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The Reflections of Teachers' Experiences in Use of Technology in The Process of Distance Education on Face-To-Face Education

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Abstract

In March of the 2019-2020 academic year, distance education was started in all schools affiliated to the Ministry of National Education. This process continued for approximately 1.5 years until the end of the 2020-2021 academic year. The aim of this research is to reveal the situation of teachers reflecting their technology use experiences in the distance education process to face-to-face education. In this study, the survey model, which is one of the quantitative research methods, was used and the data obtained from the survey responses created by the researcher were analyzed with the SPSS 22 package program. As a result of the analyzes made, it was determined that the teachers reflected the technology usage experiences they gained during the distance education process after the distance education.

Keywords: Distance education process, after distance education, use of technology, Covid19, pandemic

1. Introduction

Pandemic was declared by the World Health Organization (WHO) on March 11, 2020, this date is also the date when the first case of COVID19 was seen in our country. Pandemic; it is defined by the TR Ministry of Health as “the spread of a disease or an infectious agent over a very wide area such as countries, continents and even the whole world”. DDE to the epidemic, problems were encountered in important areas such as health, economy and education, and these areas went to different solutions to survive the epidemic (Aslan, 2020). Like many other countries, our country has been affected by this epidemic. DDE to the aforementioned global epidemic, some changes have occurred in education and training activities. Many countries have suspended their education and training activities and have sought to produce new solutions. After the declaration of the epidemic, distance education was started as much as possible in all countries of the world, where different practices were adopted. These applications are in the form of internet applications, radio and television broadcasts (Eken, Tosun and Tuzcu Eken, 2020). In the world; While 199,421,116 students were affected by the closure of schools dDE to the COVID-19 epidemic, 18,108,860 students were affected during the 49-week distance education period in our country (Unesco, 2021). The number of teachers working in this process in Turkey is 1,117,686 (MEB).

In March of the 2019-2020 academic year, it was announced that the second midterm holiday, which will be applied on 6th-10th April in educational institutions affiliated to the Ministry of National Education, was withdrawn to 16th-20th March, and that distance education will be started from 23th March. As a result of the decisions taken by the Ministry of National Education (MEB), the 2020-2021 academic year continDEd with partial closures from time to time. In this process, education and training was carried out through the Education Information Network (EBA) and with the help of EBA TV channels. Assignments were sent to students via EBA, an instructional management system, and live lessons were held simultaneously. EBA support points were established at schools to provide support to students who do not have internet and devices at home.

According to the EBA report with the numbers published by the MEB; From 23th March 2020, the start date of distance education, to 18th June 2021; EBA has been visited 23,769,308,322 times. Again, between these dates, a total of 12,182 hours of broadcast was broadcast on EBA TV Primary School, EBA TV Secondary School and EBA TV Lise channels, which were shot in 13 different studios in Ankara and Istanbul, and the total broadcast time of these broadcasts was 18,377 hours. During the distance education period, a total of 11,523 lesson videos and 1,049 extracurricular activity videos were prepared. 7,197 of the lecture videos and 828 of the extracurricular activity videos were prepared for the 2020 - 2021 academic year. On the other hand, the EBA Mobile application

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was downloaded 31M times on Android devices and 3.1M times on iOS devices. 12,873,739 students and 1,005,980 teachers; EBA Academic Support was also actively used by 836,384 students and 177,344 teachers. Moreover, a total of 287,183,328 Live Lessons were held at pre-school, primary, secondary and high school levels. The number of EBA Support Points established for students who need internet access and device support during the distance education process is 15,352 and the number of mobile EBA Support Points created is 189. In addition, 664,157 tablet computers with 25 GB GSM internet service and webcams for 105,000 classrooms were distributed (YEGITEK, 2021).

National and internationally accredited distance education programs with certificates were opened for application by the General Directorate of Teacher Training and Development to support the professional and individual knowledge and skills of approximately 500 thousand teachers and school administrators. Prepared in cooperation with Google, Apple, TUBITAK, Ankara University, AFAD-JICA, Autodesk , Cisco, Oracle ; synchronous and asynchronous trainings on digital entrepreneurship, computational thinking skills, project consultancy, English teaching, museum and disaster training, artificial intelligence, digital security, and application development for teachers in many fields such as artificial intelligence, embedded systems, robotics, and big data, project development. It is aimed to raise awareness about museums and disasters.

Studies carried out with the idea that education is a basic need that should be d1 under all circumstances have changed the way we perceive, experience and interpret education in general and distance education in particular (Aksoy, Bozkurt and Kurşun, 2021). Distance education is a method that has a different structure from traditional education and has its own promises, problems and opportunities (Valentine, 2002). It is obvious that teachers gain new experiences in the distance education process, which is quite different from face-to-face education . Some educators and school administrators who do not have sufficient knowledge about internet, computer, communication tools and video conferencing tools (such as Zoom) that can be used in distance education suddenly faced the necessity of using these tools (Akarsu, 2021) and thousands of teachers opened up by ÖYGM. He tried to improve his professional knowledge and skills and digital competencies through trainings. In the Education Monitoring report (2021), published by the Education Reform Initiative (ERG), it was stated that during the pandemic process, teachers made great efforts individually to get the support they needed, and in this process, teachers mostly feed off each other. In addition, according to the ERG report; It is stated that professional learning communities also play an important role in increasing the motivation and digital skills of teachers in this process.

Teachers communicated with their students through technology during the distance education process, which is quite new and different for them, and they also carried out preparation, implementation and evaluation through technology in order to carry out the education and training processes. When the literature is examined, there are many studies on teachers' views and attitudes towards distance education. However; No study has been found on the reflections of the approximately 1.5-year distance education process, which started in March of the 2019-2020 academic year and lasted until the end of the 2020-2021 academic year, on the face-to-face education that started in the 2021-2022 academic year. Whether the teachers use the digital tools they use in this process in face-to-face education and how the use of these tools differ, the variability of screen time; Communication with students, their experiences of using EBA, digital tools, video conferencing tools in the preparation, application and evaluation stages for the courses, and whether they use them in face-to-face education, and their views on distance education in general have been a matter of curiosity. The purpose of this research; The aim of this study is to determine the tools that teachers use in the distance education process and their purposes of use, and to reveal the situation of reflecting them to face-to-face education. In line with this purpose, an attempt was made to seek answers to the following questions.

- Teachers, during and after distance education; What are the daily device usage times for the course?
- What are the daily device usage times for the course during and after the distance education process, according to the professional seniority of the teachers?
- What are the daily device usage times for the lesson during and after the distance education process, according to the school levels in which the teachers work?
- What are the daily device usage times for the lesson during and after the distance education process according to the branches of the teachers?
- Teachers, during and after distance education; What are the tools they use for education?
- Is there a significant difference in the technology usage experiences of the teachers during and after the distance education process?
- Is there a significant difference in the technology use experiences of teachers according to their professional seniority after distance education?
- to the school levels they work after distance education?
- Is there a significant difference in the technology usage experiences of the teachers after distance education according to their branches?
- Is there a significant difference in the technology usage experiences of Turkish, Mathematics, Foreign Language, Classroom and Skills teachers during and after the distance education process?

2. Method

In this study, the survey model, which is 1 of the quantitative research methods, was used. Survey research is a research method in which researchers collect information by conducting a survey or interview to explain the attitudes, behaviors, views or characteristics of a whole universe or a group of people (Özdemir, 2014; Creswell, 2017). In this study, the scanning model was used because it was aimed to describe the reflections of the technology use experiences of teachers during the distance education process on face-to-face education. The survey model is a suitable model for research that aims to describe a past or present situation as it is (Karasar, 1999).

2.1. Working Group

The research population of this study consists of teachers working in schools affiliated to the Ministry of National Education in the distance education process throughout Turkey. DDE to the impossibility of reaching the entire universe due to the size of the universe, the sample was chosen by random sampling method. The main feature of this method is that the selected sample has a high representativeness of the universe (Creswell, 2017). As a result of random sampling, 468 teachers were reached. The demographic information of the teachers participating in the research is as follows:

Table 1. Demographic characteristics of the participants

Variables	Groups	f	%
Gender	Female	358	76.5
	Male	110	23.5
Educational status	Licence	90	19.2
	Graduate	378	80.8
Branch	Turkish, Turkish Language and Literature	53	11.3
	Maths	44	9.4
	Science (Science, Physics, Chemistry, Biology)	29	6.1
	Social Sciences (History, Geography, Philosophy, Social Studies)	23	4.9
	Foreign Language (English, German)	124	26.4
	Class Teacher	83	17.7
	Pre-school	17	3.6
	Religion KAB	7	1.4
	Guidance	9	1.9
	BIT	15	3.2
	Art/Skill (Music, Art, PE, TechDsgn)	45	9.6
	Special education	5	1.06
	Vocational Courses (Office Management, Accounting, Food and Beverage, Electric Electronics, Automotive, Handicrafts, Ceramic and Glass)	14	2.9
Professional Seniority	1-5 years	47	10.1
	6-10 years	112	23.9
	11-15 years	1	21.4
	16-20 years	hundred	22.1
	21-25 years	103	15
	26 years and above	70	7.7
Tasked Training Level	Pre-school	36	
	Primary school	16	3.4
	Middle School	107	22.9
	High school	188	40.3
		157	33.6

When Table 1 is examined, 358 of the teachers in the sample are female, 110 are male; 90 of them are postgraduate and 378 of them are undergraduate graduates. In addition, when the branch distribution of the teachers was examined, it was determined that they were in 13 different branch groups. Looking at the professional seniority of the participants; It is seen that the number of teachers working between 1-5 years is 47, between 6-10 years is 112, between 11-15 years is 100, between 16-20 years is 103, between 21-25 years is 70, between 26 years and above the number of teachers is 36. According to their education level; 16 teachers from pre-school, 107 from primary school, 188 from secondary school and 157 from high school participated in the study.

2.2. Data Collection Tool

In this study, a questionnaire consisting of two parts was created by the researcher and converted into digital format. Then, the survey link was sent to the groups in the messaging applications, including the teachers, to the teacher groups in the social media accounts, and as individual messages and e-mails, and the data was collected. The first part of the questionnaire, a part containing demographic information; The second part consists of a 5-point Likert -type q questionnaire with 30 questions. In the first part of the research form, the participants were asked to mark demographic information about gender, education level, branch , seniority, and the schools they work at. In addition, in the first part, they were asked to mark the device usage times, technology usage purposes, and tools they use outside of the classroom and for the course, both during and after distance education. In the second part of the research form; There is a 5- point Likert -type section with the items “totally agree, agree, partially agree, disagree and strongly disagree”. In this section, general questions about communication, preparation, implementation, evaluation and post-distance education constitute the dimensions of the survey questions.

At the stage of creating the research form, the dimensions related to the research subject were determined by first scanning the literature. Then, as a result of the literature review, an item pool was created, and new items were created from the items selected from this pool. Finally; In order to ensure the validity of meaning, scope and written language, the items were read to 10 different people, consisting of measurement and evaluation, language and field experts, and necessary arrangements were made.

3. Results

Technology use experiences of teachers during and after distance education were examined in terms of various variables through descriptive statistics, t-tests and ANOVA tests. The findings obtained in this section are presented in tables.

3.1. Teachers' Daily Device Usage Periods for the Lesson During and After the Distance Education Process

The daily device usage times of 468 teachers participating in the study were examined and their findings are given in the table below.

Table 2. During and after distance education; Distribution of daily device usage times for the course

Usage Period	In the distance education process		After distance education	
	f	Percentage (%)	f	Percentage (%)
less than 2 hours	66	14.1	235	50.2
between 2-4 hours	109	23.3	146	31.2
between 4-6 hours	170	36.3	60	12.8
more than 6 hours	123	26.3	27	5.8

When teachers' daily device usage times are examined for lesson preparation, in-class activities or evaluation; While 14.1% of the teachers used a device for less than 2 hours during the distance education process, the rate of teachers using the device during this period increased to 50.2% after the distance education. In the distance education process; While 36.3% of the teachers used the device for 4-6 hours for the lesson, the rate of teachers using the device during this period decreased to 12.8%. When the table given above is examined, it is seen that the device usage times of teachers have decreased after distance education.

3.1.1. Daily Device Usage Periods for the Lesson During and After the Distance Education Process, According to the Seniority of the Teachers

The daily device usage times of the teachers participating in the research were examined for the preparation, application and evaluation stages of the course according to their years of professional seniority in the distance education process and after the distance education, and the findings are given in the table below.

Table 3. Distribution of daily device usage times for the course during and after distance education according to professional seniority

Seniority	During and after distance education Daily device usage times for the course								Total
	less than 2 hours		2-4 hours		4-6 hours		more than 6 hours		
	In the DE* process	DE post-	DE in process	DE the post-	In the DE process	DE post-	In the DE process	DE post	
1-5 years	11th	28	9	9	16	6	11th	4	47
6-10 years	23	61	27	37	34	8	28	6	112
11-15 years	13	58	23	28	36	8	28	6	100
16-20 years	9	51	23	32	41	16	30	4	103
21-25 years	6	24	14	25	31	15	19	6	70
26 and +	4	13	13	15	12	7	7	1	36
Total	66	235	109	146	170	60	123	27	468

DE* = Distance education

Considering the daily device usage times for the lesson according to the professional seniority of the teachers; It is seen that while using a device for 4-6 hours on average in the distance education process, this time is reduced to less than 2 hours after distance education, and teachers of 6-10, 11-15 and 16-20 years generally use more devices in the distance education process. Again, after distance education, the most variation in device usage times is 6-10, 11-15 and 16-20 year teachers. It is seen that device usage time decreases after distance education in all professional seniority.

3.1.2. Daily Device Usage Times for the Lessons During and After the Distance Education Process, According to Teachers' School Levels

The daily device usage times of the teachers participating in the research for the preparation, implementation and evaluation stages of the course were examined according to the school levels they worked during the distance education process and after the distance education, and the findings are given in the table below.

Table 4. Daily device usage times for the course during and after the distance education process

Level	During and after distance education Daily device usage times for the course								Total
	less than 2 hours		2-4 hours		4-6 hours		more than 6		
	DE* PDE**		DE		DE		DE		
Pre-school	6	10	5	5	4	1	1	0	16
Primary school	12	54	24	37	46	9	25	7	107
Middle School	26	103	38	55	68	23	56	7	188
High school	22	68	42	49	52	27	41	13	157
Total	66	235	109	146	170	60	123	27	468

*DE=Distance education process

**PDE= post distance education

Considering the device usage times for the lesson according to the school levels of the teachers; with the use of devices for 4-6 and more than 6 hours in the distance education process; it is seen that this period decreases in all school levels after distance education. The group whose device usage time decreased the most in all time intervals is again secondary school teachers.

3.1.3. Daily Device Usage Times for the Lessons During and After the Distance Education Process, According to the Branches of the Teachers

Stages of the course during the distance education process and after the distance education were examined, and the findings are given in the table below.

Table 5. Daily device usage times for the course during and after distance education according to their branches

Branch	During and after distance education Daily device usage times for the course								Total
	less than 2 hours		2-4 hours		4-6 hours		more than 6		
	DE*	PDE**	DE	DE	DE	DE	DE	DE	
Turkish, Turkish Language and Literature	7	30	10	13	22	7	14	3	53
Maths	3	25	8	10	15	6	18	3	44
Science (Science, Physics, Chemistry, Biology)	3	12	2	1	12	3	12	3	29
Social Sciences (History, Geography, Philosophy, Social)	5	13	6	3	8	4	4	3	23
Foreign Language (English, German)	8	62	31	40	48	19	37	3	124
Class Teacher	9	37	16	30	36	10	22	6	83
Pre-school	6	10	7	6	4	1	0	0	17
Religion	2	4	1	3	3	0	1	0	7
Guidance	6	5	2	3	1	0	0	1	9
BIT	1	5	7	8	3	2	4	0	15
Art/Skill (Music, Art, PE, TechDsgn)	12	25	8	8	16	7	9	5	45
Special education	2	2	3	3	0	0	0	0	5
Vocational Courses	2	5	8	8	2	1	2	0	14
Total	66	235	109	109	170	60	123	27	468

*DE=Distance education process

**PDE= post distance education

Considering the device usage times for the lesson according to the branches of the teachers ; It is seen that foreign language teachers use devices the most in all time intervals, followed by classroom teachers. Minimum device usage; It is seen in guidance, special education, pre-school and vocational course teachers. It is observed that device usage time decreases after distance education in all branches .

3.2. Tools Used by Teachers for Education During and After the Distance Education Process

The tools used by 468 teachers participating in the study for educational purposes were examined and their findings are given in the table below.

Table 6. Tools used for education during and after distance education

Tools Used for Educational Purposes	In the distance education process		After distance education	
	f	Percentage (%)	f	Percentage (%)
Teleconferencing tools (Zoom , Microsoft Teams etc)	422	90.2	370	72.6

EBA	423	90.4	381	81.4
Google Tools	301	64.3	304	65
Assessment tools (kahoot , quizizz etc)	160	34.2	160	34.2
Canva	5	1.06	2	0.4
Other (Web 2.0 tools)	19	4.05	19	4.05

When the tools that teachers use for education are examined; in the distance education process, observed that this rate, where more than 90% of the teachers use teleconference tools and EBA, decreased to 72.6% for teleconference tools and 81.4% for EBA use after distance education. Increase from 64.3% to 65% in Google tools; It is seen that the use of evaluation tools remained the same with 34.2%. Teachers indicated Canva and various Web 2.0 tools in the other option in the survey. It is seen that there are great changes in their usage rates.

3.3. Reflections from Distance Education Process to Post-Distance Education: Communication, Preparation, Application, Evaluation and Views on Distance Education

The questionnaire items prepared for the purpose of this study, both for the distance education process and after the distance education, teachers' communication with their students; The preparation, implementation and evaluation stages of the courses and questions that enable them to reflect their general views on distance education. In this chapter; The t-test and ANOVA tests were used to determine whether there was a significant difference in these dimensions after the distance education period of the teachers.

3.3.1 Technology Usage Experiences of Teachers After Distance Education Process

Communication with students about teachers' use of technology, during and after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by t-test and the findings are given in the tables below.

Table 7. The t-test results of the distance education process and after the communication dimension

Test Value = 0				
Dimensions	t	df	Sig . (2-tailed)	mean difference
Communication in the DE Process	56,029	467	,000	2,49893
Communication After DE	69,588	467	,000	2,24573

As can be seen from the table, there is a significant difference in the communication dimension of teachers' technology use during and after the distance education process ($p < .01$).

Table 8. The t-test results of the distance education process and after the preparation dimension

Test Value = 0				
Dimensions	t	df	Sig . (2-tailed)	mean difference
Preparation for the DE Process	79,029	467	,000	2,28579
Preparation After DE	86,765	467	,000	3.11538

As can be seen from the table, there is a significant difference in the preparation dimension of teachers' use of technology during and after the distance education process ($p < .01$).

Table 9. T-test results of the distance education process and post-implementation dimension

Test Value = 0				
Dimensions	t	df	Sig . (2-tailed)	mean difference
Implementation in the DE Process	88,377	467	,000	2,62222
Application After DE	37,169	467	,000	1,94872

As can be seen from the table, there is a significant difference in the application dimension of teachers' technology use during and after the distance education process ($p < .01$).

Table 10 T-test results during and after distance education in the evaluation dimension

Test Value = 0				
Dimensions	t	df	Sig . (2-tailed)	mean difference
Evaluation in the DE Process	59,455	467	,000	2,01795
Evaluation After DE	46,569	467	,000	2,19444

As can be seen from the table, there is a significant difference in the evaluation dimension of teachers' technology use during and after the distance education process ($p < .01$).

Table 11. The t-test results of the distance education process and post-distance education in the dimension of general opinions about distance education

Test Value = 0				
Dimensions	t	df	Sig . (2-tailed)	mean difference
General in the DE Process	67,909	467	,000	2,27849
General After DE	48,042	467	,000	1,89886

As it can be understood from the table, there is a significant difference in terms of general opinions about distance education in teachers' use of technology during and after distance education ($p < .01$).

3.3.2. Technology Usage Experiences After Distance Education Process by Teachers by Seniority

Regarding the use of technology by teachers, communication with their students during and after distance education, according to their seniority; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 12. Distance education process and post ANOVA test results by seniority

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	4,571	5	,914	2,108	,063
	within Groups	200,387	462	,434		
	total	204,958	467			
Preparation	between Groups	1,412	5	,282	,871	,500
	within Groups	149,697	462	,324		
	total	151,109	467			
Application	between Groups	5,594	5	1,119	4,002	,001
	within Groups	129,159	462	,280		
	total	134,752	467			
Evaluation	between Groups	,515	5	,103	,196	,964
	within Groups	242,613	462	,525		
	total	243,128	467			
General	between Groups	5,688	5	1,138	2,277	,046
	within Groups	230,860	462	,500		
	total	236,548	467			

It was examined whether there was a significant difference in the use of technology by the teachers according to their seniority, and a significant difference was observed in the application dimension ($p < .01$). There was no significant difference in the dimensions of communication, preparation, evaluation and general views on distance education ($p > .01$).

3.3.2.1. Technology Usage Experiences in Distance Education Process by Teachers' Seniority

According to the seniority of the teachers in their use of technology, communication with their students in the distance education process; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 13. Distance education process ANOVA test results by seniority

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	5,670	5	1,134	2,360	,039
	within Groups	221,947	462	,480		
	total	227,616	467			
Preparation	between Groups	2,066	5	,413	1,056	,384
	within Groups	180,772	462	,391		
	total	182,838	467			
Application	between Groups	8,665	5	1,733	4,357	,001
	within Groups	183,744	462	,398		
	total	192,409	467			
Evaluation	between Groups	,544	5	,109	,200	,962
	within Groups	251,225	462	,544		
	total	251,769	467			
General	between Groups	2,256	5	,451	,855	,511
	within Groups	243,781	462	,528		
	total	246,037	467			

When the distance education process is examined, according to the seniority of the teachers in the use of technology; There was also a significant difference in the application dimension of the course ($p < .01$). There is no significant difference in the dimensions of communication, course preparation, evaluation and general views on distance education ($p > .01$).

3.3.2.2. Technology Usage Experiences After Distance Education by Teachers' Seniority

Communication with students on the use of technology by teachers, after distance education, according to their seniority; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 14. ANOVA test results after distance education by seniority

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	7,088	5	1,418	1,531	,179
	within Groups	427,661	462	,926		
	total	434,749	467			
Preparation	between Groups	1,143	5	,229	,376	,865
	within Groups	280,626	462	,607		
	total	281,769	467			
Application	between Groups	4,252	5	,850	,659	,655
	within Groups	596,517	462	1,291		
	total	600,769	467			
Evaluation	between Groups	4,467	5	,893	,858	,509
	within Groups	480,838	462	1,041		
	total	485,306	467			
General	between Groups	13,323	5	2,665	3,752	,002
	within Groups	328,112	462	,710		
	total	341,435	467			

When examined after distance education, according to the seniority of the teachers in the use of technology; There was also a significant difference in the dimension of general views on distance education ($p < .01$). There is no significant difference in the dimensions of communication, preparation, application and evaluation of the lessons ($p > .01$).

3.3.3. Technology Usage Experiences of Teachers After the Distance Education Process, by School Level

Regarding the use of technology by the teachers, the school levels they work communication with students during and after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 15. Distance education process and post-ANOVA test results according to school levels

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	2,143	3	,714	1,635	,181
	within Groups	202,815	464	,437		
	total	204,958	467			
Preparation	between Groups	,290	3	,097	,297	,828
	within Groups	150,819	464	,325		
	total	151,109	467			
Application	between Groups	1,630	3	,543	1,893	,130
	within Groups	133,123	464	,287		
	total	134,752	467			
Evaluation	between Groups	,680	3	,227	,434	,729
	within Groups	242,448	464	,523		
	total	243,128	467			
General	between Groups	1,310	3	,437	,861	,461
	within Groups	235,238	464	,507		
	total	236,548	467			

School levels when teachers worked in technology use, and no significant difference was found in terms of communication, preparation, application, evaluation and general views on education ($p>.01$).

3.3.3 .1. Technology Usage Experiences of Teachers in Distance Education Process by School Levels

Communication with students in the distance education process, by grade, on the use of technology by teachers; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 16. Distance education process ANOVA test results according to school levels

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	2,596	3	,865	1,784	,149
	within Groups	225,021	464	,485		
	total	227,616	467			
Preparation	between Groups	,602	3	,201	,511	,675
	within Groups	182,236	464	,393		
	total	182,838	467			
Application	between Groups	2,333	3	,778	1,899	,129
	within Groups	190,076	464	,410		
	total	192,409	467			
Evaluation	between Groups	,483	3	,161	,297	,827
	within Groups	251,286	464	,542		
	total	251,769	467			
General	between Groups	,986	3	,329	,622	,601
	within Groups	245,051	464	,528		
	total	246,037	467			

When the distance education process is examined, according to the level of teachers' use of technology; there is no significant difference in the dimensions of communication, preparation, application, evaluation stages of the courses and general views on distance education ($p>.01$).

3.3.3.2. Technology Usage Experiences of Teachers to School Levels, After Distance Education

Communication with students on teachers' use of technology, by grade, after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 17. ANOVA test results after distance education by school levels

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	5,146	3	1,715	1,853	,137
	within Groups	429,603	464	,926		
	total	434,749	467			
Preparation	between Groups	,269	3	,090	,148	,931
	within Groups	281,500	464	,607		
	total	281,769	467			
Application	between Groups	2,042	3	,681	,528	,664
	within Groups	598,727	464	1,290		
	total	600,769	467			
Evaluation	between Groups	3,462	3	1,154	1,111	,344
	within Groups	481,844	464	1,038		
	total	485,306	467			
General	between Groups	2,537	3	,846	1,158	,325
	within Groups	338,898	464	,730		
	total	341,435	467			

When examined after distance education, according to the level of teachers' use of technology; there is no significant difference in the dimensions of communication, preparation, application, evaluation stages of the courses and general views on distance education ($p>.01$).

3.3.4. Technology Usage Experiences of Teachers According to Their Branches, Before and After the Distance Education Process

Regarding the use of technology by teachers, according to their branches , during and after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 18. Distance education process and post ANOVA test results by branch

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	10,764	12	,897	2,102	,016
	within Groups	194,194	455	,427		
	total	204,958	467			
Preparation	between Groups	6,311	12	,526	1,652	,075
	within Groups	144,798	455	,318		
	total	151,109	467			

Application	between Groups	4,083	12	,340	1,185	,291
	within Groups	130,670	455	,287		
	total	134,752	467			
Evaluation	between Groups	8,371	12	,698	1,352	,186
	within Groups	234,757	455	,516		
	total	243,128	467			
General	between Groups	12,372	12	1,031	2,093	,016
	within Groups	224,175	455	,493		
	total	236,548	467			

It was examined whether there was a significant difference in the use of technology by the teachers according to the branch and communication with their students; There was no significant difference in the dimensions of the preparation, implementation and evaluation stages of the course and general views on distance education ($p>.01$). Post-hoc analysis was made in ANOVA and teachers were found among branches. communication with students; It was observed that there was no significant difference between the preparation, implementation and evaluation stages of the course and their general views on distance education ($p>.01$).

3.3.4.1. Technology Usage Experiences of Teachers in Distance Education Process by Branches

Communication with students in the distance education process, according to their branches , on the use of technology by teachers ; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 19. Distance education process by branch ANOVA test results

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	13,379	12	1,115	2,368	,006
	within Groups	214,237	455	,471		
	total	227,616	467			
Preparation	between Groups	7,440	12	,620	1,608	,086
	within Groups	175,398	455	,385		
	total	182,838	467			
Application	between Groups	5,328	12	,444	1,080	,375
	within Groups	187,081	455	,411		
	total	192,409	467			
Evaluation	between Groups	7,993	12	,666	1,243	,250
	within Groups	243,776	455	,536		
	total	251,769	467			
General	between Groups	15,177	12	1,265	2,493	,004
	within Groups	230,860	455	,507		
	total	246,037	467			

Branches in the use of technology by the teachers; There was a significant difference ($p < .01$) in the dimension of communication, and there was a significant difference in the dimension of general views on distance education ($p < .01$). There was no significant difference in the dimensions of preparation, implementation and evaluation ($p > .01$).

3.3.4.2. Technology Usage Experiences of Teachers After Distance Education by Branches

On the use of technology by teachers, according to their branches after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by using the ANOVA test and the findings are given in the table below.

Table 20. ANOVA test results after distance education by branch

Dimensions		Sum of Squares	df	mean square	F	Sig .
Communication	between Groups	17,666	12	1,472	1,606	,087
	within Groups	417,083	455	,917		
	total	434,749	467			
Preparation	between Groups	7,472	12	,623	1,033	,417
	within Groups	274,297	455	,603		
	total	281,769	467			
Application	between Groups	16,204	12	1,350	1,051	,401
	within Groups	584,565	455	1,285		
	total	600,769	467			
Evaluation	between Groups	13,947	12	1,162	1,122	,340
	within Groups	471,359	455	1,036		
	total	485,306	467			
General	between Groups	14,627	12	1,219	1,697	,064
	within Groups	326,808	455	,718		
	total	341,435	467			

When examined after distance education, according to the branches of teachers' use of technology , communication with their students; there is no significant difference in terms of preparation, implementation and evaluation stages of the course and general views on distance education ($p > .01$).

3.3.5. Technology Usage Experiences of Turkish, Mathematics, Foreign Language, Classroom, Skills Teachers After Distance Education Process

In this section, Turkish (53), Mathematics (44), Foreign Language (124), Classroom (83) and the skill course (Music, Physical Education, Visual Arts and Technology and Design courses) which have the highest number among 468 teachers participating in the research (45) communication of teachers with students during and after distance education; The preparation, application and evaluation stages of the course and general views on distance education were examined by t-test and the findings were given.

3.3.5.1. Technology Usage Experiences of Turkish Teachers After Distance Education Process

Of the 53 Turkish and Turkish Language and Literature branch teachers participating in the research; Communication with students, preparation, implementation and evaluation stages of the courses and general views on distance education, technology usage experiences during and after distance education were examined by t-test and the findings are given in the table below.

Table 21. T-test results of Turkish teachers' technology use experiences during and after distance education

Dimensions	mean	t	df	Sig . (2-tailed)
Communication	-,54245	-4,106	52	,000
Preparation	-,86321	-6,658	52	,000
Application	,66415	4,105	52	,000
Evaluation	-,09811	-,809	52	,422
General	,44717	5,402	52	,000
Total	-,04019	-,552	52	,583

When the table is examined, it is seen that the teachers of Turkish and Turkish Language and Literature branches in the communication dimension during and after the distance education ($p < .01$), in the preparation dimension of the lessons ($p < .01$), in the application dimension of the lessons ($p < .01$) and in the teachers' general information about distance education. significant difference was observed in the dimension of opinions ($p < .01$). However, no significant difference was observed in the evaluation dimension ($p > .01$). Looking at the whole of the survey; no significant difference was observed. ($p > .01$).

3.3.5.2. Technology Usage Experiences of Mathematics Teachers After Distance Education Process

Of the 44 Mathematics teachers participating in the research; Communication with students, preparation, implementation and evaluation stages of the courses and general views on distance education, technology usage experiences during and after distance education were examined by t-test and the findings are given in the table below.

Table 22. T-test results of mathematics teachers' technology use experiences during and after distance education

Dimensions	mean	t	df	Sig . (2-tailed)
Communication	-,35795	-2,464	43	,018
Preparation	-,87500	-7,299	43	,000
Application	,41818	2,349	43	,024
Evaluation	-,22273	-1,970	43	,055
General	,24318	2,128	43	,039
Total	-,17455	-2,437	43	,019

When the table is examined, a significant difference was observed in the preparation dimension of mathematics teachers during and after distance education ($p < .01$). However; There was no significant difference in the dimensions of communication, preparation, implementation and evaluation of the lessons and teachers' general views on distance education ($p > .01$). In addition, there was no significant difference when looking at the whole questionnaire. ($p > .01$).

3.3.5.3. Technology Usage Experiences of Foreign Language Teachers After Distance Education Process

124 foreign language teachers participating in the research; Communication with students, preparation, implementation and evaluation stages of the courses and general views on distance education, technology usage experiences during and after distance education were examined by t-test and the findings are given in the table below.

Table 23. T-test results of foreign language teachers' technology use experiences during and after distance education

Dimensions	mean	t	df	Sig . (2-tailed)
Communication	-.25000	-3,234	123	,002
Preparation	-,84073	-11,525	123	,000
Application	,84677	7,899	123	,000
Evaluation	-,20161	-2,565	123	,012
General	,49726	8,010	123	,000
Total	-,02839	-,690	123	,491

When the table is examined, a significant difference was observed in the communication dimension of the Foreign Language teachers during and after the distance education ($p < .01$). In addition, there was a significant difference in the preparation dimension of the lessons ($p < .01$), there was also a significant difference in the implementation dimension of the lessons ($p < .01$), and there was also a significant difference in the dimension of teachers' general views on distance education ($p < .01$). However, there is no significant difference in the evaluation dimension of the courses ($p > .01$). Looking at the whole of the survey; no significant difference was observed ($p > .01$).

3.3.5.4. Technology Usage Experiences of Classroom Teachers After the Distance Process

Of the 83 classroom teachers who participated in the research; Communication with students, preparation, implementation and evaluation stages of the courses and general views on distance education, technology usage experiences during and after distance education were examined by t-test and the findings are given in the table below.

Table 24. T-test results of classroom teachers' technology use experiences during and after distance education

Dimensions	mean	t	df	Sig . (2-tailed)
Communication	-.29819	-2,640	82	,010
Preparation	-,81024	-9,353	82	,000
Application	,60000	5,466	82	,000
Evaluation	-,17831	-1,933	82	,057
General	,44988	5,941	82	,000
Total	-.06554	-1,262	82	,210

When the table is examined, a significant difference was observed in the communication dimension of classroom teachers during and after distance education ($p < .01$). In addition, a significant difference was observed in the evaluation dimension of the courses ($p < .01$). However, there was a significant difference in terms of teachers' general views on distance education ($p < .01$). However, there was no significant difference in the dimensions of communication, preparation and implementation of the lessons ($p > .01$), and there was no significant difference when the whole qPDEtionnaire was examined. ($p > .01$).

3.3.5.5. Technology Usage Experiences of Skills Lesson (Music, Physical Education, Visual Arts, Technology and PDEign) Teachers After Distance Education Process

45 skill courses (Music, Physical Education, Visual Arts, Technology and PDEign) participated in the research your teacher; Communication with students, preparation, implementation and evaluation stages of the courses and general views on distance education, technology usage experiences during and after distance education were examined by t-test and the findings are given in the table below.

Table 25. T-test results of technology use experiences of skill lesson teachers during and after distance education

Dimensions	mean	t	df	Sig . (2-tailed)
Communication	,07222	,611	44	,545
Preparation	-,70000	-5,668	44	,000
Application	,80444	4,778	44	,000
Evaluation	-.21333	-1,761	44	,085
General	,13422	1,200	44	,237
Total	-.02600	-.498	44	,621

When the table is examined, skill course (Music, Physical Education, Art, Technology and Design) There was a significant difference in the dimensions of preparation and practice of teachers during and after distance education ($p < .01$). However; There was no significant difference in the dimensions of communication, evaluation and teachers' general views on distance education ($p > .01$), and there was no significant difference when the whole questionnaire was examined. ($p > .01$).

4. Discussion and Conclusion

In this section, the results will be discussed in the light of the findings obtained from the answers of 468 teachers participating in the research to the survey questions. Branch, professional seniority, the school level they work at, the daily device usage times and the digital tools they use during and after the distance education process. The daily device usage times of the teachers for the lesson after the distance education period were examined, and it was observed that although the duration of using the device in the distance education process was quite high on a daily basis, this period decreased considerably after the distance education. The duration of daily device use was also examined according to the variables of school level, seniority and branch of the teachers, and it was observed that the duration of device use decreased in terms of all these variables. From a more detailed point of view, the following can be said:

It has been observed that teachers with the least (1-5 years) and the most (26 and above) years of seniority use less devices both in the distance education process and after the distance education, compared to the teachers with other seniority. It is seen that the time of using the device in the distance education process of the teachers with high device usage (with a seniority between 6-25 years) decreased considerably after distance education. When the device usage times of the teachers are examined according to the school levels they work, it is seen that the secondary school teachers use the device the most. It is thought that this rate is high due to the fact that there are 7 hours of lessons per day in secondary schools (MEB TTKB) and diluted distance education practices. It is thought that the duration of the device is less because the age group of the students who will be given distance lessons in the preschool level, where the use of the device is the least, makes it difficult to conduct distance lessons. Moreover; It can be said that the fact that the classes of the school levels are opened and closed at certain periods during the distance education period and the education is diluted and the number of daily lessons in each school level is different (MEB TTKB) causes the difference in device usage times according to the levels.

Looking at the daily device usage status according to the branches; It is seen that foreign language teachers mostly use devices in the distance education process. According to the results of the research conducted by Arabacı and Smart (2019) on the use of technology in education by English teachers; It was concluded that English teachers mostly use online test, presentation and word clouds tools, and they develop materials by reinterpreting classical methods with the support of technology. It is thought that the findings of the study conducted by Arabacı and Smart (2019) support the finding of this study. Most of the devices are used by Foreign Language teachers. followed by the classroom teachers. The branches that use the least device; guidance, special education, pre-school and vocational course teachers. Different from other branch teachers, the fact that the weekly lesson hours of the classroom teachers are 30 hours and the lesson hours of the other branches differ according to the schools they work in are thought to explain the difference in device usage time here. The fact that guidance teachers who use fewer devices do not do weekly lessons like other branches (MEB TTKB) explains this situation. It is thought that special education and preschool teachers cannot do enough lessons in the distance education process due to reasons such as the need for parent support for their students to participate in distance lessons, and the inability to use technology all. In addition, according to the research conducted by Öner (2020); the use of information and

communication technologies in pre-school education; It is stated that preschool children are against internet use and preschool children are against digital games. However; According to the research conducted by Gülen (2021), the average of the attitude scores of the teachers who received training or seminars towards the use of technological equipment in pre-school education was higher than those who did not, and it was observed that the attitude levels of the preschool teachers towards the use of technological equipment did not differ according to the distance education situation.

It is thought that the device usage time of the vocational course teachers is low due to the fact that since 05 October 2020, the face-to-face training of the practical gains from Vocational and Technical Anatolian High Schools, Multi-Program Anatolian High Schools, Vocational Education Centers, Sports High Schools and Fine Arts High Schools (MEB MTEGM, 2020) has started.

When we look at the tools that teachers use for education during and after the distance education process, it can be said in the light of the data that they continue to use the Teleconference tools, EBA, Google tools, evaluation tools and various web 2.0 tools they use during the distance education process, although they have decreased very little. In this context; It can be said that teachers' use of technology is high in the distance education process and they reflect these experiences after distance education.

In the second part of the questionnaire, teachers were asked about their communication with their students; The use of messaging applications such as WhatsApp and Telegram during and after the distance education process, effective communication, preferring to use messaging applications and continuing to use them are included in the preparation phase of the lessons; Regarding the use of digital resources, being aware of them and continuing to use them while preparing course content on the subject, the implementation phase of the courses; The cases of using different platforms such as Zoom, Microsoft teams for the conduct of the courses, the status of continuing to use them and the preference status of the EBA about the effective use, adequacy, continuation of use and preference situations, the evaluation phase of the courses; Regarding the effectiveness of those who do not evaluate with digital tools such as Kahoot, Quizziz, Zipgrade, Eba exams, their continued use, and their general views on distance education; In this process, questions were asked about the increase in the experience of using technology, enjoying the use of technology, continuing to use them after distance education, their desire to have live lessons, and the effectiveness of distance education. In the sub-dimensions of the answers given to these questions, communication with the students of the teachers, the preparation, implementation, evaluation stages of the courses and the views on distance education, it was examined whether there was a reflection of the teachers after the distance education process according to the variables of seniority, school level and branch. Metin, Gürbey and Çelik (2021); It was stated that teachers mostly did not find the distance education application positive in terms of teachers, students and courses. However, in this study, it has been concluded that there is a reflection of the teachers' technology use experiences in communication with their students, in the preparation, implementation, evaluation stages of the lessons and in their general views on distance education after the distance education process.

It has been concluded that there is a reflection after the distance education process in the communication with the students, the preparation and evaluation stages of the courses, and the general views of the teachers with different teaching experience periods on the use of technology, but there was no reflection in the implementation phase of the courses. While there is a difference between seniority in the application dimension of the courses in the education process, it is seen that there is a difference in their general views on distance education after distance education. From this point of view, it can be said that the experience of teachers in the profession makes a difference in the application of the courses on the use of technology in distance education. In addition, it can be stated that teachers' views on distance education have changed after distance education.

It is seen that there is a reflection after the distance education process in terms of technology usage experiences according to the school levels of the teachers. It is seen that there is reflection in all sub-dimensions both in the distance education process and after the distance education. In the research conducted by Sırakaya (2019); It was concluded that the level of employment did not differentiate the technology acceptance of the teachers and the teaching experience, which was researched as seniority in the same study, did not differentiate the technology acceptances of the teachers. In the study conducted by Aktürk and Delen (2020), it was stated that the technology acceptance levels of primary and secondary school teachers were higher than those of high school teachers. In the same study, it was determined that the technology acceptance levels of teachers with professional seniority of 0-10 years and 11-20 years were higher than teachers with professional seniority of 21 years and above. The findings of this study regarding seniority and level variables differ from previous studies. The fact that previous studies were only about the distance education process, but this study also included post-distance education may be the reason for this difference.

Teachers according to their branches, but there is a reflection in the preparation, implementation and evaluation stages of the courses and their views on distance education. In this context; It can be said that while teachers do not prefer the use of technology after distance education when communicating with their students, they continue to use technology at all stages of the lessons and they differ in their views on distance education. Although there are differences in the communication dimension and the views on education in the distance

education process, it is seen that the teachers reflect their technology use in all sub-dimensions after distance education.

When the technology usage experiences of the teachers of Turkish, Mathematics, Foreign Language, Classroom, Skills lessons were examined, it was observed that there was a general reflection in all dimensions in these branches during and after the distance education process.

When the technology usage experiences of Turkish teachers after the distance education process were examined, it was found that Turkish teachers reflected their technology usage experiences after distance education in the evaluation of the courses during the distance education process. However, it can be said that while communication with students uses technology in the preparation and application stages of the courses, their technology experiences are not reflected after distance education. In addition, it was found that their views on distance education did not differ after distance education. In the research conducted by Yürektürk and Çoşkun (2020), Turkish teachers' views on using technology effectively in their lessons were examined and it was seen that half of the teachers participating in the research stated that they used technology effectively in Turkish lessons. Most of the teachers, who evaluated the effectiveness of the Turkish lessons on technology from their own perspective, stated that technology provide convenience in the teaching process. However, the majority of teachers stated that they had difficulties in technology-supported studies with students at home. In the study conducted by Özgül, Ceran and Yıldız (2020), it was stated that all Turkish teachers use EBA because they find it reliable because the state has its own program. Again in this study, Turkish teachers emphasized audio books, increasing the duration of the lessons and different activities in creating rich content, and stated that they gave homework in measurement and evaluation, used ready-made tests and taught the lessons with questions and answers.

When the technology use experiences of mathematics teachers after the distance education process are examined, it can be said that mathematics teachers reflect their technology use in the communication with their students, preparation, application and evaluation stages of the lessons after the distance education process. In addition, it is seen that there are differences in their views on distance education. However, it can be said that mathematics teachers do not reflect their technology use experience in the preparation dimension of the lessons afterward. Tican and Toksot Gökoğlu (2021) stated that the teaching materials used in distance education mathematics course are z-books, materials in EBA and published by MEB, Web 2.0 tools (Geogebra , Microsoft white board, Math playground , LearningApps) and multiple choice tests. . Assigning homework for measurement and evaluation in distance education mathematics course, sending subject-unit evaluation tests from Google form and EBA , sending questions from WhatsApp and Telegram application, taking online practice exams, solving tests in z-book, with Web 2.0 tools (Kahoot , LearningApps) It is stated that question solving is in the form of creating an exam in EBA . Again in this study, it is stated that the interaction between the teacher and the student is partially provided.

When the technology usage experiences of the foreign language teachers are examined after the distance education process, it is seen that the foreign language teachers continue to use the technology they use in the evaluation of the lessons during the distance education process, even after the distance education. However, it is seen that there is no difference in terms of the use of technology in terms of teachers' communication with their students, preparation and implementation of the lessons. In addition, it is seen that the views of foreign language teachers about distance education do not differ after the distance education process. According to the research conducted by Tümen Ayyıldız (2020), English teachers made documents and assignments through EBA during the distance education process. On the other hand, they used mobile technologies to try to make online lessons mostly and not to victimize the 8th graders during the exam periods. They have benefited from Whatsapp application. Cantürk and Cantürk (2021) state that English teachers use Zoom software more in distance education lessons and Eba Live Lesson application of MEB.

When the technology usage experiences of the classroom teachers after the distance education process are examined, it is seen that the classroom teachers reflect the technology experience they use in the distance education process while communicating with their students and in the preparation and application dimensions of the courses after the distance education as well. However, it is seen that there is a difference in the use of technology by classroom teachers in communicating with their students and evaluating the lessons. In addition, it can be said that the views of classroom teachers about distance education differ after the distance education process. In the research conducted by Saygı (2021); In addition to the evaluation that EBA is sufficient in terms of content and infrastructure in the evaluations of classroom teachers, it is concluded that various distance education applications are used and measurement and evaluation studies cannot be carried out completely by classroom teachers in the distance education process. It is understood that the rate of classroom teachers who use other distance education tools beside EBA is 40 percent or more. In the study conducted by Kurt, Kandemir and Çelik (2021), classroom teachers in the distance education process; It is observed that they conveyed the methods and tools they used in assessment and evaluation as a project, online multiple choice test, activity assignment, question and answer method, preparing activities with web2.0 tools, digital activities and games, evaluation of videos from parents, not knowing how to make the evaluation.

When the technology usage experiences of the skill lessons (Music, Physical Education, Visual Arts, Technology and Design) teachers are examined after the distance education process, it is seen that the teachers

reflect the technology usage experiences they gained during the distance education process in the communication with their students and in the evaluation of the lessons. However, it can be said that there is no difference in the use of technology in the preparation and application dimensions of the courses. According to the research conducted by Güven (2021) on physical education teachers; It has been frequently stated by the teachers that the students see the distance physical education lesson as a lesson where they cannot play games, play matches, and perform activities that they can have fun. In the study conducted by Akarsu (2021) on the views of music teachers on distance education, it was concluded that distance education is not suitable for music lessons.

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