulamasını anladıklarını (Nel ve Marais, 2021) ve öğretmenlik deneyimleriyle ilgili sorunları belirlediklerini ortaya koymuştur (Jin, 2022).

Alanyazında yaptığımız araştırmalara göre Türkiye'de Covid-19 pandemisi sırasında çevrimiçi olarak yürütülen Özel Eğitim Kurumlarında Gözlem dersine ilişkin deneyimleri araştıran bir çalışma bulunmamaktadır. Buna ek olarak, Türkiye'de pandemi döneminde öğretmen adaylarının çevrimiçi öğrenme uygulaması dersinde video analizi ile ilgili deneyimlerini araştıran bir çalışma da bulunmamaktadır. Bu çalışmanın bulguları acil durum uzaktan eğitim sürecinde elde edilen bulguları yansıtmakla birlikte, sonuçların uygulamalı derslerde uzaktan eğitimin tüm süreçlerine katkı sağlayacağı düşünülmektedir. Bu çalışmanın bulguları, (a) acil uzaktan eğitim sürecinde karşılaşılan güçlüklerin ya da sorunların belirlenmesi, (b) öğretmen adaylarının derste kullanılan yöntem ve tekniklere ilişkin görüşlerinin ortaya konması ve (c) uzaktan eğitim programlarının tasarlanmasında kullanılacak fikirler sunması bakımından sadece acil uzaktan eğitimin değil, uzaktan eğitim uygulamalarının da altını çizerek mevcut literatüre katkı sağlayabilir. Dolayısıyla bu çalışmanın amacı, özel eğitim öğretmen adaylarının acil uzaktan eğitim kapsamında gerçekleştirilen özel eğitim kurumlarında gözlem dersine ilişkin görüşlerini belirlemektir. Bu amaçla aşağıdaki sorulara yanıt aranmıştır.

1. Özel eğitim öğretmen adaylarının 'Özel Eğitim Kurumlarında Gözlem' dersine yönelik beklentileri nelerdir?
2. Özel eğitim öğretmen adaylarının acil uzaktan eğitim ile sunulan gözlem dersinin işlenişine ilişkin görüşleri nelerdir?

3. Özel eğitim öğretmen adaylarının acil uzaktan eğitim ile sunulan gözlem dersinin öğretimine ilişkin önerileri nelerdir?

Yöntem

Bu bölümde, araştırma tasarımı, araştırmaya dahil olan katılımcılar, veri toplama için kullanılan araçlar, veri toplama için kullanılan metodoloji, veri analizi süreci ve bulgularımızın geçerliliği ve güvenilirliği ile ilgili hususlar gibi çeşitli yönler ele alınmıştır.

1. Araştırma Modeli

Amacımız, pandemi döneminde uzaktan eğitime acil geçiş sürecinde verilen gözlem dersine ilişkin özel eğitim öğretmen adaylarının görüşlerini anlamaktır. Bunun için nitel araştırma yaklaşımlarından fenomenolojik araştırma deseni kullanılmıştır. Fenomenolojik çalışmalarda verilerin deneyimleri ve anlamları ortaya çıkarması amaçlanır. Sonuçlar betimsel bir şekilde sunulur ve genellikle katılımcılardan doğrudan alıntılar içerir. Ayrıca ortaya çıkan temalar ve örüntüler çerçevesinde elde edilen bulgular açıklanır ve yorumlanır (Yıldırım ve Şimşek, 2013).

2. Katılımcılar

Fenomenolojik çalışmalarda katılımcıların fenomeni açıklayacak kişiler arasından özenle seçilmesi gerektiği belirtilmektedir (Creswell, 2007). Bu nedenle araştırmanın katılımcıları bir devlet üniversitesinin Eğitim Fakültesi Özel Eğitim Öğretmenliği Bölümü ikinci sınıfında öğrenim gören özel eğitim öğretmen adaylarıdır. Çalışma, pandemi sürecinde acil durum uzaktan eğitiminde gözlem dersini alan öğretmen adayları arasından çalışmaya gönüllü olarak katılmak isteyen 40 öğretmen adayı (katılımcıların 19'u kadın, 21'i erkek) ile yürütülmüştür.

3. Veri Toplama Aracı

Veri toplamak için "Görüşme Formu Yaklaşımı" kullanılmıştır. Bu çalışmada, özel eğitim öğretmen adaylarının acil uzaktan eğitim yoluyla sunulan gözlem dersine ilişkin görüşlerini belirlemek amacıyla 4 açık uçlu ve 4 kapalı uçlu sorudan oluşan bir görüşme formu hazırlanmıştır.

Uzaktan eğitimle verilen 'Özel Eğitim Kurumlarında Gözlem' dersi 12 hafta boyunca ortalama 77 dakika sürmüştür. Oturumlarda öğrencilerin katılım düzeyine göre 15 dakika ara verilmiştir.

Derslerin öğretimi davetli konuşmacıların katılımıyla ve özel gereksinimli öğrencilerle ders videolarının izlenilip raporlanmasıyla gerçekleştirilmiştir. Öğretmen

adaylarının aktif katılımını desteklemek amacıyla öncelikle beyin fırtınası, tartışma ve soru-cevap tekniklerine yer verilmiştir. Öğretim görevlisi derse başladıktan sonra videoyu oynatarak öğretmen adaylarının izlemesine destek olmuş ve gerektiğinde sorular sormuştur. Bu sayede öğretmen adaylarına merak ettikleri veya anlamadıkları konularda anında düzeltici geri bildirimler ve açıklamalar verilmiştir. Öte yandan uzaktan eğitimin dezavantajı olarak görülen etkileşimlerde karışıklığın önlenmesi ve her öğrencinin katılım olanağının artırılması amacıyla mesaj butonu aktif olarak kullanılmıştır. Öğretmen adayları derslerden hemen sonra raporlarını hazırlayarak öğretim elemanına e-posta yoluyla göndermişlerdir.

4. Veri Toplama Süreci

Araştırmada veri toplama süreci görüşme formunun katılımcılara e-posta yoluyla gönderilmesi süreciyle başlamıştır. Formları e-posta yoluyla gönderen araştırmacılar, öğretmen adaylarını arayarak görüşme formlarını paylaştıklarını belirterek, katılımcılardan formları doldurup e-posta yoluyla kendilerine geri göndermelerini istemişlerdir

Veri analizi

Araştırma verileri betimsel analiz tekniğiyle analiz edilmiştir. Betimsel analizde elde edilen veriler daha önceden belirlenen temalara göre özetlenir ve yorumlanır. Bu çalışmada, görüşme soruları temel alınarak temalar önceden belirlenmiştir. Bu çalışmada katılımcıların görüşlerinden doğrudan alıntılar yapılmıştır. Katılımcıların ifadelerine doğrudan yer verilirken ÖA1, ÖA2 gibi kodlar kullanılmıştır.

Bulgular

Bu çalışmanın bulguları, her bir soru için veri analizi sonucunda ortaya çıkan temalar ve alt temalara dayalı olarak sunulmuştur. (a) öğretmen adaylarının derse ilişkin beklentileri, (b) derse ilişkin görüşleri ve (c) öğretmen adaylarının dersin işlenmesine ilişkin önerileri olmak üzere üç ana tema oluşturulmuştur.

1. Öğretmen Adaylarının Derse İlişkin Beklentileri

Bu tema, katılımcıların derse ilişkin beklentilerini, yüz yüze öğretime yönelik beklentiler ve çevrimiçi öğrenmeye yönelik beklentiler olmak üzere iki şekilde açıklamaktadır. Yüz yüze öğretime yönelik beklentiler teması altında katılımcı yanıtlarına göre 12 alt tema ortaya çıkmıştır.

2. Ders Hakkında Görüşler

Öğretmen adayları, dersin en çok özel eğitim öğretmenlerinin deneyimlerinin dinlenmesi, çeşitli engel kategorilerindeki çocukların videolarının izlenmesi ve dersin iki öğretim elemanının olması gibi yönlerini faydalı bulmuşlardır.

3. Öğretmen Adaylarının Dersin İşlenmesine İlişkin Önerileri

Öğretmen adayları sadece UZEM derslerinin işlenmesi dışında çoğunlukla etkileşimli videoların kullanılmasını önermişlerdir. İnteraktif video kullanımının derse olan ilgiyi arttırdığını belirtmişlerdir.

Öğretmen adayları genel olarak yüz yüze dersin özel gereksinimli öğrencileri ve öğretmenlerini gözleme, kurumların işleyişini öğrenme ve özel eğitim alanında deneyim sahibi olma fırsatı sunmasını beklemişlerdir. Öğretmen adaylarının uzaktan eğitime ilişkin beklenti, görüş ve önerileri ise genel olarak çocukların videolarını izleme, öğretmenlerin ve profesörlerin deneyimlerini dinleme gibi özel eğitim alanına ilişkin deneyimler edinmelerini sağlayacak fırsatlarla ilişkilendirilmiştir.

Sonuç ve Öneriler

Nitelikli öğretmen olabilmek için özel eğitim öğretmen yetiştirme programlarındaki uygulamalar önemli bir yer tutmaktadır. Öğretmen adaylarının programlarındaki uygulama fırsatlarından biri de özel eğitim kurumlarında gözlem dersidir. Her ne kadar bu gözlem dersi, öğretmen adaylarının ders gerekliliklerini gerçek ortamda (özel eğitim okulları ve sınıf) belirledikleri geleneksel şekilde tasarlanmış olsa da Kovid-19 süreci nedeniyle bu dersin uzaktan eğitim yoluyla verilmiştir. Bu çalışmanın bulguları, özel eğitim öğretmen adaylarının acil uzaktan eğitim destekli gözlem kursuna ilişkin görüş ve deneyimlerinin alt temalara göre farklılık gösterdiğini ortaya koymuştur. Ders içeriğinin video gösterimi ile desteklenmesi, video analiz tekniğinin kullanılması, dersin iki farklı öğretim üyesi tarafından işlenmesi ve farklı engel gruplarının ortaya çıktığı videolara yer verilmesi öğretmen adayları tarafından olumlu ve faydalı görülebilir.