

Chapter 9

Student Opinions on the Processing of Applied Courses Online and Face-to-Face During the Pandemic Period and Editing Techniques: Course Example

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ABSTRACT

This study focuses on the impact of the COVID-19 pandemic on university students' completion of applied courses through the transition to online education. It explores the persistent presence of online education even as universities gradually return to face-to-face instruction. The study employs in-depth interviews to elicit participants' perspectives on the experience of taking practical courses in both online and face-to-face formats. The research encompasses (1) the transition to online education, (2) a comparative analysis of online and face-to-face courses, (3) the extraction and analysis of shared and contrasting viewpoints from student interviews, and (4) strategies for enhancing online education. The investigation provides valuable insights into the evolving landscape of higher education, emphasizing the enduring significance of online learning in a post-pandemic world.

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INTRODUCTION

Throughout the world, the Covid-19 pandemic necessitated the rapid implementation of emergency distance education, as highlighted by Bozkurt (2020). This global crisis compelled both teachers and students at primary, secondary, and high schools to convene via television channels and internet-based platforms. Universities, in their pursuit to address this challenge, made efforts to navigate the uncharted waters through the establishment of their own distance education centers, often referred to as UZEM. However, this transition was marred by various disruptions arising from the country's internet infrastructure limitations and the unpreparedness of educational institutions. These issues manifested in the incomplete setup of distance education systems, the time required for students and educators to acclimate to the new online learning environment, and connectivity issues.

While online education had been explored in theory and select common courses for years, these common courses primarily encompassed foundational subjects applicable to various departments, such as Ataturk's Principles and Revolutions, Turkish Literature, and Basic English. The roots of web-based education in Turkey trace back to a state university in 1997. By the academic year 2000-2001, a notable transition to Internet Supported Education had been achieved, and in 2002-2003, YÖK (Council of Higher Education) made a pivotal decision to initiate distance education associate degree programs in Turkey (Kırık, M.A., 2014).

This study embarks on an exploration of how applied courses are taught in both online and traditional face-to-face settings, focusing on the strengths and weaknesses of online education in applied courses, as well as the impact of face-to-face applied courses on students' perceptions. Specifically, the research targets students who have undertaken a fiction course at the university, examining their experiences with both online and face-to-face instruction through in-depth interviews. Ten students, aged 18-25, enrolled in this course will be interviewed, delving into their encounters with online and face-to-face fiction classes.

In addition, the study delves into the 2020-2021 online editing techniques course at Istinye University, conducted during the academic year 2021-2022. The research aims to contribute to the existing literature by shedding light on the potential advancements in practical courses achievable through online education, offering valuable insights and direction for future developments in this area.

Effects of COVID-19 Pandemic on Education

The Covid-19 virus, originating in Wuhan, China in late 2019 and early 2020, swiftly spread across the globe, leading the World Health Organization (WHO) to declare it a 'pandemic' in March 2020. This onset of the pandemic prompted nations worldwide to institute new measures, particularly in the realm of education. Initially, concerns centered on the rapid transmission of the virus among students and educators, particularly within schools, leading to the suspension of in-person education to mitigate its spread (Angoletto and Queiroz, 2020). Consequently, both administrative and academic staff in public and private educational institutions, alongside students, commenced a period of remote work. However, as the number of Covid-19 cases continued to surge, it became evident that the pandemic would not abate swiftly. Hence, various alternative methods were explored, leading to the widespread adoption of online education on a global scale (Abdalla, 2020; Lau, Yang & Dasgupta, 2020; Zhong, 2020). This transition to online education was not without its challenges, as many nations were ill-prepared for the sudden shift, resulting in negative repercussions for educational systems. Additionally, some regions encountered obstacles related to internet accessibility, while exorbitant data costs impeded access and

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