

Fine Arts Education with Distance Education in Pandemic Period

Demirali Yaşar ERGİN

Trakya University, Faculty of Education, Educational Sciences Department (Retired), Edirne-Turkey.
demiraliergin@gmail.com
ORCID: 0000-0002-1670-4083

Aylin GÜRBÜZ

Trakya University, Faculty of Education, Fine Arts Education Department, Edirne-Turkey.
aylingurbuz22@hotmail.com
ORCID: 0000-0001-7258-199X

Gül SAKARYA

Trakya University, Faculty of Education, Fine Arts Education Department, Edirne-Turkey.
gulsakarya@trakya.edu.tr
ORCID: 0000-0002-2377-176X

ABSTRACT

The study had a descriptive survey model. The purpose of the study was to determine the problems faced in art education by academicians in fine arts education under the conditions of Covid-19 pandemic, and to help take measures for the solution of these problems. The population of the study consisted of higher education institutions/branches that provide fine arts education. The sampling was the academicians of the Fine Arts Education Department, Faculty of Fine Arts, and Painting/Sculpture and Conservatory Departments. After the pandemic was detected in Turkey in mid-March 2020, an attempt was made to contact the sampling between April and June 2020. The study was conducted with 196 academicians who had different academic titles.

An online survey was used as the data collection tool in this study. The survey included 37 questions in 6 problem fields on demographic data, distance education backgrounds, and problems that could be experienced in distance education and art education, was applied to those who wanted to participate voluntarily in the study from academicians. Frequency and percentage distributions were used in statistical analysis of the data in the present study. The participants stated that they experienced problems mostly due to the contents/achievements of the courses, student-related problems, and measurement and evaluation-related problems during the distance education process. However, they also stated that they experienced fewer problems that stemmed from internet and computer, distance education program, and teacher-related problems.

INTRODUCTION

1.1. Definition, Emergence, Causes, and Spread of Covid-19

Covid-19 is known as a disease caused by the novel type of coronavirus which affects the respiratory tract in people severely with high infection levels especially in older ages and individuals with various chronic diseases (WHO, 2020).

COVID-19, which began in Wuhan, Hubei Province of China in December 2019, infecting more than 5.5 million people all around the world in a short period, affected the entire world in the first quarter of 2020, and still continues to affect all areas of life deeply. The newly-witnessed and fast-spreading Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2), or 2019 Coronavirus Disease (COVID-19), has several difficulties in treating the disease because of the lack of adequate data in today's conditions regarding its effects in other areas as an important public health problem. Patients often admit with dry cough, shortness of breath, fever, and bilateral lung infiltration findings as clinical symptoms in this syndrome. It has been reported that all of the cases were associated with Wuhan's Seafood Sales Market, which trades in a variety of live animals, including fish and poultry, bats, marmots and snakes (Lu, Stratton & Tang, 2020: 401).

Coronavirus is a word of Latin origin derived from the word corona, which means the "crown". Coronaviruses are single-helix RNA viruses in enveloped form with high mutation and recombination rates (Chan, Yuan, Kok, To, Chu, Yang, et al., 2020: 514). There are viral sharp peplomers and rod extensions formed by proteins on the surface of the virus. Since these extensions mean crown in Latin, the virus was called "Coronavirus". It was first detected in chickens in 1930s (Alpago & Alpago, 2020). Coronavirus, which causes Covid-19 infection, is in the same family of viruses as SARS CoV and MERS CoV. Coronaviruses cannot resist the external environment, are affected by the humidity, temperature and the structure of the surface they contaminate, and can remain active on

inanimate environments for several hours (R.T. Ministry of Health, 2020).

The World Health Organization (WHO) reported the zoonotic infection that caused Covid-19, which is considered a pandemic on March 11, 2020 because of the spread and severity of the COVID-19 cases in 113 countries (according to the latest data) other than in China, where the first outbreak began (WHO, 2020).

1.2. Pandemic Concept, Definition, Methods of Fighting in Pandemic (Quarantine, Social Distancing, etc.)

Pandemic is a term, which can be defined as an intercontinental epidemic (Til, 2020).

The characteristics of pandemics can be listed as follows in general;

- Wide and rapid spread in geographical terms,
- Spreading independently from seasonal conditions,
- Mutation,
- Fatal impacts,
- Lack or low social immunity,
- Causing changes in the lives of individuals (Özkoçak, Koç & Gültekin, 2020).

The “role of preventing and controlling infections” is critical in this process, where mask, visor, hand hygiene, social distancing, and surface disinfection are important in controlling COVID-19 (WHO, 2020). WHO and many scientists are trying to reduce the spread of COVID-19 by taking different measures according to the conditions of each country with the recommendations and guidance of the WHO. In this respect, many activities have been temporarily terminated or limited all over the world, especially in terms of social isolation, such as closing schools and switching to distance education. International and national flights were cancelled to avoid travel. Also, curfews only for certain days or completely were declared in some settlements aimed to control movement and social life, and quarantine was declared in some residential areas. Covid-19 was called both a pandemic and a crisis because it affected all sectors negatively, and many businesses were closed temporarily, food businesses only worked between certain hours in takeaway form, and some employees made to work remotely/from home. All these efforts were measures to avoid the collapse of the healthcare systems of countries by decreasing and controlling the spread of the pandemic.

In the scope of individual measures recommended in the fight against Covid-19, there are washing hands frequently with soap for at least twenty seconds, using hand disinfectants that contain alcohol, not contacting people who show symptoms, not being in areas where people are collectively present, not exceeding social distance of 1.5 meters in such places, keeping the immune system strong, and avoiding psychologically negative emotions (Aslan, 2020).

1.3. Educational/Psychological/Sociological/Economic Problems experienced in the pandemic

On the one hand, these measures protected the health of citizens, and on the other hand, reshaped the way people lived in their daily lives, unemployment increased or working hours decreased and triggered stagnation in the world economy.

When the pandemic process prolonged, the losses in cultural and artistic activities also increased well above the estimated figures. As of March, when the pandemic process began, events were only cancelled or postponed, considering that the process would be short-term. However, when the seriousness of the epidemic process was understood, preparations were started to move these events to virtual platform rather than to cancel or postpone. Because instead of the damage caused by the cancellation of these events, the idea of making a profit, although at lower rates, started by moving to the virtual environment. Virtual organizations initially started with exhibitions, concerts, congresses and meetings (Kahraman, 2020: 96).

By nature, human is a social being. With their limitations, pandemics affect human life negatively not only in terms of basic requirements, but also in educational, economic, social, artistic, cultural, sports and touristic terms, undermining the usual progress of life. This situation causes that individuals suffer both health and economic damages (Özkoçak et al., 2020).

Covid-19 pandemic has some negative effects on human psychology, such as anxiety disorder (Savitsky et al., 2020). It is supported by studies that anxiety and depression developing with uncertainties regarding the process and with the intensified flow of information will increase greatly; and then, increased stress will cause negative physiological disorders. For example, it is understood that loneliness, which will increase under these conditions, and the resulting feelings of psychological pain and suffering, will have negative effects on education (de Oliveira Araújo et al., 2020). Also, the level of anxiety for the health of older individuals increases in direct

proportion to age (Bergman et al., 2020).

1.4. Definition and Concept of Distance Education

Covid-19 pandemic affected more than 1.5 billion students all around the world because of the closure of schools at all levels (UNESCO, 2020). Distance education is a method in which education, communication, and in-class interaction activities are performed with situation-specific teaching plans and different platforms where teachers and students are not together for various reasons (Yurdakul, 2015: 275). In this context, distance education is an interdisciplinary method of eliminating drawbacks between students, teachers and teaching materials with a beneficial approach by using existing technological resources (Bozkurt, 2017). 1.5. Distance Education Methods, Advantages/Disadvantages, Conditions.

When distance education method is considered, various concepts and definitions regarding this method appear before us. For example, the e-Learning concept, which is another definition of distance education, means education through the Internet and computer. Another definition of distance education with mobile devices is m-Learning. Also, the training model where face-to-face and distance education methods are used together is called Mixed/ Blended Education. Distance education can be done synchronously and asynchronously (Balaban, 2012: 17). Students and teachers are in the teaching environment in real time and at the same time in the synchronous distance education process, and students and teachers are not in the teaching process at the same time, and students can determine their own course planning and timing in the asynchronous system (Yu & Mukhamadieva, 2020; Basilaia & Kvavadze, 2020). Examples of synchronous systems are live lessons; and video recordings are the examples of asynchronous system.

As it is the case in any educational method, it is also possible to mention several advantages and disadvantages of distance education.

Advantages of distance education:

- Student can choose the time and place of studying.
- Students can access teaching resources and materials on the internet.
- Education process is flexible.
- It helps to reduce transportation and travel costs.
- It allows education to be delivered to wider masses.

Disadvantages of distance education:

- The ability to enrich the processing of information emotionally is limited.
- The need for personal computer and internet access arises,
- The problem of identifying the user arises for the authentication of the information,
- Self-discipline is necessary for distance education, •Developing distance education courses can be highly complex (Yu & Mukhamadieva, 2020).

1.6. Distance Education Applications during the Pandemic Period

Although pandemic period has many negative consequences in healthcare, economy, and social terms, there are also some negative outcomes in educational terms. United Nations (2020) reported that at least 91% students were affected by school break worldwide. Distance education is becoming the only solution all over the world because of the epidemic. Parallel to the measures taken for health, states decided to return to distance education in the framework of opportunities in their disposal to ensure the continuity in education and to avoid students from falling into gap in this respect (Telli-Yamamoto & Altun, 2020: 26).

Rotational and flexible working, video conferencing, distance working, and social distancing protocols are applied to decrease the infection levels of the disease (Ebrahim et al., 2020).

Synchronous and asynchronous education applications are carried out with various digital platforms mostly by using devices such as computers, tablets and smartphones in the scope of distance education in many areas in the world in pandemic period. Among the platforms used for these purposes, there are applications such as Zoom, Classtime, Google Classroom, Google Hangouts, Learningapps, Moodle, Skype, YouTube, Apple, FreeConferenceCall, Join.Me, Meeting Burner, Flipgrid, social media applications, mobile learning technologies, and web servers (Shevtsova & Kozubai, 2020; Chick et al., 2020; Lynch, 2020; Williamson, Eynon & Potter, 2020; Keswani et al., 2020; Terenko & Ogienko, 2020).

1.7. Art Education Applications with Distance Education during the Pandemic Period

Art is a means of expression. The things that are meant to be explained and expressed are conveyed with

movements, substances, sounds and sings so that a statue ceases to be a pile of stones, a melody to be random sounds, a painting to be a mass of paint, and a poem to be a pile of random lyrics, and makes sense in the unique world of art (Yilmaz, 2007: 17).

As a result of the closure of schools during the pandemic period, music educators adapted their lessons for distance education, and had to apply video conferencing tools such as Zoom for synchronous training, and online learning management systems such as Google Classroom and Blackboard for asynchronous training. For example, a synchronous virtual choir classroom was created with Zoom (Galvan & Clauhs, 2020).

Patients started to be served with virtual classrooms created through Zoom in the field of music therapy, which is another interdisciplinary approach of art associated with health (Negrete, 2020).

An online learning plan that was prepared in an interesting way according to course contents and student levels, and was enhanced with examples was prepared in the scope of art and design course; and it was ensured that students would provide feedbacks to each other by sharing their works in groups created with social networks such as Facebook (Dilmaç, 2020).

Simultaneous interaction was established with students via video/voice lessons and Online Campus system in a distance education application that was carried out in the scope of basic design course, and opportunities such as presentation/video uploading etc. were given to students over this platform (Kahraman, 2020).

One of the most important facts that should be cared for in art education in pandemic process is to ensure equality of opportunity in education. Although it is considered positive that many educational and artistic institutions opened various online platforms and resources free-of-charge for a limited time period, the presence of individuals who do not have adequate technological and artistic equipment is still a deficiency (Daubney & Fautley, 2020). When students cannot access the internet or do not have electronic devices, teachers can send physical copies of basic materials of their lessons directly to the residences of students, or students can use the smartphone of a family member to record their performances, or save the video into a portable memory device and send it via mail (Liu, 2020).

It is possible to argue that pandemic has direct effects on art itself as well as on the reflection of art education. When considered with this point of view, it can be argued that the periods in which plague epidemics, cholera, and smallpox occurred throughout history served art in striking ways (Demirbağ, 2018: 33).

1.8. Purpose

The purpose of this study was to compile the data that would help to detect the problems faced by academicians in Department of Fine Arts Education in Faculty of Education, Faculty of Fine Arts, and Conservatory under covid-19 pandemic conditions, and to help to take measures for the solution.

1.9. Importance

We are going through difficult times as the whole world because of COVID-19 pandemic. Many people, especially scientists, healthcare employees and managers from all levels continue to work to ensure that humanity can overcome this difficulty as soon as possible with minimal harm. In this context, significant changes, which are considered temporary for the time being, occurred in education system. Education processes at all levels (e.g. courses, and determining academic achievement, etc.) are conducted with distance education in our country. When it is considered that distance education will continue partially or completely for some time, it is hoped that determining its advantages and disadvantages according to the opinions of academicians in the field of conservatory and fine arts, especially at higher education level, which requires skills, training, will contribute to solve this problem in education.

2. METHOD

The ethical approval of the study was obtained with the decision of Trakya University, Social and Humanities Research Ethics Committee on 2.12.2020 with the number 2020.08.16; and the research and publication ethics were taken into consideration.

The study had a descriptive and singular scanning model. The universe of the study consisted of higher education institutions/branches providing fine arts education. The sampling was determined with Snowball Method as Trakya University, Faculty of Education, Department of Fine Arts Education, Faculty of Fine Arts, Departments of Painting/Sculpture, and conservatory academicians. The sampling was contacted after the pandemic was seen in Turkey in mid-March 2020, in the period from April to June 2020. The study was conducted with 196

academicians from different titles.

An E-Survey that consisted of 12 questions including demographic data such as age, gender, academic title, education level, professional service duration, 5 questions regarding the data on distance education backgrounds, and 37 questions regarding the data on 6 problem areas about the problems that can be experienced in art education with distance education was used as the data collecting tool in this study. Descriptive statistics, frequency and percentage distributions were used in statistical analysis of the data in this study.

3. FINDINGS

In the present study, a total of 48.0% of the participants were 40-55 years old, gender distribution was 50%-50%, 66.8% were married, 58.2% were academicians at conservatory & education faculty, music education, 41.8% at Faculty of Education/Art Education & Faculty of Fine Arts/Art Sculpture Departments, 32.7% were Lecturers Dr./Lecturers, 73.5% were academicians with professional seniority of 10 years or more (Table 1).

Table 1. Frequency distribution of sampling

		f	%
1) Age?	• a) Smaller than 39	77	39,3
	• b) 40-55	94	48,0
	• c) 56 and above	25	12,8
2) Gender?	• a) Female	97	49,5
	• b) Male	97	49,5
	No response	2	1,0
3) Marital status?	• a) Single	65	33,2
	• b) Married	131	66,8
4) Your School/Faculty/Department?	• a) Conservatory	65	33,2
	• b) Education Faculty/Art education	41	20,9
	• c) Education Faculty/Music education	49	25,0
	• d) Fine Arts Faculty/Art & Sculpture	41	20,9
5) Your academic title?	• a) Research Assistant Dr. / Research Assistant	15	7,7
	• b) Academician Dr. / Academician	64	32,7
	• c) Dr. Academician	49	25,0
	• d) Assoc. Prof. Dr./ Assoc. Prof.	42	21,4
	• e) Prof. Dr. / Prof.	26	13,3
7) Years in profession?	• a) Less than 5 years	21	10,7
	• b) 5-9 years	31	15,8
	• c) 10-19 years	77	39,3
	• d) 20 years and more	67	34,2
Total		196	100,0

In the present study, 61.7% of the participants attended theoretical courses at 10 and more hours a week, 62.7% attended 10 and more hours of applied courses (skills training) a week, 71.4% attended 2 and more theoretical courses within the semester, 78.6% took 2 and more practical courses (skills training) within the semester, and 39.8% had students for whom they provided postgraduate consultancy in fine arts (Table 2).

Table 2. Frequency distribution of sampling

		f	%
8) Number of your theoretical weekly courses in this period?	• a) None	15	7,7
	• b) 1-9	58	29,6
	• c) 10-19	69	35,2
	• d) 20 and more	52	26,5
	No response	2	1,0
9) Number of your weekly practical courses (skills education)? (except for social service and internships)	• a) None	16	8,2
	• b) 1-9	56	28,6
	• c) 10-19	91	46,4
	• d) 20 and more	32	16,3
	No response	1	0,5
10) Number of your theoretical courses in this period? (except for counselling)	• a) None	23	11,7
	• b) 1	28	14,3

	• c) 2-3	70	35,7
	• d) 4 and more	70	35,7
	No response	5	2,6
	• a) None	21	10,7
	• b) 1	20	10,2
11) Number of your practical courses in this period (skills education)? (except for social service and internships)	• c) 2-3	87	44,4
	• d) 4 and more	67	34,2
	No response	1	0,5
12) Do you have students for whom you provide postgraduate thesis counselling in fine arts field?	• a) No	118	60,2
	• b) Yes	78	39,8
Total		196	100,0

A total of 16.8% of the participants provided course at proficiency level in doctorate/art, 4.8% at post-graduate level, and 96.4% at undergraduate level (Table 3).

Table 3. Frequency distribution of sampling

	f	%
6a) Undergraduate	189	96,4
6b) Postgraduate	82	41,8
6c) Doctorate/Proficiency in Art	33	16,8
N=	196	100,0

A total of 86.2% of the participants said that they did not receive “any customized training on areas, such as education-training, material preparation, measurement and evaluation to be used in distance education”, 5.6% said that they received training as courses in postgraduate stage, and 8.2% as courses/seminars in in-service training. A total of 74.5% of the respondents said that they did not receive “training on the use of computer programs used in distance education”, 85.2% said that they taught distance education lessons from home, 13.8% as postgraduate course, 8.2% said that they did not have a quiet, independent room where they could provide distance education courses at their homes, and 7.1% said that they did not have adequate internet connection to provide distance education courses at home (Table 4).

Table 4. Frequency distribution of sampling

		f	%
1) Did you receive any customized training on areas, such as education, material preparation, measurement and evaluation to be used in distance education? (except for the courses you took when you were student in faculty of education)	• a) Yes, in-service training (course/seminar)	16	8,2
	• b) Yes, specific course in postgraduate	11	5,6
	• c) No	169	86,2
2) Did you receive any training on the use of computer programs used in distance education?	• a) No	146	74,5
	• b) Yes	50	25,5
3) Where did you perform your distance education courses?	• a) At home	167	85,2
	• b) At school	29	14,8
4) Do you have a quiet and independent room where you can provide distance education courses in your home?	• a) Yok	27	13,8
	• b) Yes	169	86,2
5) Do you have adequate internet connection to provide distance education courses at home?	• a) No	14	7,1
	• b) Yes	182	92,9
	Total	196	100,0

It was noteworthy that 62.8% of the participants stated that they used the distance education (UZEM) of their institutions in virtual classroom education, 55.1% used Zoom programs, and 55.6% said that they used programs, such as WhatsApp and Telegram, 17.3% used Skype, Duo, Hangout, and Viber, which were communication programs not distance education programs (Table 5).

Table 5. Programs you made use of in virtual classroom education during distance education process

	f	%
6a) Distance education of the institution (UZEM)	123	62.8
6f) WhatsApp. Telegram	109	55.6
6b) Zoom	108	55.1
6g) Skype. Duo. Hangout. Viber	34	17.3

6c) Microsoft Teams	17	8.7
6d) Google Meet	10	5.1
6e) Google Classroom	8	4.1
6h) SMS. Email	4	2.0
N=	196	100.0

In terms of internet and computer problems faced during distance education process, 53.6% of the participants said they had “Internet disconnection/freezing” problems, 49.0% “Poor sound quality”, and 45.9% “Poor image quality”. Only 3.6% thought that there were no problems (Table 6).

Table 6. What are the internet and computer problems you experience during distance education process?

	f	%
7d) Disconnection/Freezing of the internet connection	105	53.6
7b) Low sound quality	96	49.0
7a) Low image quality	90	45.9
7c) Weak internet connection	77	39.3
7e) Asynchronous internet connection	77	39.3
7f) Slow computer	54	27.6
7g) No problem	7	3.6
N=	196	100.0

Regarding the problems caused by computer distance education programs faced in distance education process, 46.4% of the participants said, “Proper physical environment may sometimes not exist, and 35.7% said, “The capabilities of the program are very limited”. The rate of those who said there were no problems was only 4.1% (Table 7).

Table 7. What are the problems stemming from computer distance education program you experienced in distance education?

	F	%
8e) Sometimes non-complying physical environments.	91	46,4
8a) The capabilities of the program are highly limited.	70	35,7
8f) The capability of the program for preparing course materials is weak.	50	25,5
8c) Program is not practical.	46	23,5
8b) My authorities on the program are very limited.	24	12,2
8g) No problems.	8	4,1
N=	196	100,0

Regarding the problems resulting from the contents/achievements of the course faced in distance education process, 74.0% of the participants said “Sometimes it involves a one-to-one master/apprentice relations”, 69.9% said “It requires me to give an instant individual feedback”, 68.9% said “It is a course to be learned by doing”, and 63.8% said “It is a skill-based course”. The rate of those who said that there were no problems was only 2.6% (Table 8).

Table 8. What are the problems caused by contents/achievements of course you faced during distance education process?

	f	%
9c) Sometimes it involves a one-to-one master/apprentice relations.	145	74.0
9f) It requires me to give an instant individual feedback.	137	69.9
9b) It is a course to be learned by doing.	135	68.9
9a) It is a skill-based course.	125	63.8
9e) It requires that the action of student be corrected physically.	97	49.5
9d) It requires that teacher is repeated/imitated.	96	49.0

9h) No problems.	5	2.6
N=	196	100.0

Regarding the student-related problems faced during the distance education process, 69.9% of the participants said “Lack of motivation”, 65.8% said, “Lack of active participation in the course”, 58.7% “Indifference”, and 50.5% said “Arbitrary participation in synchronized/live courses”. The rate of those who said there were no problems was 1.0% (Table 9).

Table 9. What are the student-related problems you experience during the distance education process?

	f	%
10b) Lack of motivation.	137	69,9
10d) Lack of active participation in the course.	129	65,8
10a) Indifference.	115	58,7
10f) Arbitrary participation in synchronized/live courses.	99	50,5
10e) Not prepared participants by students.	92	46,9
10c) Not reading sources.	78	39,8
10g) Lack of following the course with care.	58	29,6
10j) No problems.	2	1,0
N=	196	100,0

Regarding the teacher-related problems faced during distance education process, 39.8% of the respondents stated “Technical insufficiency about the programs”, 38.8% “Inability to motivate”, and 38.8% “Preparing for many lessons at different levels/varieties”. The rate of those who said that there were no problems was only 1.5% (Table 10).

Table 10. What are the teacher-related problems you experience during the distance education process?

	f	%
11d) Technical insufficiency about the programs.	78	39,8
11a) Inability to motivate	76	38,8
11g) Preparing for many lessons at different levels/varieties	76	38,8
11b) Not being able to provide feedback to student.	51	26,0
11c) Irregularity of course hours.	48	24,5
11f) Lack of desire.	42	21,4
11e) Lack of skills in managing the virtual course.	21	10,7
11i) No problems.	3	1,5
N=	196	100,0

Regarding the measurement and evaluation problems faced in distance education process, 71.9% of the participants said they had “Insufficient assessment with only homework”, 64.8% said “Not measuring skill-based acquisitions”, and 54.6% said “Difficulties in avoiding copy/paste in assignments”. The rate of those who said that there were no problems was only 0.5% (Table 11).

Table 11. What are the problems you experience in distance education because of measurement and evaluation?

	f	%
12a) Insufficient assessment with only homework.	141	71,9
12b) Not measuring skill-based acquisitions	127	64,8
12c) Difficulties in avoiding copy/paste in assignments	107	54,6
12f) Lack of objective evaluation.	85	43,4
12d) Not seeing cognitive acquisitions at all.	64	32,7
12e) Student logic of “if there is no measurement, the course does	64	32,7

not have importance”

12h) No problems.	1	0,5
N=	196	100,0

4. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

4.1. Conclusion

Problems faced by participants during distance education process at high levels;

- Related to contents/achievements of course
- Related to students
- Related to measurement and evaluation

Problems faced by participants during distance education process at relatively low levels;

- Related to internet and computer
- Related to computer distance education program
- Related to teachers

4.2. Discussion

According to the findings of the present study, it was concluded that the many of the participants experienced some technical problems because of the fact that they did not receive in-service trainings regarding distance education and technology use; and they could not teach their courses in an accurate way in terms of contents and acquisitions in this context. In Akyürek’s research (2020), parallel to the results of this study, faculty members who had problems because of the difficulties in using technology in distance music education stated that they could not teach online courses in an accurate way.

The use of the distance education system (UZEM) of the institution by participants as well as applications such as Zoom, WhatsApp, Telegram, Skype, Duo, Hangout, and Viber was one of the significant results of the study. Akyürek (2020), reported that instructors preferred Adobe Connect, Bandicam, and Skype programs in distance music education. However, in the study conducted by Murdaugh, Hausknecht and Herbst (2020), it was reported that, similar to the results of this study, many participants used Zoom, Apple FaceTime, and Skype; and were satisfied with the features of these platforms at moderate levels; however, participants using Messenger expressed higher satisfaction levels because of acoustic features.

In the present study, it was found in the scope of the limitations and drawbacks of distance art education that faculty members experienced technological infrastructure problems such as internet disconnection/freezing and low image/sound quality. These results are parallel to those reported by Akyürek (2020), in his study in which he reported the presence of internet connection-induced synchronous problems and disruptions in online communication. Similarly, Özer and Üstün (2020), found that distance education was not as efficient as face-to-face education especially in practical courses, and the reasons for this were connections and technical problems experienced during courses. Also, Karahan (2016), reached the conclusion that the most important problems in distance education were related to technological infrastructure, the internet, and speed of digital resources. However, Koutsoupidou (2014), argued that high internet speed was necessary to ensure synchronous nature in distance music education.

It was understood in the study that many participants conducted distance education from their homes, and did not have appropriate working environments/conditions. Thornton (2020), discussed such difficulties experienced by music educators in working environments in his study, in which he highlighted that education would change in the direction of distance education after pandemic.

Among the results of the present study, there are conclusions that distance art education necessitates one-to-one master-apprentice relation, student cannot be given instant individual feedback, art education involves courses to be learned by doing, there is a lack of motivation in students, and students are not interested in courses. In his study, Akyürek (2020), discussed problems, such as the inability of faculty members to give instant feedback in distance music education in pandemic period, and the lack of motivation and interest in courses. Similarly, He (2020), reported that music education is done face-to-face or even one-on-one, and by demonstrating and making; however, this effect could not be achieved in online teaching. Regarding the lack of motivation of students, Koutsoupidou (2014), reported that some students had difficulty in communicating in distance education because of their personality traits. Likewise, Primov-Fever, Roziner and Amir (2020), reported negative effects of stress and lack of feedback on students during pandemic.

In distance education process, in the framework of the results of exam evaluations, it was found that the evaluation of skill-based courses was insufficient in art education. Chandasiri (2020), highlighted that subjects on fine arts could not be taught online; and that, parallel to this study, measurement and evaluation could not be done in an accurate way; and therefore, it would be more appropriate to bring a rating system based on activities the student did.

4.3. Recommendations

- Studies can be conducted to determine the difficulties experienced in fine arts education with distance education from a student point of view.
- Similar studies can be conducted in other fine art fields aside from art, sculpture, and music fields, which made up the sampling of this study.
- In-service trainings can be organized for instructors for distance education and technology use.
- It can be said that art education institutions must provide the necessary infrastructure for distance education.
- Applications to support student motivation can be included in distance education.

REFERENCES

- Akyürek, R. (2020). The Views of Lectures about Distance Music Education Process in the Pandemic Period. *International Journal of Education Technology and Scientific Researches*, 5(13), 1790-1833.
- Alpago, H. ve Alpago, O. D. (2020). Koronavirüs Salgınının Sosyoekonomik Sonuçları. *IbadJournal of SocialSciences*, 8(8), 99-114.
- Aslan, R. (2020). Tarihten Günümüze Epidemiler, Pandemiler ve Covid-19. *Ayrıntı Dergisi*, 8(85).
- Balaban, E. (2012). *Dünyada ve Türkiye’de uzaktan eğitim ve bir proje önerisi*. İstanbul: Işık Üniversitesi.
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.
- Bergman, Y. S., Cohen-Fridel, S., Shrira, A., Bodner, E., & Palgi, Y. (2020). COVID-19 health worries and anxiety symptoms among older adults: the moderating role of ageism. *International psychogeriatrics*, 32(11), 1371-1375.
- Bozkurt, A. (2017). Türkiye’de uzaktan eğitimin dünü, bugünü ve yarını. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 3(2), 85-124.
- Chan, J. F. W., Yuan, S., Kok, K. H., To, K. K. W., Chu, H., Yang, J., ... & Yuen, K. Y. (2020). A familial cluster of pneumonia associated with the 2019 novel coronavirus indicating person-to-person transmission: a study of a family cluster. *The lancet*, 395(10223), 514-523.
- Chandasiri, O. (2020). The Covid-19: impact on education. *Journal of Asian and African Social Science and Humanities*, 6, 37-42.
- Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using technology to maintain the education of residents during the COVID-19 pandemic. *Journal of surgical education*, 77(4), 729-732.
- Daubney, A., & Fautley, M. (2020). Editorial Research: Music education in a time of pandemic. *British Journal of Music Education*, 37(2), 107-114.
- de Oliveira Araújo, F. J., de Lima, L. S. A., Cidade, P. I. M., Nobre, C. B., & Neto, M. L. R. (2020). Impact of Sars-Cov-2 And its reverberation in global higher education and mental health. *Psychiatry Research*, 112977.
- Demirbağ, M. (2018). *Pandemics throughout history and their reflection in art*. Yaşar University, Master Thesis, İzmir.
- Dilmaç, S. (2020). Students' Opinions about the Distance Education to Art and Design Courses in the Pandemic Process. *World Journal of Education*, 10(3), 113-126.
- Ebrahim S H, Ahmed Q A, Gozzer E, Schlagenhauf P, Memish Z A. Covid-19 and community mitigation strategies in a pandemic. *BMJ*, 2020; 368 :m1066 doi:10.1136/bmj.m1066.
- Galván, J., & Clauhs, M. (2020). The Virtual Choir as Collaboration. *The Choral Journal*, 61(3), 8-18.
- He, Y. (2020). *Research on Online Teaching of Music Performance Based on Diversification and Intelligence– Take the Online Music Teaching during the COVID-19 as an Example*. In 2020 International Conference on E-Commerce and Internet Technology (ECIT) (pp. 193-196).
- Kahraman, M. E. (2020). COVID-19 Salgınının Uygulamalı Derslere Etkisi ve Bu Derslerin Uzaktan Eğitimle Yürütülmesi: Temel Tasarım Dersi Örneği. *Medeniyet Sanat Dergisi*, 6(1), 44-56.
- Kahraman, M., E. (2020). COVID-19 Salgınının Kültür ve Sanat Organizasyonlarına Etkisi, *Yıldız Journal of Art and Design*, 7 (1), 84-99.
- Karahan, A. S. (2016). The evaluation of synchronic distance piano teaching in comparison with the traditional piano teaching. *International Periodical for the Languages, Literature and History of Turkish or Turkic, Turkish Studies*, 11(21), 211-228. <https://doi.org/10.7827/TurkishStudies.11244>.
- Keswani, R. N., Sethi, A., Repici, A., Messmann, H., & Chiu, P. W. (2020). How to maximize trainee education

- during the coronavirus disease-2019 pandemic: perspectives from around the world. *Gastroenterology*, 159(1), 26-29.
- Koutsoupidou, T. (2014). Online distance learning and music training: benefits, drawbacks and challenges. *Open Learning: The Journal of Open, Distance and e-Learning*, 29(3), 243-255.
- Liu, C. W. (2020). Rethinking Music Learning in the New Normal. *General Music Today*, 1048371320937740.
- Lu H, Stratton CW, Tang YW. Outbreak of pneumonia of unknown aetiology in Wuhan, China: The mystery and the miracle. *J Med Virol*. 2020;92(4):401-2.
- Lynch, M. (2020). E-Learning during a global pandemic. *Asian Journal of Distance Education*, 15(1), 189-195. <https://doi.org/10.5281/zenodo.3881785>
- Murdaugh, K., Hausknecht, J. B., & Herbst, C. T. (2020). In-Person or Virtual?—Assessing the Impact of COVID-19 on the Teaching Habits of Voice Pedagogues. *Journal of Voice*.
- Negrete, B. (2020). Meeting the Challenges of the COVID-19 Pandemic: Virtual Developmental Music Therapy Class for Infants in the Neonatal Intensive Care Unit. *Pediatric Nursing*, 46(4), 198-206.
- Özer, B., & Ustun, E. (2020). Evaluation of Students' Views on the COVID-19 Distance Education Process in Music Departments of Fine Arts Faculties. *Asian Journal of Education and Training*, 6(3), 556-568.
- Özkoçak, V., Koç, F., & Gültekin, T. (2020). Pandemiyle Antropolojik Bakış: Koronavirüs (Covid-19) Örneği. *Electronic Turkish Studies*, 15(2).
- Primov-Fever, A., Roziner, I., & Amir, O. (2020). Songbirds Must Sing: How Artistic Voice Users Perceive Their Voice in Times of COVID-19. *Journal of Voice*.
- Savitsky, B., Findling, Y., Erel, A., & Hendel, T. (2020). Anxiety and coping strategies among nursing students during the covid-19 pandemic. *Nurse Education in Practice*, 46, 102809.
- Shevtsova, P., & Kozubai, I. (2020). Distance foreign language learning during pandemic as a challenge for the education system. *Матеріали конференції Молодіжної наукової ліги*, 57-59.
- Terenko, O., & Ogienko, O. (2020). How to Teach Pedagogy Courses Online at University in COVID-19 Pandemic: Search for Answers. *Romanian Journal for Multidimensional Education/Revista Romaneasca pentru Educatie Multidimensionala*, 12.
- Thornton, L. (2020). Music education at a distance. *Journal of Music Teacher Education*, Vol.29(3), 3–6. <https://doi/10.1177/1057083720928615>.
- Til, A. (2020). Yeni Koronavirüs Hastalığı Hakkında Bilinmesi Gerekenler. *Ayrıntı Dergisi*, 8 (85), 53-57.
- UNESCO, (2020). *Global Education Coalition*. #LearningNeverStops, COVID-19 Education Response. <https://en.unesco.org/covid19/educationresponse/globalcoalition> (Accessed on February 26, 2020).
- Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. 45:2, 107-114, DOI: 10.1080/17439884.2020.1761641
- WHO, (2020). Coronavirus disease (Covid-19) https://www.who.int/health-topics/coronavirus#tab=tab_1 (Accessed on February 26, 2020).
- WHO, (2020). Director-General's remarks at the media briefing on 2019-nCoV on 11 February 2020. <https://www.who.int/dg/speeches/detail/who-director-general-s-remarks-at-the-media-briefing-on-2019-ncov-on-11-february-2020> (Accessed on February 12, 2020).
- Yılmaz, M. (2007). *Görsel Sanatlar Eğitiminde Uygulamalar*, Gündüz Eğitim ve Yayıncılık, Ankara.
- Yu, Y. G., & Mukhamadieva, F. (2020). Methods and models of distance learning. *Methods, Novateur Publications, JournalNX- A Multidisciplinary Peer Reviewed Journal*. ISSN No: 2581 – 4230. 6(6).
- Yurdakul, B. (2015). *Eğitimde yeni yönelimler*. "Uzaktan eğitim " (ss. 271-287). Ed: Demirel, Ö., Pegem Akademi, Ankara:Türkiye. ISBN 978-975-8792-74-1.

EXTENDED ABSTRACT

Introduction

Pandemic was declared by the World Health Organization (WHO) on January 30, 2020 due to “urgent public health problem at international level” and COVID-19 cases in 216 countries, its spread and severity of the virus (WHO, 2020). Pandemic can be defined as an intercontinental epidemic (Til, 2020).

Each country is trying to reduce the spread of COVID-19 by taking precautions to protect citizens. In this respect, schools were closed, and distance education was initiated all over the world because of social isolation. The Covid-19 pandemic affected more than 1.5 billion students all around the world with the closure of schools at all levels (Unesco, 2020). Distance education involves education, communication and in-class interaction activities with situation-specific teaching plans and different platforms where teachers and students are not together for various reasons (Yurdakul, 2015: 275).

When the distance education method is considered, various concepts and definitions related to this method may appear before us. Another definition of distance education with mobile devices is m-Learning. Also, the training model in which both face-to-face and distance education methods are used together is called Blended Education. Distance Education can be performed Synchronously or Asynchronously (Balaban, 2012: 17). In synchronous

distance education, students and teachers are in the teaching medium in real-time and at the same time, and in the asynchronous system, the students and teachers are not in the teaching process at the same time, the students can determine their own course planning and timing (Yu & Mukhamadieva, 2020; Basilaia & Kvavadze, 2020). The examples of synchronous systems include live lessons; and video recordings can be given as examples of asynchronous systems.

It seems possible to mention advantages and disadvantages of distance education, as it is the case in any educational method.

Advantages of distance education:

- The student can choose the time and place of the study.
- The student can access teaching resources and materials on the Internet.
- Training process is flexible.
- This helps to reduce transportation and travel costs.
- Distance education allows education to be delivered to wider audience.

Disadvantages of distance education:

- The ability of processing information is limited to enhance the course in emotional terms.
- The need for a personal computer and internet access emerges,
- The problem emerges for identifying the user in confirming the information,
- Self-discipline is needed for distance education,
- Developing distance education courses might be complex at high levels (Yu & Mukhamadieva, 2020).

The pandemic period had many negative consequences in health, economy and social terms, and also brought negative outcomes in educational terms. United Nations (2020) stated that minimum 91% students were affected by school breaks worldwide. Distance education is becoming the only remedy worldwide because of the pandemic (Telli-Yamamoto & Altun, 2020: 26).

Synchronous and non-synchronous education practices are performed with various digital platforms using devices, such as computers, tablets and smartphones in the scope of distance education during the pandemic period in many areas of the world. Among the platforms used, there are Zoom, Classtime, Google Classroom, Google Hangouts, Learningapps, Moodle, Skype, YouTube, Apple, FreeConferenceCall, Join.Me, Meeting Burner, Flipgrid, other social media apps, mobile learning technologies and web servers (Shevtsova & Kozubai 2020; Chick et al,2020; Lynch, 2020; Williamson, Eynon & Potter, 2020; Keswani et al., 2020; Terenko & Ogienko, 2020)

Music educators also adapted their courses to distance education, and had to use video conferencing tools, such as Zoom for synchronous training, and online learning management systems, such as Google Classroom and Blackboard for synchronous training as a result of the closure of schools in the pandemic period. For example, a synchronous and virtual choir class was established with Zoom (Galvan & Clauhs, 2020).

Purpose

The purpose of the study was to determine the problems faced in art education by academicians in fine arts education under the conditions of Covid-19 pandemic, and to help take measures for the solution of these problems.

Importance

We are experiencing difficult times due to the COVID-19 pandemic as a whole world. Many people, such as scientists, healthcare employees, and managers at all levels, continue to work to ensure that humanity can overcome this difficulty as soon as possible with minimal damage. Educational processes are performed with distance education in our country at all levels. It is expected that determining the advantages and disadvantages of distance education partly or as a whole according to the opinions of academicians in conservatory and fine arts field, especially at higher education level, which requires skill training, will contribute to the solution of this problem in education.

Method

The universe of the study consisted of higher education institutions/branches that provide fine arts education. The sampling was the academicians of the Fine Arts Education Department, Faculty of Fine Arts, and Painting/Sculpture and Conservatory Departments. After the pandemic was detected in Turkey in mid-March 2020, an attempt was made to contact the sampling between April and June 2020. The study was conducted with 196 academicians who had different titles.

An E_Survey was used as the data collection tool in this study. The survey included 37 questions in 6 problem fields on demographic data, distance education backgrounds, and problems that could be experienced in distance education and art education, was applied to those who wanted to participate voluntarily in the study from academicians. Frequency and percentage distributions were used in statistical analysis of the data in the present study.

Conclusion and Discussion

The participants stated that they experienced problems mostly due to the contents/achievements of the courses, student-related problems, and measurement and evaluation-related problems during the distance education process. However, they also stated that they experienced fewer problems that stemmed from internet and computer, computer distance education program, and teacher-related problems.

According to the findings of the study, it was understood that many of the participants experienced some technical problems because they did not receive in-service training for distance education and technology use; and in this context, they could not teach courses in an accurate way in terms of contents and achievements. In the study that was conducted by Akyürek (2020), it was reported that faculty members who had problems because of the difficulties of using technology in distance music education; and therefore, they could not teach online courses in an accurate way, which is a parallel result with the present study.