



The Experiences and Views of Teachers Working with Students with Special Education Need Towards the Distant Education Process and Educational Informatics Network (EBA)

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Abstract

In this study, it has been aimed to determine the experiences and views of teachers working with students with special education need (SEN) towards the distant education conducted during the pandemic process and EBA (in Turkish, Eğitim Bilişim Ağı - EBA). A total of 20 teachers consisting of nine males and eleven females working with students with SEN have participated in the study. The study has been conducted with phenomenology pattern being from the qualitative research methods and the data have been collected with semi-structured interview technique in the study. The interviews have taken a period between 14 and 23 minutes. The data attained from the conducted interviews have been analyzed with descriptive analysis technique. As a result of the study; it has been determined that giving distant education is not possible, the special education content of EBA should be enriched, problems have been seen such as not being able to reach more students and understand the homework, lack of the individualization of teaching and the failures in connection and system and teachers do not find EBA TV broadcasts sufficient. It has also been detected that teachers have had the opportunity of being more in touch with technology and they gave gained more research experience regarding the distant education. Additionally; teachers have been found to suggest that teachers should produce more content for their colleagues, the content should be enriched by the Ministry of National Education (MoNE) and families should sustain their contact with teachers. The findings have been discussed within the context of the studies regarding distant education and EBA and suggestions have been made for the partners.

Keywords

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Introduction

Individuals with SEN are expressed as the ones differentiating from their peers in terms of their characteristics below or above the norms when compared to the individuals showing normal development in physical, intellectual, social and developmental characteristics (Akçamete, 2010). Therefore; these types of individuals also have a need for special education due to their different characteristics. Upon this; Eripek (2005) specifies the individuals with different characteristics as the children whose educational requirements should be planned individually and in short, specifies the individuals with special education need as the ones in need of special education.

According to the Regulation of Ministry of National Education (MoNE) on Special Education Services; special education is defined as the education given in the environments in accordance with the characteristics of the individuals needing special education and formed for these types of individuals via the individualized and developed educational programs and the personnel raised to meet the educational and social needs of these individuals (ÖEHY, 2018). Individuals with special education need (SEN) could get the special education rendered to them in different environments. These types of individuals get the education provided to themselves in normal classroom (for inclusive education), support education room, special education classroom and special education schools and get their support education in special education and rehabilitation centers (Osmaniye Rehberlik and Araştırma Merkezi, 2018). However; after the recently seen Covid-19 pandemic, just like the individuals showing normal development, the individuals with SEN needing special education have also had to sustain their educational needs by joining the distant education process.

Various definitions are seen to be made in the literature regarding distant education. In the definition made by California Distance Learning Project (CDLP 2004), distant education is defined as an education system formed by establishing communication and connection between the students and the resources used in the education of the students. United States Distance Learning Association (USDLA, 2004) defines distant education as the transmission and transportation of education to the away student via and with the help of the technologic tools such as voice, image, satellite, video and computer. When the made definitions are considered, distant education could be specified as the transmission of the education necessary to be given to the individual aimed to be taught without any border of time and space using various technologic tools.

When the concepts taking place in the definitions of distant education are taken into consideration, it is expressed that distant education has some conceptual bases. These bases could be sequenced as (1) provision of new opportunities, (2) provision of the integrity between education and teaching and job and profession, (3) formation of a democratic educational process, (4) ensuring the education to be lifelong, (5) individual education, (6) efficient beneficence from the existent educational institutions, (7) inclusion and use of technology in education, (8) consideration of the needs of technology, society and individuals, (9) reaching wider environments/masses, (10) provision of the integrity of the education provided to the individuals and masses and (11) balancing the educational expectations and financial opportunities (Alkan, 1996; Toker Gökçe, 2008). As well as these specified conceptual bases, it could be said that distant education process has benefits for individuals such as giving different educational options, provision of the equality of the opportunities, facilitation of mass education, provision of a standard in educational programs, minimization of cost in the education and teaching of individuals, giving a qualified education to individuals, giving freedom to students, giving students a rich education and teaching environment, ensuring the students to have education in an environment different from classroom, provision of individual and independent learning, giving the individuals the consciousness of individual learning responsibility, ensuring both the massification and individualization of the education and removal of the limitation of time and space (Kaya, 1996; Kaya, 2002).

Distant education process also has some limitations as well as these benefits (Kaya, 1996). These could be sequenced as (1) no realization of the face to face education relationships, (2) limitation of the socialization of the students, (3) no provision of help to the students who cannot learn without help and learn themselves, (4) termination of the period of time of the studying students spared for themselves, (5) no benefit of the students from applied lessons, (6) inefficiency in the

realization of behaviors requiring skills and (7) addiction to technology (Büyükkaragöz and Çivi, 1994).

Distant education process could both be synchronously and asynchronously, namely independent on time and space. In synchronous education, the instructors and students sustain their education simultaneously and in communication and interaction in the same space. They ask questions to one another, search for answers to their questions and solve tests related to the subject. Asynchronous education is a web-based education. students could follow and watch their lessons in the desired time and space on web (Işık Karacı, Özkaraca and Biroğul, 2010). For this reason; web-based online education technology platforms are formed both at home and abroad. When the online education platforms developed abroad are examined, the benefit of the teachers and students in developing countries is taken into consideration (Trucano, 2017). While some of these platforms determine international target mass with their contents, some of them are rendered for the service of the teachers and students in national scope. Geekie and Nafham could be given as the examples for national platforms. Geekie provides free smart lesson system for the students in Brazil to prepare for university exams (Sakowski and Tovoli, 2016). Nafham has been developed as a free online system in Egypt. In this system, teachers upload their videos and applications and serve them for the use of students (Alayyar, Aljeeran, and Almodaires, 2018). In Turkey, Education Information Network (EBA) could be given as an example as similar to them.

EBA is defined as an online social education platform rendered for the free usage of teachers and students by the General Directorate of Innovation and Education Technologies (EBA, 2016). EBA is an education platform prepared for the purpose of rendering rich, various and educative contents to teachers and students, contributing to the learning of students by considering different learning styles, using technology as a tool, not as a purpose and meeting the needs of teachers and students with various contents (MEB, 2016). EBA continues to improve by following the developments both in education and technology while rendering rich e-contents by considering the students in different levels (EBA, 2016).

When the literature is examined, it is possible to encounter with the studies examining the views of teachers and students on EBA use (Ateş, Çerçi and Derman, 2015; Aktay and Keskin, 2016; Bozkuş and Karacabey, 2019; Coşkunserçe and İşçitürk, 2019; Çalışkan and Şahin İzmirli, 2020; Kuyubaşoğlu and Kılıç, 2019; Kana and Aydın, 2017; Kapıdere and Çetinkaya, 2017; Saklan and Ünal, 2018; Şahin and Erman, 2019; Türker and Güven, 2016; Tüysüz and Çümen, 2016; Timur, Yılmaz and İşseven, 2017). When the conducted studies are examined, it is seen that the views of the teachers and students on EBA and the use of EBA have been examined. It is also seen that the teachers whose views have been examined work with the students continuing to high school and middle school and showing normal development. As a result of the literature review, no studies determining the experiences and views of the teachers working with students with SEN on the distant education process and EBA could be reached. It is thought that the determination of the views of the teachers working with students with SEN during the recently seen pandemic process on their students, families, distant education they give and the hardships in the EBA usage of students and their families and making suggestions regarding the subject will be beneficial both for future studies and the partners. Thereof; with which communication channels teachers working with students with SEN interact with their students during the pandemic period, how they sustain the distant education process and the determination of their experiences and views on EBA form the requirements of this study.

Aim of Study

The general aim of the conducted study is to determine the experiences and views of teachers working with students with SEN on the distant education process an EBA. The following questions have been tried to be answered within the direction of this general aim:

What are the experiences and views of the teachers working with students with SEN on the distant education process of their students?

What are their experiences and views on EBA?

Method

This part contains the model of the study, study group, data collection data analysis.

Model of the Study

This study has been conducted with qualitative research approach. It has been patterned as phenomenology research frequently used among qualitative research methods (Yıldırım and Şimşek, 2016; Hatch, 2002; Creswell, 2014). Phenomenology method has been preferred in this study due to the fact that it provides opportunity for the researchers to reveal the data regarding a phenomenon upon the real experiences of the participants (Creswell, 2014).

Study Group

Criterion sampling technique being from the purposeful sampling methods used in the qualitative studies has been determined to form the group of the study. With criterion sampling method, qualitative researchers determine some criteria to determine the study group with which they could obtain richer data regarding a certain subject and prefer the study group among the participants meeting these criteria (Yıldırım and Şimşek, 2016; Mertens, 2010). In this study, some criteria have been determined regarding the aim of the study. These have been determined as (a) being a special education teacher working with students with SEN, (b) being a general education teacher with inclusive student with Sen, (c) working as a staffed teacher in the schools within the body of the Ministry of National Education and (d) conducting distant education in the period during which education and teaching have been suspended due to the New Coronavirus (Sars-CoV-2) pandemic we are in. Interviews have been made with a total of 20 teachers meeting these criteria and voluntary to participate in the study. The demographic data of the participant teachers are given in Table 1.

Table 1. Demographic data of the participant teachers

Code Name	Gender	Age	Education Level	Graduated Department	Type of School	Disability Level of Student with SEN
T1	F	28	Undergraduate	Business Administration	Primary School	Moderate-Severe Intellectual Disability
T2	F	24	Undergraduate	Special Education	Middle School	Mild Intellectual Disability
T3	F	28	Undergraduate	Turkish Language and Literature	Primary School	Mild Intellectual Disability
T4	M	28	Undergraduate	Special Education	Primary School	Mild Intellectual Disability
T5	F	22	Undergraduate	Guidance	Middle School	Moderate-Severe Intellectual Disability
T6	M	39	Undergraduate	Special Education	Special Education Vocational School	Mild Intellectual Disability
T7	M	28	Undergraduate	Special Education	Primary School	Moderate-Severe Intellectual Disability
T8	M	32	Undergraduate	Special Education	Middle School	Mild Intellectual Disability
T9	M	39	Undergraduate	Special Education	Special Education Vocational School	Mild Intellectual Disability
T10	M	31	Graduate	Special Education	Vocational High School	Mild Intellectual Disability
T11	F	39	Undergraduate	Special Education	Middle School	Moderate-Severe Intellectual Disability
T12	F	37	Undergraduate	Classroom Teaching	Primary School	Mild Intellectual Disability
T13	F	26	Undergraduate	Theology	Middle School	Mild Intellectual Disability
T14	F	28	Undergraduate	Special Education	Primary School	Moderate-Severe Intellectual Disability
T15	M	32	Undergraduate	Special Education	Middle School	Mild Intellectual Disability
T16	M	35	Undergraduate	Classroom Teaching	Special Education Vocational School	Mild Intellectual Disability
T17	F	33	Undergraduate	Special Education	Special Education Vocational School	Mild Intellectual Disability
T18	M	40	Undergraduate	Special Education	Special Education Vocational School	Mild Intellectual Disability
T19	F	31	Undergraduate	Special Education	Middle School	Moderate-Severe Intellectual Disability
T20	F	27	Graduate	Special Education	Guidance and Research Center	Mild Intellectual Disability

When the demographic data of the teachers participating in the study are examined in Table 1, it is seen that 9 of the participants are males, 11 are females and their age range is between 22-40. It has been determined that 14 of the teachers work with students with mild intellectual disability and 6 of them work with moderate and severe intellectual disability. 14 of the participants 2 of whom are graduate and 18 of them are undergraduate have graduated from special education, 2 of them have graduated from classroom teaching, one of them has graduated from theology, one of them has graduated from guidance, one of them has graduated from Turkish language and literature and one of them has graduated from business administration. One of those participating in the study works in guidance and research center, seven of them work in middle school, five of them work in special education vocational school, six of them work in primary school and one of the works in vocational high school.

Data Collection

In the study, the following questions have been asked to the teachers working with students with SEN for the purpose of determining their experiences and views on the distant education process and EBA. The questions asked to the teachers are below.

1. What would you like to say regarding the education students with SEN get in the distant education process?
2. What would you like to say in the issue of rendering an efficient education with distant education to the students with SEN?
3. What kind of problems have you experienced regarding the students in distant education process?
4. What kind of experiences have you gained during the distant education process?
5. What kind of problems have you experienced or are you experienced regarding the use of Education Information Network (EBA)?
6. What would you like to say regarding the content of EBA prepared for students with SEN?
7. What would you like to say regarding the broadcast of EBA TV for students with SEN?
8. What would you like to say regarding the benefits provided by EBA to the students with SEN, their teachers and their families?
9. How have you established or are you establishing communication during the distant education process with your students with SEN?
10. What do you think about the issue of whether the communication ways except for EBA are efficient or not?
11. What are your suggestions regarding EBA for the teachers working with students with SEN, families and the Ministry of National Education?
12. In your opinion, what could be done for a more efficient usage of EBA in special education?

The data of the study were collected by the researchers between the dates May 10th, 2020 and May 22nd, 2020. The questions of the study have been formed as a result of the literature review and field experiences of the researchers and then, they have been sent for opinions to experts having a doctorate degree in the field of special education, computer and teaching technologies and assessment and evaluation. After that, the form has been finalized as a result of the coming suggestions and feedbacks. There are a total of 12 questions in the form and there are probing questions for some questions. Semi-structured interview technique being from the qualitative data collection techniques has been used to collect the data of the study (Yıldırım and Şimşek, 2016). The interviews have been conducted online due to Covid-19 pandemic. A pilot online video interview has been conducted with a 31-year-old male special education teacher meeting the requirements of the study before the interviews and it has been tried to determine at what level the questions of the study are comprehensible. As a result of the conducted pilot study, researchers have discussed upon the questions of the study and finalized the form. Teachers have been reached via cell phones for the study, they have been asked whether they are voluntary to participate or not and after that, an appointment has been requested from them for online video interview. The approvals of every participant for being a participant in the study, recording of their views in the study and the analysis of the data attained from the study for

publication, their rights regarding the study conducted on the participants have also been specified to them and they have been informed that their real names will not be used in any way. The interviews with the participant teachers have taken a period of time between 14 minutes and 23 minutes.

Validity and Reliability

The validity and reliability studies in qualitative studies could more clearly be specified with the concepts of “persuasiveness, transmissibility and approvability” (Yıldırım and Şimşek, 2008). To ensure persuasiveness, the findings attained as a result of the study have been shown to 25% (5 teachers) of the voluntary teachers and their participant approvals have been taken. Besides; the statements of the participants regarding the questions of the study have been put in quotes to ensure the external validity of the study. To ensure transmissibility, the raw data attained from the study, research questions and the statements of the participants have been shown to the field experts, their approvals have been taken and how the participants have been selected has been explained. To ensure approvability in the conducted study, the aim of the study has been explained and research questions have been prepared as a result of the literature review.

It is suggested in the literature that an interview guide be prepared to collect the interview data in a reliable way (Hatch, 2002). In the conducted study, interview guide has been prepared to be able to conduct the interviews in a certain standard by the writers of the study. Reliability calculation, namely deciphered reliability calculation has been conducted in writing the attained interview records. Interview records have been numbered line by line by the researchers and written. After that, another researcher from the study group has written the recordings in 25% of the interview records and the writings have been compared.

In addition; reliability data have been collected among the coders by the researchers. Coding reliability is also suggested in the literature to determine at what level the correlation of similar data with similar codes by writers are reliable (Yıldırım and Şimşek, 2016). 25% of the research data have been sent to an independent researcher having a graduate degree in the field of special education and being a candidate of doctor in the same field and he has been requested to analyze the data. Then, it has been considered at what level the attained codes are convenient.

Data Analysis

The data of the study have been analyzed using the descriptive analysis technique being from the qualitative research methods (Yıldırım and Şimşek, 2016; Mertens, 2010). In this technique; data are arranged by forming themes or sub-themes when necessary regarding the asked questions and direct quotations are given place to reveal the views in a clearer way (Yıldırım and Şimşek, 2016). In this study, the questions have been accepted as main themes and direct quotations have been given place for each theme.

Findings

In this part; the findings attained from the interviews conducted for the purpose of determining the experiences and views of the teachers working with students with SEN on the distant education process and EBA have been included. Participants have been given code names such as T1 and T2 and their views have been cited. The tables have been formed by determining the questions used in the study as categories and taking the citation frequency “f” into consideration.

The findings regarding the views of the teachers upon the education taken by the students with SEN during the distant education process are given in Table 1.

Table 1. The findings regarding the views of the teachers upon the education taken by the students with SEN during the distant education process

Answers	f
I do not think it is an efficient education	10
I do not think it is sufficient	6
It is a nonfunctional education	5
It is an education to ensure them not to forget the existent knowledge	4
I think it is an efficient education	4
It is an education that requires cooperation	4
It is an efficient education when system problems are solved	2

When Table 1 is examined; while the teachers working with students with SEN have expressed the education given to the students during the distant education as an efficient education, an education to ensure them not to forget the existent knowledge, a productive education, an education that requires cooperation and an efficient education when system problems are solved, they have also stated that they do not think it is an efficient and sufficient education and this education given at a distance is not functional. The statements of the participants regarding the education given to the students with SEN during the distant education process are given below in quotation.

T1. "Because it also stems from the fact that my student has an ultimate attention deficit and specific learning disability in face to face education, I give suggestions to him about this process to be rather for not forgetting the existent knowledge"

T5. "I do not think it contributes a lot and we could add something from ourselves"

T9. "It is a novel experience yet. It cannot be said for now that it provides a lot of benefits. We cannot be efficient for our students in front of the phones and tablets. The conditions hardly provided in classroom environment become almost impossible when online. It could be more functional if conditions are enhanced and family support increases"

T13. "I do not think that distant education is at a desired level in terms of special education, I think that face to face education is more important and is a need"

The findings regarding the teachers to be able to give an efficient education via distant education to the students with SEN are given in Table 2.

Table 2. Findings regarding the teachers to be able to give an efficient education via distant education to the students with SEN

Answers	f
Distant education is impossible with students with SEN	11
The content of EBA should be enriched	8
Parents should be included in the process	6
More studies should be conducted with parents	5
Parents should be trained on the distant education process	5
Parents should give education within the guidance of teacher	4
Games should be focused	3

When Table 2 is examined; on giving an efficient education with distant education to the students with SEN, teachers have specified the views that distant education is impossible with these types of students, the content of EBA should be enriched, parents should be included in the process, parents should be trained on the distant education process, parents should give education to the students within the guidance of teacher and games should be focused. The views of the teachers regarding the issue are given in quotations below.

T6. "It is necessary to enrich the contents more"

T15. "Contents could be enriched. Games could be focused. Activity numbers could be increased according to the levels"

T8. *“If distant education continues, it will be more correct to focus on the repetition of the previously taught and studied subjects rather than teaching a new subject and behavior in terms of special education”*

T17. *“It could be possible to talk about efficiency after the families are brought to a good level in the issue of education”*

The findings regarding the problems teachers experience with students during the distant education are given in Table 3.

Table 3. Findings regarding the problems teachers experience with students during the distant education

Answers	f
Not being able to reach the student	7
Incomprehension of the given homework and activities	7
Not being able to establish communication	6
Indifference of students to homework and activities	5
I have not generally had a serious problem	2
At the point of individualizing the teaching	f
Inability to find sufficient resources	7
I have had problems in the individualization of teaching	7
Inability to reach the convenient resource	3
I have not had any problem	2
At the point of giving homework and receiving feedback	f
Not receiving feedback	15
Incompletion of activities by students	6
Incompletion of activities and homework by student on time	4
Not being able to find activities for student level	4
I have not had any problem	3
Communication problem with parents and student	3
At the point of Internet and technology literacy	f
Insufficiency of the student in using technology	11
Reluctance of the parents in using technology	9
I have not had any problem	3

When Table 3 is examined; during the distant education process, teachers have mentioned not being able to reach the student, incomprehension of the given homework and activities, not being able to establish communication, indifference of students to homework and activities, inability to find sufficient resources and inability to reach the convenient resource; at the point of giving homework and receiving feedback, they have mentioned not receiving feedback, incompletion of activities by students, incompletion of activities and homework by student on time, not being able to find activities for student level, communication problem with parents and student and at the point of Internet and technology literacy; they have mentioned the insufficiency of the student in using technology and the reluctance of the parents in using technology. The statements of the participants regarding the issue are specified below in quotations.

T2. *“Unfortunately, the students had hardship in understanding”*

T9. *“In the simplest term, not being face to face with students was a problem on itself; because, we had lots of repetitions in teaching a subject and we had a better efficiency from the studies in face to face education with the students. We cannot intervene and lead the students in the way we want in distant education”*

T15. *“We got good results, but this is up to the follow of the parents a bit, because you give homework and the student is doing homework if the family is dealing with the student”*

T1. “I am trying to give homework convenient for his level and that will not make him bored, but there could be problems in feedback due to the fact that my student is a hard boy in the issue of studying”

The findings regarding the experiences gained by the teachers working with students with SEN during the distant education process are given in Table 4.

Table 4. The findings regarding the experiences gained by the teachers working with students with SEN during the distant education process

Answers	f
Conducting research on the distant education process	10
Reading the related resources	10
Being more in touch with technology	7
Realization of the efficiency of face to face education	6
The experience of guidance to parents	3
Realization that this process could be beneficial and practical	2
Realization of the requirement of the arrangement of contents	2
Gaining a different viewpoint	1

When Table 4 is examined; regarding experience during the distant education process, the teachers working with students with SEN have stated conducting research, reading the related resources, being more in touch with technology, realization of the efficiency of face to face education, the experience of guidance to parents, realization that this process could be beneficial and practical, realization of the requirement of the arrangement of contents and gaining a different viewpoint. The statements of the participants regarding the issue are specified below in quotations.

T11. “Ensuring the integration of family guidance and school education at home by the family has gained a different viewpoint and guidance experience to our work”

T17. “It made me understand how efficient face to face education actually was and even the fact that the impact of distant education is too weak in special education”

T20. “Unfortunately, I saw that distant education is inefficient for special children”

T4. “I am continuously examining the conducted studies to minimize the distance between the students and me. Of course, I am also sure that this will make a positive accumulation in me”

The findings regarding the problems experienced by teachers while using Education Information Network (EBA) are given in Table 5.

Table 5. The findings regarding the problems experienced by teachers while using Education Information Network (EBA)

Answers	f
Students cannot get used to EBA	6
I am not using EBA	2
I have not had any problem	2
Systemic Problems	f
Slow operation of EBA system	16
Being unable to log in EBA out of the determined hours	12
Regarding the use of EBA by parents	f
Indifference of parents to the use of EBA	3
Inability of using Internet and technology by parents	2
Regarding the use of EBA by teachers	f
Inexperience regarding the use of EBA	9

When Table 5 is examined; teachers have specified that they experience problems like the adaptation of students to EBA, slow operation of EBA system, inability to log in out of the determined hours regarding the use of EBA; and like the indifference of parents and inability of parents for using Internet and technology regarding the EBA usage of parents; and like the inexperience of teachers regarding the EBA usage of teachers. The statements of the participants regarding the issue are quoted below.

T7. “Unfortunately, we cannot log in, it mostly opens hard”

T9. “EBA is insufficient in terms of content. It is also not convenient for the level of my student. I unfortunately do not use it”

T15. “I have had logging in problems during the intensive hours. I decreased these problems by logging in via e-state”

T18. “The indifference of our students and parents towards EBA or the gradual decrease of the interest on the first days and even also the viewing of our lessons by the student have not been sufficient; because the situations like ‘Is there anything s/he didn’t understand’ and ‘Is there anything I haven’t mentioned’ have been lengthened out”

The findings covering the statements of the teachers on the content prepared for students with SEN by EBA are given in Table 6.

Table 6. The findings covering the statements of the teachers on the content prepared for students with SEN by EBA

Answers	f
I do not find it sufficient	20
Individual differences have not been taken into consideration	15
There is no currently prepared content	11
The number of learning outcomes is deficient	6
The prepared contents are not eye-catching	6
Contents are not student-centered	5
I have used the primary school content	4
It is convenient for the students with moderate-severe disability	3

When Table 6 is examined; teachers have stated that they do not find the EBA content prepared for students with SEN sufficient, individual differences have not been taken into consideration, there is no currently prepared content, the number of learning outcomes is deficient, the prepared contents are not eye-catching, contents are not student-centered, they have used the primary school content and the content is convenient for the students with moderate-severe disability. The statements of the participants regarding the issue have been quoted below.

T9. “An effort has been made, but it is already hard to address all students”

T1. “I do not think it is sufficient”

T10. “I would like the enrichment of the content and the existence of richer contents according to the levels”

T16. “The content for special education in EBA was a known subject, this deficiency was tried to be completed in time when distant education started; in my situation, I sent studies to my students within the direction of their IEP plans from the primary school curriculum according to the conditions of my students; but when we think of our special students with moderate-severe disability, the problems are seen more clearly in terms of them”

The findings covering the statements of teachers regarding the broadcasts of EBA TV for students with SEN are given in Table 7.

Table 7. The findings covering the statements of teachers regarding the broadcasts of EBA TV for students with SEN

Answers	f
I do not find it sufficient	16
I find it sufficient	6
Problems observed regarding the broadcasts of EBA TV	
	f
Inconsideration of individual differences	8
Students to be unable to reach the broadcast whenever they want	6
Frequent observation of technical problems	3
I have not had any problem	1
Suggestions of teachers regarding the broadcasts	
	f
Broadcasts could be arranged according to individual differences	12
Students with SEN could easily reach the broadcasts	8
Broadcasts could be prepared by taking the disability types into consideration	8
Students with SEN could watch whenever they want	7
The presenter giving the lesson could consider the individual differences	5
Presenter could speak slower	5
Rich contents could be prepared	4
Activity-based game contents could be included	3
Nutrition and daily life could be included	2
Contents regarding visual arts and music could be prepared	1

When Table 7 is examined; while most of the teachers have stated that they find the broadcasts of EBA TV for students with SEN sufficient, they have also stated that individual differences have not been taken into consideration, students cannot reach the broadcasts whenever they want and technical problems have been frequently observed regarding the broadcasts of EBA TV. Teachers have given suggestions on the broadcasts of EBA TV regarding the fact that broadcasts could be arranged according to individual differences, students with SEN could easily reach the broadcasts, students with SEN could watch whenever they want, the presenter giving the lesson could consider the individual differences, presenter could speak slower, rich contents could be prepared, activity-based game contents could be included, nutrition and daily life could be included in the broadcasts and contents regarding visual arts and music could be prepared. The statements of the participants regarding the issue are quoted below.

T7. *“We rather faced technical problems; I hope they are solved”*

T1. *“As I have said, subjects and lectures have been added for our students in EBA TV after also the Ministry has realized later on; they were especially for the moderate and severe students, but they were not sufficient. Of course, unfortunately distant education is not convenient for us”*

T15. *“Although there have been failures seen in hard periods, I think we should consider them positively. It is already a hard process to give education to the students directly or at a distance from TV for special education”*

T19. *“Activity-based games could be increased”*

T20. *“It is efficient for families in terms of guidance, but it is insufficient for students. Richer contents could be presented”*

The findings covering the statements of teachers regarding the benefits of EBA to their colleagues working with students with SEN, to students and to the families are given in Table 8.

Table 8. The findings covering the statements of teachers regarding the benefits of EBA to their colleagues working with students with SEN, to students and to the families

Answers		f
To the teachers working with students with SEN		
Being more in touch with technology		5
Leading towards examining more studies		4
Leading towards the seek for overcoming the process with least damage		3
Opportunity of closely following the student out of school		2
It has no benefit		2
To students with SEN		f
Learning the use of technology		6
Increasing the interest in the lesson and activity		5
It has no benefit		5
Doing homework in a digital environment		4
Decreasing the fear of being in social environments		4
Interaction with technology		3
Smooth continuation of the educations		2
To families		f
Spending more time with their children		6
Gaining more information about the competences of their children		6
Gaining technology awareness		4
Gaining technology literacy		3
Gaining experience regarding the activities they could do with their children		1

When Table 8 is examined; teachers have stated that EBA has benefits such as being more in touch with technology, leading towards the seek for overcoming the process with least damage and the opportunity of closely following the student out of school for teachers working with students with SEN; such as learning the use of technology, increasing the interest in the lesson and activity, doing homework in a digital environment, decreasing the fear of being in social environments, establishing communication via technology and smooth continuation of the educations for the children with SEN. For the families, they have stated that EBA has benefits such as spending more time with their children, gaining more information about the competences of their children, gaining technology awareness, gaining technology literacy and gaining experience regarding the activities. The statements of the participants regarding the issue are given below in quotations.

T10. *“I am not so sure whether it provides a benefit in concrete meaning, but I think that it may cause to a wish in the issue of the contribution of us as the special education teachers in the subject of producing content”*

T2. *“We have seen different types of activities for the aimed skills. It gained us a nice variety”*

T9. *“For the students abstaining from entering social environments or having the fear of making mistake, these types of information tools could decrease this fear”*

T16. *“Students continue their education without getting worse”*

T19. *“They have gained experience about the use of technology and giving education to their children”*

T4. *“If I use EBA in classroom, if student uses EBA with his/her family at home, if family is included in the process; they can learn what their children learn, what kind of studies they do and what they will learn; parents could study with their children at home like a teacher in the classroom on EBA and the use of EBA should be explained to the parents in detail”*

The findings covering the statements of teachers regarding how they establish communication with their students with SEN out of EBA during the distant education process are given in Table 9.

Table 9. The findings covering the statements of teachers regarding how they establish communication with their students with SEN out of EBA during the distant education process

Answers	f
Phone call	15
On WhatsApp	14
Video call	7
Via mail	2
Video conference	1
YouTube	1
Zoom	1

When Table 9 is examined; teachers have stated that they establish communication with the students with SEN out of EBA during the distant education process by calling, writing on WhatsApp, making video call, via video conference, via YouTube and with Zoom application. The statements of the participants regarding the issue are given below in quotations.

T1. "Phone call, video call, WhatsApp"

T8. "Phone and video call"

T15. "Message program, video conference programs"

T19. "Communications have been established a lot with the families and the students who could speak via voice and video call"

T12. "I communicate with them via phone calls and messages"

The findings regarding what teachers think of whether the communication ways out of EBA are efficient or not are given in Table 10.

Table 10. The findings regarding what teachers think of whether the communication ways out of EBA are efficient or not

Answers	f
I find them more efficient than EBA	17
I find them partly efficient	10
More flexible than EBA	8
More comfortable than EBA	6

When Table 10 is examined; teachers have stated that the communication ways they use except for EBA are more efficient, partly efficient, more flexible and more comfortable than EBA. The statements of the participants regarding the issue are given below in quotations.

T2. "It is more flexible and could sometimes be more comfortable"

T6. "More efficient than EBA"

T10. "I think that WhatsApp is more efficient in this process for my student"

T18. "I can say that video conference programs have been more efficient; it has been more efficient to see the student and parent though it is not like face to face education"

T21. "The most efficient communication is face to face; then comes the video call being the closest. The ways ensuring this may be more efficient"

The findings covering the statements of teachers regarding their suggestions to their colleagues, families and Ministry of National Education for EBA are given in Table 11.

Table 11. The findings covering the statements of teachers regarding their suggestions to their colleagues, families and Ministry of National Education for EBA

Answers	f
To teachers working with students with SEN	
They could upload their own activities and videos	6
Studies conducted on EBA could be followed	4
They could prepare activities convenient for student level	3
They could separate students into groups	3
The could individualize the content	3
They could use EBA content in group lessons	1
They could guide the families about EBA content	1
To families	
They could support EBA use of their children	8
They could guide their children	5
They could sustain communication with the teacher	5
They could get help about the use of EBA	3
They could provide teacher-student communication	3
They could examine studies on the content of EBA	3
They could follow the sent activities and homework	1
They could use EBA more actively	1
To Ministry of National Education	
Content could be enriched for students with SEN	20
Teacher views could be had while preparing EBA content	17
Teacher demands and wishes could be considered	16
Student levels could be considered in content preparation	16
Application-development training could be given to teachers	13
Broadcast hours could be increased	12
Systemic problems could be solved	12

When Table 11 is examined; teachers have given suggestions to their colleagues, families and Ministry of National Education on EBA. For teachers working with students with SEN; they have stated that they could upload their own activities and videos, studies conducted on EBA could be followed, they could prepare activities convenient for student level, they could separate students into groups, the could individualize the content, they could use EBA content in group lessons and they could guide the families about EBA content; for families, they have stated that they could support EBA use of their children, they could guide their children, they could sustain communication with the teacher, they could get help about the use of EBA, they could provide teacher-student communication, they could examine studies on the content of EBA, they could follow the sent activities and homework and they could use EBA more actively and for Ministry of Education; they have stated that content could be enriched, teacher views could be had while preparing EBA content, student levels could be considered in content preparation and broadcast hours could be increased. The statements of the participants regarding the issue are given below in quotations.

T13. "Usage could be increased in accordance with the levels of our students"

T8. "I suggest them to use EBA more actively"

T11. "They could apply the contents related to student"

T6. "More contents for special education"

T18. "It is necessary to increase the contents in the issue of special education"

T15. "Ministry of National Education should rather learn the demands and complaints of teachers working in the field from the first person"

The findings covering the statements of teachers regarding what could be done for a more efficient use of EBA in special education are given in Table 12.

Table 12. The findings covering the statements of teachers regarding what could be done for a more efficient use of EBA in special education

Answers	f
EBA content could be prepared by considering individual differences	19
Content could be prepared by taking disability types into consideration	18
Students could be trained in the issue of EBA usage	18
Parents could be trained in the issue of EBA usage	17
Computer could be given to each student	16
EBA content could be enriched	16
Internet opportunity could be provided to each student	15
Seminar could be given to teachers about EBA usage	14
Every teacher could upload their applications they do	13
Partners could exchange opinions	12
Whether same broadcast is efficient in different disability groups could be evaluated	10

When Table 12 is examined; for more efficient usage of EBA in special education, teachers have stated that EBA content could be prepared by considering individual differences, content could be prepared by taking disability types into consideration, students and parents could be trained in the issue of EBA usage, computer could be given to each student, EBA content could be enriched, Internet opportunity could be provided to each student, teachers could upload their applications to the system and whether same broadcast is efficient in different disability groups could be evaluated. The statements of the participants regarding the issue are given below in quotations.

T20. "Computer should be given to every student and free Internet should be assigned"

T12. "There could be a page where there are examples from the applications conducted by every teacher. In this way, we could have a wide network of sharing for each level and learning outcome"

T4. "Contents should be enriched; because, the levels of students are very different although their diagnoses are same when we take their education and progress until today into consideration. So; there could be activities with abundant options convenient for their levels"

T8. "I do not think it will be very efficient for autistic students due to the issue of making an eye contact. But, I think it could be beneficial in the issue of video-based teaching for students having a bit more education"

T11. "How is a subject taught by taking the lessons and programs of special education classrooms and schools as the basis? For instance; the concept subject of red will be taught. How is this concept taught, how is the evaluation of teaching done? It is necessary to add detailed explanatory study videos"

Consequently; the teachers working with students with SEN have stated that distant education has brought some problems and they have had difficulties in establishing communication with the students with SEN and their families and in the issues of giving homework and taking feedback. Teachers have expressed that contents convenient for the levels of students with SEN have not been uploaded to EBA system and the existent contents are not convenient for the levels of the students with SEN. In addition; the teachers working with students with SEN have specified that the students and parents cannot log in EBA system whenever they want, they have had problems in logging in the system and they behave reluctantly in using the system due to the fact that they do not sufficiently know the system of EBA.

Discussion, Result and Suggestions

As in many states, the face to face education and teaching activities conducted at schools have been suspended by MNE also in our state after the new type coronavirus (Sars-CoV-2) pandemic in

the world and in our state. A national distant planning and application have started in all stages of the education right after the given suspension and the students with SEN have also been included in this process, though late. This study has been conducted for the purpose of determining the experiences and views of teachers working with students with SEN in this process on the distant education process and EBA. The findings of the study, the findings of the studies in which general education teachers take place as participants due to not being able to find a study examining the views of the teachers working with students with SEN on distant education process in the literature and the findings of the studies related to giving web-based education to the students with SEN in the literature will be discussed.

When the findings of the first and second questions of the study are examined, it is seen that teachers frequently state views regarding the fact that distant education is not fruitful and also possible for students with SEN. When literature is examined; the group most neglected at the dimension of conducting the education of students with SEN via distant education is specified as the children with intellectual disability and learning disability (Bohman and Anderson, 2005). Because; most of the children in this group experience limitations in certain areas and for this reason, they have difficulties in accessing distant education. The reasons for this situation are cited as insufficiencies in reading-writing levels, memory problems, limited attention skills, insufficiencies in problem solving skills and some insufficiencies in persistence of vision (Andersen and Rowland, 2007). Some of the insufficiencies experienced for distant education by children with intellectual disability among the individuals with SEN indicate the problems regarding the life responsibility and the sub-steps taking place in it. The children with intellectual disability are known to have some insufficiencies in their life responsibility skills when compared to their peers showing typical development (Wehmeyer, 2007). For this reason; this experienced situation supports the negative attitudes of teachers towards this issue.

When the findings of the third question of the study are considered; one of the problems experienced most by teachers towards students is the problem of not being able to reach the student and their insufficiency to understand the given activities and homework. Furthermore; the insufficiency problems of students at the point of technology and Internet literacy and the problems seen in having feedback regarding the given homework have been frequently mentioned by teachers. The underlying reasons for these problems are thought to be the insufficiency of students in the issue of taking life responsibility (Wehmeyer, 2007), the problems seen in reading and writing skills, memory problems (Andersen and Rowland, 2007) and in addition, the receiver and expressive, therefore, communication problems, visual perception problems, learning characteristics and the insufficiencies in basic computer and Internet use skills (Wehmeyer, Smith, Palmer and Davies, 2004). These are also seen in literature as the main obstacles to be seen during the web-based education process of the students with SEN. It is thought that these problems could be overcome in a healthy way with family support and the supports from siblings.

Clearly; the obviation of these obstacles will be possible with a meticulous analysis and evaluation of the pre-condition skills regarding this and the skills necessary during the process and the preparation/implementation of the intervention program for the areas to be needed. The nonexistence of such a preparation in this process and sudden suspension of face to face education have left the students, teachers and parents without a solution in some issues. Still; it is believed that this situation will be a guide in different topics for teachers and researchers while arranging the content of the continuing education programs as well as the experienced negativities. A frequently stated problem for this question is the inability to find sufficient resources and inability for the individualization of teaching. This situation is in parallel to the other studies conducted in the literature. In the studies conducted by Kurtdede, Fidan, Erbasan and Kolsuz (2016) and Türker and Güven (2016), it is seen that teachers find the resources in EBA insufficient and they do not produce sufficient content for EBA. The problems in the issue of increasing the resource variety and the individualization of teaching are seen as situations that could be overcome with the self-devotion of teachers after a certain point and this issue is thought as an important subject necessary for the software the program developers to pay attention.

When the findings regarding the fourth question of the study are considered, it is seen that teachers have stated their views regarding the fact that they have examined studies related to the

distant education process and tried to improve themselves by reading the related resources. Although the teachers have previously specified views regarding the fact that distant education is inefficient and it is not possible to use it in special education in this issue, this pandemic process could be said to have lead them towards improving themselves and examining studies on distant education. Maybe in this process, many special education teachers and the teachers working with students with SEN have used EBA to give education for the first time. This situation will be a subject they will deal with more in the future in terms of adding richness to the lessons, making evaluations, increase or generalization of the permanence. The study also conducted regarding this issue by Kurtdede, Fidan et.al. (2016) with teachers supports this situation and states that teachers use EBA rather for repetitions and giving homework. Similarly; the findings of the study conducted by Timur, Yılmaz and İşseven (2017) with middle school students also support this situation and expresses that students use it to strengthen and repeat what they have learnt at home from the different resources. Again; another study conducted by Kana and Aydın, (2017) states that teachers complain about the connection and systemic problems, in accordance with the findings of this study.

Maybe the last thing to be wanted by a teacher desiring to establish communication with his/her student with SEN and sustain the distant education process is to have connection and systemic problems. It is thought that the solution of the problems seen until coming to this point will be attained in a way, but the program and software developers have a heavy burden in such a situation. When it is considered that there are approximately one million teachers within the body of MNE, it is believed that the infrastructure of this system should be conducted in a qualified way.

When the findings regarding the fifth question of the study are considered, teachers have expressed regarding EBA that students have problems due to not being accustomed to EBA and most frequently, the system slows down and students cannot log in whenever they want. These findings show similarity with the studies conducted in the literature on EBA. For instance; teachers mention the infrastructure and system problems in the study conducted by Bozkuş and Karacabey (2019).

When the views of teachers regarding the content of EBA prepared for students with SEN, being the sixth question of the study, are examined, it is specified that teachers do not find the content sufficient and individual differences have not been taken into consideration. These findings of the study are also in parallel to the studies conducted in the literature. For instance; in the studies conducted by Bozkuş and Karacabey (2019), Kurtdede Fidan et.al., (2016) and Kana and Aydın, (2017), it is specified by teachers that the contents are insufficient and needed to be enriched. However; although the responsibility of the development of EBA seems to be basically under the responsibility of MNE, it is cited as a system that will be enriched and developed with the contributions of teachers and students after a certain point (Karasu, 2018). The enrichment of the system in terms of special education is considered to be possible within the context of mostly the teachers and their students. Because; when it is considered that every disability group in the students with SEN is an unbelievably heterogeneous group within themselves, it is thought it will not be easy to prepare ready content previously. For this reason; it is considered that it will be beneficial in this situation to support the prepared software items in the issue of providing opportunities for individualization and also the simplification of them according to the disability groups. The children showing intellectual disability have various problems (Heward, Alber-Morgan and Konrad, 2017) and they experience various limitations in recalling the information they need and processing more information in their mind when compared to their peers with the same chronological age (Bergeron and Floyd, 2006). Thereof; it is necessary to present the education in a simpler way, with more repetitions and in stages with multiple example and in this way, it is necessary to ensure permanence and generalization.

When the views of teachers related to the broadcasts of EBA TV for the students with SEN are examined, it is seen that they do not frequently find the broadcasts sufficient and the broadcasts are not individualized. When the suggestions regarding the broadcasts are taken into consideration, there are views on the requirement that broadcast content be prepared according to the disability groups. The ultimate difference in the performances of the students with SEN and the incredibly heterogeneous structure of the disability groups within themselves are thought to be on the basis of the problems experienced regarding EBA TV. As well as the broadcasts of EBA TV special education for students, it could be suggested that the content be arranged for families in a way that they will answer the

question “How and what can I study with my child?”. Every family knows the strong and weak sides of their own children in the best way and within this direction, they have the potential to be able to individualize the teaching more carefully. Besides; when the literature is examined, it is seen that family-mediated applications are the interventions with scientific basis in the issue of gaining new behaviors and skills to children (National Professional Development Center (NPDC), 2020).

When the findings regarding how teachers have established communication during the distant education process with the students with SEN except for EBA are examined, it is seen that the channels of phone, WhatsApp and video call have been frequently used for communication and views have been given by teachers in the issue of their high efficiency. The reason for this could be thought to be the insufficient arrangement of EBA system for the use of individuals with cognitive disability. Besides; there are various obstacles related to the distant education of the children with intellectual and learning disability being the group having more cognitive problems although the desired results have been attained in the web-based distant educations conducted with students with visual, hearing or physical disabilities and the software items and programs for this are neglected (Keeler and Horney, 2007). Therefore; being obliged to conduct distant education via the software items and programs not specially prepared for students with SEN is thought to have led the teachers to different and easy communication establishment ways. When the literature is examined, it is suggested that the programs to be prepared for the individuals with intellectual disability should have certain properties. Main suggestions are as follows; (a) images, photos, symbols or pictographs should be used together with the written texts, (b) clear and basic texts should be used, (c) a consistent navigation opportunity and design should be used in every page and (d) titles, headings and tips should be used in every page (Friedman and Bryen, 2007).

When the thoughts of teachers on the contributions of EBA to their colleagues, students and families are examined, they have stated that its greatest contribution to the colleagues and students are to be more in touch with technology and to gain Internet and technology literacy. Wehmeyer et.al., (2004) state that the computer and technology usage rates of the students with SEN are too low when compared to their peers and the reasons for this situation may be so variable, but the reason for this is ignoring the children showing intellectual disability in the provision of accessibility to the use of technologic devices and computer. One of the obstacles necessary to be terminated in giving web-based distant education to the students with disability is the obstacle of “accessibility” both for teachers and students (Keeler and Horney, 2007). In this process, it is thought that the fact that both students/families and teachers have to be in close touch with technology has led them towards seeking solutions for the problem of accessibility. Also; there are studies on the fact that the students with SEN do not know the basic information about technology in sufficient level and the teachers are also suggested to improve themselves not only in terms of technology knowledge, but also in the dimension of “technologic and pedagogic content knowledge” (Anderson and Putman, 2020). The improvement of technology literacy in terms of both teachers and students is important to be able to provide qualified distant education. When the views of teachers covering their suggestions for MNE are considered, they have frequently stated views within the direction that the content should be enriched. This finding is also in parallel to the findings of the studies conducted on EBA (Kurtdele Fidan, Erbasan and Kolsuz, 2016; Türker and Güven, 2016; Karacabey 2019).

At the end of the study; the teachers working with students with SEN have frequently stated their views regarding the fact that it is not possible to give distant education to the students with SEN and regarding this, EBA content should be enriched. Teachers have specified regarding the problems they have experienced on the use of EBA that students cannot get accustomed to EBA, EBA system operates slowly, the system cannot be logged in whenever wanted and the parents are reluctant to use EBA and in addition, they are inexperienced in the issue of EBA use. The teachers participating in the study have expressed that they have established communication with the students with SEN rather via phone, WhatsApp application and video call except for EBA during the distant education process.

Teachers have given suggestions to their colleagues on EBA at the points of uploading their own activities and videos, following the studies conducted on EBA and to the families at the point of supporting the EBA use of their children. Moreover; teachers have given suggestions for MNE in the issue that the contents prepared for students with SEN should be enriched and the views of teachers should be taken into consideration during the preparation process of EBA content. This study is

limited to the participants interviewed, to qualitative research being from the research methods and to the interview technique being from the data collection techniques and the following suggestions could be given:

- Educative seminars could be given on the efficient and fruitful usage of EBA to the parents with children with SEN.
- Educative seminars could be given on the efficient and fruitful usage of EBA to the teachers working with children with SEN.
- When the findings of the conducted study have been examined, it has been detected that there is no content in EBA system for the students with SEN. For this reason; education content in accordance with the levels of the students with SEN could be prepared.
- The teachers working with children with SEN could upload their activities and videos to EBA system for the use of their other colleagues.
- This study has been conducted with 20 teachers working with students with SEN. Similar studies could be conducted with more participants and with the addition of the quantitative dimension.

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