

EDUCATIONAL IMPLICATIONS IN THE COVID-19 ERA

Edited By

Assoc. Prof. Dr. Şahin DANIŞMAN

Dr. Mustafa GÜLER



EDUCATIONAL IMPLICATIONS IN THE COVID-19 ERA

Edited By

Assoc. Prof. Dr. Şahin DANIŞMAN - Dr. Mustafa GÜLER

Authors

Prof. Michael B. CAHAPAY - Prof. Dr. Wee Tiong SEAH - Assoc. Prof. Dr. Ali MERÇ
Assoc. Prof. Dr. Zülfiye Gül ERCAN - Assist. Prof. Dr. Ahmet SAPANCI
Assist. Prof. Dr. Ali Şükrü ÖZBAY - Assist. Prof. Dr. Ayşegül ASLAN - Assist. Prof. Dr. Razia B
Dr. Ahmet TAŞDERE - Dr. Demet BATMAN - Dr. Esin DÜNDAR - Dr. John Mark R. ASIO
Dr. Mustafa GÜLER - Dr. Ümmü Gülsüm DURUKAN - Betül YILMAZ
Erwin E. ROTAS - Özlem ÇOLAK

ISBN:

978-625-8499-23-0

Materyal Türü: Elektronik Kitap (Çevrim içi / Web tabanlı)

Elektronik Yayın Formatı: PDF

Elektronik Yayın Tipi: Adobe Ebook Reader

İnternet Adresi: www.vizetek.com.tr

Yayınevi Sertifika No: 41575



Seyranbağları Mah. İncesu Cad. 10/2 Çankaya/ANKARA

Tel.: (0312) 482 00 11

Web: www.vizetek.com.tr

E-mail: vizetkyayincilik@gmail.com

EDUCATIONAL IMPLICATIONS IN THE COVID-19 ERA

Edited By

Assoc. Prof. Dr. Şahin DANIŞMAN
Dr. Mustafa GÜLER

Authors

Prof. Michael B. CAHAPAY
Prof. Dr. Wee Tiong SEAH
Assoc. Prof. Dr. Ali MERÇ
Assoc. Prof. Dr. Zülfiye Gül ERCAN
Assist. Prof. Dr. Ahmet SAPANCI
Assist. Prof. Dr. Ali Şükrü ÖZBAY
Assist. Prof. Dr. Ayşegül ASLAN
Assist. Prof. Dr. Razia B
Dr. Ahmet TAŞDERE
Dr. Demet BATMAN
Dr. Esin DÜNDAR
Dr. John Mark R. ASIO
Dr. Mustafa GÜLER
Dr. Ümmü Gülsüm DURUKAN
Betül YILMAZ
Erwin E. ROTAS
Özlem ÇOLAK

Editörler

Assoc. Prof. Dr. Şahin DANIŞMAN, *Düzce University, Faculty of Education, Turkey*

ORCID ID: 0000-0003-4739-3625

Dr. Mustafa GÜLER, *Trabzon University, Fatih Faculty of Education, Turkey*

ORCID ID: 0000-0002-4082-7585

Chapter 1

No Return to Normal: Reducing the Impact of COVID-19 Remote Education on Student Wellbeing

Prof. Dr. Wee Tiong SEAH, *The University of Melbourne, Graduate School of Education, Australia*

ORCID ID: 0000-0001-9378-8439

Chapter 2

School Experience during Emergency Remote Teaching: Evaluations of Teacher Candidates and Mentors

Dr. Esin DÜNDAR, *Mersin University, Faculty of Education, Turkey*

ORCID ID: 0000-0002-8160-0176

Assoc. Prof. Dr. Ali MERÇ, *Anadolu University, Faculty of Education, Turkey*

ORCID ID: 0000-0003-3061-7899

Chapter 3

Environmental Consciousness during the COVID-19 Pandemic

Dr. John Mark R. ASIO, *La Consolacion University Philippines, Gordon College, Philippines*

ORCID ID: 0000-0002-6096-4595

Chapter 4

An Alternative Learning during Pandemic: Video-Assisted Out-of-School Learning Activities

Assist. Prof. Dr. Ayşegül ASLAN, *Trabzon University, Fatih Faculty of Education, Turkey*

ORCID ID: 0000-0003-2363-0091

Dr. Demet BATMAN, *Independent Researcher, Turkey*

ORCID ID: 0000-0001-6209-7045

Dr. Ümmü Gülsüm DURUKAN, *Giresun University, Faculty of Education, Turkey*

ORCID ID: 0000-0002-9279-2812

Dr. Mustafa GÜLER, *Trabzon University, Fatih Faculty of Education, Turkey*

ORCID ID: 0000-0002-4082-7585

Chapter 5

Online Education Stress among students during the COVID-19 Pandemic: Evidence from Indian Universities

Assist. Prof. Dr. Razia B, *Department of Education, Aligarh Muslim University, Aligarh, India*

ORCID ID: 0000-0001-8582-7709

- Chapter 6** **Family-Focused Psycho Training Sessions during COVID-19 Pandemic**
Betül YILMAZ, *Trakya University, Institute of Social Sciences, Elementary Education, Turkey*
ORCID ID: 0000-0002-0506-4148
Assoc. Prof. Dr. Zülfıye Gül ERCAN, *Trakya University, Faculty of Education, Turkey*
ORCID ID: 0000-0002-7532-5251
- Chapter 7** **Online Instruction at a Turkish University: Reflections towards Corpus Applications in Language Classroom**
Assist. Prof. Dr. Ali Şükrü ÖZBAY, *Department of English Language and Literature, Karadeniz Technical University, Turkey*
ORCID ID: 0000-0002-3421-0650
- Chapter 8** **Challenges Science Teachers Face in Distance Science Education during the COVID-19 Emergency**
Dr. Ahmet TAŞDERE, *Uşak University, Faculty of Education*
ORCID ID: 0000-0002-2615-8493
- Chapter 9** **Reimagining the Future of Philippine Undergraduate Teacher Education Program: The Curriculum Implications of COVID-19 Crisis**
Erwin E. ROTAS, *Department of Education, General Santos City, Philippines*
ORCID ID: 0000-0002-1765-2684
Prof. Michael B. CAHAPAY, *College of Education, Mindanao State University, General Santos City, Philippines*
ORCID ID: 0000-0002-0588-0022
- Chapter 10** **The Role of Psychological Resilience, Perceived Social Support and Cognitive Emotion Regulation in Predicting Obsessive Beliefs during COVID-19 Pandemic**
Özlem ÇOLAK, *Istanbul Arel University, Graduate School of Education, Department of Psychology, Turkey*
ORCID ID: 0000-0002-8751-5263
Assist. Prof. Dr. Ahmet SAPANCI, *Düzce University, Faculty of Education, Turkey*
ORCID ID: 0000-0003-4688-6890

PREFACE

The humanity is fighting a global war against the coronavirus. The ongoing COVID-19 pandemic has changed the lifestyle of almost everyone. Education is one of the many areas affected by this pandemic. It has already been the subject of many researches addressing its impact on society. The need for continued access to the teaching and learning for teachers and students has never been more important, as its impact poses many challenges for them. This book is written to provide the effects of this pandemic on the education and its stakeholders.

The book is divided into ten chapters, each of which approaching the pandemic from different perspectives. The readers may also benefit from the references of each section, which has a potential to enlighten them to read and study further, as well as the content.

The book starts with an introductory chapter on the pandemic. It questions “back to normal” after the pandemic for school education. It argues values in terms of the wellbeing of the students, especially in mathematics. The second chapter covers the experiences of preservice teachers and mentors during the remote teaching. It puts forward the challenges and pedagogical skills needed for remote teaching, and expectations, problems encountered, possibilities and limitations of school experience course. The third chapter informs the readers about the environmental consciousness of students in this pandemic. It includes information about students’ views on conscious consumption, waste and recycling, energy saving. The chapter informs various stakeholders about the environmental consciousness. The fourth chapter focuses on the video-assisted out-of-school learning activities as an alternative learning drawing attention to the access for knowledge anywhere and anytime. It presents and analyzes the potentials of out-of-school activities designed by pre-service mathematics teachers with the support of visuals from the activities. The fifth chapter covers online education stress among students in terms of lock-down, online classes, online learning and online examination. It presents findings about the stress levels of students using different variables such as gender, locale and course level in addition to the availability of digital devices.

The sixth chapter deals with the family-focused psycho train-ing sessions for preschool education during the pandemic. It draws attention to the affective effects of the pandemic as well as behavioral and habitual disorders. The seventh chapter includes reflections of EFL students about the use of computerized corpus technology in academic writing. It further mentions the potentials of corpus tools and difficulties met during the implementation process. The eighth chapter informs us about the challenges science teachers face in distance education. The

author also puts forth the subjects the teachers had difficulties most and discuss the reasons behind these challenges. The ninth chapter draws attention towards the undergraduate teacher education program from the perspective of Philippine. The authors discuss the curriculum on COVID-19 crisis' doorstep. The chapter is supposed to guide the authorities to improve the undergraduate program for teacher education. The tenth chapter focuses on the psychological effects of pandemic examining the relationships among psychological resilience, social support, cognitive emotion regulation and obsessive beliefs. The authors assert that the pandemic has imposed several constraints on daily life of the individuals and the effects of the pandemic will likely to last for a long time.

We hope this book will be able to help the readers to have a picture of the effects of the pandemic on education. Sharing the research results may provide the readers to evaluate the risks and potentials of this unwelcomed process. With this in mind, we will be glad to see the comments and constructive criticism from the readers. Since the pandemic is still ongoing, there are still opportunities for researchers to contribute to the education in general.

We express our heartfelt thanks to the contributors of this book and the publisher for their efforts.

Assoc. Prof. Dr. Şahin DANIŞMAN

Dr. Mustafa GÜLER

İÇİNDEKİLER

CHAPTER 1:

**No Return to Normal: Reducing the Impact of
COVID-19 Remote Education on Student Wellbeing.....1**

Prof. Dr. Wee Tiong SEAH

CHAPTER 2:

**School Experience during Emergency Remote Teaching: Evaluations of
Teacher Candidates and Mentors..... 15**

Dr. Esin DÜNDAR, Assoc. Prof. Dr. Ali MERÇ

CHAPTER 3:

Environmental Consciousness during the COVID-19 Pandemic.....43

Dr. John Mark R. Asio

CHAPTER 4:

**An Alternative Learning during Pandemic: Video-Assisted
Out-of-School Learning Activities63**

Assist. Prof. Dr. Ayşegül Aslan, Dr. Demet Batman

Dr. Ümmü Gülsüm Durukan, Dr. Mustafa Güler

CHAPTER 5:

**Online Education Stress among Students during the
COVID-19 Pandemic: Evidence from Indian Universities.....89**

Assist. Prof. Dr. Razia B

CHAPTER 6:

**Family-Focused Psycho Training Sessions during
COVID-19 Pandemic107**

Betül YILMAZ, Assoc. Prof. Dr. Zülfiye Gül ERCAN

CHAPTER 7:

Online Instruction at a Turkish University: Reflections towards Corpus Applications in Language Classroom..... 131

Assist. Prof. Dr. Ali Şükrü ÖZBAY

CHAPTER 8:

Challenges Science Teachers Face in Distance Science Education during the COVID-19 Emergency.....157

Dr. Ahmet TAŞDERE

CHAPTER 9:

Reimagining the Future of Philippine Undergraduate Teacher Education Program: The Curriculum Implications of COVID-19 Crisis197

Erwin E. Rotas, Prof. Michael B. Cahapay

CHAPTER 10:

The Role of Psychological Resilience, Perceived Social Support and Cognitive Emotion Regulation in Predicting Obsessive Beliefs during COVID-19 Pandemic..... 211

Özlem ÇOLAK, Assist. Prof. Dr. Ahmet SAPANCI