

A PHENOMENOLOGICAL STUDY ON ONLINE TEACHER  
PROFESSIONAL DEVELOPMENT EXPERIENCES OF EFL  
INSTRUCTORS, PDU MEMBERS, AND DIRECTORS DURING THE  
EMERGENCY REMOTE TEACHING PERIOD

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

AYŞEGÜL ÇETİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF SCIENCE  
IN  
THE DEPARTMENT OF EDUCATIONAL SCIENCES, CURRICULUM AND  
INSTRUCTION

AUGUST 2022



Approval of the thesis:

**A PHENOMENOLOGICAL STUDY ON ONLINE TEACHER  
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## ABSTRACT

### A PHENOMENOLOGICAL STUDY ON ONLINE TEACHER PROFESSIONAL DEVELOPMENT EXPERIENCES OF EFL INSTRUCTORS, PDU MEMBERS, AND DIRECTORS DURING THE EMERGENCY REMOTE TEACHING PERIOD

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August 2022, 181 pages

The aim of this phenomenological study is to gain a deeper understanding towards the experience of directors, PDU members, and instructors working at language schools of six separate foundation universities in Ankara, Turkey regarding online teacher professional development (OTPD) practices during the emergency remote teaching (ERT) period. A total of 18 participants six of whom are directors, six of whom are PDU members, and six of whom are instructors at six different foundation universities in Ankara, Turkey participated the study by participating semi-structured interviews. Findings revealed that all the participants agreed on the fact that OTPD under emergency conditions was needs-driven and flexible. According to directors, emergency OTPD supported teacher empowerment. PDU members, on the other hand, expressed that as a period for which they were unprepared, emergency OTPD was like a survival training on digital environment, and it was considered as an occasion to support each other emotionally. The findings also revealed that emergency OTPD was quite practical for PDU members. From the point of instructors, emergency

OTPD was agile. Nevertheless, well-being of the instructors, differentiation in the content of the trainings for the instructors with various experience levels, and hands-on practice were neglected in the content of emergency OTPD.

**Keywords:** Online Teacher Professional Development, Emergency Remote Teaching, Emergency OTPD, In-service trainings, Professional Development

## ÖZ

### ACİL UZAKTAN EĞİTİM SÜRESİNCE UYGULANAN ÇEVİRİMİÇİ ÖĞRETMEN MESLEKİ GELİŞİM UYGULAMALARINA DAİR DİL OKULU MÜDÜRLERİNİN, MESLEKİ GELİŞİM BİRİMİ ÜYELERİNİN VE ÖĞRETİM GÖREVLİLERİNİN TECRÜBELERİ ÜZERİNE FENOMOLOJİK BİR ÇALIŞMA

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Tez Yöneticisi: Assist. Prof. Dr. Nur AKKUŞ ÇAKIR

August 2022, 181 sayfa

Bu fenomolojik çalışmanın amacı Ankara, Türkiye’de altı farklı vakıf üniversitesinin İngilizce hazırlık okullarında çalışmakta olan müdürlerin, mesleki gelişim birimi üyelerinin ve öğretim görevlilerinin acil uzaktan eğitim dönemindeki çevrimiçi öğretmen mesleki gelişimi uygulamalarına dair tecrübelerine derinlemesine bir anlayış getirebilmektir. Altı İngilizce hazırlık okulu müdürü, altı mesleki gelişim bölümü üyesi ve altı öğretim görevlisi olmak üzere toplam on sekiz katılımcı ile yarı yapılandırılmış görüşmeler yapılmıştır. Bulgular çalışmaya katılan tüm katılımcıların acil uzaktan eğitim süresince uygulanan acil çevrimiçi öğretmen mesleki gelişim pratiklerinin ihtiyaç odaklı olmasının yanı sıra esnek bir mesleki gelişim imkânı tanıdığı hususunda hemfikir olduğunu ortaya koymuştur. Bunun yanı sıra, dil okulu müdürlerine göre acil uzaktan eğitim boyunca uygulanan acil çevrimiçi öğretmen mesleki gelişimi uygulamaları, öğretmen güçlendirme konusunda öğretmenleri desteklemiştir. Mesleki gelişim bölümü üyeleri ise hazırlıksız yakalandıklarını belirttikleri bir



dönem olarak acil çevrimiçi öğretmen mesleki gelişiminin dijital ortamda hayatta kalma eğitimi gibi olduğunu ve insanların birbirlerine duygusal destek olma vesilesi olarak görüldüğünü ifade etmişlerdir. Bulgular ayrıca acil çevrimiçi öğretmen mesleki gelişiminin, mesleki gelişim bölümü üyeleri için oldukça pratik olduğunu ortaya koymuştur. Bunun yanı sıra, öğretim görevlileri acil çevrimiçi öğretmen mesleki gelişimin oldukça çevik olduğunu belirtmişlerdir. Bununla birlikte, bu çalışmanın sonunda, öğretmen refahı, farklı deneyim seviyelerine sahip öğretmenler için eğitim içeriğinde bir farklılaştırma olmaması ve teori-pratik dengesinin kurulamaması acil çevrimiçi öğretmen mesleki gelişiminin içeriğine dair ihmal edilen hususlar olarak ortaya konmuştur.

**Anahtar Kelimeler:** Çevrimiçi Öğretmen Mesleki Gelişimi, Acil Uzaktan Eğitim, Acil Çevrimiçi Öğretmen Mesleki Gelişimi, Hizmet içi Eğitim, Mesleki Gelişim

To those who crashed into a wall (at 130 kmph),

To those who survived,

To those who were able to be born again...

## ACKNOWLEDGMENTS

First and foremost, I would like to thank my dear advisor Assist. Prof. Dr. Nur Akkuş Çakır for her continuous support. She was always there to support me with her unique skills to reveal the hidden potential of a student. Since the day she told me to *hang in there* when we first met, she has been a true mentor for me. I would like to thank also the jury members, Assoc. Dr. Serap Emil and Assist. Prof. Dr. Meltem Muşlu for their precious feedback and support.

I would like to express my sincere gratitude to the beloved faculty members at the Department of Educational Sciences. It was an honor to be your student. I recalled how much I missed being a student thanks to you. I would like to also express my sincere gratitude to Prof. Dr. Ahmet Ok for his continuous support and encouragement.

I could not thank enough for the eighteen participants of this study. The minute I informed them about my thesis, they were all ready to help me with their eagerness and sincerity. I once again realized that being an instructor was one the best decisions I have ever made so that I have the chance of working with these great colleagues in the field of education.

I would like to thank my dear friends Tolga, Sena, and Türkan for their endless support. Nights would have been too long at the library without you, it was a relief to know that you were there when things got overwhelming. You were the best friends a person could desire in the middle of such a rush. Thanks to you, I became a real METU student. I would like to thank my dear friend Sercan Çelik as well. His endless support for my academic career was so precious. It is an honor for me to work with such a successful researcher. My dear friends Burçak, Selin, and Nur; thank you for feeding me literally during the year and more importantly thank you for being there. I also would like to thank Dr. Tuba

Korkmaz for her continuous support from the other hemisphere of the world and Kafişap personnel for constant sympathy and the best coffee.

I would like to thank my dear family for their precious existence in my life. Your endless trust in me is irreplaceable.

Finally, I would like thank everyone whom I encountered and learn from. I would not be the same person I am today if we had not been on the same road once. Thanks to you, *I took the one less traveled by* (Frost, 1916).

Thank you...

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## LIST OF ABBREVIATIONS

CMC	Computer-Mediated Communications
CALL	Computer Assisted Language Learning
EFL	English as a Foreign Language
ELT	English Language Teaching
HEC	Higher Education Council
ICT	Information and Communications Technology
INSET	In-service Trainings
IPA	Interpretative Phenomenological Analysis
OTPD	Online Teacher Professional Development
PD	Professional Development
PDU	Professional Development Unit
QDA	Qualitative Data Analysis
MoNE	Ministry of National Education

## CHAPTER 1

### INTRODUCTION

“Never before in the history of education has greater importance been attached to the professional development of educators” (Guskey, 2000 p. 3).

#### 1.1. Background of the Study

Teachers are the most influential stakeholders of education. It can be claimed that a single teacher is capable of altering many lives. Naturally, teacher education has always been a significant objective for the improvement of education. The root of this emphasis on teacher education stemmed from particular reasons. One of the reasons behind the significance of education is the recognition of teacher cognition in 1990s. The fact that teachers own their unique, personal, and experiential beliefs, ideas, and practices led to a groundbreaking change in the field of teacher education. Exploring the fact that teachers are not “empty vessels waiting to be filled with theoretical and pedagogical skills” (Freeman & Johnson, 1998, p. 401) altered the perception of teacher education (Borg, 2009; Crandall, 2000; Freeman & Johnson, 1998; Johnson, 2006; Nunan & Carter, 2001). Furthermore, various educational reforms around the world put a burden on teachers’ back, and teachers were held responsible for the quality of education, sometimes without sufficient guidance as a matter of fact (Borko, 2004).

On account of these shifts in the field of education, teacher learning and directly teacher professional development (PD) has reached its utmost importance. How to provide effective PD for teachers, components of effective PD, outcomes of effective PD in terms of teacher change and student achievement have been the major issues in the field of PD. However, a consensus has been achieved in the

field in the last two decades in terms of the features effective PD holds (Darling-Hammond et al., 2017; Desimone, 2009). Even though there are diverse answers, effective PD is required to support teachers with experts and mentors actively and be collaborative, interactive, job-embedded, continuous, contextual, differentiated, continuous, contextual, differentiated (Darling-Hammond et al., 2017; Elliot, 2017).

On the other hand, elements of effective PD were not the only tangled web. With the improvement of technology, a new mode of delivery for PD emerged. The fact that the internet can be utilized as means of delivery to provide high-quality PD called *online teacher professional development* has constituted a brand-new terrain of research (Elliot, 2017; Philipson et al., 2019; Vrasidas & Zembylas, 2004). OTPD includes separate delivery modes such as online sources, websites, online communities, synchronous meetings, and asynchronous discussions (Little & Housand, 2011). Distinguishing the fact that OTPD has its own unique traits with being more than a simple transfer of face-to-face PD activities on online environment has induced the researchers to seek for a profound understanding of this new terrain (Stevens-Long & Crowell, 2002).

In order to have a detailed grasp of conveying online PD; assets and drawbacks of OTPD have been reviewed profoundly in the literature and several studies comparing face-to-face and online PD were conducted. These studies revealed that the assets of OTPD include being flexible by liberating teachers from the restrictions of time and place, allowing teachers to set their pace, having a sense of community and keeping in touch with their colleagues sharing the same interests and decreasing the financial costs (Dede, 2006; Duffy et al., 2006; Fleischer & Fox, 2003; Goldman, 2001; Kirik, 2014, Magidin de Kramer et al., 2012; Powell & Bodur, 2019; Treacy et al., 2002; Wynants & Dennis, 2018). On the other hand; limited sense of presence, lack of interaction, insufficient feedback from trainers, overdue responses for questions, limited digital competency of teachers, hardware issues and lack of technological infrastructure are regarded as the most frequent shortcomings of OTPD (Atmojo, 2021; Baran

& Cagiltay, 2006; Johar et al., 2021; Juárez-Díaz & Perales, 2021; Powell & Bodur, 2019; Taslibeyaz et al., 2014; Wynants & Dennis, 2018). Furthermore; comparison between face-to-face and online teacher professional development have been made to detect their efficiency in terms of teacher learning, improvement of teaching practices and implicitly student achievement, which revealed that no significance was detected between face-to-face and online PD (Fishman et al., 2013).

However; it can be reckoned that COVID-19 pandemic has permanently altered a wide range of habits and beliefs people possessed once in every field including education as a matter of course (Bragg et al., 2021). One of these areas amended as a result of the pandemic is teacher professional development. Even though OTPD did not emerge with the pandemic, a sudden shift to *emergency remote teaching* (ERT) from face-to-face teaching naturally came up with the need for some instant support mechanisms, which altered the perspective teachers own towards OTPD. Until the pandemic, online teacher professional development was an option, another mode of PD delivery. Nevertheless, with the emergence of ERT and lockdowns all around the world, OTPD has turned into an urgent solution monopoly to support the teachers as soon as possible for the adaptation of ERT (Atmojo, 2021).

Use of ERT emerged some issues related to the discrepancy of specific terms such as online education, distance education, and virtual education. Depending on the detailed literature review, in this study online education is considered as a mode of distance education in which internet is utilized as a means. Furthermore, it is quite urgent to indicate that ERT and online education are not the same thing even though there was a tendency to utilize them interchangeably (Bozkurt & Sharma, 2020; Hodges et al., 2020). It cannot be claimed that they are apples and oranges, yet there are some distinctive features between them. To begin with, as the name refers to ERT is “urgent”. That is, there is an emergency which connotates with swift actions, extraordinary situations and instant solutions in our minds. Therefore, unlike online education, ERT is not an option for teachers

and learners to select, rather it is an obligation. Also, the nature of online education is systematic and organized, it allows stakeholders to allocate sufficient time for any preparation including infrastructure, online platforms, materials, online teaching strategies. On the other hand, ERT does not leave a room for such preparation as a matter of course (Erarslan 2021; Hodges et al., 2020).

During the COVID-19 pandemic, even if some countries such as Turkey were one step ahead regarding to have more time to make arrangements for ERT (Bozkurt et al., 2020), supporting teachers to have a smooth transition to ERT and considering about separate dimensions of education such as digital competency of teachers and students, adapting curriculum into online setting, teaching and assessment procedure, well-being of teachers and student motivation are some of the main issues that were supposed to be handled by administrative personnel and relatedly professional development units of institutions, which revives the OTPD to convey the professional development in ERT period (Hartshorne et al., 2020).

## **1.2. Purpose of the Study and Research Questions**

The purpose of this phenomenological study is to gain an insight regarding the lived experiences of EFL instructors, professional development unit members, and directors in online teacher professional development (OTPD) programs during emergency remote teaching (ERT) between March 2020 and December 2021. The data for the study was collected from 18 participants who work at preparatory schools of six different foundation universities in Ankara, Turkey. Six instructors, six professional development unit (PDU) members, and six instructors participated in the study voluntarily while seeking the answers for the following research question:



1. How did instructors, PDU members, and directors of preparatory schools experience online teacher professional development during emergency remote teaching period?

### **1.3. Significance of the Study**

English Language Teaching (ELT) community has been benefiting from distance learning under the name of Computer Assisted Language Learning (CALL) for more than 40 years (Warschauer & Healey, 1998). As Erarslan (2021) stated “teaching English through online or distance courses is not a new phenomenon” (para. 2). However, being one step ahead in distance education could not guarantee that all EFL instructors were fully prepared for the pandemic.

Depending on the calls regarding OTPD by leading scholars in the field, robust research about OTPD is supposed to be related with some issues such as various contexts of OTPD, characteristics of teachers who prefer OTPD courses, online sources and tools for teachers, effects on teacher change on student success. Emergence of the ERT due to COVID-19 pandemic raise these topics related to OTPD agenda. There is still a need for structured and robust research in the literature (Lay et al., 2020). What works well in OTPD and what teachers benefit from the most and teachers’ voice require further research (Dede, 2006). Also, as one of the leading scholars in the field, Dede et al. (2009) made a call for qualitative researches rather than program evaluations that OTPD literature owns in a vast amount.

In addition to gaps in OTPD literature, another critical point this thesis is based on is the fact that any study conducted in ERT period, will have a significant contribution to the literature. One of the topics that needs further discussion is evaluating the professional development practices in ERT period. Whether OTPD practices support instructors for ERT and future use of what is learnt during the ERT in professional development should be an object of interest for researchers (Hodges et al., 2020).

When the time comes and pandemic is officially demolished, switching back to face-to-face education completely should not erase ERT. In case of any possible disasters such as extreme weather conditions, wildfires or any chaotic future scenario, it is high time higher education institutions got prepared for professional development of faculty for ERT (Hodges et al., 2020), including EFL instructors (Erarslan, 2021) As stated by Erarslan (2021) studies in EFL context during the ERT period needs a comprehensive literature review to come up with some empirical data for the issues such as the assets and drawbacks of ERT, problems and possible solutions, issues from students' and teachers' perspective and many others, which indicates the significance of this study. Above all, even though there is a vast amount of data for face-to-face and online professional development, how EFL instructors survived and improved themselves amidst the COVID-19 pandemic is not available in literature (Atmojo, 2021). Moreover, PD activities in ERT have not been scrutinized, that's why, evaluating OTPD activities for university instructors and comparing pre-pandemic and OTPD practices during the ERT are the current gaps in the literature (Al-Naabi et al., 2021).

To conclude, as we are aware of the fact that people benefited from distance education in Spanish-flu pandemic almost a hundred years ago (McCracken, 2020), knowing what is done and how it is done in this extraordinary period will have an immensely precious effect for improvement in the following years including PD during the COVID-19 pandemic (Hartshorne et al., 2020). Considering the gaps in the literature, this thesis aimed to contribute the literature to reveal experiences about OTPD activities conducted during the ERT (between March 2020 and December 2021) in preparatory schools of six different foundation universities in Ankara, Turkey and state the experiences from the point of directors, PD unit members and instructors in each institution.

#### 1.4. Definition of Terms

Following definitions of the most frequent terms are presented to have a consistent and common understanding of the study:

OTPD: OTPD stands for *online teacher professional development*. The term was abbreviated as *oTPD* or *OPD* in some studies in literature. OTPD refers to “courses, workshops, or learning modules that are delivered in an online format for teacher professional development” (Powell & Bodur, 2019, p. 21) and can be defined as “internet-based form of learning or professional growth process that an educator can engage in” (Elliot, 2017, p. 119).

PD: PD stands for *professional development*. It can be defined as “natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these, to the quality of education in classroom” (Day, 1999, p. 4).

Distance Education: Distance education refers to “any educational process in which all or most of the teaching is conducted by someone removed in space and/or time from the learner” (UNESCO, 2002, p. 22).

Online Education: Online education refers to “education being delivered in an online environment through the use of the internet by teaching and learning” (Singh & Thurman, 2019, p. 14).

ERT: ERT stands for *emergency remote teaching* which is defined as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020, para. 13).

PDU: PDU stands for *professional development units* which are internal units that provide professional development for instructors at their institution via PD

activities organized by PDU members who also are instructors that received specific trainings.

PD Activities: Activities such as video lessons, peer observations, mentoring, article club, workshops, trainings, seminars, and conferences that aim to support the improvement of teachers professionally.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The aim of the chapter is to gain a deeper understanding of online teacher professional development (OTPD) during the emergency remote teaching period, as one of the biggest impacts of pandemic on the field of education. Significant works of the leading scholars and the latest studies in the literature were analyzed in order to provide a clear synthesis of the subject of the study. The chapter begins with the studies in the field of teacher professional development and clarifies the features of effective professional development and its significance. In line with the purpose of the study, emergency remote teaching (ERT) and its difference with online teaching were discussed. Eventually, OTPD in ERT period in the literature was mentioned in the last part.

#### **2.1. Professional Development**

In 1990s, how teachers process the knowledge became as substantial as the content of the second language teacher education (Burns & Richards, 2009; Richardson, 2003) and teacher cognition was recognized as a crucial area that reflects the relationship between the knowledge, understanding and beliefs of teachers and their impact on the classroom practices (Borg, 2009; Freeman & Johnson, 1998; Johnson, 2006). Thanks to these changes, teacher education forsook behaviorist approach which focuses on what teachers should know rather than how they know it and it was acknowledged that teachers already have their own ideas, beliefs and values that affect their instructional practices (Crandall, 2000; Nunan & Carter, 2001; Richardson 2003). These changes constituted the background of effective PD (Darling-Hammond, 1995; Richardson, 2003).

### **2.1.1. Effective Professional Development**

In order to mention the characteristics of effective PD, it is crucial to underline the significant change the definition of PD has gone through. As a result of teachers' becoming reflective change agents in education, perception of teaching as a profession altered drastically as well and this change was considered as a revolution (Darling-Hammond, 1995; Richardson, 2003). Naturally, the effects of this revolution reverse the understanding of PD. After the revolution, the definition of PD as "staff development" or "in-service training" changed (Villegas-Reimer, 2003, p.11). Fullan (1991) states that PD is "the sum of total formal and informal learning experiences throughout one's career" (p. 326) whereas Holmes et al. (2010) defines PD as "a unique process that aims to provide in-service participants with a new set of experiences, skills, resources, and knowledge that will support them as they implement the ideas they have studied in the field" (para. 2), and finally Darling-Hammond et al. (2017) defines effective PD as "structured professional learning that results in change to teacher knowledge and practices, and improvements in student learning outcomes" (p. 2). It can be claimed that considering teachers as change agents and being aware of teacher cognition had a domino effect on the way teacher learning, teacher education, professional development and finally effective professional development are perceived currently.

In order to understand the rationale behind the failure of several educational reforms PD was considered as a vital issue and a key to success for future reforms (Borko, 2004; Desimone, 2009; Guskey 2000). In their comprehensive review focusing on the contemporary approaches of PD, Borko et al. (2010) identified various features of effective PD. The content of effective PD must be compatible with the context and foster learning, also effective PD should be able to build a community with actively engaged teachers who experience and reflect their learning (Borko et al., 2010). According to Borg (2015), effective PD is required to include:

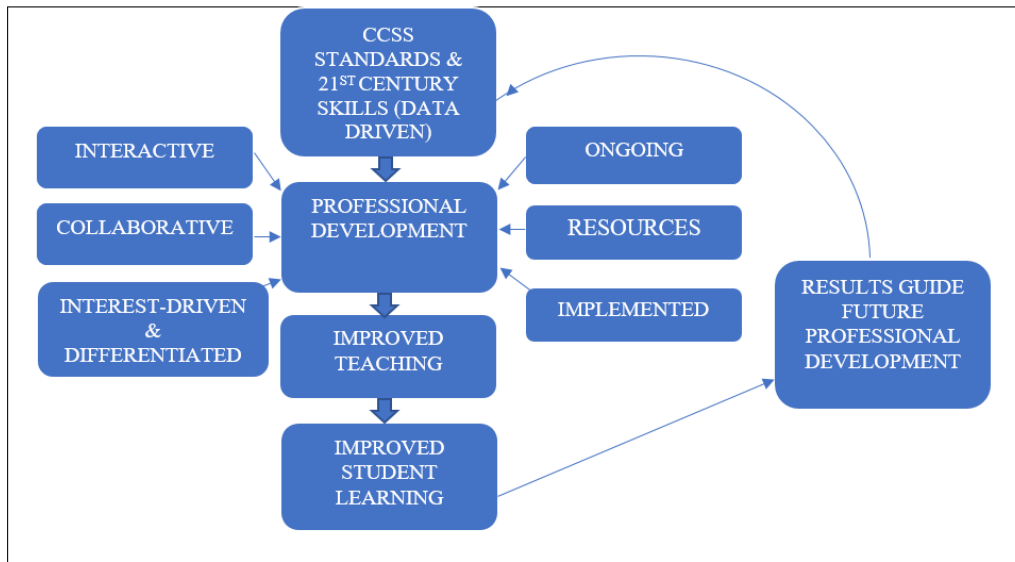
- ◆ relevance to the needs of teachers and their students
- ◆ teacher involvement in decisions about content and process
- ◆ teacher collaboration
- ◆ support from the school leadership
- ◆ exploration and reflection with attention to both practices and beliefs
- ◆ internal and/or external support for teachers (e.g. through mentoring)
- ◆ job-embeddedness (i.e. CPD is situated in schools and classrooms)
- ◆ contextual alignment (with reference to the institutional, educational, social and cultural milieu)
- ◆ critical engagement with received knowledge
- ◆ valuing of teachers' experience and knowledge (p. 6)

Additionally, one of the latest and most significant studies regarding efficient PD was conducted by Darling-Hammond et al. (2017). Depending on the results of their comprehensive study, for which 35 studies were analyzed in order to prevent the inadequate PD practices in the field, researchers came up with common features of PD. According to Darling-Hammond et al. (2017), effective PD:

- ◆ is content focused,
- ◆ incorporates active learning
- ◆ supports collaboration, typically in job-embedded contexts
- ◆ uses modeling and modeling of effective practice
- ◆ provides coaching and expert support
- ◆ is of sustained duration (p. 49).

**Figure 2. 1**

*The Aspects of Effective Professional Development by J. C. Elliott, 2017, The evolution from traditional to online professional development: A review. Journal of Digital Learning in Teacher Education, p. 118.*



On the other hand; presenting a rigorous recipe of effective PD is quite subtle. In his study, Guskey (1994) reminded this truth stating that certain characteristics of PD cannot be asserted, yet “an optimal mix” might be offered about these characteristics (p. 8). The study introduced six guidelines in order to acquire an optimal mix for effective PD; the guidelines emphasized that change which requires to be implemented gradually is not only personal but also institutional, working as a team by integrating the programs and providing feedback and support are also necessary to obtain the optimal mix. He concluded his study by stating that “success, therefore rests in finding an optimal mix of process elements and technologies that can be carefully, sensibly, and thoughtfully applied in a particular setting” (p. 23). Borko (2004) had a similar emphasis on the complicated nature of teacher learning:

For teachers, learning occurs in many different aspects of practice, including their classrooms, their school communities, and professional development courses or workshops. It can occur in a brief hallway conversation with a colleague, or after school when counseling a troubled child. To understand teacher learning, we must study it within these multiple contexts, taking into



account both the individual teacher-learners and the social systems in which they are participants (p. 4).

In the same vein with the complicated nature of teacher learning, having common lists for the features of effective PD took some time. For instance, Guskey (2003) criticized the literature and existing studies due to the fact that most of the studies did not rely on the empirical data related with student achievement, researchers had a tendency to continue conducting surveys on teacher and researcher opinions instead. It was also stressed in the study that existing studies about the relation between PD and student achievement were in mathematics and science, and further studies were required to investigate the issue in social sciences including language teaching (Guskey, 2003). However; even if it took a while, a consensus on effective PD is available currently (Darling-Hammond et al., 2017; Desimone, 2009). Depending on the several criteria about effective PD, it is eventually possible to be able to have a common understanding. There has been a great improvement in the field of teacher learning in the last twenty years. Perhaps, having a consensus about effective PD may be one of the fruitful results of the hard work in the field (Borko, 2004).

### **2.1.2. Significance of Effective PD**

Griffin (1983) claimed that purpose of PD is to create a positive change in instructional practices, student achievement, and teacher beliefs and attitudes. Guskey (2002) indicated that teachers are more willing to participate in PD activities with a pragmatic rationale, since it was observed that teachers had a higher level of commitment for PD if there had been a positive impact on student learning outcomes. While he presented a “a new model for teacher change” in his study, (p. 58), he also mentioned the improved version of his study with the name of “an alternative model” (Guskey, 2002, p. 383) by claiming that the model supports the fact that the most significant aspect of PD for teachers is to be able to create a positive acceleration of student achievement.

Guskey (2000) defined PD as “the process and activities designed to enhance the professional knowledge, skills and attitude of educators so that they might, in turn, improve the learning of students” (p. 16). Student outcome, student achievement, and pupil attainment are some of the terms used synonymously in the literature to refer to positive effects of PD on students’ learning. No matter how it is named, the literature has a broad focus on the student achievement which is considered as a tangible outcome of effective PD which results in positive changes in classroom practices and teacher beliefs (Darling-Hammond, 2015; Gagne, et al., 2005; Guskey, 1989; OECD, 2010). Yoon et al. (2007) explained this response chain in three stages and emphasized that each step is required to be followed without any gaps: firstly, skills and knowledge are improved with PD activities and in the second stage new practices and beliefs are earned thanks to PD activities boosting the quality of teaching, and finally, high-quality classroom teaching results in student achievement. Desimone (2009) also indicated that there is an implicit relation between improving teachers’ knowledge and student achievement. In her study, it was claimed that literature provides sufficient empirical data to achieve a consensus for common features of an effective professional development, as a result of which five different features are presented as of “content focus, active learning, coherence, duration, and collective participation” (para. 21) for effective PD and implicit increase in student achievement. In order to test these five features of effective PD for the improvement of instruction and student achievement, Desimone and Garet (2015) analyzed the related findings in the USA. Their study revealed that it is easier for teachers to have a behavioral shift in classroom rather than gaining instruction or content related information, so teachers can easily change their attitudes in their classroom habits, yet it is more challenging to adapt to change in their content knowledge and instructional practices. Second outcome of the study is that one size does not fit all and the same PD may receive diverse reactions from different teachers. Also, it was indicated that PD activities directly related with lessons are more beneficial for teachers. Finally, authors indicated that for the classroom implementation of PD activities, having a motivating and supportive leader is a strong factor.

However; the literature includes some controversial ideas. Even though the literature provides a consensus about the fact that there is a positive relation between effective PD and student achievement (Darling-Hammond et al., 2017; Desimone, 2009); there is inadequate data about the details of this relation (Farrell, 2015; Guskey & Yoon, 2009). For instance; in order to detect the correlation between effective PD and student outcome, more than 1343 findings of various PD studies were scrutinized by American Institutes for Research, the findings were studied by Yoon et al. (2007) and utilized for discussion and implementation by Guskey and Yoon (2009) and some lessons learnt were stated about the link between student achievement and PD. According to the study conducted by Yoon et al. (2007), only 9 studies out of 1343 had a positive effect on student achievement. Even though they are considered as inadequate for the development of teachers (Sims & Fletcher-Wood, 2021), Guskey and Yoon (2009) claimed that workshops have a positive impact on student achievement, also the study reveals that PD activities conducted by outsider experts have a positive impact on student achievement. Time is another critical factor to gain a deeper understanding of the content to be beneficial for students. The study proved that follow-up activities is the most crucial part PD activities necessitate for student achievement. Activities are discussed in the study, yet even though “best practices” scattered around, they may not work in each and every context to boost student achievement and finally, content is crucial for PD activities. PD activities including specific pedagogical and content knowledge have a positive effect on students as well (Guskey & Yoon, 2009).

Another study was conducted by some of the most influential scholars in the field of education in 2018. Fischer et al. (2018) conducted a study, which mirrors the findings of Desimone’s and Garet’s (2015) after Desimone and Garet (2015) made a call to strengthen the validity of Desimone’s (2009) conceptual framework including five different features and its influence on effective PD practices. Fischer et al. (2018) utilized multi-level structural equation model in their quantitative study to analyze the data consisting of 7434 teachers and 133.336 students. Their study revealed that as Desimone and Garet (2015)

suggested, there is a significant relationship between the instructional skills of teachers and student achievement, yet the significance is not strong. Even though PD activities have a positive impact on the improvement of instructional skills, they have a weak impact on student achievement (Fischer et al., 2018).

One more study that criticizes the common features of effective PD belongs to Kennedy (2016). Kennedy (2016) criticized the literature in terms of common framework including five different features for effective PD by Desimone (2009) by stating that these features cannot guarantee the accomplishment of PD activities. The study revealed some counter arguments for the results of previous studies in the literature. For instance, Kennedy (2016) claimed that PD activities designed to convey content knowledge affect student learning slightly. In addition, the study reveals that being collaborative in PD activities does not ensure the effectiveness of PD unlike some studies which claimed the opposite such as Garet et al. (2001) and Yoon et al. (2007). Kennedy (2016) also acknowledged that some collaborative PD activities such as lesson video recordings affect learning process of students in a negative way rather than guaranteeing student learning.

Overall, even though there is a consensus on the features of effective PD features in the literature currently (Darling-Hammond et al., 2017; Desimone, 2009), there are some significant objections, which imply that more empirical data is a must for the effectiveness of PD activities (Avalos, 2011; Fischer et al., 2018). No matter how effective a PD activity is does not matter, as one size may not fit all and even the most effective PD activity may not be suitable to provide the requirements of all teachers (Avalos, 2011). As Guskey (1986) indicated, the reasons behind unsuccessful attempts of PD activities are ignoring what motivates teachers for PD and the progress teachers go through while they adapt to change.

## **2.2. PD for EFL Instructors in Turkey**

Formal in-service trainings (INSET) for teachers are conducted differently for K-12 schools and universities. While Ministry of National Education (MoNE) is responsible for providing in-service trainings (INSET) for K-12 teachers, Higher Education Council (HEC) do not intervene in PD at universities (Ozer, 2004). Also, it has utmost importance to indicate that in September 2019, Ministry of National Education signed a contract with British Council on the purpose of improving the quality of in-service trainings (INSET) for EFL (English as a Foreign Language) teachers at K-12 level (British Council, 2019). On the other hand; as a part of universities, preparatory schools, founded to teach English at a certain level as a prerequisite depending on the medium of the university (Borg, 2015), have specific units for the development of their instructors. In this study, these units will be referred as “professional development units”, different names may be preferred by different universities for these units though.

In the field of education, INSET has been one of the most common research topics among master and doctorate level researchers in Turkey according to thesis database of HEC (Onalan & Gursoy; 2020). For instance, Turhan and Arikan (2009) conducted a study at a private university in Ankara to illustrate the pre and post perceptions of EFL teachers towards INSETs. Experience of teachers were the independent variable of the study. The results clarified that there is no statistically significant difference between novice and experienced instructors in terms of their perceptions towards INSETs. Both novice and experienced EFL instructors consider INSETs quite efficient and productive for their professional development, yet the authors recommended that teachers are required to be involved in design process of PD activities at their institutions.

Celik et al. (2013) focused on the perception of EFL instructors at universities, the nature of PD activities and their impact on teaching. The researchers utilized a cross-sectional survey design to analyze the data derived from 42 EFL instructors working at preparatory school of a state university. It was concluded

that EFL instructors are willing to participate in PD activities, yet their classroom practices are slightly affected by PD. In addition, study revealed that lesson observations and peer evaluation are not considered as inevitable forms of PD activities according to the participant teachers.

Another study on INSET was conducted by Sahin and Yildirim (2016) with the purpose of detecting the integration process of INSET outcomes into classroom teaching and their effectiveness. Researchers derived the data from 10 EFL instructors by triangulation of three separate qualitative data collection methods. The study revealed that professional learning conveyed by PD, stimulates self-reflection which results in teacher change like transformation of pedagogical beliefs; additionally, it was observed that teachers who adapt to change rapidly in their classroom practices and pedagogical beliefs are prone to have higher self-efficacy and motivation whereas teachers with lower self-efficacy and motivation are reluctant to adapt to changes in their beliefs and classroom practices.

From a different perspective, an influential study was conducted by Kulavuz-Onal and Tatar (2017) on the relationship between participating PD activities and teacher burn-out, 224 EFL instructors from state and private universities in Istanbul, Turkey completed the questionnaire. This quantitative study affirmed that there is a gap between EFL instructors working at state and private universities in regard of sense of achievement and frequency of taking part in PD activities. While EFL instructors working at private universities possess a higher level of sense of achievement, which has a positive correlation with attendance rate to PD activities, opposite results are observed among the EFL instructors working at state universities. Therefore; the study recommended to create a sense of community by attending PD activities to decrease burn-out and depersonalization of EFL instructors.

Onalan and Gursoy (2020) conducted a quantitative study deriving the data from 985 EFL teachers so as to analyze the perceptions of EFL teachers towards

INSET. Based on the results of the scale developed by the researchers, the study revealed that there is a need for rigid and well-organized INSETs that exemplify the relation of theory and classroom practices for teachers, especially for experienced ones who indicated that after a while in their career, updated and current theories may be refreshing for their teaching; besides, the authors recommended innovative INSETs considering the reluctance of teachers in terms of participating cooperative training activities.

A parallel study investigating the perceptions of English teachers towards PD and PD activities were conducted in three separate countries. Yucedag and Sevik (2021) conducted a qualitative study via structured interviews with the participation of 45 EFL teachers from Turkey, Germany and Spain. The study acknowledged that all the participants embrace continuous PD as a beneficial factor for their improvement, they also revealed that transferring the knowledge gained during PD sessions is generally hindered by student-related problems such as motivational issues. “Limited time” is highlighted by all the participants from three countries as one of the most common issues encountered to participate PD activities whereas “challenging permission procedure” is declared as an issue for the same question only by the teachers from Turkey (Yucedag & Sevik; 2021).

Overall, several scholars have conducted studies meticulously in order to contribute to PD of teachers and other stakeholders in the field. Depending on the related literature review, it can be concluded that EFL instructors in Turkey have a positive attitude for PD (Yucedag & Sevik, 2021), regardless of their experience (Onalan & Gursoy, 2020), yet collaborative group studies are not favored by EFL instructors in Turkey (Onalan & Gursoy, 2020) except mentorship (Hismanoglu, 2010) even though it is known that sense of community decreases the burn-out rate and promotes sense of achievement (Kulavuz-Onal & Tatar, 2017). It is also crucial to emphasize that there is an immense requirement for the involvement of instructors in the designing process

of PD activities (Bayram & Bikmaz, 2021), and support from instructional leaders (Kulavuz-Onal & Tatar, 2017).

### **2.3. Emergency Remote Teaching**

The official declaration of the pandemic by the World Health Organization in March 2020 is the benchmark of irreversible changes in many fields, including education (Erarslan, 2021). Due to the lockdowns, face-to-face education was halted for almost 10 weeks in most of the OECD countries (OECD, 2020). 62 countries decided to shut down the schools, as Turkey did in March 2020, and millions of learners were affected by the pandemic till the end of 2020 all around the world (UNESCO, 2020). According to UNESCO (2021), Coronavirus (COVID-19) affected almost 1.5 billion students around the globe, also the updated data indicates that schools were closed in 31 countries, 48 countries kept the schools open by decreasing the amount of the classes or having part-time schedules. It is obvious that Coronavirus (COVID-19) has changed many dimensions, beliefs and routines in our lives, yet it is also crucial to remember that each crisis emerges some opportunities (Zhao, 2020; Mishra et al., 2020).

Emergency remote teaching (ERT) is one of the alternatives that was utilized effectively in order to perpetuate education during the pandemic. In order to have a deeper understanding related to ERT, it is beneficial to recognize distance education as a reference point of this brand-new term. To begin with, distance education is an umbrella term (Bozkurt et al., 2020; Keegan, 1996) which can be utilized to cover 200 years of journey of communication means from sending letters to inform people to have online meetings (Jonassen et al., 2008). America, England, Germany, France and Japan are some of the countries benefited from the advantages of distance education as early adopters (Kirik, 2014). It is also known that telephone was used as a means of communication for distant education between 1918-1920 during the Spanish Flu pandemic (McCracken, 2020). The first attempt for distance education in Turkey was made in 1927, with the permission of MoNE by sending letters (Arar & Cakmakci, 1999).



Foundation of Eskisehir Anatolian University Open Education Faculty in 1982 was ensued by the foundation of Informatics Institute at Middle East Technical University in 1990s with the aim of providing web-based distance education (Cukadar & Celik, 2003).

When it comes to online education; it must be noted that even if its history does not date back as old as distance education's goes, Hodges et. al. (2020) stated that online education has been an interest of research for decades. Even though online education and distance education are utilized interchangeably (Burns, 2011), which was proven by the research Singh and Thurman (2019) conducted claiming that there were 46 separate definitions of online education, they are not the same thing. Jonassen et al. (2008), for instance, defines distance education as "an educational program characterized by the separation, in time or place, between instructor and student and in which communications media are used to allow interchange" (p. 5). On the other hand, online education is depicted as "education being delivered in an online environment through the use of the internet by teaching and learning" (Singh & Thurman, 2019, p. 14). It is crucial to recognize that online education is a "mode" of distance education (Burns, 2011). Allen and Seaman (2008) clarifies the various stages of online learning depending on the use of online technology rate:

- 0% use of online technology: traditional teaching
- 1-29% use of online technology: Web-facilitated teaching
- 30-79% use of online technology: Blended or Hybrid teaching
- 80% use of online technology: Online teaching (p. 4).

With a glance at the relevant literature, it can be stated using inconsistent terminology regarding online and distant learning environments may hinder consistent findings in the field (Moore et al., 2011). That's why, it is crucial to clarify the differences between online education and emergency remote teaching (ERT) with the aim of restricting possible conflicts in the literature in order to

provide valuable data for the post-covid era in case of a possible future crisis (Bozkurt & Sharma, 2020; Mishra et al., 2020) including the field of EFL (Erarslan, 2021).

### **2.3.1. Online Education vs. Emergency Remote Teaching**

Even though “online education” was one of the terms utilized in various countries along with the terms such as “distance education”, “digital teaching and learning”, “homeschooling” on the media with the aim of indicating students had to continue their compulsory education at home (Bond et al., 2021; Bozkurt et al., 2020), “emergency remote teaching” as a term came to existence in spring, 2020 (Hodges et al., 2020; Erarslan, 2021) especially in the field of higher education (Bond, 2020). Hodges defines emergency remote teaching as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (p. 3).

The literature provides solid data for a deeper understanding of the differences between online education and ERT. With their fundamental study related to ERT, Hodges et al. (2020) is among the pioneers who clarified the differences between online education and ERT. They emphasized that unlike the planned nature of online education, ERT is an urgent solution which does not allow to allocate time for plans, especially in the middle of a crisis like the pandemic. Bozkurt et al. (2020) emphasizes the difference by highlighting the fact that online learning is an “option” while ERT is an “obligation” (p. 2). Besides being unplanned, ERT is temporary (Golden, 2020) until it is replaced by a different medium of education such as face-to-face or online education, so the elements of high-quality and well-planned online education may not be demanded equally from ERT (Hodges et al., 2020). Bond et al. (2021) also supported that being unplanned is a unique element of ERT. Hodges et al. (2020) also indicated that for online education the staff is available in order to provide support in a wide range from “professional development opportunities” to “learning management systems (LMS) trainings” (p.15). On the other hand, as

Hodges et al. (2020) also stated instructors may be in charge to learn and adapt to change without the services provided for online-teaching if necessary and they call institutions to consider the ways to support their instructors at the time of a crisis, which is one of the aims of this thesis.

The call by Hodges et al. (2020) and many other researchers' endless efforts has created a vast literature in order to support all the stakeholders in education. Based on the data collected from 333 various stakeholders from 99 countries, Reimers et al. (2020) identified the resources under three categories as curriculum, professional development and online tools in order to support students, parents, teachers, teacher educators and other stakeholders in education. In their comprehensive qualitative study Bozkurt et al. (2020) collected data from 31 countries including Turkey in order to understand the global reaction to the agile transition from face-to-face to emergency remote teaching. Researchers indicated that even though rapid precautions have been taken in education so as to hinder the spread of the virus, Turkey was criticized in terms of ignoring pedagogy and needs of the adult learners especially in higher education rather than K-12 and focusing on the continuity of education, as well as not having a clear stance about whether to apply online education or ERT procedures (Bozkurt et al., 2020). Besides, Crawford et al. (2020) derived data from several countries out of six regions to gain deeper knowledge about the response of universities to COVID-19. The study enlightened that twenty countries from six different regions of World Health Organization differed from one another regarding the response given to pandemic in spite of having some similarities (Crawford et al., 2020). While some countries immediately took an action and closed down the universities by adapting their curriculum to online environment, some opted to take simple precautions such as arranging the setting based on social-distance practices, which is a sign of requirement to consolidate in order to support students digitally in the future (Crawford et al., 2020). Similarly, Telli and Altun (2020) reviewed ERT practices on university basis in the countries suffered from COVID-19 the most. The researchers acknowledged that even if universities were able to take relatively rapid measures to switch into ERT

thanks to Distance Education Research Centers in Turkey, primary and secondary schools did not have the same opportunity for stakeholders principally for students, which also clarified the deficiency of precautions for education Turkey had in case of an emergency.

Naturally, as the literature expands, it uncovers some common issues encountered in ERT period. For instance, Adedoyin and Soykan (2020) generalized the common challenges and benefits of ERT. In this study insufficient internet infrastructure and out-of-date devices, non-equivalent socio-economic conditions, intervention of household including pets, lack of the digital skills, testing and assessment issues, demanding workload for digital transference, and compatibleness of different subjects for online education were presented as the most common problems faced during the ERT period whereas use of technology, social and economic support from governments were considered as some of the opportunities. Juarez-Diaz and Perales (2021) came up with similar results regarding the issues during the ERT period, they concluded that technological gap, teacher professional development, training students both for technology and learner autonomy and lack of support for anxiety management were identified as the key issues that require further development in the future.

To conclude, as Bond et al. (2021) stated, there is a parallelism between pre and post-pandemic research in the field of educational technology, yet the literature is expanding rapidly. It has utmost importance to be aware of the fact that any data from ERT period is precious for a possible future crisis that may require the use of ERT (Bozkurt & Sharma, 2020; Erarslan, 2021; Juarez-Diaz & Perales, 2021; Mishra et al., 2020) as well as recognizing the opportunities each crisis comes up with (Zhao, 2020).

## **2.4. Online Teacher Professional Development**

PD includes numerous options such as the design of the activity and mode of delivery, and the latter is directly related to Online Teacher Professional Development (OTPD) (Elliot, 2017). OTPD is defined as “courses, workshops, or learning modules that are delivered in an online format for teacher” (Powell & Bodur, 2019, p. 21) and OTPD is divided into three categories as synchronous, asynchronous and hybrid (Bates et al., 2016; Elliot, 2017). The features of these three categories are indicated by Bates et al. (2016) below:

Synchronous OTPD activities:

- Take place in real time,
- Virtual environment is utilized to form a learning atmosphere similar to the one in face-to-face learning,
- Interaction patterns and level may vary,
- Distance education courses, webinars and virtual coaching are some examples of synchronous OTPD activities.

Asynchronous OTPD activities:

- Do not occur simultaneously in real time setting, each teacher may participate in different times,
- Unlike synchronous activities, asynchronous activities are depicted and transmitted via technology,
- Online teacher community networks, discussion boards online courses such as MOOCs (massive open online courses) are some of the asynchronous OTPD activities,
- Teachers may lead their learning in their own pace by deciding what to learn and how to learn.

Hybrid OTPD activities:

- Are designed for individual learning that need online collaboration or completion of some tasks,
- Synchronous or asynchronous tools may be utilized depending of the aims of the courses.

OTPD may have been perceived as a plain transmission of teaching inventory onto a digital platform (Stevens-Long & Crowell, 2002) till the unexpected pandemic hit the world. There has been a compulsory shift into online environment in order to support the needs of the teachers as a consequence of COVID-19 Pandemic in ERT period. Teacher educators rapidly revised their content in order to support both pre-service and in-service teachers for the emergency remote teaching process (Bragg et al., 2021; Hartshorne et al., 2020).

However; it is crucial to point out that OTPD is not a brand-new concept, since researchers were quite aware of the fact that internet technologies would have a direct impact on education including professional development sooner or later. For instance, a study conducted by Harasim et al. (1995) expressed their expectation regarding OTPD by implying its possible future advantages in the field almost 30 years ago:

...educational programs that use computer-mediated communications (CMC) and other distance educational technologies to bring professional development into on the job training are generally more effective than purely classroom-based courses, which do not support the trainees in the application of new approaches to their work. Learners find that the flexibility of the asynchronous and place independent CMC access offers a bridge between learning and its application, between theory and practice, between the "school" and the workplace (p. 111).

Recognition of the fact that ideal PD activities may be conducted online (Philipsen et al., 2019; Vrasidas & Zembylas, 2004) and improvement of technology, enabled teachers to benefit from PD activities without the limitation of time and place (Duffy et al., 2006; Fleischer & Fox, 2003) and OTPD has

been a significant terrain to be discovered (Elliot, 2017). Duffy et al. (2006) indicated that even though single-session PD activities were criticized heavily, demanding workload of the teachers, travel and time concerns, budget for traveling are some of the factors that explain why PD activities are “fragmented and intellectually superficial” as Borko (2004) criticized (p. 3). However, OTPD is capable of eliminating these factors (Duffy et. al., 2006) by overcoming specific restrictions such as time, place and cost thanks to technology (Goldman, 2001; Kirik, 2014) in addition to creating new opportunities for teachers to keep in touch and belong to a community after PD activities are completed (Treacy et al., 2002).

There has been a condensed pressure on the stakeholders to sustain “quality education” in order to advance student achievement for the last decades (Powell & Bodur, 2019), which has resulted in the need for effective professional development activities as discussed at the beginning of the chapter. The word “effective” has the same connotation both for face-to-face and online teacher professional development (Elliot, 2017). Duffy et al. (2006) conducted a study on their system called the Learning to Teach with Technology Studio (LTSS) with approximately 600 participants including students, pre-service teachers, faculty members and school administrators in order to develop a “theoretically, pedagogically and practically” OTPD setting which has noncontradictory elements with what is already known as effective professional development practice so far (p. 175). The study suggests the following requirements for effective OTPD:

- Ensure that the materials and the learning experiences are relevant to the teacher,
- Create a theoretically and pedagogically sound learning environment to support and scaffold teacher inquiry, engagement and, reflection,
- Provide professional learning opportunities that offer ease of access and flexibility,

- Design a model of online professional learning that is scalable and sustainable (cost-effective) (Duffy et al., 2006, p. 193).

The literature also provides similar results pointing out the relationship between effective face-to-face or online teacher PD and their positive impacts on student achievement (Bragg et al., 2021; Guskey, 2003; Moore, 1989). In their quantitative study, Reeves and Pedulla (2011) investigated the relationship between OTPD and teachers' knowledge, practices used in classrooms, and students' success. Participants are voluntary teachers who registered for OTPD sessions offered by the e-Learning for Educators Initiative that last 6-7 weeks. The results of the study clarified that at the end of the OTPD sessions, an increase in level of teachers' knowledge, student success and effective practices in classroom have been observed (Reeves & Pedulla, 2011). Another study to identify the details about OTPD was conducted by Treacy et al. (2002). After launching Edtech Leaders Online, which organizes OTPD activities in the USA, Treacy et al. (2002) shared some essential features for “successful” OTPD:

- Analyze local professional development needs and design OTPD activities accordingly,
- Blend OTPD with face-to-face PD activities,
- Elect OTPD facilitators and members meticulously,
- Build a strong local team,
- Develop incentives,
- Publicize the OTPD program and involve local stakeholders,
- Provide readily available and reliable access to support,
- Foster a rich, interactive online learning community,
- Integrate online workshops with face-to-face meetings (Treacy et al., 2002, p. 44).

Improvement in reflective teaching, classroom practices, collaboration with co-workers, and increase in student achievement are some of the basic outcomes of



effective OTPD activities (Bragg et al., 2021) which are discussed in the following part in detail.

#### **2.4.1 Advantages of OTPD**

Naturally, the most significant advantage of OTPD is to be able to access to flexible, cost-effective, high-quality PD without the constraints of time and place (Dede, 2006; Elliot, 2017; Magidin de Kramer et al., 2012; Powell & Bodur, 2019). OTPD allows teachers to have access to PD activities that they do not own an opportunity to attend in face-to-face PD settings (Treacy et al., 2002) by eliminating various financial and geographical restraints (Duffy et al., 2006; Wynants & Dennis, 2018). OTPD eliminates some of the costs which were categorized by Odden et al. (2002) in order to provide a detailed picture of PD expenses. According to Odden et al. (2002), cost of professional development activities consists of six elements; (1) teacher time including over time, (2) salary of the expert or trainer, (3) salary of management to for organization, (4) materials and venue, (5) transportation, (6) conference charges or tuition. In addition, eliminating a considerable amount of the costs mentioned above, OTPD provides developmental opportunities for the teachers teaching at rural areas. Teachers may not have the opportunity of having the colleagues with the same interest to review their practices in rural areas; yet thanks to OTPD activities, they may benefit from the experiences of several colleagues, which supports the professional development of teachers just like face-to-face PD does (Bates et al., 2016; Gibson & Brooks, 2012).

Moreover, OTPD, especially asynchronous type, as it gives sufficient time and space for the participants to have a deeper self-reflection at their own pace (Treacy et al., 2002; Wynants & Dennis, 2018) allows teachers to reflect their own teaching practices (Atmojo, 2021; Borko et al., 2010; Dede et al., 2009). For instance, Philipsen et al. (2019) conducted a qualitative study via logic model, which is used to extract the experiences of teachers (Desimone, 2009) with the purpose of investigating the use of OTPD for the stimulation of teacher

reflection. Their study pointed out four different elements for the improvement of teacher reflection. Firstly, teachers receive automatic feedbacks for their reflection on the system. Secondly, based on their answers, a mentor provides feedback for their reflection. Thirdly, teachers are guided to benefit from their own network for their future reflection activities and finally, the study clarifies that assignments are required to be above the level of teachers so as to urge their reflection practices. Overall, it may be indicated that this study proved that OTPD activities have a positive effect on the improvement of teacher reflection (Philipsen et al., 2019).

Compared to top-down PD activities, another asset of OTPD is that it builds communities and leads teachers who share the same professional interests to collaborate and learn together (Lay et al, 2020; Frumin et al., 2018; Rodesiler, 2017). Frumin et al. (2018) conducted a 5-year longitudinal study so as to detect the effect of an OTPD study on a large scale online advanced placement course. One of the significant results of the study is that online teacher communities provide an emotional support for teachers to learn collectively as they “unlearn” what they already know so that they can adopt to a further professional development by ignoring their previous PD perception (Frumin et al., 2018, p. 21). Similarly, Vrasidas and Zembylas (2004) blended three major instructional theories in order to design, implement and evaluate two different OTPD projects named STAR-Online and the TLO. The results point that OTPD activities can create strong ownership and sense of community among the teachers (Treacy et al., 2002; Vrasidas & Zembylas, 2004) which are crucial for teachers to promote their reflective skills (Crandall, 2000; Fleischer & Fox, 2003).

Furthermore, OTPD is more productive in terms engagement of teachers, because teachers are the target audience of OTPD whether it is synchronous or asynchronous (Atmojo, 2021; Holmes et al., 2010). Also, OTPD allows to be able to reach huge numbers of teachers especially on a national scale (Cavanaugh & Dawson, 2010; Ozer, 2004).

Finally, even though it may be criticized harshly in these days and labelled as sexist, Vrasidas & Zembylas (2004) stated that “the demands of work and family life for teachers, many of whom are women, underline the need for professional development activities that can be delivered anytime, anywhere” (p. 3). Similarly, Holmes et al. (2010) highlighted the fact that OTPD provides some conveniences in terms of “the need for travel, childcare and scheduled class sessions” (p. 2) for the participants.

#### **2.4.2 Challenges and Drawbacks of OTPD**

The advantages of OTPD have been discussed in the field in order to gain a deeper understanding about the both sides of the medal. Even if OTPD bears unique advantages such as being cost-effective and flexible (Dede, 2006; Elliot, 2017; Magidin de Kramer et al., 2012; Powell & Bodur, 2019); it leads the same doubts with any other online education modes expose to whether it will work or not (Holmes et al., 2010). Benefiting from technology as a means of PD delivery cannot assure the effectiveness of OTPD (Powell & Bodur, 2019).

One of the most cited drawbacks of OTPD is lack of social presence (Juárez-Díaz & Perales, 2021; Powell & Bodur, 2019). For instance, Wynants and Dennis (2018) conducted a study to detect the challenges and opportunities OTPD provide in order to raise awareness for disabled students among faculty members. As commonly cited in the literature, the study revealed that faculty members were quite content with the flexibility of the OTPD and to be able to control their own pace, however; it was reported that their social presence was not satisfactory, as they desired to get feedback, ask questions and to be answered (Wynants & Dennis, 2018).

In addition; limited interaction, late replies to questions on online platforms, inadequate feedback are some of the drawbacks of OTPD (Johar et al., 2021). Atmojo (2021) concluded that even if there is a positive perception towards OTPD among EFL instructors, lack of interaction is one of the issues that needed

further development. Similarly, lack of interaction and not receiving feedback were reported as drawbacks of OTPD in a study conducted in Turkey (Taslibeyaz et al., 2014).

Other significant drawbacks of OTPD are related with technical problems and lack of digital competence. Disconnection, insufficient internet infrastructure, power cuts, slow technical support for facilities, damaged hardware devices are some of the challenging sides of OTPD teachers may encounter (Atmojo, 2021, Baran & Cagiltay, 2006; Johar et al., 2021; Sezer et al., 2017). Also, insufficient digital competency such as not being familiar with online platforms such as Zoom and Whatsapp hinders the efficiency of OTPD (Johar et al., 2021).

## **2.5. Face-to-face PD vs OTPD**

While comparing face-to-face PD and OTPD, it is also significant to keep in mind that “online” PD refers to various modes of delivery such as synchronous, asynchronous and hybrid, therefore; there is a need to specify the exact modes of delivery to have a fair comparison between face-to-face and online professional development (Fishman et al., 2013). Leading comparisons in the literature such as flexibility, reflective teacher learning, collaborative teacher learning, student achievement, teacher outcomes were utilized in this part.

To begin with, Whitehouse et al. (2010) indicated that despite being more innovative, OTPD could not exceed the boundaries of traditional PD in terms of pedagogy. In other words, even though OTPD was considered innovative in terms of design, it simply transferred the pedagogy into online in a way “same stuff, different container” and led to insufficiency in terms of meeting the needs of the learners on online platforms (Whitehouse et al., 2010, p. 250).

Besides, it is cited commonly in the literature that in addition to having a positive effect on teacher reflection (Atmojo, 2021; Borko et al., 2010; Dede et al., 2009; Philipsen et al., 2019), OTPD is considered more engaging for teachers

(Cho & Rathbun, 2013). In their case study, Cho and Rathbun (2013) detected teachers spent four to six hours for asynchronous OTPD, which doubles the time spent for face-to-face PD activities. However, they also indicated that spending so much time on online professional development might also be discouraging for teachers.

Another comparison point between face-to-face PD and OTPD is related with the financial cost of both delivery modes. It is claimed that cost of a five day long face-to-face PD activity is equal to a 16-week OTPD (Cavalluzzo et al., 2005). That is, OTPD is promising in terms of decreasing the cost of professional development activities by eliminating some expenses such as transportation and venue (Dede et al., 2009; Odden et al., 2002).

Student achievement also became a research interest to compare face-to-face and online PD. Fishman et al. (2013) conducted an experiment and used a set of curriculum materials for this. They presented these materials into two groups. While one of the groups received 48 hours of face-to-face PD training in six days, the other group was allowed to complete these curriculum materials at their own pace on an asynchronous platform. The result revealed that both PD mode contributed student achievement equally (Fishman et al., 2013).

Overall, face-to-face and online professional development for teachers are generally compared in terms of cost, flexibility, reflection, collaboration, student and teacher outcomes (Cavalluzzo et al., 2005; Dede et al., 2009; Fishman et al., 2013). Though there is no significant difference between face-to-face PD and OTPD activities in terms of curriculum implementation and impact on student achievement; it is significant to consider that different educational organizations may benefit from face-to-face or online PD depending on their contexts (Fishman et al., 2013).

## **2.6. Online Professional Development in Turkey**

Recognizing the significance of OTPD has a similar history in Turkey as well. Years ago, Ozer (2004) pointed out that there was a need to alter the means of delivery for more productive INSETs for teacher education and distance education, similar to current situation, restrictions of face-to-face PD activities such as financial costs limited INSETs years ago.

With the recognition of distance professional development opportunities, Turkish literature related with OTPD expanded as well. For instance, Latchem et al. (2006) made a proposal to develop an OTPD system in Turkey with the investment of the Higher Educational Council (HEC). Their aim was to build an online community to improve the quality of PD activities, benefit from technology and improve the digital competency of teachers synchronously via the internet or asynchronously with CDs. Even though HEC does not have a common website directly designed for the professional development of instructors at universities, this study still offers an up-to-date and beneficial solution for instructors.

In their qualitative study, Baran and Cagiltay (2006) compared traditional face-to-face PD and OTPD results of which indicate that participant teachers emphasized the pros of the OTPD such as the flexibility of time and place. The study revealed that without considering its delivery mode, teachers' expectation from PD was to gain content knowledge that could be easily transferred into classroom teaching rather than receiving theoretical knowledge. Being flexible without the restrictions of time and place was reported as the leading advantage of OTPD whereas interactivity, transferability of knowledge and technical support were reported as areas to be improved for OTPD.

Another comparative study was conducted by Sezer et al. (2017) revealing that there is no significant difference between face-to-face and online in-service trainings delivered by Ministry of National Education (MoNE). The reasons why

in-service trainings by MoNE were delivered online are in line with the most cited advantages in the literature such as being able to reach a massive group of participants without the limitation of time and place (Sezer et al., 2017), which was applicable for Sezer et al.'s study. Teachers were content with flexibility and a wide range of sources provided for OTPD. However, main complaints received from teachers were the fact that sessions were quite crowded and there was not sufficient time for hands-on practice in face-to-face PD sessions.

Celen and Seferoglu (2020) utilized action research in order to determine the ICT knowledge via an OTPD platform created depending on metacognitive strategies. Teachers indicated that OTPD platform was compatible with their interests and needs. Also, a significant increase in ICT knowledge and metacognitive skills were discovered according to the results of the t-test. Therefore, it can be stated that OTPD had a positive impact on development of teachers and relatively their teaching practices thanks to the improvement of their digital skills and knowledge.

To conclude, even though digital competency of teachers and ineffective in-service activities were criticized in Turkey especially after the Fatih Project (Akbaba-Altun, 2006; Kayaduman et al., 2011), it can be stated that there is a positive perception among teachers towards OTPD in Turkey, nevertheless, it is crucial to point out that lack of feedback, limited interaction, technology related issues must be considered as the areas requiring improvement (Baran & Cagiltay, 2006; Celen & Seferoglu, 2020; Sezer et al., 2017).

## **2.7. (Online) Professional Development in the Era of ERT**

As a result of the sudden transition to ERT, most of the teachers and teacher educators suffered from various difficulties (Bond, 2020; Hodges et al., 2020; Mishra et al., 2020) such as developing online content, brand-new instructional tools, comprehension of pedagogy, involving the parents into the online learning process, supporting learners' mental well-being and many more (Hartshorne et

al., 2020). Instructor-related questions such as their OTPD outcomes, perceptions towards OTPD are the second highly asked questions in the literature following the significance of OTPD (Leary et al., 2020).

In order to gain the initial reaction of teachers during the early period of ERT, Whalen (2020) collected data from 325 teachers via a survey and one open-ended question to be analyzed thematically between April and May 2020. Such data collected under severe conditions shed light on some critical points about the future of the link between ERT and OTPD. The study revealed that majority of teachers demanded more support for ERT from their co-workers and trainers by expressing their concerns about the effectiveness of a single session OTPDs, besides some teachers acknowledged that if they had benefited from technology more in their classes before the pandemic, they would have felt more prepared and suffered from less stress during the pandemic (Whalen, 2020).

In their study conducted immediately at the beginning of the pandemic by comparing the frequency, volume and content of the terms searched on an educational website which supports professional development for teachers in more than 30 languages, Cavanaugh and DeWeese (2020) detected that before March 2020, the pandemic was declared officially, teachers searched terms related to the topics about different skills such as reading or different tools to be utilized in the classroom, whereas video meetings, chats, calls were the terms searched on the website after March 2020.

Another study in order to come up with rapid solutions in the early period of ERT was conducted in Greece by Trikoilis and Papanastasiou (2020). The researchers gathered data from 377 teachers working at urban schools. Their quantitative study shed light on the fact that there is a significant correlation between the feeling of isolation and personal PD attempts; that is, the more physically isolated a teacher feels in her/his home during the pandemic, the more tendency there is in order to have attempts to improve themselves professionally.

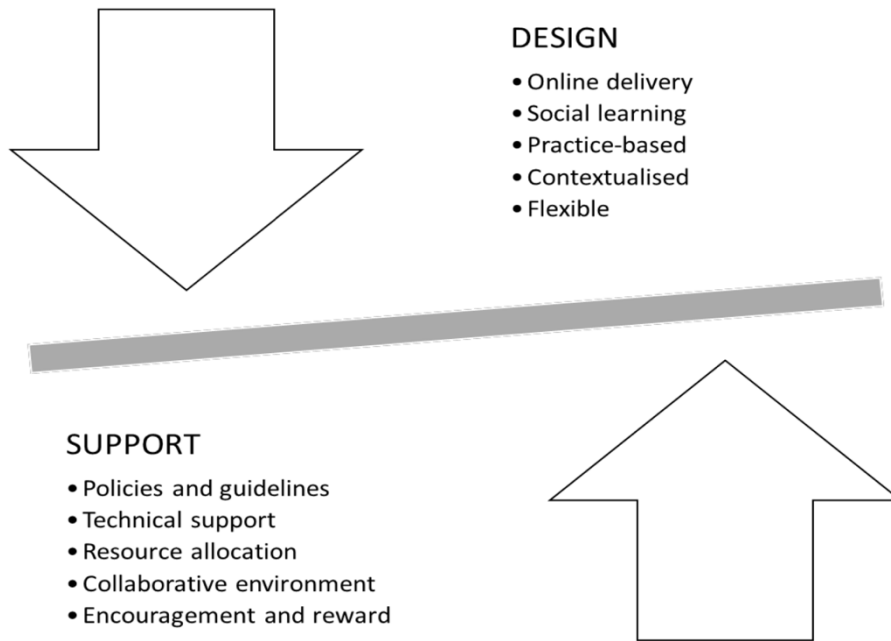


Similarly, Atmojo (2021) collected data from 42 EFL instructors via a questionnaire and semi-structured interviews to gain knowledge about the perceptions of EFL instructors towards OTPD during the pandemic in Indonesia. The research revealed that EFL instructors confronted issues regarding OTPD such as insufficient internet connection and quota, lack of time, lack of communication, insufficient knowledge of co-workers, hesitation to raise questions. Nevertheless, instructors emphasized that they learnt a great deal thanks to attention-grabbing OTPD activities and they became aware of the fact that more digital competency was required for more efficient online lessons, they also indicated that they would have preferred face-to-face PD activities on account of some drawbacks of OTPD such as lack of interaction and infrastructure of internet.

A comprehensive review of the literature between 2010 and 2020 was completed by Al-Naabi, Kelder, and Carr (2021) in order to generate a professional development framework to be utilized in ERT period. Two stages as of design and support were created by the researchers depending on the results of the ten years' review. These two stages are to be applied concurrently for the effectiveness of professional development activities. Al-Naabi, Kelder, and Carr (2021) emphasized that as considering five features of *design* which are “social learning, practice-based approaches to learning, delivery modes, design features and institutional support”, it is also vital to *support* the PD program in terms of “policies and guidelines, technical support, resource allocation, collaborative environment, encouragement and reward” (p. 13).

**Figure 2. 2**

*Professional development framework for teachers in higher education during ERT Reprinted from “Preparing teachers for emergency remote teaching: A professional development framework for teachers in higher education” by I. Al-Naabi, A.J. Kelder & A. Carr*



Another study was conducted in Mexico by focusing on the development of both pre- and in-service teachers in ERT period by Juárez-Díaz and Perales (2021). 25 academicians from English language teaching department and 32 pre-service student teachers participated in the study. The results shed a light one of the most common feelings in such an extraordinary period humanity dealt with: stress. Managing stress must be a priority for institutions in ERT period, because both teachers and students suffered from heavy stress and how to cope with this strong feeling must be taught for the sake of instructors' and students' well-being by educational institutions. Besides, the study strongly recommended that not only teachers but also students must be delivered various trainings related with digital competency as well as autonomy.

With the lock-down of schools, the pandemic revealed that education is indispensable for society (Juárez-Díaz & Perales, 2021). Even though teachers

suffered from various difficulties (Bond, 2020; Hodges et al., 2020; Mishra et al., 2020) such as developing online content, brand-new instructional tools, comprehension of pedagogy, involving the parents into the online learning process, supporting learners' mental well-being and many more (Hartshorne et al., 2020), a solid literature was constituted by the researchers with great efforts to support the teachers in the field in this extraordinary time.

## **2.8. Relevant Literature**

This part of the review compiles the findings of the related research in the literature. As one of the groundbreaking experiences the technology provides, OTPD was launched as an innovation. Therefore, OTPD was studied from different dimensions with the purpose of mapping the terrain.

To begin with, Hur (2007) focused on online communities as a part of asynchronous type of OTPD and conducted a study about the teachers' rationale behind joining online communities. Depending on four different data sources, it was deduced that six causes led teachers to participate in online communities; sense of community, hindering teacher isolation, need for suggestions, keeping up with the latest teaching ideas, expressing feelings and benefiting from the assets of virtual environments.

In his Ph.D. dissertation, Mutlu (2012) developed an OTPD material to support science and technology teachers. Based on the data collected from 21 science and technology teachers revealed that OTPD had a positive effect on teaching practices, perception towards the use of alternative assessment, self-efficacy and OTPD itself (Mutlu, 2012).

Teachers' engagement is widely discussed as well. Gunes (2017) investigated primary school teachers' engagement in an asynchronous OTPD platform. This platform was used as a follow-up of a face-to-face PD workshop about the use of the ICT in the field of education. The results of the quantitative data derived

from 89 primary school teachers indicated that perception of ICT, educational background, teaching experience, digital competency and gender do not have a significant effect on the online participation. However; workplace conditions and prior experience related with forums have a significant effect on online participation. Gunes (2017) identified that five factors affect the online participation of teachers; whether there is a need to use ICT applications for teaching, how teachers proceed problems about ICT, how they are trained to use an online forum, how colleagues create a post on the forum and finally inadequate time.

In her Ph.D. dissertation, Celen (2018) conducted action research so as to develop an online platform to convey OTPD activities. They built an OTPD platform with the aim of supporting ICT development of the teachers. The platform was developed depending on criteria derived from the literature and interviews with teachers. The study revealed that joining the online platform developed by the researchers was helpful for teachers. OTPD activities which teachers received on this online platform, had a positive impact on the effective use of metacognitive learning strategies and ICT among teachers (Celen, 2018).

Some studies uncovered the drawbacks of OTPD as well as the frequently cited advantages. For instance; Ateskan (2008) conducted a Ph.D dissertation at Bilkent University in Turkey with the aim of inquiring the perceptions of science teachers' perception towards OTPD. This qualitative study comprised of two stages. The first stage of the study was to develop an OTPD program and in the second stage, 10 biology teachers as graduates of the same university took a 10 week-long OTPD. The results of the study revealed that participants benefited from the OTPD more than the face-to-face PD activities they had attended till then. Flexibility, collaborating with other biology teachers without the restriction of location, controlling the pace of one's own learning were the benefits stated by the participants whereas technical issues, not having the opportunity of face-to-face activities and time-related problems were the drawbacks of OTPD according to the results of the study.

Another study supported the fact that OTPD creates changes in teachers. Songul (2019) developed a multiple case study to investigate the effects of face-to-face and online PD programs. Ten EFL teachers teaching at K-12 levels participated in the study and one face-to-face and two online lesson study groups were constituted by the researcher. According to the results of this qualitative study, behavioral and cognitive changes were observed with the teachers in both face-to-face PD study group and OTPD study groups, which proves the validity of webinars as a source of information for teachers in OTPD. In addition, it was revealed that the change in teacher cognition was related with the use of technology rather than pedagogy. That is, change in classroom practices of the teachers was the result of technology use rather than being a result of pedagogical change (Songul, 2019).

However; change in teachers may not be related with their teaching experience all the time. Nuland (2019) investigated whether there was a significant change between novice and experienced teachers in terms of the outcomes that they gained from an OTPD. Depending on the data obtained from 573 teachers, the results indicated that teachers possess a relatively positive perception towards OTPD and years of teaching experience does not have a significant effect on the perception towards OTPD, whereas technological and pedagogical knowledge separately have a significant effect on teachers' perception towards.

Based on the issue that teachers are supposed to have a voice to detect the needs of teachers in professional development and lack of personalized PD activities, Libby (2020) conducted research to detect the perceptions of teachers towards OTPD activities. The data obtained from 150 teachers via an online survey. It was studied out that OTPD is useful for majority of teachers (88%) with their teaching practices. However; 59% of teachers stated that they would rather attend PD activities at their workplace while 31% of teachers indicated that they were not interested in OTPD platforms.

Similarly, in her PhD dissertation, Basaran (2020) focused on the developing an OTPD program for INSET's of K-12 EFL teachers. 322 EFL teachers from 26 separate cities in Turkey, teaching at different levels at K-12 from elementary to high school responded the questionnaire and 20 semi-structured interviews were conducted as well. Upon analyzing the needs of the participants, an OTPD program was developed and as the last phase of the study, a comparison was made to investigate whether there is a significant difference or not between separate participant groups. The results of the study uncovered the needs of EFL teachers at K-12 level in Turkey. While classroom management, ICT and material development specific subjects were indicated as their needs by EFL teachers, they stated that they would rather attend interactive, collaborative, and experiential PD sessions. Depending on the needs of EFL teachers, an online INSET program was developed.

Another study was conducted about the design of an OTPD. Riel (2020) analyzed the design of an OTPD program whose aim was to provide support for teachers for a brand-new curriculum implementation named GlobalEd and its impact on student outcomes and teachers' perception. The data, gathered from 41 teachers and 773 students, revealed that teachers benefit from active professional development activities such as producing projects, participating in online discussions whereas passive activities such as reading or watching something did not have a positive effect on teachers' perception. The results also indicated that there was no predictor related with student achievement in OTPD analyzed in the study.

Some factors may not be as significant as they are foreseen for the perception of teachers. Hayes et al. (2021) conducted a mixed method study to analyze the perception of teachers towards OTPD. In addition to positive effects of OTPD on student achievement and teaching practices; it was revealed that teaching experience, teachers' duties and school atmosphere do not have a significant effect on the positive perception of the participants in this study.

Another study from an ERT dimension was completed in Texas. Hughes (2021) conducted a phenomenological study to detect how directors of Texas Community College Centers supported the development of faculty for ERT. The data was compiled from 11 directors across Texas via interviews to uncover the needs of faculty during ERT and how their needs evolved through time. This Ph.D. dissertation revealed that faculty endured the issues related with engagement of students, software problems and digital competency. To fulfil these needs, directors supported the faculty in terms of online pedagogy, software literacy, learning management system (LMS) and its competency and student engagement methods for online lessons.

With a different perspective, Gerbermann (2021) investigated the features of OTPD that results in the change of teacher instruction in ERT period. 7 teachers and 2 administrative staff participated in the study. It was discovered that teachers preferred activities directly pinpointing the target content rather than having an immediate shift in their instructions. Teachers also indicated that they preferred professional development activities relevant with their grades, classes and online instruction. Participants also indicated that keeping in touch with the trainer for pre-while and after stages of OTPD was a necessity for interaction.

Teachers as adult learners had to adapt their learning style during the pandemic. Burton (2021) revealed that teachers had a great dedication for PD activities during ERT for the sake of their students and they were not aware of the authentic learning they were going through during ERT period. The purpose of her study was to detect the perceptions of PD during ERT, how they transformed as adult learners and how they compensated the gaps in their students learning process. The results shed a light on the fact that as adult learners, teachers' priority was to find solutions for the pedagogical issues encountered during ERT period and self-directed PD was the most common professional development type during the pandemic.

## **2.9. Summary of the Literature Review**

Covid-19 pandemic has accelerated the process of several changes in various fields including education. With the emergence of ERT; society realized once again, all stakeholders of education including teachers require continuous improvement and support, which can be delivered via online teacher professional development (OTPD) in such crises.

In order to provide a detailed background about the significance of PD, a brief history of change in teacher education was provided and how recognition of teacher cognition in 1990's altered the perception of EFL teachers' education was explained. As it has a critical role in the field of PD, the features of effective PD were provided with the counter arguments regarding the effectiveness of PD activities in the literature as well.

As a new term “emergency remote teaching” (ERT) was the focus in the second part of the literature. What ERT refers to and its main differences between online education were described upon depicting the short history of distance education.

After providing the distinction between ERT and online teaching, online teacher professional development (OTPD) was defined and three different categories as of synchronous, asynchronous and hybrid were presented. Upon indicating the advantages of disadvantages of OTPD, a comparison between face-to-face and online professional development was made including the criticism against OTPD. It was deducted that OTPD is a medium to deliver professional development, not a completely irrelevant form of PD, therefore; face to-face or online teacher professional development may be the best option depending on the context. Following the detailed depiction of OTPD, literature in Turkey was mentioned. Ultimately, OTPD in the era of ERT was discussed to have a deeper understanding of the topic of this study. Related master and Ph.D. studies were presented as the final step of this literature review.



## CHAPTER 3

### METHODOLOGY

Phenomena are the building blocks of human science and basis for all knowledge.

Moustakas, 1994, p. 20.

The aim of this chapter is to provide details about the methodology of the study. Upon presenting the research design, research questions, detailed characteristics of participants, context of the study, data collection tools and instruments; trustworthiness of the study and possible limitations are discussed in this chapter.

#### 3.1. Design of the Study

Since the purpose of this study is to gain a deeper understanding of the OTPD experiences of EFL directors, PDU members and instructors during the ERT period, qualitative research design was adopted for the methodology of the study. This study stemmed from a professional curiosity not only to reach a valuable post-pandemic data in order to be benefitted from in the following terms relying on the experiences of directors, PDU members and instructors, but also to synthesize the assets of the pre and while-pandemic PD routines. How participants experienced the sudden shift to ERT in order to compensate face-to-face education, supported their professional development under severe conditions and what they gained from this challenging experience as individuals were the main objects of this inquiry, which qualitative research is uniquely suited. Moreover, flexible nature of qualitative research stated by Merriam and Tisdell (2015) was consistent with the changing flow and conditions of the ERT. Unlike quantitative studies whose main asset is to be able to *generalize* the findings, qualitative studies can extract more details and promote deeper

understanding (Patton, 2014). As Merriam and Tisdell (2015) stated “qualitative research is based on the belief that knowledge is constructed by people in an ongoing fashion as they engage in and make meaning of an activity, experience, or phenomenon” (p. 23). Should the researchers aim at digging deeper, qualitative research has several functions: “give voice to a group of people or an issue; provide a detailed description of events or experiences; develop theory, interrogate the meaning in texts; identify discourses or demonstrate the discursive features of a text; and/or engage in social critique” (Braun & Clarke, 2013, p. 19).

Even though their names may be different due to the fact that *qualitative research* is used as an umbrella term and there are numerous approaches and points of views by different authors (Merriam & Tisdell, 2015), this study indicates that there are five separate approaches for qualitative study as of *narrative research, phenomenology, grounded theory, ethnography, and case study* (Creswell, 2013). Depending on two criteria, phenomenology was determined as the qualitative approach of this study. First criterion was to make a meaningful deduction about OTPD experience during the ERT, as number of subjects can be limitless in this context, phenomenology was preferred rather than a multiple case study also not having certain boundaries like a case study was another factor (Creswell, 2013). The latter criterion was the fact that phenomenology may be considered as a good starting point for novice researchers (Creswell, 2013) as it is in this study.

### **3.1.1. Phenomenology**

Phenomenology is not only a qualitative research type, but it is also a school of philosophy from the 20<sup>th</sup> century founded by Edmund Husserl (1859-1938). The fact that phenomenology is behind the whole qualitative research would be an appropriate deduction (Merriam and Tisdell, 2015). As a leading qualitative research type, on the other hand, phenomenology is defined as “a study that focuses on descriptions of what people experience and how it is that they

experience what they experience” (Patton, 2014, p. 107). Therefore, phenomenology is used for studies that aim to investigate the phenomena that are frequently encountered on a daily basis, that are not unfamiliar to us but that we cannot grasp the full meaning of, and constitute a suitable research ground (Yildirim & Simsek, 2016). It is quite common in the field of education as well as it is in psychology, sociology and nursing (Van Manen, 2016).

The aim of phenomenological approach is “to understand meaningful concrete relations implicit in the original description of experience *in the context of a particular situation*” (Moustakas, 1994, p. 9). In line with this definition, EFL directors’, PDU members’ and instructors’ OTPD experience during ERT period was the phenomenon of this study. While participants were under extremely uncommon conditions, how they reacted and what they gained from this period were inquired in this study. Through the perspectives of directors, PDU members and instructors; it was also aimed to detect the different point of views towards the phenomenon of this study. As Patton (2014) stated, phenomenology does not only focus on individuals in meaning-making process out of their experiences, it also investigates this process in community.

Phenomenologists have specific characteristics in order to investigate this meaning making process. They aim to detect the relationship between *experience and consciousness*, rather than being equipped with the features of modern scientists to classify, clarify and shorten a phenomenon, their focus is to understand the experience (Merriam & Tisdell, 2015) and focus on finding an answer for the foundational question of phenomenology: “What is the meaning, structure and essence of the lived experience of this phenomenon for this person or group of people?” (Patton, 2014, p. 104). As Van Manen (2016) stated *lived experience* is the key focus of phenomenologists (p. 26). By taking this into consideration, the researcher aimed to detect how directors, professional development unit members and EFL instructors perceived their OTPD experience during ERT.

As the main aim of phenomenology is to find out how to transform experience into consciousness (Merriam & Tisdell, 2015), phenomenologists adapted two different approaches both of which hold significance to comprehend the logic behind phenomenological methodology (Creswell, 2013). The first phenomenological approach is hermeneutic or interpretative phenomenology represented by Van Manen and Martin Heidegger and the other phenomenological approach is named as direct, empirical, descriptive, transcendental or psychological phenomenology, which is represented by Husserl, Giorgi, and Moustakas who follows Husserl the founder of phenomenology (Creswell, 2013; Smith et al., 2009).

The main distinction between hermeneutic and transcendental phenomenology is the fact that hermeneutic phenomenology allows the researcher to *interpret* the experiences rather than *describing* it solely. As indicated that by Van Manen (2016) “the researcher mediates between interpreted meanings and the thing toward which the interpretations point” (p. 26). It was also argued that “all description is ultimately interpretation” that is, hermeneutic phenomenology argues against the fact that researchers are able to get rid of their prior judgements, knowledge and understanding, as it is stated perfectly, like all ways go to Rome, descriptions are the eventually interpretations of the researcher (Van Manen, 2016, p. 25).

On the other hand, transcendental phenomenology by Moustakas (1994), focuses on the *description* rather than *interpreting* the experiences shared by participants (Creswell, 2013). Moustakas (1994) presented a four-step data analysis framework: bracketing, phenomenological reduction, imaginative variation, and synthesis. The first step *Epoche*, a Greek word, means having no judgement, which means phenomenologist abstains from any judgements, prior knowledge and understandings and common, everyday perceptions, and finally approaches the phenomena in a fresh way from the point of transcendental ego (Moustakas, 1994). The second step is *transcendental-phenomenological reduction*, which means considering each experience uniquely. As the third step,

*imaginative variation* allows the researcher to form a *textural description*, which means what participants experienced and a *structural description* which points out while participants were going through their experiences how the context was and as the final step, *synthesis* is achieved thanks to combining textural and structural description in order to gain the *essence* of the phenomena (Creswell, 2013; Moustakas, 1994).

Nevertheless, a new perspective merged the characteristics of these two leading phenomenological schools. As one of the followers of hermeneutic or interpretative phenomenology, Jonathan Smith emerged interpretative phenomenological analysis (IPA) and benefited from both hermeneutic phenomenology and transcendental phenomenology to support theoretical underpinnings of IPA (Smith et al., 2009), which were explained in detail in the following part of this study.

### **3.1.2. Interpretative Phenomenological Analysis (IPA)**

Interpretative phenomenological analysis is defined as “a qualitative research approach committed to the examination of how people make sense of their major life experiences” (Smith et al., 2009, p.1). It is crucial to know the underpinning theories of IPA in order to understand the approach. These are *phenomenology*, *hermeneutics*, and *idiography*.

First theoretical underpinning of IPA is *phenomenology*. Husserl’s phenomenological approach impacted the significance given to *reflection process* in IPA. What researchers examine is an experience, a part of real life, that’s why, Husserl’s *bracketing* is applied by IPA researchers and they bracket their own bias and assumptions about phenomena (Smith et al., 2009).

Second theoretical underpinning of IPA is *hermeneutics*. Interpretation, hermeneutics in other words, in IPA stemmed from Heidegger’s perspective towards phenomenology. It is considered that participants interpret their

experiences and researcher interprets their interpreted experiences and that is called *double hermeneutic* (Smith et al., 2009). Following Heidegger, IPA researchers interpret the data to examine phenomena which can be clearly stated in the following quote:

IPA is also strongly influenced by the hermeneutic version of phenomenology. We see no conflict here. Just as phenomenology can be seen as the joint product of a number of related but distinct philosophers, so phenomenology can also be seen as either distinct from or connecting to hermeneutics. We take the latter position and consider Heidegger and Gadamer, for example, to be forging a hermeneutic phenomenology (Smith et al., 2009 p. 36)

Idiography is also a theoretical underpinning for IPA. That is, it is concerned with each specific participant, in a specific context. Unlike studies that focus on the number of the participants to be able to make some claims at the end of the study, idiography exploits each case in detail and make claims accordingly which emphasizes the significance of single case studies (Smith et al., 2009). IPA stemmed from the combination of Heidegger and Husserl's perspectives towards phenomenology (Creswell, 2013). In this study, it was aimed to attempt bracketing as Heidegger suggested and interpret the experiences of the participants with double hermeneutic as Husserl claimed.

### **3.2. Research Question**

This phenomenological study was conducted in order to seek answers for the question below:

1. How did instructors, PDU members, and directors of preparatory schools experience online teacher professional development during emergency remote teaching period?

### 3.3. Context of the Study

Out of the participant institutions, foundation of the newest university dates back to 2011 while the oldest one was founded in 1994. The numbers of the instructors working at the English Preparatory School can be seen in the table below:

**Table 3. 1**

*Foundation years of the participant institutions and number of the instructors*

Pseudonym of the Institution	Year of the Foundation	Number of the Instructors at the English Preparatory School
University 1	1996	90
University 2	1994	103
University 3	1997	47
University 4	2009	94
University 5	2011	23
University 6	2003	59

In order to fulfil the research aims, English preparatory schools of six separate foundation universities in Ankara, Turkey participated the study. Medium of education is English in two of the universities while the rest of the four gives education in Turkish language. Nevertheless, it is obligatory for students to complete English preparatory school with a satisfactory grade, which may vary depending on the regulation of each school, in order to continue departmental education. Students are required to take an English proficiency exam prepared by internal and/or external experts in order to cut off their relation with English preparatory schools.

All foreign language preparatory schools participating the study are affiliated to the rectorate, yet there may be some differences in internal affairs, provided that

they adhere to the regulations of the Higher Education Council. Their first duty is to provide General English classes for students to continue their departmental education. Even though their name may vary such as *A1, A2, B1, B2 or elementary, pre-intermediate, intermediate, upper intermediate*; they refer to the same level of English. Also, preparatory schools may vary in terms of their breakdown grades to pass or fail the English proficiency exam. The second duty of the English preparatory schools is to provide Academic English Program classes called *Academic English 101* and *Academic English 102* for freshman and sophomore students. Content of these classes basically include academic presentation skills, essay types, criticism of various articles from different fields such as psychology, sociology, and philosophy. One of the participant universities also has classes such as English for Aviation and English for Logistics. Number of the Academic English class hours needs to be taken by students differs from 2 to 6 based on the policy of the school.

As for the instructors, depending on the preparatory school directorate, they can teach the General English Courses at preparatory level and above-mentioned Academic English courses at departmental level. Both are affiliated to preparatory schools. Besides, there are sub-branches under General English program as of Curriculum and Material Unit, Assessment and Evaluation Unit and Professional Development Unit in the organizational structure of these foundation universities. Instructors teaching both General English and Academic English are responsible with attending the PD activities designed or organized by PD Unit. All the six preparatory schools provided various options such as peer-teaching, team teaching, action research, classroom observation, book club, and article club in order to support continuous PD before the COVID-19 Pandemic. Instructors were free to choose the option they wished as long as they participated at least one of the PD activities provided by their PD Units and this rule was applicable for all the six participant universities. Nevertheless, with the sudden outburst of the pandemic, the continuity of the PD system was disrupted and it required some modifications to support instructors in the middle of this health crisis, which constituted the stem of this study.



### **3.4. Sampling**

Purposive sampling is essential for phenomenological studies as only these purposively selected participants can guide the researcher to reach an understanding about a particular experience (Smith et al., 2009). Unlike quantitative studies, qualitative studies tend to have a “non-random, purposeful and small sampling” (Merriam & Tisdell, 2015, p. 18). Therefore, this study adopted criterion sampling from purposeful sampling strategies.

The criteria for instructors were defined as: a) having attended OTPD activities organized by their workplaces, b) having worked at their current workplaces for minimum 6 months before the pandemic was officially announced in Turkey, c) having taught during the ERT period, between March 2020 and February 2022 at a foundation university in Ankara, Turkey. While the criteria included a) having made decisions about ERT in March 2020 and b) being still in charge of the preparatory school of the foundation university for the directors, the criteria for PDU members included a) having been a member of PD unit at a foundation university in Ankara, Turkey in March 2020 when the pandemic was officially declared in Turkey; b) being actively in charge of PD activities at preparatory schools when this study was conducted.

The only exclusion criterion included volunteers who did not work at their current institution when the pandemic was declared in March 2020. Other than that, regardless of being novice, veteran, male or female; the volunteers from six different institutions kindly contributed to this study. The following part of the study was enlarged upon the participants in order to provide a detailed picture of phenomena of this study.

### **3.5. Participants**

A total of 18 participants, six of whom were EFL instructors, six of whom were members of PDU, and six of whom were directors, contributed to this study

voluntarily. There is a wide range of teaching experience from novice to veteran teachers in this study. While the minimum teaching experience is four years, the maximum is 32 years. Also, 13 participants are the graduate of ELT, two participants are the graduates of English Linguistics, one participant for each department are the graduates of English Language and Literature, English Translation and Interpretation, and Business Administration. All the participants have master's degree. Nine participants completed their master's thesis in ELT, five participants have their master's degree in Curriculum and Instruction, while one participant for each completed the departments of English Translation and Interpretation, English Studies, Teacher Education, and Measurement and Evaluation in Education. Besides, eight of the participants hold their PhD degree in various fields, including two participants in Educational Administration, three participants in Curriculum and Instruction, two participants in ELT and one participant in Measurement and Evaluation in Education. Detailed information for the profiles of the participants was presented in the following parts.

### **3.5.1. Directors**

Out of the six directors who contributed to this study, four of them hold their bachelor degree in ELT. Directors' master degrees have a wide a range: one of the directors is a graduate of English Translation and Interpretation, two of the directors completed their master's degree in the field of ELT, two of them are the graduates of Curriculum and Instruction and one of the directors completed his master's degree in the field of Measurement and Evaluation in Education. Out of six directors, five of them hold their PhD degree from various departments: two of them completed their doctorate in Curriculum and Instruction, two of them have their PhDs in the field of Educational Administration and one of them completed his doctorate education in the field of Measurement and Evaluation in Education. As it can be seen on Table 3.2, the directors' teaching experience was quite long. Also, their managerial experience is between two to seventeen years, which was presented on the same table.

**Table 3. 2***Profile of the Directors Working at English Language Schools*

Pseudonyms of the Participants	Years of Teaching Experience	Years of Administrative Experience	Job Title	Educational Background
Participant 1	23	6	Director	Bachelor's Degree: ELT Master's Degree: English Translation and Interpretation
Participant 2	23	7	Director	Bachelor's Degree: ELT Master's Degree: ELT Ph. D: Educational Administration
Participant 3	11	3	Director	Bachelor's Degree: English Language and Literature Master's Degree: Curriculum and Instruction Ph. D: Curriculum and Instruction
Participant 4	11	2	Director	Bachelor's Degree: ELT Master's Degree: Curriculum and Instruction Ph. D: Curriculum and Instruction
Participant 5	15	9	Director	Bachelor's Degree: ELT Master's Degree: ELT Ph. D: Educational Administration

**Table 3.2** (continued)

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Participant 6	24	17	Director	Bachelor's Degree: English Translation Interpretation Master's Degree: Measurement and Evaluation in Education Ph. D: Measurement and Evaluation in Education
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### **3.5.2. PD members**

PDU members who participated this study are the graduate of four different departments on bachelor level. Three of the participants are the graduates of ELT while one of them graduated from English Linguistics and one of them graduated from Business Administration on bachelor level. All the PDU members hold their master's degree in different fields: one of the PDU members is a graduate of English Studies, one of them hold her master's degree in Curriculum and Instruction, and one of the members is a graduate of Teacher Education while two of them completed their master's degree in the field of ELT. Also, one of the PDU members holds a PhD in ELT. Teaching experience of PDU members range from 10 to 32 years which may be seen on Table 3 below. All the PDU members who contributed to this study also had numerous certificates to continue their PD activities at the institutions they have been working at. These certificates are generally Cambridge University Train the Trainer, DELTA, and CELTA certificates. One of the PDU members received TESOL Core Certificate, and two of the PDU members had TESOL International Association Training for Trainers as well. PDU experience of the instructors are respectively eleven, two, three, six, four, and five years.

**Table 3. 3***Profile of the Professional Development Unit Members*

Pseudonyms of the Participants	Years of Teaching Experience	Job Title	Educational Background
Participant 7	32	PDU Member	Bachelor's Degree: ELT Master's Degree: English Studies
Participant 8	10	PDU Member	Bachelor's Degree: English Linguistics Master's Degree: Curriculum and Instruction
Participant 9	20	PDU Member	Bachelor's Degree: Business Administration Master's Degree: Teacher Education
Participant 10	21	PDU Member	Bachelor's Degree: ELT Master's Degree: ELT Ph. D: ELT
Participant 11	11	PDU Member	Bachelor's Degree: ELT Master's Degree: ELT
Participant 12	11	PDU Member	Bachelor's Degree: ELT Master's Degree: ELT

**3.5.3. Instructors**

Out of six instructors, five of them received their Bachelor degree in the field of ELT, and one of the instructors graduated from English Linguistics. All the instructors who participated into this study, hold their master's degree: Five of them completed their master's degree in the field of ELT again while one of them completed the master's degree in Curriculum and Instruction. One of the instructors received his PhD degree in the field of Curriculum and Instruction. Teaching experiences of the instructors are respectively thirteen, six, twelve, four, seven, and six years. Also, two instructors who participated to this study are currently working as part-time instructors.

**Table 3. 4***Profile of the Instructors*

Pseudonyms of the Participants	Years of Teaching Experience	Job Title	Educational Background
Participant 13	13	Instructor	Bachelor's Degree: ELT Master's Degree: ELT
Participant 14	6	Instructor	Bachelor's Degree: ELT Master's Degree: ELT PhD: Curriculum and Instruction
Participant 15	12	Instructor	Bachelor's Degree: English Linguistics Master's Degree: ELT
Participant 16	4	Instructor	Bachelor's Degree: ELT Master's Degree: Curriculum and Instruction
Participant 17	7	Instructor	Bachelor's Degree: ELT Master's Degree: ELT
Participant 18	6	Instructor	Bachelor's Degree: ELT Master's Degree: ELT

**3.6. Data Collection Instruments**

Merriam and Tisdell (2015) stated that phenomenological interview is the leading data collection tool in order to get the essence of the experience. Semi-structured phenomenological interviews allow researchers to reach the experiences of participants profoundly (Smith et al., 2009; Van Manen, 2016). In line with this point of view, it was decided to collect the data via semi-structured interviews in this study. Three different interviews depending on a comprehensive literature review was created (See Appendix B, C, and D).

Upon the literature review, five experts, three of whom hold assistant professor title gave feedback for the interview questions. Based on the feedback, the

question word *why* was used for the justification of the answers. One of the questions for instructors was eliminated as it was repetitive. The question was about the most outstanding feature of emergency OTPD, yet it also overlapped with the question which is about the advantages of emergency OTPD. One of the questions worded as “Was it effective?” was eliminated as it was decided that it was misleading the participants. Also, one of the experts recommended to be more specific about the phrase *during the pandemic* and provide specific times so that participants would not be confused. Lastly, the question about *which platform was utilized to deliver OTPD activities* was also eliminated from instructors’ interview questions as the answer would not make a difference for the study.

As soon as making the necessary changes as the experts advised, four interviews were conducted by the researcher for piloting. Four volunteers participated in the piloting process. Interviews were completed with a former director, two instructors, and one PDU member so that an approximate time allocation was designated. The most significant part of the piloting was the change in wording of a question, because volunteers got confused and needed to ask detailed information about the question. The question was worded as “What is PDU structure like at your institution?” at first, yet it was transformed into “What kind of PD activities took place at your institution before the pandemic?”

To conclude, in order to have the *textural* and *structural* structure of the study, participants’ experiences for phenomenon and contexts which affected these experiences were required to be asked by the researcher (Creswell, 2013) as it was practiced in this study. Interview questions for three parties were created meticulously with the purpose of understanding their experiences about OTPD in ERT context.

### 3.7. Trustworthiness

Good research is supposed to be valid and reliable (Braun & Clarke, 2013) and experts created several rigorous frameworks in order to promote *trustworthiness* of qualitative studies (Shenton, 2004). Trustworthiness of this study was provided depending on the four criteria as of *confirmability, dependability, credibility and transferability* as described by Lincoln and Guba (1985).

*Confirmability* substitutes *objectivity* in natural sciences (Merriam & Tisdell, 2015). Intervention of researchers' biases is unavoidable (Patton, 2014) but confirmability ensures that the experiences of the participants are conveyed in the study, not the biases of the researcher about participants' experiences (Shenton, 2004). In order to promote confirmability, Shenton (2004) suggests three different strategies. All these three strategies suggested by Shenton (2004) were adopted in this study. Firstly, researcher's possible biases and assumptions were acknowledged at the beginning of the study. These assumptions were listed in *researcher's role* part. Secondly, possible limitations and weaknesses of the study design were presented in *limitations* part. Lastly, methodology of the study was provided in detail to provide *audit trail* for the readers. *Audit trail* permits the reader to observe the methodological stages of a study step by step (Shenton, 2004).

*Dependability* in qualitative studies substitutes *reliability* in natural sciences (Lincoln & Guba, 1985). Reliability refers to gaining the same results of the study when it is repeated under different circumstances, with different context and participants (Merriam & Tisdell, 2015). Shenton (2004) suggests three ways, which were applied in this study to promote dependability. Firstly, research design was presented for readers in a detailed way. Secondly, data collection process was explained in detail as Shenton (2004) suggested. Finally, a reflection of the study was provided for the reader in the part of *limitation*.



*Credibility* is a crucial element for trustworthiness of a study (Lincoln & Guba, 1985). It is equivalent to *internal validity* in quantitative studies (Merriam & Tisdell, 2015). Shenton (2004) proposed 14 different ways to promote trustworthiness. Creswell (2013) suggested that minimum two strategies could be used to increase credibility. First one of these strategies utilized in this study was *triangulation*. Triangulation refers to use of more than one data collection tool, as well as triangulation of data sources such as the collection of data from a wide range of participants (Shenton, 2004). It was aimed to utilize triangulation in two ways in this study. The first one was triangulation by collecting the data from the most eligible parties who experienced OTPD during the ERT: instructors, PDU members, and directors.

The second strategy was to benefit from *site triangulation* which refers to collecting data from different organizations. As it was presented in detail in the sampling part of this study, data was collected from six different foundation universities in Ankara, Turkey, which is in line with the rationale behind the site triangulation. The same results from different organizations promotes credibility of a study (Shenton, 2004). *Member checking*, which is considered as a credible method for credibility (Creswell, 2013; Lincoln and Guba, 1985; Shenton, 2004), is the third strategy which was benefited to increase credibility in this study. Transcriptions of their interview was discussed within in a month with some participants to clarify whether there was a confusion or misunderstanding about their interviews. The last strategy that was benefited for credibility is the use of *external audits*. Since external audits must not have a connection with the study (Creswell, 2013), except the thesis advisor, two fellow researchers who hold PhD degrees respectively in PD and educational technology assessed the steps of this study externally.

The last criterion to bolster trustworthiness in this study was *transferability*. It refers to *external validity* which is generalizability of the results in other situations (Merriam & Tisdell, 2015). However; it is quite questionable to what extent generalizability can be applied from one single qualitative study (Shenton,

2004). That's why, *thick description*, which refers to “detailed presentation of the setting and in particular, the findings of a study” (Merriam & Tisdell, 2015, p. 257), was used in this study. Shenton (2004) summarized the significance of thick description with his words:

It is also important that sufficient thick description of the phenomenon under investigation is provided to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations (p. 70).

Detailed information of the context, the organizational structures, background of the participants and detailed explanations of findings were presented to provide thick description in this study so that transferability of the study was promoted.

### **3.8. Data Collection Procedures**

Naturally, data is required to be collected from the individuals who experienced the phenomenon (Creswell, 2013). Data was collected between 2<sup>nd</sup> February and 21<sup>st</sup> February 2022 for this study. While collecting the data for this study, steps created by Creswell (2013) were followed:

Determining the interview questions: Upon having a profound review of the literature on OTPD and ERT, interview questions were created by the researcher. As the main focus of the study was to learn about the experience of the participants, questions were formed with the purpose of gaining an insight about their experiences and how they planned to benefit from the groundbreaking changes during this period.

Detecting the participants: As discussed in the aforementioned sampling part, interviewees were determined by grounding on purposeful sampling, followed by criterion sampling. The criteria for directors included a) being the decision maker regarding ERT since March 2020, b) being the directors of an English preparatory school at a foundation university in Ankara. The criteria for PDU

members were a) being a PDU member at a foundation university in Ankara on March 2020, b) being actively in charge with PD activities at their institution since March 2020. The criteria for instructors were a) attending OTPD activities of their workplace, b) working at their workplace for minimum 6 months before March 2020, c) teaching between March 2020 and February 2022 at a foundation university in Ankara, Turkey.

Deciding on the interview type: Phenomenological studies are conducted via individual interviews most of the time (Merriam and Tisdell, 2015). Individual interviews were preferred in this study in order to get the essence of the participants' experience.

Recording: Interviews were conducted and recorded on *Zoom*. Only audio recordings were used by the researcher and visual video recordings were deleted immediately after completing the interview with each participant.

Designing a protocol: Confirmation of the Human Subject Ethics Committee of Middle East Technical University was delivered to participant institutions in order to collect data, which was discussed in *ethical considerations* part of the study in detail.

Piloting: Piloting of this study was completed with four volunteers in total. Two instructors, one PDU member and one former director contributed the piloting of the questions. A sample interview was conducted with each of the four volunteers so as to understand the flow of the questions and have an estimated interview time. Upon receiving the detailed feedback about the interview questions, some minor changes such as wording of the questions were changed by the researcher. To illustrate, one of the questions for instructors was reacted with confusion with instructors during the piloting, so the wording of the question was changed.

Deciding on the venue: Another massive contribution of technology was eliminating the physical boundaries in such meetings. Thanks to online Zoom interviews, participants were able to choose the time suitable for their hectic schedules easily.

Receiving Consent Forms: Based on the demands by the Human Subject Ethics Committee of Middle East Technical University, a consent form (See Appendix: H) was designed before conducting the interviews. This form was designed both to inform the participants about the content of the study and protect their rights. In addition, an oral consent was received from each participant before starting the interview.

Having interview manners: Being a respectful listener was an indispensable interview manner for this study. A poker face without a cold attitude was adopted and interviewees were not interrupted in the interviews. While eliciting the experiences, some participants may have been through unpleasant memories. That’s why, a friendly nodding or smile accompanied the questions without manipulating the answers of the participants.

**Table 3. 5**  
*Dates and Duration of the Interviews*

	Participants	Dates of the Interviews	Duration of the Interviews (‘)
	Participant 1	09.02.2022	17.51
	Participant 2	09.02.2022	19.01
DIRECTORS	Participant 3	11.02.2022	20.14
(P 1-6)	Participant 4	02.02.2022	42.45
	Participant 5	03.02.2022	13.58
	Participant 6	18.02.2022	14.16

**Table 3.5** (continued)

	Participant 7	09.02.2022	23.40
	Participant 8	16.02.2022	20.42
PDU MEMBERS (P 7-12)	Participant 9	02.02.2022	22.59
	Participant 10	03.02.2022	28.03
	Participant 11	10.03.2022	24.40
	Participant 12	08.02.2022	24.44
	Participant 13	12.02.2022	29.02
	Participant 14	10.02.2022	25.19
	Participant 15	17.02.2022	14.31
INSTRUCTORS (P13-18)	Participant 16	07.02.2022	28.32
	Participant 17	03.02.2022	16.05
	Participant 18	21.02. 2022	20.01

### **3.9. Data Analysis**

Data analysis of this study was grounded on the flexible steps created by Smith, Flowers and Larkin (2009). As the authors stated, IPA is free from a strict structure that limits the maneuvers of the researchers while analyzing the data, yet it is capable of guiding novice phenomenologists (Smith et al., 2009).

Smith, Flowers and Larkin (2009) formed a six-steps data analysis frame to analysis the data: 1. *Reading and Re-reading*, 2. *Initial Noting*, 3. *Developing Emerging Themes*, 4. *Searching for Connections Across Emergent Themes*, 5. *Moving the Next Case*, 6. *Looking for Patterns Across Cases*. By considering the fact that IPA was determined as the methodological approach of the study, this six-step data analysis was utilized to analyze the data in this study.

In addition, in order to analyze the data, MAXQDA 22 was utilized in this study. MAXQDA is a qualitative data analysis (QDA) software program which enables the researcher to interpret and evaluate qualitative texts (Creswell, 2013). Nevertheless, benefiting from technology and using a QDA software program does not mean that *coding* can be handled thanks to the defaults of the software. On the other hand, researcher codes the qualitative data texts on the program one by one (Saldana, 2009). That is, coding requires a great deal of meticulous and detailed study. In order to comprehend what coding is, it is crucial to remember that coding is an “interpretive act” rather than being science and it is capable of not only “reducing” data, but also “summarizing, distilling, condensing them” (Saldana, 2009, p. 4). In line with this purpose, clear data analysis steps were presented in this study. While analyzing the data, the researcher grounded the study on IPA; yet Saldana’s (2009) two cycles of coding was utilized in coding process. The steps of the data analysis are presented below:

#### Step 1: Transcription of the Data

As the first step, all the interviews which lasted approximately 7 hours, were transcribed by the researcher.

#### Step 2: Reading and Re-reading

The data was read by the researcher twice in order to remember the interviews and comprehend the data in detail before coding.

#### Step 3: First Cycle of Coding

*Descriptive, process, in-vivo, values, and emotions* coding were utilized while coding the texts whenever they were relevant as suggested by Saldana (2009). This stage can be considered as *initial noting* stage in IPA.

#### Step 4: Second Cycle of Coding

Reorganizing the codes from the first cycle of coding by considering the repetitive patterns and similarities in qualitative data texts in order to reach the *emerging themes*.

#### Step 5: Searching for Connections Across Emergent Themes

By detecting connections across the emergent themes in this study, reaching the *essence* of the experience was aimed by the researcher.

#### Step 6: Moving to the Next Case

As IPA is idiographic, it aims to reach each individual's experience (Smith et al., 2009). That's why, the first five steps were applied for each and every participant.

#### Step 7: Looking for Patterns Across Cases

It was aimed to find recurring themes across cases, as well as detecting idiosyncratic samples which were unique to each case.

#### Step 8: Translation

As the interviews were conducted in the native language of participants', qualitative data texts with their themes were translated from Turkish to English.

### **3.10. The Role of the Researcher**

Detecting the *essence* of an experience is the ultimate goal of a phenomenologist (Merriam & Tisdell, 2015; Van Manen, 2016). While reaching the essence in a study grounded on IPA, the researcher benefits from *double hermeneutic*. That is, the interpretation of the researcher is based on the participants' interpretation of their own experience and researcher is the key element of meaning making

process out of the participants' perceptions towards their own experiences (Smith et al., 2009). Nevertheless, adapting IPA in a phenomenological study does not mean that objectivity is a point that can be skipped by the researcher since it is the goal of a phenomenological study to learn the *emic* which means participants' point of view, rather than learning the *etic* which is point of the researcher (Merriam & Tisdell, 2015).

The role of the researcher in this study possessed both the *epic* and *etic* as a matter of course. As a veteran teacher, yet a novice researcher; I myself have always been curious about teacher education. As a graduate of English linguistics, I benefited from my bachelor degree and the horizon it broadened for my teaching career. On the other hand, I had to put a great effort to improve my teaching skills upon my decision to steer my career path into teaching. I am grateful to PD activities as I have been improving myself with several in-house and external in-service teacher trainings. With a slight chance in the direction of my career, I received a teacher-trainer training and I had the opportunity to start paying back what I gained as a teacher for 12 years as a PDU member at the institution where I am currently working.

On the other hand, it is crucial to point out that I was not a member of PDU during the pandemic, so I experienced the early period of ERT as an instructor and benefited from the OTPD activities. Yet, I collected the data as a PDU member, which had a great impact on my professional development. Melting being an instructor, a PDU member and a researcher in the same pot in this study, led to a another double hermeneutic in myself as well. I had some assumptions before analyzing the data as an instructor, yet I did not have any ideas from the point of PDU members and directors. I was an insider in only one prep school, but I did not experience or I did not observe this period in other institutions. While conducting the interviews, I was aware of the fact that the pandemic changed us in a way we never expected and I was aware of the fact that the first days were quite overwhelming. While we were trying to construct an online system to guide our students and start the classes, we were also



anxious about the beloved ones in our lives. On the other hand; I was also aware that even if majority considered pandemic as an unexpected event, some were getting ready and planning their contingency plans long before pandemic was declared officially in March 2020.

That was the exact place where I made use of *bracketing*. While analysing the data, I created various control points for myself and tried to be free from my own assumptions and experiences as much as possible. The more time I spent time on the data, the blurrier my own individual experiences became and they stopped being the focus of my memory related with the ERT period. My experience was still valuable to interpret the data, but it was not the only source thanks to eighteen participants of this study. Even if it was claimed that a complete bracketing seldom takes place (Moustakas, 1994), I was aware of the fact that being a hundred percent objective is quite challenging in a qualitative study, yet I attempted to do my best as a novice researcher to gain the precious essence of OTPD experience during the ERT period and reflect it on this study.

### **3.11. Limitations**

Reflecting assumptions and biases of the researcher is a common practice for bracketing in phenomenological studies; yet it is quite arguable to what extent the researcher is able to avoid subjectivity and achieve a complete bracketing is also a controversial issue (Creswell, 2013; Merriam & Tisdell, 2015; Moustakas 1994). The first limitation of this study is the nature of bracketing. Even though trustworthiness of the study was expressed in detail, misinterpretation of the data is a limitation stemming from the nature of phenomenological study.

Second limitation of this study depends on the voluntary nature of participants. Even though all the participants were quite helpful and supportive to participate the study, they may not spare enough time or attention for the study due to several reasons. They may have also manipulated their answers due to several

reasons such as protecting the dignity of the institution or they may have had difficulty to recall the memories of their experiences during the interview.

Final limitation of this study is that all the data was gathered from foundation universities. These universities are different from state universities in terms of class load, working hours and pressure from the various stakeholders. Foundation universities generally have demanding workloads and PD activities are a necessary component in their job description and performance evaluation. Therefore, frequency of the OTPD activities during the ERT period and patterns in foundation universities may not be applicable with the state universities.

### **3.12. Ethical Considerations**

*Confidentiality* holds a vital significance for all kinds of research. However; due to the detailed qualitative data collected from the participants in this study, educational institutions where the participants work may have an unconscious bias against or in favor of them without discriminating the participant is the director, PDU member or instructor. That's why; keeping the participants and institutions anonymous was one of the major priorities of this study. In order to keep the anonymity, different pseudonyms were utilized for the names of the participants.

The Human Subject Ethics Committee of Middle East Technical University analyzed all the interview questions and confirmed that there is no violation of ethics in this study (See Appendix A). Upon receiving an approval from the administration of each university in which this study was conducted, participants were provided with a consent form (See Appendix H) including detailed information about the study and their rights as volunteers. Written and oral consent were given by the participants before starting the interview.

## CHAPTER 4

### RESULTS

The aim of this chapter is to present the findings of the study under three main parts depending on three groups of participants as instructors, PDU members, and directors. All the themes emerging from the data analysis are presented and discussed with the direct quotations of the participants obtained from the interviews. Three themes from directors, six themes from PDU members, and six themes from instructors emerged to answer the research question of this study. Two of these themes were common among all the participants that contributed to the study.

#### **4.1. Q1: How did directors of preparatory schools experience online teacher professional development during emergency remote teaching period?**

Three themes emerged from the interviews with the directors. According to directors a) emergency OTPD was needs-driven, b) emergency OTPD supported teacher empowerment, and c) emergency OTPD was flexible.

##### **4.1.1 Emergency OTPD Was Needs-driven: “*The subjects of these studies were determined completely according to the needs we experienced.*”**

The first theme emerged from the interviews conducted with the directors was about the needs-driven nature of emergency OTPD. As stated by P1, *the only deficiency* of the instructors was about the use of technology and to be able to involve the students in online classes actively. It may be indicated that P1 was quite aware of the strengths of the instructors, as well as knowing their weakness in the scope of technology. Even though instructors were capable of engaging the students actively in face-to-face education with the great help of body

language, specifically with the help of eye-contact, they were required to be supported on a needs-driven motive by their institutions with the aim of motivating and engaging the students during the ERT.

*The only deficiency of our teachers was using technology to motivate students and connect them to the lesson, because you can make eye contact in the classroom, but it can be a little troublesome in front of the screen. That's why, we taught them to use web tools. By using them, the student participated in the lesson more actively. That was their only problem, and I think we could support them in that regard (Participant 1).*

*Öğretmen arkadaşlarımızın tek eksikleri teknolojiyi kullanarak öğrencileri motive edip derse bağlamaydı çünkü sınıfta eye contact kurabiliyorsunuz ama ekran karşısında biraz sıkıntılı olabiliyor. O yüzden web araçları kullanmalarını öğrettik onlara. Onları kullanarak öğrenci daha aktif bir şekilde derse katıldı. Tek sıkıntıları oydu ve o konuda destek olabildiğimizi düşünüyorum (Participant 1).*

In the same vein, P5 acknowledged that upon prioritizing the necessity trainings to launch the online system such as digital platforms trainings for synchronous lessons, they created their emergency OTPD program based on the needs.

*At first, as you would appreciate the priority was the thing, you know, activities were held to increase efficient platform control and use to run the system. Again, as we talked about before, trainings were held on web2.0. So, our first decision was to take action to activate the contingency plan taken by the administration, obviously. After that, we had to add trainings as needed (Participant 5).*

*İlk başta zaten takdir edersiniz ki öncelik şeydi, hani sistemin yürütülebilmesi için platform hakimiyeti ve etkin kullanımı üzerine etkinlikler gerçekleştirildi. Yine daha önce konuştuğumuz üzere web2.0'in üzerine eğitimler gerçekleştirildi. Yani, ilk kararımız bizim şeydi idare tarafından alınan acil eylem planını harekete geçirmek için aksiyon almaktı açıkçası. Ondan sonraki süreçte de ihtiyaç dahilinde eğitimleri eklemek durumunda kaldık (Participant 5).*

Similarly, P4 indicated that rather than having a structured OTPD program, they considered the needs of the instructors based on their 12 week-curriculum and

testing program to support their instructors. For instance, if the program had a high-stake exam or a quiz in the fifth week, the trainings about these agenda was conducted.

*Actually, as I said in the process, it is normal, actually, depending on the program in the written flow, these PDs are not like every day of the week at work or every Thursday of the week at work, or one per week, they were without a pattern. More like this, we had a twelve-week written program in front of us, and in the twelfth week, there is something new to be implemented here and there, and we need such a training for this kind of planning (Participant 4).*

*Aslında süreçte dediğim gibi normal aslında yazılı akıştaki programa bağlı olarak bu PD'leri çok hani bir pattern olmadan işte haftanın her günü ya da işte haftanın her perşembe günü ya da her hafta bir tane, gibi değil. Daha çok böyle hani önümüzde on iki haftalık bir yazılı program var ve on ikinci haftanın işte şurada şöyle bir yeni uygulanacak bir şey var ve bunun için şöyle bir training yapmamız gerekiyor gibi böyle bir planlamaya gitmiştik (Participant 4).*

In addition, P2 explicated that as administrative personnel, they were able to see the needs of the instructors. It was exemplified that when instructors had an issue on Learning Management System, they took actions to support them with emergency OTPD activities. It was also emphasized in the quote below that having a rapid feedback mechanism was also crucial to detect the needs.

*You can see where there is a problem, very easily, you say that a class will be opened in LMS, but our teacher has problems, even there you can directly experience them (the problems), that is, we identified these needs with a plentiful feedback mechanism. We acted to see what kind of measures we could take (Participant 2).*

*Neyde sorun yaşanıyor, zaten çok rahat görüyorsunuz işte diyorsunuz ki OBS'de bir şube açılacak ama hocamız sorun yaşıyor hani orada bile bizzat direkt tecrübe ediyorsunuz onları yani bol geri bildirim mekanizmasıyla bu ihtiyaçları tespit ettik ve ivedilik ile yüksek okul kurulumuzda bunları değerlendirip, neler yapabiliriz, ne tür önlemler alabiliriz diye harekete geçtik (Participant 2).*

Lastly, P3 explained the similar points that P2 mentioned, which are the use of constant unstructured feedback mechanism and supporting the instructors with how-to sessions for synchronous classes. As P1 stated, P3 utilized the exact words (eye contact) to emphasize the significance of body language in conventional classroom environment, which was a need that was addressed. P3 indicated that they benefited from how-to sessions for different English skills such as *how to teach speaking online* or *how to teach writing online*, *how to encourage students to speak more for online lessons* in order to compensate for this deficiency of online environment.

*...In fact, by evaluating the needs, we made the needs analysis with such an unstructured needs assessment. Therefore, based on these ways, an online professional development work was carried out. What subjects were these on? Yes, these are more "how to..." Because now you know, face-to-face interaction, a look, feedback, reinforcements and even eye contact were very important in language teaching, how can we make them effective, how can we make motivation effective, how can we increase motivation, how can students talk? Both academically and technically, "how to teach..." Here's "how to better speak and write..." Oh, professional development studies were carried out on how to improve affective characteristics as well. By the way, these works were online again. Well, we got support from outside institutions. We got support from our work. While we hold professional development meetings among ourselves, I think that even if it is informal, these are still included in professional development activities. The subjects of these studies were determined completely according to the needs we*

*...Aslında ihtiyaç değerlendirerek yine ihtiyaç analizini böyle structured olmayan bir ihtiyaç değerlendirme ile yaptık. Dolayısıyla bu yollardan da yola çıkarak bir çevrimiçi mesleki gelişim çalışmaları yapıldı. Bunlar hangi konulardaydı? Evet, bunlar daha çok "how to..." yani daha iyi nasıl becerileri, daha iyi nasıl konuştururum? Çünkü artık biliyorsunuz, dil öğretiminde yüz yüze etkileşim bir bakış bir dönütlerin, feedbacklerin, pekiştireçlerin göz temasının bile çok önemi vardı bunları nasıl etkili hale getirebiliriz motivasyonu nasıl etkili hale getirebiliriz, motivasyonu nasıl artırabiliriz, öğrenci nasıl konuşabilir? Hem akademik hem teknik anlamda "how to teach.." işte konuşma, yazmayı daha iyi nasıl... Ha, aynı zamanda da duygusal özelliklerin de nasıl geliştirileceği üzerine mesleki gelişim çalışmaları yapıldı. Bu çalışmalar yine online oldu hani bu arada. Eh, dış kurumlardan destek aldık. Çalıştıklarımızdan destek aldık. Kendi aramızda kendi aramızda mesleki hani gelişim toplantıları yaparken aslında informal de olsa bunlar yine mesleki gelişim*

*experienced  
(Participant 3).*

*çalışmalarına giriyor diye  
düşünüyorum. Bu çalışmaların  
konuları da tamamen yaşadığımız  
ihtiyaçlara göre belirlendi  
(Participant 3).*

**4.1.2. Emergency OTPD Supported Teacher Empowerment: “We take continuous professional development as a basis, that is, the teacher has to develop in parallel with the dynamic and continuous development of the curriculum.”**

Teacher empowerment was reported by directors while applying emergency OTPD procedures at their institutions. Even though providing the instructors with their needs during the ERT seemed the main motive, from the quotes below it may be understood that teacher empowerment was directly supported with emergency OTPD activities. For instance, P1 clarified the need for compulsory OTPD sessions. It may be inferred that even though P1 had a strong empathy for instructors’ exhaustion, she stated that it needed to be done. It can be stated that instructors were not willing to attend these compulsory sessions. At the end of the quote, it was also indicated that teacher empowerment really powered the instructors since they gained a wide range of new skills thanks to emergency OTPD sessions.

*Currently, all of the staff of one  
hundred people can easily do all  
their lessons online, use web tools,  
give feedback to students online,  
direct them to different platforms,  
both in written and spoken form, and  
engage students. So, they learned a  
lot of good things (Participant 1).*

*Şu anda yüz kişilik kadronun hepsi  
çok rahat bütün derslerini online  
yapabilirler, web araçlarını  
kullanabilirler, öğrencilere online  
olarak geri bildirimde bulunabilirler  
hem written olarak hem spoken  
olarak, farklı platformlara  
yönlendirip öğrencileri meşgul  
edebilirler. Yani çok güzel şeyler  
öğrendiler (Participant 1).*

Similarly, P2 stated that he supports continuous learning among the instructors, which is strong evidence that teacher empowerment at the institution was also crucial for P2. On the other hand, P2 expressed that continuous learning should not be pushed off on PDU, rather all the instructors should involve this process to support their own learning and empowerment. It is also crucial to indicate for a better understanding of the context that emergency OTPD sessions were not compulsory at the institution where P2 was in charge.

*I am a supporter of a learning society, I am an advocate of a learning school, so I am also against pushing of these processes only on a few of my friends in professional development unit. I wish, I wish... That's our effort, in fact, my friends and our instructors would be also in this process, I wish they could share an experience and they would share their ideas at the meetings (Participant 2).*

*Ben öğrenen toplum taraftarıyım ben öğrenen okul savunucusuyum yani bir de bu süreçlerin sadece mesleki gelişimdeki birkaç arkadaşımın üstüne yıkılmasına da karşıyım. Dilerim, keşke... Çabamız o aslında yani arkadaşlarımız da bizim çalışan hocalarımız da bu süreçte ben de varım, bir tecrübemi ben de paylaşayım toplantıda ben de bir söz alayım dese (Participant 2).*

In line with other participants, P5 indicated that attending emergency OTPD activities were necessary, not only for the instructors but also for all the administrative staff. It was indicated that their continuous professional development program (CPD) was also based on three features as of teacher-led, job-embedded, and collaborative. It is clear that teacher empowerment was supported continuously with their continuous PD programs, not only during the pandemic.



*If you've ever had the chance to look at our website, we focus on three terms in particular. For example, we say teacher-led, it is a program that continues in a teacher-oriented way, and we say job-embedded, there is really on-the-job learning, and I honestly think we have succeeded in integrating our system into collaborative learning (Participant 5).*

*Zaten web sitemize hiç bakabilme şansınız olduysa, biz özellikle üç term üzerinde duruyoruz. Mesela teacher-led diyoruz, geçekten öyle öğretmen yöneliminde devam eden bir program ve job-embedded diyoruz gerçekten iş üzerinde bir öğrenme söz konusu oluyor ve iş birlikçi collaborative öğrenmeye gerçekten sistemimizi entegre etmeyi başardığımızı düşünüyorum açıkçası (Participant 5).*

Lastly, P6 stated that just like a curriculum needs to be dynamic and constantly updated, the same quality must be applicable for PD activities. It is also critical to indicate that P6 is the director of an institution in which emergent OTPD activities were compulsory for instructors. P6 also expressed that in order to hinder the unwillingness and boredom against PD activities, all the instructors involve in the program with different roles such as being a mentee for one-term, and as the mentor in another one. It can be stated that teacher empowerment was continuously supported at this institution rather than only in the ERT period.

*We take continuous professional development as a basis, that is, the teacher has to develop in parallel with the dynamic and continuous development of the curriculum. In other words, we need to put something on our own teaching every year, or even if we don't, I don't feel such an urgent need this year, I just do it for the sake of doing it, so that we don't get the feeling that the teacher does not think so, this time we can make others benefit from that teacher's experience. There can be a mutual interaction with things (Participant 6).*

*Sürekli mesleki gelişimi esas alıyoruz yani bir öğretim programı curriculum nasıl dinamik, sürekli gelişmek zorunda ise, hoca da bu paralelde gelişmek zorunda. Yani her yıl kendi teachingimizin üzerine bir şey koymamız lazım ya da koymuyorsak da hani, böyle bu yıl böyle bir acil ihtiyaç hissetmiyorum sadece bunu yapmış olmak için yapıyorum, duygusuna kapılmamak için, hoca da öyle düşünmesin diye bu sefer başkalarını o hocanın deneyimlerinden yararlanabiliyoruz. Böyle bir şeyle karşılıklı bir etkileşim söz konusu olabiliyor (Participant 6).*

#### 4.1.3. Emergency OTPD Was Flexible: “*Its biggest advantage is independence from time and place.*”

Flexibility of emergency OTPD activities was mentioned by all the directors. Even if other common advantages of OTPD were mentioned by all the directors, flexible nature of OTPD, which eradicates the restrictions such as time and place, was the theme emerged out of the total data of the directors. P5 expressed that being time and place free was the most significant advantage of OTPD.

*...I think that being independent from time and place, that is, independence from working hours and place, has many advantages with online programs. So, I think its biggest advantage is independence from time and place (Participant 5).*

*...zamandan ve mekândan bağımsız olma durumu yani mesaiden ve mekândan bağımsızlık durumu çevrimiçi programlarla çok avantajı olduğunu düşünüyorum. Yani en büyük avantajının zamandan ve mekândan bağımsızlık olduğunu düşünüyorum (Participant 5).*

In the same vein, P2 stated that they benefited the flexibility of OTPD during the ERT. It was also expressed that having sessions after the working hours was the most beneficial feature of emergency OTPD even though it may be considered as a drawback by the instructors. P2 also mentioned the tolerance of the instructors about this subject under the pandemic conditions.

*The advantage in online professional development was...Frankly, we were a little more comfortable in terms of hours. Of course, this was sometimes perceived as a disadvantage by our teachers, because you couldn't hold a meeting at eight in the past. Because there is no overtime at eight o'clock, people left the institution, but frankly, we were more comfortable in terms of time in this process. In other words, we tried to plan what we could not do during the day for the evening hours, because*

*Çevrimiçi mesleki gelişimde avantajı şu oldu; biraz daha saatler açısından rahattık açıkçası. Hani tabii bu bazen hocalarımız tarafından belki dezavantaj olarak da algılanmıştır çünkü eskiden sekizde toplantı koyamazdınız. Çünkü sekizde mesai yok işte insanlar kurumdan ayrılmış ama bu süreçte açıkçası biraz daha zaman açısından rahattık. Yani gün içinde yapamadıklarımızı akşam saatlerine planlamaya çalıştık çünkü sıkıntılı bir süreçteyiz, herkes sağolsun anlayış gösterdi. Bu oldu,*

*we are in a difficult process, thanks to everyone, they understood. We were comfortable in terms of flexible hours (Participant 2).*

*birincisi saat mefhumu derler ya kavramı, bizim için biraz daha rahattı (Participant 2).*

Furthermore, emergency OTPD also vanished the boundaries on international scale, P3 and P5 exemplified that emergency OTPD allowed instructors to be able to access the sources which is out of question in a conventional session.

*We were able to access the vast resources of universities, which we could never communicate, with a computer speed (Participant 3).*

*Belki de hiç iletişim kuramayacağımız üniversitelerin çok geniş kaynaklarına bir bilgisayar hızıyla ulaşabildik (Participant 3).*

*Currently, a completely international education network has been formed. In other words, the possibility of very good trainings from many different places to come to our screen, namely to our home, is an excellent opportunity (Participant 5).*

*Şu anda tamamen internasyonal bir eğitim ağı oluşmuş durumda. Yani gerçekten çok farklı yerlerden çok güzel eğitimlerin ekranımıza gelip yani evimize gelme ihtimali mükemmel bir fırsat (Participant 5).*

In addition to P3 and P5, P4 also acknowledged that reaching an expert and benefiting from his/her expertise in OTPD sessions became a reality thanks to flexible nature of OTPD. So, the international learning community had the opportunity to be more active than ever before.

*Now, people from a different country, from a different time zone, experienced that there is no need to travel many kilometers anymore, the whole education field has experienced this. I think this is a huge advantage. You can communicate with an expert you look for more easily than ever before (Participant 4).*

*Artık farklı bir ülkeden, farklı bir saat aralığından kişiler de artık kilometrelerce yol gelmesine gerek olmadığını artık, tüm eğitim alanı nasıl söyleyeyim, yaşadı. Deneyimledi. Bunun çok büyük avantajı olduğunu düşünüyorum. Sizin için doğru kişi, doğru uzmanlık alanından o kişiyse, her zamankinden daha kolay şekilde iletişim kurulabiliyor (Participant 4).*

To conclude, *use of online platforms effectively, needs of institutions, rapid feedback mechanism, and unstructured needs-analysis* were the codes under the category of *needs-driven*. *Improvement in online teaching skills, and continuous learning* were the codes of *teacher empowerment*. *Being independent from working hours and place, flexible hours, accessing international sources, and no need to travel* were the codes under the category of *flexibility*.

**Table 4. 1**

*Categories and Codes for Directors' Experiences of Emergency OTPD*

---

**Needs-driven**

- Use of online platforms effectively
  - Needs of the Institutions
  - Rapid feedback mechanism
  - Unstructured needs-analysis
- 

**Teacher Empowerment**

- Improvement in online teaching skills
  - Continuous learning
- 

**Flexibility**

- Being independent from working hours and place
  - Flexible hours
  - Accessing international sources
  - No need to travel
-

As can be seen from the Table 4.1, directors of language schools perceived their experience regarding emergency OTPD during the ERT as needs-driven, empowering, and flexible.

#### **4.2. Q1: How did PDU members of preparatory schools experience online teacher professional development during emergency remote teaching period?**

Secondly, six themes that emerged from the interviews with the PDU members are presented, according to PDU members a) emergency OTPD was like a survival training on digital environment, b) emergency OTPD was needs-driven, c) emergency OTPD was an occasion to support each other emotionally, d) emergent OTPD was a period that PDU members were unprepared for, e) emergent OTPD was flexible, f) emergent OTPD was practical.

##### **4.2.1. Emergency OTPD Was Like a Survival Training on Digital Environment: “*the emergency professional development was our reaction to all the negativities in order to maintain our existence and quality.*”**

The reaction to the question asked about *what emergent OTPD means* from the point of the PDU members reflected the panic, anxiety and chaotic environment specifically at the beginning of the pandemic. P8 expressed her feelings about the meaning of OTPD within a short exclamation phrase in fact. *SOS* was used by the participant to indicate that there is an emergency that everybody needs to support each other. *SOS* is used so that the people who call for help may continue to exist and survive a challenging situation.

*I say SOS. I mean, cries for help... It's definitely a must-have and everyone needs each other's help. So, this is a must. What it means to me is that it is extra important. Because this one is no longer something we do because of the pandemic (Participant 8).*

*SOS diyorum. Yani, yardım çağlıkları... Kesinlikle olması gereken bir şey ve herkesin birbirinin yardımına ihtiyacı var. Dolayısıyla bu bir 'must'. Benim için ifade ettiği şey de ekstra önemli olması. Çünkü bu bir, artık pandemi dolayısıyla yaptığımız bir şey olmaktan çıktı (Participant 8).*

A similar reaction to P8's, P11 also uttered a similar interjection to express her feelings about emergent OTPD. The interjection *alas* in the quote below indicates the feeling of panic the participant went through. At the same time, P11 expressed that along with the feeling of panic, emergent OTPD sharpened the fact that instructors can teach online as well.

*When the word emergent online professional development is mentioned, something called "Alas" comes to mind directly. 'What are we going to do now', questions... A short panic, but I see that professional development will never end, and in any case, during emergency online professional development, we discovered a side of ourselves that we had never explored: online teaching (Participant 11).*

*Acil çevrimiçi mesleki gelişim denilince benim aklımda direkt 'Eyvah' diye bir şey canlanıyor. Ne yapacağız şimdi sorular... Kısa bir panik, ama orada şunu görüyorum mesleki gelişim dediğimiz şey kesinlikle bitmeyecek ve herhangi bir durumda acil çevrimiçi mesleki gelişim sırasında biz aslında hiç keşfetmediğimiz bir yönümüzü keşfettik: online teaching (Participant 11).*

In the similar vein, P10 expressed that emergent OTPD activities focused on how to survive on digitally on various platforms such as Zoom. Similar to P11's ideas about exploring instructors' potential and capability on online environment, P10 also indicated that as an emergent condition the pandemic accelerated the digital development of instructors in a way that emergent OTPD connotated to digital survival in a way.

*I think it was like tech training. Definition of emergency is changing, there are debates about whether we are still in it. If I answer considering the considering the first period, it was completely like technology training like Zoom or the other education platforms used, because firstly, I was not personally aware of the existence of such a thing as Zoom; because I haven't used it before. There was a learning management system, we were using it for certain things, but were we using it this much? No. But what do we do in this electronic environment that comes to my mind first? In fact, this emergent online professional development for both the university and the preparatory school was directed towards this (Participant 10).*

*Bence teknoloji eğitimi gibi olduğu. Acil, yani ilk acil olarak onların tanımları değişiyor aslında şu an hala onda mıyız değil miyiz, diye tartışmalar da var ama. Ben ilk dönemini düşünerek söylediğim zaman tamamen teknoloji eğitimi ve Zoom gibi ya da kullanılan platformların eğitimi gibi oldu çünkü birincisi, Zoom diye bir şeyin varlığından ben şahsen haberdar değildim; daha önce kullanmadığım için. Learning management system vardı, belli şeyler için kullanıyorduk ama bu kadar aktif kullanıyor muyduk? Hayır. Ama benim ilk aklıma gelen bu elektronik ortamda ne yaparız? Hem üniversite, hem hazırlık okulu açısından bu acil çevrimiçi mesleki gelişim tamamen buna yönelik oldu aslında (Participant 10).*

In addition to strong interjections and compulsory improvement in digital skills expressed by the participants above, P12 utilized a key phrase as *maintain our existence and quality*. The participant clearly stated that education cannot be halted so does professional development. In order to continue existing, in other words, in order to survive the crisis, emergent OTPD was benefited as stated by P12. The words *maintain our quality* on the other hand, can be considered as the quality of education that is provided by the instructors and/or the institution.

*The emergency was really an emergency, I don't know, maybe it was a process the world hadn't seen before, at least it was a problem that it didn't feel on this scale, and we had to continue in the meantime because education can't stop. Therefore, professional development is an activity that should be constant and continuous. This was a huge obstacle for us. Here is the emergency professional development, I think even in that situation, it was our reaction to all the negativities in order to maintain our existence and quality (Participant 12).*

*Acil durum gerçekten bir acil durumdu bu dünyanın bilmiyorum belki de bu zamana kadar görmediği bir süreçti, en azından bu çapta hissetmediği bir problemdi ve bizim bu esnada devam etmemiz gerekiyordu çünkü eğitim duramaz. Dolayısıyla mesleki gelişim sürekli ve devamlı olması gereken bir faaliyet. Bu bizim önümüzde çok büyük bir engeldi. İşte acil durum mesleki gelişim de bence o durumda bile hani bizim varlığımızı, niteliğimizi devam ettirebilmek için tüm olumsuzluklara verdiğimiz tepkiydi bence (Participant 12).*

#### **4.2.2. Emergency OTPD was needs-driven: “What do we need, what can we do then?”**

The results clarified the unstructured nature of the emergent OTPD activities during the pandemic. PDU members indicated that rather than a fully-structured OTPD schedule, needs of the institution and the period guided OTPD activities. To illustrate, P12 acknowledged that OTPD activities were needs-driven. The institution benefited from the pre-pandemic PD activity forms such as article club, mentoring to constitute a framework for their OTPD studies, yet the content of the program was developed to support the needs of the instructors and instructors mainly preferred to focus on ERT.

*We have created a pool from the activities I have just mentioned to you that will meet the needs of our teachers, in a way that will fully meet the needs of the teacher, and we have started to work for this pool, but we realized of course, no matter what the project was, our teachers studied in one way or another on*

*Tamamen hocanın ihtiyaçlarına yanıt verecek şekilde biz yine az önce size saydığım aktivitelerden hocalarımızın ihtiyaçlarına cevap verecek bir havuz oluşturduk ve bu kapsamda çalışmaya başladık ama şunu gördük tabi proje nasıl olursa olsun hocalarımız öyle ya da böyle, uzaktan eğitim çalıştılar. Yani, article club'a katılan konu ile*



*remote education. In other words, they participated in the article club and read articles on the subject, attended courses such as "how can I teach online?" participated in online learning communities, or, I don't know, novice and veteran instructors observed each other and they were evaluated via online teaching criteria. There was a return to the past in terms of the PD activities, but I can say that all minds were still busy with remote education (Participant 12).*

*ilgili makaleler okudu, online learning communities'e katılan "how can I teach online?" gibi kurslara katıldı ya da ne bileyim işte mentoring'de karşılıklı gözlem yapan yeni ve tecrübeli hocalar birbirlerinin online derslerinde online teaching criteria üzerinden değerlendirildiler gibi. PD aktiviteleri anlamında eskiye dönüş vardı ama bütün zihinler hala uzaktan eğitim ile meşguldü diyebilirim (Participant 12).*

Apart from P12's ideas about adapting pre-pandemic PD activity forms to keep up with the needs of the instructors during the pandemic, P11 expressed that they came up with solutions to eliminate the needs of the institutions during the pandemic. Even though item-writing workshops to support the testing office during the pandemic was not a pandemic-related need, it was the need of the institution during the pandemic, so training instructors to support the testing office was provided as an example by P11 that emergent OTPD activities were needs-driven.

*A slightly different need arose this year, and a few of our friends left our testing office. We lost blood and needed the help of our teachers. But of course, since our instructors had no previous item writing experience, we took a second action and trained them for item writing first. Afterwards, together with our previously experienced friends, our teachers continued that training throughout the process and we asked them to write questions step by step, we gave feedback and they wrote their questions. In fact, this continued as a training for item writing and what I should have*

*Bu sene biraz farklı bir ihtiyaç doğdu o da testing ofisimizden birkaç arkadaşımız ayrılmıştı. Mevcut olarak az kalmıştık ve hocalarımızın yardımına ihtiyaç duyduk. Ama tabii hocalarımız daha önceden item writing tecrübesi olmadığı için hemen ikinci bir aksiyon alıp item writing için eğitim aldık öncelikle. Sonrasında da kendimiz hani daha önceden tecrübeli olan arkadaşlarla birlikte hocalarımız o eğitimi process içerisinde devam ettirdi ve aşama aşama sorular yazmalarını istedik bizler feedback verdik onlar sorularını yazdılar. Aslında bu da bir training şeklinde devam etti item*

*underlined here is needs analysis. So, in general, we proceed as "What do we need, what can we do then?" (Participant 11).*

*writing ve yine bu aslında altını çizmem gereken şey burada, needs analysis oldu. Yani genel olarak hani "Neye ihtiyacımız var, o zaman ne yapabiliriz?" şeklinde ilerliyoruz (Participant 11).*

Similarly, P8 expressed online classes and emergent OTPD activities had to be launched simultaneously during the pandemic. It was also indicated that even though a top-down approach had to be adapted to start emergent OTPD activities at the beginning of the pandemic, the needs of the instructors, which were elicited by PDU members via online surveys, guided the direction of emergent OTPD activities in the following days of the pandemic.

*Based on our own foresight, we organized trainings on subjects that we were unfamiliar with, such as classroom management. However, while we were delivering trainings, online teaching started as well. So, there were some difficulties. In fact, it was good for the teachers to see those problems and give us feedback. Since none of us were experts about what we were doing in that time, we tried to get feedback from the instructors about the subjects they had difficulty with during the semester. We tried to detect the common problems that instructors encounter in order to support them about these problems. So, this partly emerged as a result of mutual exchange of ideas in the process (Participant 8).*

*Aşına olmadığımız, yabancı olduğumuz konularda classroom management gibi, kendi öngörümüzü göz önüne alarak bir eğitim düzenledik. Ama, bunun yanında süreç içerisinde bunları yaptık ama aynı anda bizim verdiğimiz eğitimle beraber öğrencilerin eğitimi başladı. Dolayısıyla bir yandan böyle aksaklıklar oldu. Hocaların da o aksaklıkları görmesi bize feedback vermeleri açısından iyi oldu aslında. Hiçbirimiz böyle yüzde yüz bu işte nasıl diyeyim hâkim bir şekilde girmedik için, dönem içinde hocalardan zorlandıkları konulara dair bir feedback almaya çalıştık. Ortak şey belirleyerek onlara çalıştığı, onlarla ilgili eğitimler vermeye çalıştık yani bu biraz da süreç içerisinde karşılıklı fikir alışverişi neticesinde ortaya çıktı (Participant 8).*

In the same vein, P7 mentioned a similar approach at the beginning of the pandemic to launch OTPD activities, they also benefited from need analysis to continue OTPD activities based on the needs of the instructors in the following days of the pandemic.

*At that time, we determined the needs. But after a little bit of everything went well, we shared such surveys to collect their needs analysis, and we selected the most common ones among them and continued on those subjects (Participant 7).*

*O sırada ihtiyaçları biz belirledik. Ama birazcık her şey yoluna girdikten sonra, onlarla böyle anketler paylaştık, anketlerle onların ihtiyaç analizlerini topladık ve onların içerisinde en çok olanları seçip o konulardan devam ettik (Participant 7).*

Use of needs analysis was mentioned by P10 as well. Feedback of the instructors and results of the needs analysis which were discussed in the administrative meetings were benefited to create the content of the emergent OTPD activities.

*For our feedback session, our instructor already showed some tools, but the previous needs analysis was already about feedback, how to give effective feedback or which tools to use, these were actually the things that came out in needs analysis. That's why we've already done similar topics more or less. In other words, what we heard from the teachers and shared in the meetings (Participant 10).*

*Feedback ile ilgili olanda zaten hocamız bazı tool'lar gösterdi ama önceki needs analysis zaten feedback, how to give effective feedback ya da which tools to use, bunlar altında needs analysis'de de çıkan şeyler oluyordu. O yüzden aşağı yukarı zaten benzer konular yapmış olduk. Yani hem hocalardan duyduğumuz hem toplantılardan paylaşılan (Participant 10).*

#### **4.2.3. Emergency OTPD Was an Occasion to Support Each Other Emotionally: “Let's get together, let's just get together”**

Supporting instructors emotionally has been another significant theme among the participant PDU members. P12 indicated instructors tended to have an attitude

regarding the OTPD sessions that they were not only for their professional needs but also, they were a platform to ease the need of socializing with their colleagues and understanding that they were on the right path on a digital environment where they had never taught before.

*People participated in professional development activities, perhaps not more willingly, but much more needfully and being aware of this need. There were things like this, even in the feedback I received, let's get together, let's just get together. The teachers were saying, "Let's talk to each other..., let's catch up with each other". Of course, this motivated them a little more to PD activities (Participant 12).*

*İnsanlar belki çok daha isteyerek değil ama çok daha ihtiyaç duyarak ve bu ihtiyacın farkında olarak katıldılar mesleki gelişim aktivitelerine hatta benim aldığım feedback'lerde şöyle şeyler vardı, hani bir araya gelelim sadece bir araya gelelim...birbirimizle konuşalım ne yapıyoruz ne ediyoruz, diyorlardı hocalar. Tabii bu da onları biraz daha motive etti PD aktivitelerine (Participant 12).*

P11 mentioned that with constant meetings which may be considered as trainings, they also tried to comfort instructors emotionally. One point that needs a closer look is the fact that comforting instructors was not provided with an external expert support. It may be deduced from the quote below that supporting teachers about the essentials of ERT at their institution was an indirect way of supporting instructors emotionally.

*Something happened there, after the pandemic broke out in March, we met with the teachers very often in those weeks. So, I don't know if we can call it training, but somehow there was training in it. We met almost every day to decide what to do or how to comfort them. We met very often on behalf of how we can support them professionally (Participant 11).*

*Orada şöyle bir şey oldu, Mart 'ta salgın patladıktan sonra biz o haftalarda çok sık hocalarla bir araya geldik. Yani, training diyebilir miyiz bunun adına bilmiyorum ama bir şekilde içinde training vardı. Nerdeyse her gün bir buluştuk ne yapacağımıza karar vermek adına ya da onları nasıl rahatlatabiliriz? Mesleki anlamda onları nasıl destekleyebiliriz, adına çok sık bir araya geldik (Participant 11).*

In addition, P11 expressed that PDU members put an effort to keep up with the instructors and check their ideas via surveys and an end of the term dissemination.

*We always send surveys to our professors between semesters. How's it going, what are you doing? So, how are you feeling right now? But in the end, we do a dissemination (Participant 11).*

*Biz dönem aralarında illa ki, anket gönderiyoruz hocalarımıza. Nasıl gidiyor? Ne yapıyorsunuz? Ee, nasıl hissediyorsunuz şu anda? Ama sonunda, en sonunda bir dissemination yapıyoruz (Participant 11).*

A similar point of view to P12 and P11 was also stated by P10. Apart from the indirect function of emergent OTPD sessions to socialize during the pandemic, P10 expressed that as PDU, they organized such an OTPD session named as tea-coffee time in order to gather the instructors, have a chat, catch up with their life at home and support them emotionally. However; P10 also emphasized that due to Zoom fatigue, most of the instructors did not attend this session.

*We also did something like this during the pandemic, I forgot to mention that, we did sessions like coffee-hour, how is life, what are you doing... Unfortunately, the participation was low, but everyone was at Zoom non-stop and they didn't want to be on Zoom again, so they skipped the session, so I understand them very well (Participant 10).*

*Salgında şöyle bir şey de yaptık onu söylemeyi unuttum şimdi aklıma geldi, kahve saati gibi oturumlar yaptık yani, hayat nasıl gidiyor gibi, ne yapıyorsunuz... Maalesef katılım az oldu ama herkes sürekli Zoom başında olduğu için bir daha Zoom başına geçmek istemiyordu o yüzden onu da çok iyi anlıyorum (Participant 10).*

#### **4.2.4. Emergency OTPD Was an Occasion That PDU Members Were Unprepared For: “There were some footsteps, but we were unprepared.”**

When PDU members were talking about their experience during the first shock of pandemic and their decision-making experience to support the instructors, the

feeling of being unprepared emerged as a common theme. For instance, P8 indicated that even though footsteps of the pandemic were getting closer, they were not prepared for it, as a result of which as PDU members, they had to take immediate actions and train themselves at first to be able to support the instructors.

*First of all, we had to jump a little bit because everything developed suddenly, you know. Actually, there were some footsteps, but we were unprepared, so as a PDU member, to be honest. I had to train myself first about this online process. Therefore, this process was somewhat delayed. We wanted to do everything, of course, this is a very ideal. We couldn't do all of them, so we tried to continue everything that I just mentioned online, but it was something that required a lot of preliminary work, so we had to discard some of them and continue with some. So, we continued with what we could adapt to online (Participant 8).*

*Öncelikle biraz balıklama atlamak durumunda kaldık çünkü ani gelişti her şey biliyorsunuz. Aslında biraz ayak sesleri vardı ama bizler hazırlıksızdık yani PDU member olarak benim, dürüst olmam gerekirse bu online süreç ile alakalı öncelikle kendimi eğitmem gerekti. Dolayısıyla bu süreç biraz aksadı. Her şeyi yapmak istedik tabi ki bu çok ideal bir düşünce. Hepsini gerçekleştiremedik yani biraz önce saydığım her şeyi online'da da devam ettirmeye çalıştık fakat çok fazla ön çalışma gerektiren bir şeydi o yüzden bir kısmını atıp bir kısmıyla devam etmek durumunda kaldık. Yani online'a adapte edebileceklerimizle devam ettik (Participant 8).*

In line with P8's quote, P7 also pointed out PDU members were learning what they were supposed to present for OTPD sessions. The sentence “*since we had to study and learn at night and get up in the morning and share these with our teachers*” also illustrates that PDU members were unprepared for such a wide-scale emergency.

*While we were teaching, we were in the learning phase at the same time. Since we had to study and learn at night and get up in the morning and share these with our teachers, we held a meeting every morning before each lesson for three weeks (Participant 7).*

*Biz de öğretirken öğrenme aşamasındaydık. Biz kendimiz gece çalışıp öğrenip sabah kalkıp öğretmenlerimizle bunları paylaşmak durumunda kaldığımız için üç hafta boyunca her sabah her dersten önce toplantı yaptık (Participant 7).*

P9's ideas supported the theme of being unprepared with the ones expressed by P8 and P7 correspondingly. P9 designated that technical dimension such as installation of the online platforms and how to use them to teach were not fulfilled by PDU members, as they were not one step ahead of the instructors about this subject and they were not prepared for this.

*About the technical dimension, we were not prepared on the digital technologies dimension. Since such technologies are widely used for that program, our teaching staff did not need to take an extra training on this. With a few videos, everything has already been taken care of. The administrative coordination unit handled it. So, the friends who set all these digital immersions got it done. In other words, nothing was expected from us in that regard. Because we didn't know more than our other teachers in that respect, and we didn't have any certificates in this regard either (Participant 9).*

*Teknik boyutu derken dijital teknolojiler boyutu üzerinden hazırlanmamıştık o programa zaten bu tarz teknolojiler yaygın olarak kullanıldığı için öğretim kadromuzun bununla ilgili ekstra bir eğitim almasına gerek olmadı. Birkaç tane videoyla her şey halledildi zaten. Onu da idari koordinasyon birimi halletti. Yani bütün bu dijital immersion'ları ayarlayan arkadaşlar o işi hallettiler. Yani bizden bir şey beklenmedi o konuda da yani. Çünkü biz de o açıdan diğer hocalarımızdan daha fazla bir şey bilmiyorduk ve bu konuda da bir herhangi bir sertifikamız falan da yoktu (Participant 9).*

A similar comment was made by P11 about being unprepared for PD activities and needs-driven nature of emergent OTPD was raised again, which was discussed at the beginning of this part as well. P11 indicated that when digital literacy became an immediate need for everybody including instructors, as PDU

members they realized that they were not ready to support their instructors due to their inexperience in digital skills.

*Since those March-June months were such a shock for us, we worked completely in line with the needs in terms of professional development, these activities were abandoned, in fact, and this digital literacy, which we had to learn right away, actually happened all of a sudden. We had no experience of what and how we can do online (Participant 11).*

*O mart-haziran ayları bizim için öyle bir şok olduğu için, mesleki gelişim anlamında tamamiyle ihtiyaçlar doğrultusunda çalıştık bu saydığım aktiviteler bir anda rafa kaldırıldı aslında ve hemen o anda öğrenmemiz gereken bu digital literacy aslında bir anda meydana geldi. Neyi nasıl yapabiliriz online'da hiçbir tecrübemiz yoktu (Participant 11).*

#### **4.2.5. Emergency OTPD Was Flexible: “We can hold the meeting anytime, anywhere.”**

Flexible nature of OTPD was one the themes emerged during the interviews with PDU members. P11 and P12 exemplified that instructors could attend the sessions without considering the restriction of time and place.

*We can hold the meeting anytime, anywhere. It's much easier to gather teachers. They can join the sessions at home, even on the road (Participant 11).*

*Herhangi bir zamanda, herhangi bir yerde yapabiliyoruz toplantıyı. Hocaları toplaması çok daha kolay. Evde de olsa girebilir, yolda da olsa bile girebilir (Participant 11).*

*Instructors were now able to attend professional development meetings at their homes, in their cars, wherever they wanted, which was an important advantage (Participant 12).*

*İnsanlar, evlerinde arabalarında diledikleri her yerde artık mesleki gelişim toplantılarına katılabilir hale gelmişlerdi, bu önemli bir avantajdı (Participant 12).*

In addition, one significant point was indicated by P7 about the fact that some of the OTPD sessions were conducted after the working hours. She also designated that it was a positive feature of OTPD during the pandemic whereas it was also



clarified that attending sessions after the working hours may have been conceived negatively by the instructors.

*There were times we did some of them even after work. These may not be very positive things for instructors, but it was actually positive for us (Participant 7).*

*Bazı aktiviteleri şey mesai sonrasında bile yaptığımız zamanlar oldu. Yani bu öğretmenler için çok pozitif şeyler olmayabilir ama bizim için bunları yaparken pozitif oldu aslında (Participant 7).*

Moreover; P8, P10, and P12 expressed that OTPD's leading advantage was to eliminate the restrictions of time and place, even in a way that allows instructors to participant overseas trainings. Thanks to this flexible nature of OTPD, prestigious trainings in ELT became accessible. P8, P10, and P12 indicated that they all benefit from this feature of OTPD and received their certificates. Eliminating the need for domestic and international transportation and being cost-effective may be considered as the direct results this flexibility.

*Trainings abroad, this is how I got the certificate I told you before. One of the trainers was in America, the other was in England, so I was able to reach them very easily by e-mailing them without thinking about time, space, etc. on my computer. I was able to attend their trainings. They were able to come to my class. These are great opportunities (Participant 8).*

*Yurtdışındaki eğitimler, bu biraz önce size söylediğim sertifikayı ben öyle aldım. Dolayısıyla bu hocamız Amerika'daydı, bir hocamız İngiltere'deydi vesaire ben onlara çok hani bilgisayarın başından hiçbir şekilde zaman mekan vesaire düşünmeden onlar ile mail'leşerek onlara çok rahatlıkla ulaşabildim. Onların eğitimlerine katılabildim. Onlar benim dersime gelebildiler. Bunlar çok büyük imkanlar (Participant 8).*

*I think the advantage was that, for example, the Cambridge training I received was normally given at certain periods, something you had to attend face-to-face or for Pilgrim I had to go to Istanbul on Friday and spend the weekend there. There is no need for such things, in fact, if it can*

*Bence artısı şu oldu mesela benim aldığım Cambridge eğitimi normalde belli dönemlerde verilen, yüz yüze katılmanız gereken bir şeydi ya da Pilgrim için ben o eğitimi alabilmek için cumadan İstanbul'a gidip orada hafta sonunu geçirip geri geliyordum*

*be planned very well, you can actually get very good trainings by reducing both time and cost with the same efficiency (Participant 10).*

*I'm interested in qualitative research methods. I was able to attend a conference about it that I really wanted to go to because the conference was online. Maybe I was able to attend TESOL's conference last year because it was online. Especially with the current exchange rates, it is almost impossible for me to go to America. It is also impossible for the institution to support me for this, because a trip now costs almost twenty-five to thirty thousand dollars, you know, not including expenses, but only for official things, and it is really difficult to meet this (Participant 12).*

*ama; böyle şeylere gerek kalmadı aslında çok güzel planlanabilirse aynı verimde aslında hem vakit hem masraf anlamında kısım çok güzel eğitimler alabilirsiniz (Participant 10).*

*Bir tane nitel araştırma yöntemleri ile ilgileniyorum onunla ilgili çok gitmek istediğim bir konferansa katılabildim konferans online olduğu için. TESOL'un geçen yıl belki konferansına katılabildim online olduğu için. Hele ki mevcut kurlarla benim kalkıp Amerika'ya gitmem neredeyse imkânsız. Kurumun beni bunun için desteklemesi de imkânsız çünkü bir gidiş geliş yaklaşık yirmi beş- otuz bin gibi bir rakama denk geliyor artık ve hani harcamalar dahil değil sadece resmi şeyler için ve bunu karşılamak gerçekten çok zor (Participant 12).*

#### **4.2.6. Emergency OTPD Was Practical: “*In fact, we did things much easier and different.*”**

Practicality of OTPD was mentioned as part of the PD unit members' experience for different activities conducted during the emergency OTPD. The first practicality of OTPD was about eliminating the need to find a venue. P7 also mentioned that finding the venue and organizing the instructors in accordance with the venue was another necessity, which was handled more easily in online sessions.

*Setting up those sessions, locating the classes, figuring out who goes where, filling out the classes and all that took a lot of my time and trouble. But now the job is very easy, you share a Zoom link, you share the time. You say that you are here from 3 to 5 o'clock and everyone is there. That's why I think that even if the pandemic is over, we can use it like this and continue... I think we will continue (Participant 7).*

*O session'ları ayarlamak sınıfları bulmak, kimin nereye gideceğini ayarlamak işte sınıfları doldurmak falan filan, benim epeyce vaktimi alan ve sıkıntıya sokan bir işti. Ama şimdi iş çok kolay, bir tane Zoom linki paylaşıyorsunuz, saat gönderiyorsunuz. Saat 3'ten 5'e kadar buradasınız diyorsunuz ve herkes orada. Onun için de ben pandemi bitse bile bunu böyle kullanabileceğimizi, devam edebileceğimizi düşünüyorum (Participant 7).*

Another dimension of practicality appeared in recording the sessions. P11 mentioned that as a part of reflective teaching activities, they used to record their instructors, which was a burden both for the instructors and the students. P11 stated that it was a burden for instructors since there was a need to borrow the camera and all the other equipment within a time limit and by appointment. It means that rather than carrying the camera into the classroom as the physical part of the burden, more importantly, one camera had to be shared by all the instructors. In terms of the burden from students' perspective, P11 indicated the most challenging part was that students could not be natural and they may have had a tendency to refrain from making a mistake or asking a question and it took a few times for them to break the ice and act naturally in the classroom. On the other hand, recording the lessons and watching them for OTPD activities dispelled this burden. For peer-observation, reflective teaching and any other PD activity that requires the video of the lesson, emergent OTPD made the process more practical. The same practicality for classroom observations was acknowledged by P7 as well. P7 also indicated that emergent OTPD came up with some opportunities that PDU members were not aware of before the pandemic. She also added that recording the best-practices of instructors provided an idea to be used in online classes.

*It has made video shooting a lot easier. Normally, cameras were taken by appointment, they were going to the classroom and they were set up. These are things that are a bit challenging for the teachers. They go, take, and put the camera... In fact, for the student, there are cameras all at once. It's not easy for them. So, after a few times it breaks. But there is no such thing in this (online teaching), because we were already recording the lessons. So, we can call it practicality (Participant 11).*

*Video çekme olayını müthiş kolaylaştırdı. Normalde randevu ile kamera alınıyordu sınıfa gidiliyordu kuruluyordu. Bunlar biraz hoca için zorlayan şeyler yani. Gidecek, alacak, koyacak... Öğrenci için de aslında yani, bir anda kameralar falan. Onu kırmak kolay olmuyor. Yani birkaç sefer yaptıktan sonra kırılıyor. Ama bunda hiç öyle bir şey yok çünkü zaten biz yaptığımız dersleri kaydediyorduk. Yani practicality diyebiliriz buna (Participant 11).*

*As I said, the pandemic did not cause much trouble for us in terms of professional development. In fact, it presented us with different opportunities. In other words, we have seen that the things that we say 'can this be possible' can actually be very beautiful, and it is very useful and productive when we put it into practice. In fact, we did things much easier and different, it is such a difficult situation to set up a peer observation and see what that tool is doing in someone's class. As I said, now, with the three-minute and five-minute video they put in Padlet, everyone can watch and benefit from it. For instance, there is a tool that you don't know, there is a lesson that you wonder, that was done before you. People, this is my lesson that went well or I applied something like that, but we have best-practices in case it was not good. When I upload these best-practices there, you will be even more prepared for the course (Participant 7).*

*Mesleki eğitim açısından çok bir sıkıntı yaratmadı salgın bize dediğim gibi hatta, farklı fırsatlar çıkardı karşımıza. Yani, 'Böyle de olur mu?' dediğimiz şeylerin aslında çok da güzel olabileceğini gördük biz ve bunu uygulamaya da aldığımızda da gayet yararlı ve verimli. Çok daha kolay ve farklı şeyler yaptık aslında yani şimdi bir meslektaş gözlemi ayarlayıp herkesin birisinin sınıfında ne yaptığını o tool'u görmek o kadar sıkıntılı bir durumken, şimdi dediğim gibi Padlet'e koydukları üç dakikalık, beş dakikalık video ile herkese açık, herkes istediği şekilde görüp ondan yararlanabilir. Uyduruyorum bilmediğiniz bir tane uygulama vardır, merak ettiğiniz, sizden önce yapılan bir ders vardır. İnsanlar bu benim iyi dersim, ya da böyle bir şey uyguladım ama güzel olmadı diye en iyi pratiklerimiz var bu best-practice'lerimizi oraya yüklediğimde siz derse bile daha hazırlıklı gitmiş olursunuz (Participant 7).*

Practicality was also expressed by PDU members when they mentioned recording the OTPD sessions. Instead of having the same sessions and procedures again and again, emergent OTPD allowed PDU members to record and save the sessions as well. P10 and P7 expressed that if instructors could not attend OTPD sessions due to various reasons, they were able to catch up with their colleagues by watching the recordings.

*An advantage of OTPD is that we actually recorded these sessions and opened a tab under the name PD on the Teams platform we use together, it became the channel of PD and we uploaded our videos there because some of our instructors were sending emails stating that they wanted to come but could not come. We recorded them at first and then made some sessions for those who want to watch them and put them on the internet (Participant 10).*

*Online'ın bir artısı, bu session'ları aslında kaydettik ve ortak kullandığımız Teams platformunda PD adı altında bir başlık açtık o PD'nin kanalı oldu ve videolarımızı oraya yükledik çünkü bazı hocalarımız gelmek istediklerini ama gelemeyeceklerini belirten mail'ler atıyorlardı. Biz de başta bunları kaydedip, sonradan isteyenlerin izlemesi için bazı session'lar yaptık ve internete koyduk (Participant 10).*

P7 also indicated that emergent OTPD was practical for the induction period after the recruitment of the instructors. Especially, with the foreign instructors who come abroad, legal procedures may take a while and as P7 stated recording OTPD sessions saved PDU members from going over the same induction procedures and supported the new instructors with the chance of watching the recordings multiple times at their own pace if necessary.

*When teachers were recruited, for example, due to some legal procedures they could start teaching a month later. We have foreign teachers, the residence permits and work permits of our foreign teachers started late and after we finished the whole orientation, they started to work, and we start all that preparation all over again. But now we have recorded a lot*

*Öğretmenler işe alınıyordu ama örneğin bazı yasal prosedürler daha bitmemiş oluyordu bir ay sonra başlamış oluyordu. Yabancı öğretmenlerimiz var, yabancı öğretmenlerimizin oturum izinleri çalışma izinleri geç başlıyordu ve biz bütün oryantasyonu bitirdikten sonra bunlar işe başlıyorlardı, hadi sil baştan başlıyordu bütün o hazırlık. Ama şimdi*

*of things and put the videos there and we have seen the teachers try to do these activities and watch them from there (Participant 7).*

*birçok şeyimizi kayda aldık ve videoları oraya koyduk ve öğretmenlerin buralardan bu aktiviteleri yapmalarını, bunları izlemelerini çalışmalarını gördük (Participant 7).*

*SOS, ALAS, technology training, and a reaction to survive are the codes under the category of like survival training on digital environment. Needs of the instructors, needs of the institution, feedback about the challenges instructors face, and needs analysis are the codes under the category of needs-driven. Under the category of an occasion to support each other emotionally, let's just get together, comforting instructors, keeping up with the instructors, and coffee time during the pandemic were used as the codes. Being unready, teaching while learning, similar to instructors in terms of digital skills, and being unprepared are the codes under the category of an occasion that PDU members were unprepared for. Anytime-anywhere, out of working hours, and no need to transport are the codes under the category of flexible. Finally, practicality of setting up OTPD sessions, practicality of video recording for observations, and recording OTPD sessions for future trainings are the codes for the category of practical.*

#### **Table 4. 2**

*Categories and Codes for PDU Members' Experiences of Emergency OTPD*

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#### **Like Survival Training on Digital Environment**

- SOS
- ALAS
- Technology training
- A reaction to survive

**Table 4.2** (continued)

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**Needs-Driven**

- Needs of the instructors
  - Needs of the institution
  - Feedback about the challenges instructors face
  - Needs analysis
- 

**As an Occasion to Support Each Other Emotionally**

- Let's just get together
  - Comforting instructors
  - Keeping up with the instructors
  - Coffee time during the pandemic
- 

**An Occasion That PDU Members Were Unprepared For**

- Being unready
  - Teaching while learning
  - Similar to instructors in terms of digital skills
  - Being inexperienced
- 

**Flexible**

- Anytime, anywhere
  - Out of working hours
  - No need to transport
- 

**Practical**

- Practicality of setting up OTPD sessions
  - Practicality of video recording for observations
  - Recording OTPD sessions for future trainings
-

As it can be seen from the Table 4.2, PDU members perceived their experience regarding emergency OTPD during the ERT as needs-driven, flexible, and practical. Yet, it was also considered like a survival training on digital environment, and occasion to come together and support each other emotionally. The findings also revealed that PDU members were not prepared for emergency OTPD.

### **4.3. Q1: How did instructors at preparatory schools experience online teacher professional development during emergency remote teaching period?**

Six themes that emerged from the interviews conducted with the instructors: a) achieving agility during the emergent OTPD, b) emergency OTPD was needs driven, c) emergency OTPD failed to promote teachers' and students' overall well-being and motivation, d) emergency OTPD offered the same training for everyone, e) emergency OTPD failed to ensure a balance between theory and practice, f) emergency OTPD offered a flexible learning opportunity

#### **4.3.1. Emergency OTPD Required Agility: “This was very urgent and had to be done immediately, and it did.”**

The interview data with the instructors reflected the urgent nature of the ERT period. In order to launch the process of ERT for their students, instructors had to attend OTPD sessions frequently. As stated by P16, they were required to have fast maneuvers to share what they already knew for synchronous lessons.

*This was very urgent and had to be done immediately, and it did. In other words, in the sessions that continued after the first day from the first week, I remember the thing, some of our teachers had some sessions like I am using this activity, I am using this application, I am using this tool, or*

*Bu çok acildi ve hemen yapılması gerekiyordu ki öyle de oldu. Yani ilk günden ilk haftadan sonrasında devam eden sessionlarda da yani işte şeyi hatırlıyorum, bazı hocalarımızın işte ben bu etkinliği kullanıyorum, bu application' u kullanıyorum gibi yani ben bu tool' u*



*some of our teachers did something. They shared the links with us... (Participant 16).*

*kullanıyorum gibi bazı session'lar olmuştu ya da bazı hocalarımız bir şeyler yapıp o linkleri bizimle paylaşmıştı... (Participant 16).*

In line with P16, P13 expressed how fast the OTPD sessions started to take place for the emergent development of the instructors. Under blurry conditions in which nothing is predictable, it may be deduced from the quote below that instructors had to be organized in a fast manner to share what they know in order to adjust the fast adaptation process and improve the quality of the online classes in ERT period.

*What was very fast, frankly, was that we grouped ourselves into that system. Here we were divided into units, a teacher was appointed to the head of the units, and a system was established in which small groups and coordinators came together and our managers followed everything. We went through such a process. We can see this as a part of OTPD, because at that stage, we asked all our teachers, "Yes, what will happen now? What is the transition to this system? How will we use Zoom? here's how to track our absent students, how will we do our exams?" We held regular meetings about them, which we can call training. As an institution, we went through an adaptation process like that (Participant 13).*

*Çok hızlı olan açıkçası bizim o kendi içimizde gruplaşmamız o sisteme oturtmamızdı işte bir unit'lere bölünmemizdi, unit'lerin başına birer hoca tayin edilmesi ve hani önce küçük küçük grupların, onlardan gelen haberlerle işte koordinatörlerin bir araya gelip yöneticilerimizin her şeyi takip ettiği bir sistem kurulmuştu. Biz böyle bir süreçten geçtik. Bunu da böyle bir eğitimin parçası olarak görebiliriz çünkü biz o aşamada tüm hocalarımıza "Evet şimdi ne olacak? Bu sisteme geçiş ne?" Zoom'u nasıl kullanacağız? İşte devamsızlıklarımızı nasıl takip edeceğiz? Sınavlarımızı nasıl yapacağız? Düzenli olarak bunlarla ilgili eğitim diyebileceğimiz toplantılar yaptık. O şekilde bir adaptasyon süreci geçirdik kurum olarak (Participant 13).*

Another participant expressed the same agility among instructors in order to conduct a fast adaptation process at their institutions. It may be inferred that a sense of pride for the colleagues and the institution is quite tangible in the quote

which belonged to P15. It may be claimed that agility of the instructors and the institution were appreciated by the participant as well.

*What I like the most is that the school participated in this process with a sense of rapid adaptation and instructors quickly acquired this adaptation, for example. I found this useful and important (Participant 15).*

*En çok beğendiğim ise okulun bu sürece hızlı bir adaptasyon duygusuyla katılması ve öğretmen kadrosunun da bu adaptasyonu hızlı bir şekilde edinmiş olması, bunu faydalı ve önemli buldum mesela (Participant 15).*

A similar emphasis to agility of the institution was indicated by P13. The participant clearly expressed the need of being agile on an institutional base during the ERT, following March 2020 when is the date of official declaration of pandemic in Turkey and the whole world as well. In the following months of the official declaration of pandemic, P13 expressed receiving an intense OTPD in an emergent manner.

*Just when you think of April and May, when the pandemic exploded, we switched to online very quickly. There, of course, the whole system has changed. We also received serious training there (Participant 13).*

*Tam pandeminin patladığı, o Nisan Mayıs'ı düşündüğünüzde biz çok hızlı online'a geçiş yaptık. Orada da tabii bütün sistem değişti. Biz orada da ciddi eğitimler aldık (Participant 13).*

The same participant also utilized the word 'package-like' to express the meaning of OTPD in emergency conditions. P13 had a different point of view for the term "emergency" by indicating that any situation which requires to run a job the fastest may be considered as an emergency as well. In this manner, OTPD is the package that presents these very first requirements for novice teachers or novice teachers at a specific context and support them to continue teaching.

*In other words, it means that for an inexperienced instructor or for an inexperienced instructor who needs to start working at a new school very quickly, maybe it refers to a training, such as a package of the things that need to be learned in the first place so that the job can run the fastest (Participant 13).*

*Yani şunu ifade eder, işte yeni çok hızlı bir yere başlaması gereken tecrübesiz ya da o kurumda tecrübesiz bir hocaya o işin en hızlı yani işin yürüyebilmesi için, ilk etapta öğrenilmesi gereken şeyleri böyle bir paket gibi belki bir eğitimi ifade eder (Participant 13).*

In the same vein, the exact word was utilized by P14. OTPD was considered as a package that meets the needs of the emergent condition as fast as possible. According to P14, not only being fast but also being effective was the qualities this “package” should have.

*If we think of it as a package, or as a module, or as a support provided, it should be able to meet the needs of the day quickly, effectively and at the same time, it should not waste resources.*

*Bunu bir paket olarak düşünürsek veya bir modül, ya da sağlanan bir destek olarak değerlendirirsek bunun o günün ihtiyaçlarına cevap verebilecek nitelikte olması lazım hızlı bir şekilde, etkili bir şekilde ve aynı zamanda kaynakları israf etmemeli (Participant 14).*

Another striking metaphor which was used to define what OTPD meant to them in emergency was “first aid kit” by the same participant. Considering the times people require to use a first aid kit, it can be stated that they are the emergent ones. We need to reach a first aid kit when something unexpected occurred and an instant intervention is required. Generally, individuals do not have the luxury of abundant time at times when first aid kit is necessary as implied by P14.

*Emergency online teacher professional development can be a first aid kit for me if I were to use a factual metaphor (Participant 14).*

*Acil çevrimiçi öğretmen mesleki gelişimi benim için bir aslında metafor kullanacak olursam bir ilk yardım çantası olabilir (Participant 14).*

A similar point of view to P14 was expressed by P18, indicating the fact that OTPD is compact and it's like a sort of multifunctional medicine in a first aid kit that may be taken if necessary.

*Like a pill. It's compact and something like a first aid kit that you can take away at any time. I think it must be something that teaches something to the teacher who does not know something, that there are things that will be useful to you when you look at it at any moment, and that there are no unnecessary things, and something that adds something to the teacher who knows (Participant 18).*

*Hap, hap gibi. Kompakt ve şey böyle acil durum çantası gibi böyle her an alıp kaçabileceğiniz böyle. İçinde her an baktığınızda işinize yarayacak şeylerin olduğu, gereksiz şeylerin olmadığı hiç bilmeyen hocaya da bir şey öğreten, bilen hocaya da bir şey katan bir şey olmalı sanırım (Participant 18).*

#### **4.3.2. Emergency OTPD Was Needs-Driven: “All Came out in the Process.”**

Like the rest of the world, instructors were aware of the fact that a chaos was quite predictable under such extreme circumstances. Likewise, the term “emergency” was emphasized by P17 to describe the nature of the pandemic conditions. Naturally, it was indicated that in order to make a progress and settle an OTPD system on an institutional scale mainly depended on the needs of the instructors, at least at the beginning of the pandemic, so being needs-driven was not an option, it was rather a kind of must to keep up with the necessities of the instructors and institutions.

*It's like an emergency plan, actually, in that period. An unexpected situation occurred and we immediately adapted to that situation and activated the emergency teacher professional development plan and started to implement it. I can say that it is like putting a plan into action according to the needs of that period and the institution (Participant 17).*

*Bir acil durum planı gibi aslında yani o dönem, mesela pandemiye ben bunun içine katabilirim acil çevrimiçi öğretmen mesleki gelişimi beklenmedik bir durum oluştu ve biz o duruma hemen ayak uydurup acil öğretmen mesleki gelişim planını devreye soktuk ve uygulamaya başladık. Hani o dönemin ve kurumun ihtiyaçlarına göre bir plan devreye sokmak gibi diyebilirim (Participant 17).*

In the same vein, P14 expressed asynchronous videos which were recorded as an OTPD activity were to meet the needs of the instructors in order to convey systematic and fruitful online classes under the extreme conditions, the videos and other OTPD activities were not designed before the pandemic took place, on the contrary, they were created while the pandemic was in full swing.

*We can say that these videos actually followed the online classes later. In other words, these asynchronous videos for OTPD actually accompanied the process. We can say that the needs in the process developed in parallel with the needs of the instructors or the problems they experienced (Participant 14).*

*Bu videolar aslında online eğitimi daha sonradan takip etti diyebiliriz. Yani öncesinden değil de sürece eşlik etti aslında. Süreçteki ihtiyaçlar, öğretim elemanlarının eksikleri ya da sıkıntı yaşadıkları şeylere binaen süreçle paralel gelişti diyebiliriz (Participant 14).*

Similarly, P13 stated how OTPD was urged to present the web tools in order to ease the needs of synchronous lessons. It was also stated that using some common web tools such as Kahoot and Padlet was not a requirement in face-to-face classes, yet as a result of the stimulating effect of the pandemic, web-tools turned into a 'need' for instructors.

*While it used to be like use of Kahoot and Padlet in classroom, now we have discovered new ones, some more practical, free web tools that we can use and integrate into lessons, which do not require much detail for students to adapt quickly. This was not something we needed so much in face-to-face classes (Participant 13).*

*Hani eskiden daha ziyade işte Kahoot, Padlet tadındayken şimdi bunlara yenileri, bir kısım daha böyle pratik, kullanabileceğimiz, hızlı derse entegre edebileceğimiz, öğrencilerin çabuk adapte olabileceği işte ücretsiz çok detay gerektirmeyen web tool'lar keşfetmiş olduk bu sayede. Yüz yüze eğitimde bu kadar ihtiyaç duyduğumuz bir şey değildi bu (Participant 13).*

When the instructors asked about what emergency OTPD means them, P16 and P18 emphasized how essential emergency OTPD was. They both explained that OTPD should include what is necessary for instructors under emergency

conditions as its aim is to compensate the deficiencies and meet the needs of all the instructors without considering the background or the experience of them.

*It was a very necessary thing. I mean, it was a must and for this we needed something like this to deal with a term that the whole world did not know about, that is, we needed these sessions one hundred percent, so these were nothing like that, you know, we taught our teachers more. It wasn't like let's improve our teachers or increase the motivation of our students. In other words, it was intended to complete the already missing period. (Participant 16)*

*Şunu ifade ediyor öncelikle çok gerekli bir şeydi. Yani hani bunun olmazsa olmazıydı ve şöyle bir şey, yani kurumun da bilmediği tüm dünyanın yeni tanıştığı bir terimle baş etmek için şöyle bir şeye ihtiyacımız vardı bizim, bu session'lara yüzde yüz ihtiyacımız vardı yani bunlar, şöyle bir şey değildi yani hani biz öğretmenlerimizi daha iyi öğretmen yapalım, ya da işte öğrencilerimizin motivasyonlarını daha çok artıralım gibi bir şey değildi. Yani zaten eksik olan dönemi tamamlamak amaçlıydı (Participant 16).*

*What does it mean to me, exactly, such essential things are put in, what is really necessary, what the teacher needs to know, what he needs to be aware of, it can be something that includes these...I think OTPD should be something that teaches something to the teacher who does not know. There shouldn't be unnecessary things, and it should teach something to the teacher who knows as well. (Participant 18)*

*Benim için ne ifade ediyor böyle tam olarak böyle essential şeylerin konulduğu böyle tam bütün ne gerekli gerçekten, hocanın neleri bilmesi gerekiyor, neler konusunda farkındalık sahibi olması gerekiyor bunları böyle içeren bir şey olabilir. Gereksiz şeylerin olmadığı hiç bilmeyen hocaya da bir şey öğreten, bilen hocaya da bir şey katan bir şey olmalı sanırım (Participant 18).*

The results showed that while deciding what is needed, administrative staff also decided on some of the 'needs' of the instructors as well as the needs instructors themselves reported.

*These topics are generally covered depending on the demands of the teachers working in the institution. Trainings were organized on the subjects that instructors were deficient in, upon the request of the instructors or on the subjects considered appropriate by the administration (Participant 15).*

*Bu konularda genel olarak öğretmenlerin taleplerine, kurumda çalışan hocaların taleplerine, eksik oldukları konuların cover edilmesi üzerine hocaların talebi veyahut yönetimin uygun gördüğü konular üzerine eğitimler düzenlendi (Participant 15).*

When one of the interview questions of this study as “how were the content of the OTPD activities decided on” was asked, P17 came up with a similar comment. The participant mentioned that not only the needs of the instructors but the need of the institution steered the content of the OTPD activities. For instance, current need of the time was the lack of personnel in testing unit at the university so OTPD was supposed to cover the topic of item writing to meet this need. Even though it was not clarified whether this need emerged before or during the pandemic, P17 clearly indicated that “conditions of the period” had a huge impact on the content of OTPD.

*In fact, I can say that the conditions of that period. And as I said the need of the institution, we had a shortage in our testing office at that time. As such, we brought item writing to the institution. We both supported the need arising from the pandemic with a more individual work and supported test writing that the institution needed. According to the needs of both the institution and that period of the pandemic, I can say (Participant 17).*

*Aslında o dönemin şartları diyebilirim. Bir de kurumun ihtiyacı dediğim gibi bizim o dönemde testing ofisimizde eksikimiz vardı. Böyle olunca da item writing'i getirdik kuruma. Hem daha bireysel bir çalışmayla pandemiden doğan ihtiyacı destekledi hem de kurumun ihtiyacı olan o test writing'ini desteklemiş olduk. Hem kurumun hem de pandeminin o döneminin aslında ihtiyacına göre (Participant 17).*

### 4.3.3. Emergency OTPD Failed to Promote Teachers' and Students' Overall Well-being and Motivation: “*But about teacher welfare and student motivation?*”

P13 expressed in the quote below, stress was a common feeling that instructors had gone through during the pandemic. However, attending compulsory OTPD sessions, and applying each step to conduct reflective teaching turned into a burden with some procedures such as handing in reflection forms to PDU and video typing students in online lessons for professional development under such stressful conditions.

*Well, I will say that, of course, compulsory OTPD makes you suffocating. Because we did it every week, and beyond that, we were expected to apply it and give feedback to our teaching as a return of these things. Of course, this was the correct approach but we were always so stressed. At a time when the whole world was trying to get used to the pandemic, our whole way of work changed. We had to transfer everything into online setting. For example, I am a mother with a child, we were at home; my husband me, and my son, the house was like a computer base, everyone was in an online class in each room. It was a very difficult period, you know, while we were trying to adapt to that process, and on the extra training that was imposed on it, feedback forms that had to be submitted at work, classroom practices, some of them were asked to be videotaped. Of course, the student also went through an adaptation process in the same way, and they were also videotaped in some of their lessons (Participant 13).*

*Eh, şöyle söyleyeceğim tabii dayatılıyor olması insanı bir yerde bunaltıyor. Çünkü her hafta yaptık ve bunun ötesinde bize bunların bir geri dönüşü olarak da teaching'imize aslında bunun doğrusu ve güzeli budur, uygulayıp raporlamalar feedbackler vermemiz beklendi. Bu tabii doğrusu ve güzeliydi ama biz hep çok stresli... Hani, tüm dünyanın pandemiye alışmaya çalıştığı bir dönemde bütün iş şeklimiz değişti. Her şeyimizi online'a taşıma durumunda kaldık. Ben işte mesela çocuğu olan bir anneyim, yeri geldiğinde evde biz işte eşim, ben, oğlum işte bir bilgisayar üssü gibi herkes bir odada online eğitimde. Biz aynı şekilde. Gerçekten çok zorlu bir süreçti hani o sürece zaten adapte olmaya çalışırken bir de bunu dayatılan böyle ekstra eğitimler üzerine işte teslim edilmesi gereken feedback formları sınıf uygulamaları, bazılarını videoya almamız istendi mesela. Bu tabii öğrencinin de aynı şekilde hani zaten onlar da bir adaptasyon sürecinden geçti bir de bazı derslerinde videoya alındılar (Participant 13).*



In a similar vein, another the participant mentioned that while some basic necessities such as going to supermarket or taking public transportation became some sort of challenge, this motivational support should continue for the sake of instructors' mental health.

*Because we were made to feel that, okay, it's done now. Something like you learned, but this time we had a disadvantage as teachers; the pandemic was continuing rapidly, there were curfews, we were imprisoned in our house, but despite all these negativities, when I had problems such as going to the market, I mean, when I had problems such as I can't see my loved ones, I can't reach them, I can't take public transport. This time it was like this, the curriculum was overloaded, everything in face-to-face was transferred to online, and I think teachers and students were worn out in this process. I wish PD had supported our motivation and mental health in such overloaded workload (Participant 16).*

*Çünkü şu hissettirildi bize, tamam artık oldu. Öğrendiniz gibi bir şey oldu fakat bu sefer de şöyle bir dezavantajımız vardı bizim öğretmenler olarak; pandemi hızla devam ediyordu sokağa çıkma yasakları vardı biz evimizde hapis kalmıştık fakat tüm bu olumsuzluklara rağmen yani benim markete gidebilmem gibi sıkıntılarım varken, ondan sonra kendime ait sıkıntılarım varken; yani sevdiğilerimi göremiyorum, ulaşamıyorum, toplu taşımaya binemiyorum gibi sıkıntılarım varken bu sefer şöyle oldu, curriculum aşırı derecede yüklendi yani face-to-face'deki her şey online'a aktarıldı ve bence bu süreçte öğretmenler ve öğrenciler çok yıprandı. Bu kadar iş yükü içerisinde, PD keşke bizim motivasyonumuza ve mental sağlığınıza da önem verseydi. (Participant 16).*

In addition to P13's and P16's ideas above, P14 emphasized that ERT led to some burdens such as working at home consistently and eliminated official working hours at some institutions. Depending on these working conditions that were the requirement of the period, P14 indicated that well-being of the instructors was ignored in OTPD activities and instructors were not supported in this aspect by their institution.

*There was no professional development activity related to teacher well-being. In such a period, I don't know, it will be a very hypothetical example, how can you maintain the balance between your private life and your professional life, because you work from home... The concept of overtime has been removed. I was working day and night. There was no such thing as how to provide well-being, how to be psychologically supported. I regret to say that (Participant 14).*

*Öğretmen refahı ile ilgili yani teacher well-being ile ilgili hiçbir mesleki gelişim aktivitesi söz konusu değildi. Hani böyle bir dönemde ne bileyim işte çok farazi bir örnek olacak, özel hayatınız ve profesyonel hayatınız arasındaki dengeyi nasıl koruyabilirsiniz, çünkü evden çalışıyorsunuz... Mesai kavramı kalkmıştır ben onda da çalışıyordum on birde de çalışıyorum akşam gece on ikide çalışıyordum gibi hani burada öğretmenin well-being'i nasıl sağlanır, psikolojik olarak nasıl destek olunur gibi şeyler de yoktu üzümlere söylemek isterim (Participant 14).*

A quite similar opinion about the lack of psychological support for instructors in OTPD sessions during the pandemic was mentioned by P18. Apparently, instructors were guided by their level leaders about their weekly program and informed them about common curriculum and assessment tasks to provide standardization, yet any attempt about teacher well-being was not made in OTPD sessions.

*Well, just to ensure coordination, the leader of that level roughly tells everyone that we have a plan this week, we will do this and that. That's how it goes. That's how they continued, this time they only directed us online. Other than that, I don't think there is anything about teacher well-being, I can say that no activity has been done. Let me think, teacher well-being... I don't think they care much about this issue. It's so sad (Participant 18).*

*Şey için sadece koordinasyonu sağlamak için, o level'in lideri herkese bu hafta şöyle bir planımız var şunu işleyeceğiz falan diye anlatıyor kabaca. Öyle ilerliyor. O yüzden yine hani onlar devam etti bu sefer sadece bizi online olarak yönlendirmiş oldular. Onun dışında teacher well-being üzerine bir şey olduğunu sanmıyorum herhangi bir aktivite yapılmadı diyebilirim. Bir düşünüyüm, teacher well-being... Çok umurlarında olduğunu sanmıyorum bu konunun. Üzücü (Participant 18).*

Another participant in the same vein, P17 expressed that OTPD activities supported instructors showing that they were on the same page and carried away some hesitations about the way online classes were handled by them. It can be deduced from the quote that coming together for OTPD activities created a sense of community in such challenging circumstances and relieved the feeling of anxiety and stress to some extent. However, P17 expressed that mood of the instructors, which can be interpreted as the well-being of them, should have been supported with OTPD activities. It was also emphasized by the instructor that not only the well-being of the instructors but also well-being of the students' needs to be considered for the content of the OTPD sessions.

*...but of course, it was a bit lower than other periods in terms of my motivation. There was an exhaustion in this way because of the period. And of course, the mood of the instructors should also be considered, because when I think of this pandemic now, PD is online, naturally, and I think something needs to be done considering the mood of the instructors, the mood of the students, even the students! (Participant 17).*

*... ama tabi ki benim motivasyonum anlamında biraz diğer dönemlere göre daha düşük bir dönemdi açıkçası. Hem dönemin getirmiş olduğu çünkü bir buhranlılık vardı bu şekilde. Bir de tabi hocaların ruh hali de bence düşünülmesi çünkü bu pandemiye düşünüyorum şimdi çevrimiçi deyince doğal olarak, mutlaka hocaların da ruh hali öğrencilerin de hatta ruh hali düşünülerek bir şeylerin yapılması gerekiyor bence! (Participant 17).*

In line with the criticism about neglecting both teachers' and students' motivation and well-being made by P17, P14 also highlighted the fact that teachers were not supported in OTPD sessions in order to motivate their students in online lessons. It was observed by P14 that students were more passive compared to their instructors, so knowing how to motivate them were crucial, yet similar to the answers of other instructors', this area of content was neglected. Another key word that attracts the attention is the screen time. Apparently, how to cope with zoom fatigue was not discussed in OTPD sessions either.

*There was also a big gap in student motivation, because in this period, students were attending morning classes sleepily, screen time increased for them as well as all of us, but because they were a little more passive, it was a difficult process for them to endure. You know, for example, how can teachers motivate students here? What resources can it use? What methods can it use? There was no in-service activity or training on any professional development that could perhaps explain this or guide the teachers. I can say so. In summary, it was actually a very neglected area, perhaps the situation caused by returning to a fish out of water (Participant 14).*

*Keza öğrenci motivasyonu ile ilgili de büyük bir açık vardı çünkü bu dönemde öğrenciyi motive etmek, çünkü öğrenciler uykulu bir şekilde sabah derslerine katılıyordu işte ekran süresi hepimizin olduğu gibi onların da artmıştı ama onlar biraz daha pasif konumda olduğu için onlar adına dayanılması zor bir süreçti. Hani, burada mesela öğretmenler burada öğrencileri nasıl motive edebilir? Hangi kaynakları kullanabilir? Hangi yöntemleri kullanabilir? Bunu belki anlatabilecek ya da hocalara yol gösterebilecek yine herhangi bir profesyonel gelişim konusunda bir meslek içi aktivite, böyle bir eğitim olmadı. Böyle söyleyebilirim. Özetle aslında çok ihmal edilen bir alan oldu belki bunun arkasında bir sudan çıkmış balığa dönmenin vermiş olduğu durum var (Participant 14).*

Another comment about neglecting the content of student and teacher motivation in OTPD sessions was mentioned by P15. While instructional and evaluation related issues were discussed in trainings which can be considered as meetings, motivation was out of the table during these meetings.

*Such processes took the form of meetings rather than trainings. In processes like this, you know, since the medium of giving feedback is changing, some trainings on how to use tools in some jobs where the process of this medium's change can be adapted better, uh... But about teacher welfare and student motivation? Obviously, we didn't go through any training (Participant 15).*

*Eğitimden çok toplantı şeklinde geçiyordu bu gibi süreçler. Bu gibi toplantı dediğimiz süreçlerde de hani feedback'lerin verilmesindeki mecra değişiyor olduğu için, bu mecranın değişimindeki sürecin daha iyi adapte olabileceği bazı işte tool'ların nasıl kullanılabileceğine dair bazı işte eğitimler, hıhı... Fakat öğretmen refahı ile ve hani öğrenci motivasyonu ile ilgili bir eğitimden geçmedik açıkçası (Participant 15).*

*I think that while there are now a lot of trainings on how to use online tools or training on how to use online strategies, trainings related to student motivation or processes with student communication are overlooked too much. For example, I think it would be positive if more trainings were conducted on this subject, in a way that would increase student motivation and teacher motivation (Participant 15).*

*Online tool'ların nasıl kullanılacağına dair çok fazla eğitim veya online stratejilerin nasıl kullanılacağına dair çok fazla eğitim veriliyorken, öğrenci motivasyonu ile alakalı eğitimlerin veya öğrenci iletişimi ile olan süreçlerin çok fazla göz ardı edildiğini düşünüyorum. Bu konuda mesela birazcık daha çalışma yapılması öğrenci motivasyonunu, öğretmen motivasyonunu artıracak bir şekilde çalışmalar yapılmasının olumlu olacağını düşünüyorum (Participant 15).*

**4.3.4. Emergency OTPD Offered the Same Trainings for Everyone: “I wish it was said, it is not compulsory for our instructors who have received a similar training or have such and such years of experience; they can join if they want.”**

Apart from the criticism about neglecting instructors' and students' motivation in OTPD content, instructors also acknowledged some other problems. Not having differentiated content in terms of the teaching experience was one the issues mentioned in the interviews. Participants believed that trainings were not targeted finely and offered for all the instructors compulsorily. For instance, in P13's quote below, it may easily be recognized that there is a strong empathy for the necessity of emergent OTPD activities during the pandemic. Due to the high turnover rate at the preparatory schools of foundation universities, there is a constant cycle of PD activities, yet during the pandemic, ignoring the experience of the instructors working at the same institution for a certain amount of time was a burden according to P13. It means that due to compulsory PD activities, as there was no differentiated content, these instructors had to attend the more or less the same sessions again and again over time-including the emergent OTPDs in pandemic.

*I can understand that university preparatory schools have a lot of circulation because we have more than a hundred employees, we have instructors. Most of them are beginner instructors. We may have less experienced instructors. I can also understand that the institution has to train and involve them in the system but while doing so, there is no distinction. I wish it was said, "It is not compulsory for our instructors who have received a similar training or have such and such years of experience; they can join if they want." I think it can be a very great approach, for example. But we do not have such a situation in our institution, so frankly, I cannot say that I could benefit from all the OTPD sessions one hundred percent (Participant 13).*

*Şunu anlayabiliyorum, çok fazla sirkülasyonu olan yerler üniversite hazırlıklar, büyük okullar çünkü hani yüz küsur çalışmamız var bizim instructor'umuz var. Bunların büyük çoğunluğu yeni gelen hocalar olabiliyor. Daha az deneyimli hocalarımız olabiliyor. Kurumu da anlayabiliyorum ki onları eğitmek ve bu şeylere dahil etmek durumunda ama bunu yaparken bir ayırıştırma yapılmıyor. Hani, "Daha önce benzer eğitimleri almış veya şu kadar yıllık deneyimi olan hocalarımız için zorunlu değildir; isterlerse katılabilirler." Bence çok tatlı bir yaklaşım olabilir mesela. Ama bizim kurumumuzda yok böyle bir durum o yüzden ben hepsinden yüzde yüz yararlanabildiğimi söyleyemeyeceğim açıkçası (Participant 13).*

In the same vein, P14 mentioned the same lack of differentiation issue in the content of emergent OTPD. Here, the participant suggested that various stages of teaching experience should have been considered while creating emergent OTPD activities. As an instructor with the experience level of mid-career, P14 stated that emergent OTPD activities were not beneficial.

*Therefore, based on the needs of different teacher groups, namely the needs of senior teachers in novice or mid-career work; a differentiated professional development resources were not provided, so frankly, I did not benefit from anything related to teaching (Participant 14).*

*Dolayısıyla o, hani farklı hoca gruplarının ihtiyaçları yani novice ya da mid-career işte senior hocaların ihtiyaçları baz alınarak aynı zamanda differentiated bir; farklılaştırılmış bir meslek içi gelişim kaynakları sunulmadı dolayısıyla çok açıkçası benim öğretim ile ilgili olarak da faydalandığım bir şey olmadı (Participant 14).*

#### 4.3.5. Emergency OTPD Failed to Ensure a Balance Between Theory and Practice: “*You list twenty sites, but it actually doesn't matter.*”

Another issue raised by the instructors about the content of the emergent OTPD is limited hands-on practice in OTPD activities. To illustrate, P14 stated that PD is about inspiring teachers and while inspiring teachers, it is crucial to integrate hands-on practices and OTPD activity should be designed as a workshop, which was not available at emergent OTPD activities according to P14.

*I just said inspiration, but it should definitely be hands-on practice, not in the way that someone should come and inspire us. That is, if a PD activity is to be carried out, the training should always be in the form of a workshop (Participant 14).*

*Yani, katılımcılar hani az önce şey dedim ilham dedim ama katılımcılarda şöyle biri gelsin bize ilham versin şeklinde değil mutlaka ki hands-on practice olmalı. Yani, mesleki eğitim yapılacaksa her daim workshop her daim atölye şeklinde olur (Participant 14).*

P14 also supported his ideas by explaining how web-tools were simply introduced in emergent OTPD sessions. It was stated that bombardment of web-tools was not how OTPD should have been conducted during the pandemic. An ancient proverb, *don't give me the fish but teach me to fish*, was utilized by the participant to indicate that without hands-on activities in OTPD sessions, content of the session floats in the air and cannot be internalized by the instructors. It is significant to express that the PDU of the institution where P14 worked generally preferred asynchronous video recordings to support the instructors during the ERT period.

*Students whose autonomy skills are not very high ask, “What should I do, which sites should I look at?” You list twenty sites, but it actually doesn't matter. If the student can apply and see one of it, he will internalize it more, but this is very trendy lately, that's how they bombard everyone*

*Öz düzenleme becerileri çok yüksek olmayan öğrenciler şeyi sorar ya işte, ‘Neleri yapayım, hangi sitelere bakayım?’ Siz yirmi tane site listelersiniz ama aslında onun hiçbir önemi yoktur. Öğrenci onun bir tanesini uygulayıp görebilse daha çok içselleştirecek ama bu son*

*with web tools, under the name of professionalization, but no one really has any idea how to use them or question their creativity. Therefore, it is not very important to give them like pills in this way, and it is not useful either, I do not find it useful (Participant 14).*

*You can do this with this tool, you can do that with this web2 tool, you can do that with this tool, you can do that and so on. It's like the difference between giving fish and teaching to fish at that point, so nowadays there's a lot of stuff. We can access a lot of information (Participant 14).*

*dönemlerde çok trend'dir işte böyle herkesi web tool'larla bombard ederler, profesyonelleşme adı altında ama gerçekten onları nasıl kullanacağına dair kimsenin bir fikri yoktur ya da yaratıcılığını sorgulamaz. Dolayısıyla, bunları bu şekilde hap gibi vermek çok önemli değil ve faydalı da değil, ben faydalı bulmuyorum (Participant 14).*

*İnsanları atıyorum işte bu tool'la şunu yapabilirsiniz bu web2 tool'la bunu yapabilirsiniz, bu araçta şunu yapabilirsiniz bunu yapabilirsiniz falan... Bazen, bu çok karşılamayacak ama balık vermek ve balık tutmak arasındaki farka da benziyor o noktada yani artık günümüzde şey var, çok fazlaca bilgiye erişebiliyoruz (Participant 14).*

In the same vein, P16 acknowledged the need for hands-on practice in OTPDs rather than listing the web-tools or *bombarding* them as worded by P14.

*I think this, for example, we attend a training and I think this is valid in all seminars, it is also valid for half-hour or 30-week programs of people who get millions of dollars for these trainings; there is something like this, they are telling you, there is such an application, there is such a tool, there is such a thing, so there is something here. But at least you have an idea there. There was such a thing, OTPD was used like that, but I think one of the difficulties here is that we have to learn them on our own, so we have to practice them (Participant 16).*

*Bence şu, mesela bir eğitim alıyoruz bu bence bütün seminerlerde geçerli işte milyon dolarlar alan insanların işte yarım saatlik ya da bir saatlik işte otuz haftalık programlarında da geçerli; şöyle bir şey var, onlar size şunu söylüyor, böyle bir application var, böyle bir tool var böyle bir bir şey var. Fakat, en azından siz bir idea sahibi oluyorsunuz orada. Böyle bir şey varmış, böyle kullanılıyormuş fakat bence buranın zorluklarından bir tanesi, bizim onları kendi başımıza öğrenmek zorunda kalmamız; yani practice etmek zorunda kalmamız (Participant 16).*



#### 4.3.6. Emergency OTPD Offered a Flexible Learning Opportunity: “Anytime, anywhere.”

One of the advantages of emergent OTPD observed by the participants was flexibility. Here, with the word flexible, in line with the literature, P14 and P13 expressed that specifically asynchronous OTPD opportunities allocated space for teachers to improve themselves within their self-pace by controlling the content, time and duration of their professional development.

*You can watch and listen to those asynchronous lessons in your own time. In the past month, I received training on assessment and evaluation for a month. It was online, it was asynchronous, for example. I enjoyed it a lot (Participant 14).*

*I can develop myself and I can balance my work and life while doing this. This is the advantage of transferring education into online platforms. I think this is one of the biggest advantages that pandemic brought into our lives (Participant 13).*

*Yani, siz asenkron o dersleri kendi zamanınızda asenkron izleyip dinleyebiliyorsunuz. Geçtiğimiz bir ay içinde ölçme değerlendirme üzerine bir ay eğitim aldım. Çevrimiçiydi asenkrondu mesela. Çok keyif de aldım (Participant 14).*

*Ben bunu evimde ve kendi işimle hayatımdaki phase'i orantılayarak yapabilirim böyle fırsatlar var çevrimiçi eğitimde dünyada. Hani pandeminin belki de hayatlarımıza katacağı, kattığı en büyük şeylerden biri bu diye düşünüyorum (Participant 13).*

Another advantage of OTPD activities reported by instructors during the interviews was the elimination of restrictions regarding time and space. P13, P14, and P15 indicated that PD activities are not limited into a specific building and specific period of time. Being *flexible* is a feature of OTPD that goes hand in hand with the feature of *self-pace* in the interviews.

*Frankly, I see this as an advantage of OTPD, so you can join it at work, at home, in the evening, or at the weekend (Participant 13).*

*Açıkçası bunu da çevrimiçi durumların bir artışı olarak görüyorum yani işte evinizde de katılabilirsiniz, akşam da katılabilirsiniz, hafta sonu da katılabilirsiniz (Participant 13).*

*There are no time and place restrictions in online activities, but for example, there may be a problem, for example, you cannot participate every time face-to-face, but it is self-paced, you can progress at your own pace online (Participant 14).*

*Çevrimiçi aktivitelerde zaman ve mekân kısıtlaması yok ama mesela şeydi şöyle bir sıkıntı da olabiliyor mesela yüz yüze her defasında katılamıyorsunuz ama self-paced, kendi hızınızda ilerleyebiliyorsunuz çevrimiçinde bu var (Participant 14).*

*It is one of the advantages that I find very important that OTPD does not have an obligation in terms of time and space and it is not within a certain restriction (Participant 15).*

*Zaman ve mekân açısından bir zorunluluk sürmemesi, zaman ve mekânın, belirli bir kısıtlama içerisinde olmaması çok önemli bulduğum avantajlardan bir tanesi oldu (Participant 15).*

In addition to being flexible and being restriction-free in terms of time and space, it was expressed by P16 that OTPD eased the burden of arranging venue as well as allowing a higher number of participants to join the OTPD activities. It can be deduced that this provides a great practicability for organizing PD activities.

*For example, after work, in a place where we don't all have to be gathered, or without a conference hall or something else, we can have workshops with all the teachers at the same time or show them something. This is a great thing (Participant 16).*

*Mesela bir iş çıkışında hepimizin orada olması gerekmediği bir yerde ya da yeterli kadar ne bileyim salon olabilir işte başka bir şey olabilir tüm bunlara gerek duymadan, bütün öğretmenleri aynı anda eğitebiliriz ya da onlara bir şey gösterebiliriz. Bu çok güzel bir şey (Participant 16).*

Accessibility of knowledge is another significant advantage of OTPD. Accessing to any field of knowledge, reaching a vast amount of online trainings and workshops, accessing the content created or presented by external experts who are impossible to be reached on conventional, face-to-face PD activities, due to various reasons including the financial cost were reported by P13, P14, and P15 during the interviews.

*I can improve myself in any field that I want. For this, I do not need to get permission from my school, I do not need to arrange my child and stay somewhere for a few months. Also, it's easy and enjoyable to involve external people. OTPD has such advantages, it really adds such practicality. It provides accessibility all around the world (Participant 13).*

*One of the things I had difficulty with in this online period was that there are too many activities, too many conferences, too many workshops. My biggest problem was that they coincided with my lesson or something and I could miss (Participant 14).*

*Being able to use resources that I could not use before, or to use methods and techniques that I have not used before, has positively affected my developmental process (Participant 15).*

*İstediğim alanda kendimi geliştirebilirim. Bunun için illa okulumdan izin almama gerek yok, illa çocuğumu ayarlayıp bir yerlere birkaç aylığına gitmeme gerek yok. Ayrıca external insanları dahil etmek çok kolay ve keyifli. Çevrimiçinin öyle avantajları var öyle bir pratiklik katıyor gerçekten. Ulaşılabilirlik katıyor birçok şeyi size (Participant 13).*

*Benim hani bu online dönemde zorlandığım şeylerden biri de şuydu, aslında bir zorluk var. Çok fazla aktivite var çok fazla konferans var, çok fazla workshop var. ben hani en büyük sıkıntım şu oldu onlarda, hani dersime denk geliyordu ya da bir şeye denk geliyordu vesaire kaçırabiliyordum (Participant 14).*

*Daha önce kullanamadığım kaynakları kullanabilmek adına veyahut daha önce kullanmadığım yöntem ve teknikleri kullanmak adına, bunları öğrenmiş olmak benim eğitim sürecimi pozitif anlamda etkiledi (Participant 15).*

An attention-grabbing idea about the benefits of OTPD was expressed by P16. It was about becoming aware of the fact that face-to-face PD was not the one and only way for improving oneself professionally. Here, from the quote below it may be deduced that emergent OTPD awakened instructors to have a confidence that professional development is possible even though medium or delivery of the PD activities may differ, the aim of the activities is the same.

*It also gave us the advantage that we don't need to be face to face to learn something or we don't need to think in one direction to improve ourselves, so now I can improve myself online, face-to-face or hybrid (Participant 16).*

*Bize şu avantajı da sağladı yani bir şeyi öğrenmek için illa da yüz yüze olmamıza gerek yok. Ya da bir şeyi kendimizi geliştirmek için, tamamen tek direction'da düşünmemize gerek yok yani ben bunu online'da da, face-to-face'te de hibritte de nasıl yapmam gerektiğini artık öğrenebilirim (Participant 16).*

*Urgent, acting fast, fast adaptation of the institution, and first aid kit* are the codes under the category of *agility*. *Needs of the period and institution, and needs of the instructors* are the codes under the category of *needs-driven*. *Workload of emergency OTPD, instructor and student burn out, no support for well-being of the instructors, and no support for student motivation* are the codes under the category of *failed to promote instructors' and students' overall well-being and motivation*. Under the category of *offered the same trainings for everyone, no optional attendance for experienced instructors and no differentiation for instructors with different experience levels* are used as the codes. *Lack of hands-on practice, and listing online websites and applications* are the codes under the category of *no balance between theory and practice*. *Self-paced, anytime-anywhere, and accessing global sources* are the codes under the category of *flexible*.

**Table 4. 3**

*Categories and Codes for Instructors' Experiences of Emergency OTPD*

---

**Agility**

- Urgent
  - Acting fast
  - Fast adaptation of the institution
  - First aid kit
- 

**Needs-driven**

- Needs of the period and institution
  - Needs of the instructors
- 

**Failed to Promote Instructors' and Students' Overall Well-being and Motivation**

- Workload of emergency OTPD
  - Instructor and student burn out
  - No support for well-being of the instructors
  - No support for student motivation
- 

**Offered the Same Trainings for Everyone**

- No optional attendance for experienced instructors
  - No differentiation for instructors with different experience levels
- 

**No balance Between Theory and Practice**

- Lack of hands-on practice
  - Listing online websites and applications
- 

**Flexible**

- Self-paced
  - Anytime, anywhere
  - Accessing the global sources
-

As can be seen from the Table 4.3, instructors perceived their experience regarding emergency OTPD during the ERT as agile, needs-driven, and flexible in addition to considering some deficiencies in motivational support for instructors and students, differentiation, and hands-on practice in the content of emergency OTPD.

Lastly, two common themes emerged as the results of the 18 participants were emerged. Directors, PDU members, and instructors all agreed that emergency OTPD is a) needs-driven and b) flexible. All the participants agreed that emergency OTPD was needs-driven. Directors and PDU members indicated that while making the decisions they focused on the needs of the institution and instructors. Instructors also claimed that the administration focused on the needs of the instructors especially at the beginning of the pandemic. In order to reach the needs of the instructors quickly, constant oral and written feedback was encouraged by the directors and PDU members. However, the more institutions had an organized ERT system, the more well-being of the instructors and differentiation were neglected contentwise.

The second theme was the flexibility of emergency OTPD. All the participants declared that they were quite content with the flexibility of OTPD activities during the ERT. Attending the OTPD sessions without the limitations of time and place was the most significant advantage of the OTPD activities. However, instructors also indicated that flexibility turned into a disadvantage from time to time in terms emergency OTPD activities. Since being at home was quite overwhelming with various roles, this flexibility turned into a drawback especially when OTPD sessions were held especially out of the working hours. Directors and PDU members were aware of this fact and they stated that this flexibility might have been disadvantageous for the instructors.

## CHAPTER 5

### DISCUSSION & CONCLUSION

The purpose of this phenomenological study is to seek answers about how EFL instructors, PDU members, and directors experienced emergency OTPD during the ERT. In line with this purpose, the aim of this chapter is to present the discussion of the results depending on the relevant literature and provide possible implications for the future.

#### 5.1. Discussion of Results

Depending on the relevant literature, results of the study is discussed in this chapter. Since there are three groups of participants as directors, PDU members, and instructors, each part of the discussion focuses on a different group. Also, common themes emerged from the data of all participant groups are discussed at the end of the discussion. Firstly, three themes that emerged from the interviews with the directors are presented and discussed: a) emergency OTPD was needs-driven, b) emergency OTPD supported teacher empowerment, and c) emergency OTPD was flexible. Secondly, six themes that emerged from the interviews with the PDU members are presented, which include: a) emergency OTPD was like a survival training on digital environment, b) emergency OTPD was needs-driven, c) emergency OTPD was an occasion to support each other emotionally, d) emergent OTPD was a period that PDU members were unprepared for, e) emergent OTPD was flexible, f) emergent OTPD was practical. Lastly, six themes that emerged from the instructors are discussed: a) Emergency OTPD required agility, b) emergency OTPD was needs driven, c) emergency OTPD failed to promote teachers' and students' overall well-being and motivation, d) emergency OTPD offered the same training for everyone, e) emergency OTPD failed to ensure a balance between theory and practice, f) emergency OTPD

offered a flexible learning opportunity. Finally, two common themes that emerged from the 18 participants are discussed at the last part of the discussion. These are a) emergency OTPD was needs-driven, b) emergency OTPD was flexible.

The first group whose results are discussed is directors. The results revealed as decision makers directors consider that emergency OTPD is needs-driven, effective on teacher empowerment, and flexible. The first theme was the needs-driven nature of emergency OTPD. As Karaferye (2022) stated it is the director who needs to detect the social, emotional, technical, physical needs of instructors in a crisis and develop PD plans accordingly. In line with the literature, directors indicated that based on the needs of the instructors, content and frequency of emergency OTPD sessions were constituted. It was also pointed out that improving the effective use of online platforms was the first priority for emergency OTPD. As the online lessons continued, the needs of the instructors became clearer in the process. Instructors were supported with know-how sessions to improve teaching their teaching skills on online platforms such as how to teach speaking, how to teach writing, or how to engage students more. The directors also expressed that constant feedback of the instructors was crucial to detect the needs in ERT period. Since it was impossible to launch structured emergency OTPD design, directors declared that they had to make maneuvers depending on the needs of the instructors and need of the institution in order to support their instructors professionally. It is clear that providing PD opportunities for instructors with the help of internal and external experts is a door that directors open to support instructors in the middle of a crisis (Granville-Chapman, 2021; Koc & Bavli; 2022).

Secondly, directors expressed that emergency OTPD supported teacher empowerment. It was indicated that participating emergency OTPD activities was compulsory as instructors were unfamiliar with online teaching and they required to be supported by their institution to eliminate this gap. According to directors, PD should be continuous to be in line with the dynamic changes in the



field of education. It was also revealed that even though keeping up with the continuous emergency OTPD activities were demotivating for the instructors; as an outcome of emergency OTPD sessions, instructors improved their teaching skills, their online assessment skills, and online feedback skills thanks to compulsory OTPD sessions. As Barbour et al. (2020) indicated it is crucial for teachers to improve distant and online teaching skills even if there is no emergency condition and the results revealed that directors benefited from emergency OTPD to support the empowerment of their instructors to improve new skills.

Lastly, directors acknowledged that emergency OTPD was quite advantageous in terms of being flexible. In literature, being flexible by eliminating the constraints such as time and place is one of the most significant assets of OTPD (Dede, 2006; Magidin de Kramer et al., 2012; Treacy et al, 2002; Powell & Bodur, 2019). The results of the study indicated that flexibility of OTPD activities was an advantage during the ERT, as it allowed attending emergency OTPD activities without the limitation of place, time, and working hours. Directors stated that attending emergency OTPD activities after work hours might have been an issue for instructors as well. And the results of the instructors confirmed that attending PD activities out of the working hours was demotivating, which is discussed at the end of this chapter. Besides, being time and space free as a part of flexibility, broadened the horizons in a way that face-to-face PD could not reach due to time and cost limitations. The results revealed that in line with the literature, emergency OTPD allowed an international educational network (Dede, 2006; Treacy et al., 2002; Power & Bodur, 2019).

As the second group, PDU members were the decision-makers as well. They were responsible with the development of the instructors during the COVID-19 pandemic. The results indicated that PDU members perceived emergency OTPD as a survival training on digital environment. Since majority of the instructors' digital literacy was not satisfying and it was heavily criticized especially after the Fatih Project in Turkey (Akbaba-Altun, 2006; Kayaduman et al., 2011) and

during the pandemic (Aytac, 2021), they had to be supported to continue their classes online and this was only possible by improving their digital survival skills. Similarly, the literature suggests that essential technological skills must be a priority in the trainings of instructors with no previous online teaching experiences (Walsh et al., 2021). Secondly, as directors did, PDU members also perceived emergency OTPD as needs-driven process. As one of the decision makers regarding PD activities during the pandemic, results of the PDU members also brought the light that emergency OTPD was a need-driven process. Even though PDU members had a general opinion about the need of the instructors at the beginning of the pandemic, online teaching process revealed the following needs of the instructors. As Songul (2019) claimed use of technology results in change in teaching practices. Apparently, this compulsory transformation to online settings led to a specific change in the teaching practices of instructors and even the veteran teachers became inexperienced in this setting. A possible explanation of this can be that needs of the instructors varied during the process and PDU members could take steps accordingly.

With respect to the research question, it was also revealed that PDU members' experience reflected that emergency OTPD as an occasion to provide emotional support for each other in a crisis. PDU members were aware of the social needs of the instructors and considering the heavy anxiety due to the pandemic and uncertain future, they benefited from emergency OTPD activities as a social occasion as well. The purpose of the emergency activities was not only supporting the instructors professionally, but to comfort them emotionally by gathering online and catching up with each other online teaching practices as well. Having frequent gatherings, sending feedback surveys and, turning on the videos during the OTPD sessions, organizing online coffee times were the general strategies used by PDU members. Likewise, organizing coffee times or happy hours and turning on the videos were some of the strategies to support the well-being of the employees during the pandemic (Joly, 2020). According to the instructors who participated in this study, especially organizing such sessions

had a positive impact on them and it was perceived as a sign that their institutions care them, and they are valuable at their workplace.

Additionally, the findings clearly indicate that PDU members were unprepared to deal to with such a crisis. As one of the PDU members stated they noticed the footsteps of the upcoming pandemic, yet they were not ready. The results revealed that they were unprepared to deliver PD activities online, they were unprepared and naturally inexperienced about online settings, they were also unprepared to digest the knowledge that they were supposed to deliver via OTPD sessions. As one of the PDU members stated she was studying at night, so that she could support her colleagues at an OTPD session which was delivered before the lessons started. It was clear that PDU members put a great effort to support the instructors and compensate the condition of being “unprepared”. As such an outburst of the pandemic was unexpected (Hodges et al., 2020), being unprepared may be reasonable. The literature also supports that being unprepared is a unique feature of ERT (Bond et al., 2021; Hodges et al., 2020). So, criticizing PDU members for being unprepared for ERT to deliver OTPD can be a double-edged sword since Hodges et al. (2020) also indicated that unlike the regular online teaching process, there is no structured and ready PD plans, so instructors may need to be in charge of their own PD and adaptation process. Besides, according to the results of a study conducted with the purpose of understanding the first reactions to ERT, teachers expressed their concerns about the effectiveness of single session OTPD and they wanted support from their trainers and colleagues, however they also indicated that if they had integrated technology more into their classes, they would have felt less unprepared during the ERT (Whalen, 2020).

Similar to the answers of directors, and instructors, emergency OTPD was flexible for PDU members as well. PDU members’ answers were in line with the literature about the fact that OTPD activities eliminated the limitations of time and place (Dede, 2006; Duffy et al., 2006; Elliot, 2017; Fleischer & Fox, 2003; Magidin de Kramer et al., 2012; Powell & Bodur, 2019). PDU members

indicated that instructors could attend emergency OTPD activities with a great flexibility, yet similar to the one mentioned by the directors, PDU members indicated that gathering anytime and anywhere could have been a burden for the instructors from time to time. Also, eliminating the time and place was specifically a great advantage of emergency OTPD since most of the PDU members were able to attend some prestigious international certificate programs and they earned their certificate.

Lastly, unlike the directors' and instructors', findings of the PDU members also revealed that emergency OTPD was quite practical for them. Since PDU members were responsible with the organization of the in-house PD activities, organizing the use of hardware (video-camera), voice quality during the recording, students being uncomfortable during the lessons because of the video camera, organizing the venue where a crowded group of teachers could easily gather, dividing the instructors into groups if necessary, arranging the transportation and accommodation of the international guest speakers were the burden that PDU members articulated during the interviews.

The findings of the instructors also revealed some key information. Unlike to directors and PDU members, instructors think that emergency OTPD was a period of high agility. It was a necessary leadership skill to be agile during the pandemic (Nissim & Simon, 2020). The literature also supports that universities in Turkey could take fast decisions compared to primary and secondary schools thanks to Distance Education Research Centers in Turkey (Telli & Altun, 2020). On the other hand, the reason why agility did not emerge as a common theme among the other participants except instructors may be interpreted as decision makers directors and PDU members had to act quickly as a nature of the crisis. As addressed in the literature, swift actions had to be taken during the pandemic (Karaferye, 2022; Hodges et al., 2020). Yet, the first group affected by these decisions by applying it with their students was instructors. Rather than making the agile decisions, they had to apply these decisions swiftly in their classes. Because of this, they had enough practices to feel this agility deeply as the ones

who tried to soften the effects of this transformation and acted like social-workers by trying to support their students during the ERT (Walsh et al., 2021). Similar to directors and PDU members, instructors also indicated that OTPD was needs-driven. The findings revealed that as PDU members also addressed that they took actions depending on the needs of the instructors and needs of the institution. It is also addressed in the literature, designing needs-driven and context-based PD activities are crucial to support the instructors during the ERT (Koc & Bavli, 2022).

On the other hand, instructors criticized some content-related points in OTPD. The findings shed a light on the fact that emergency OTPD failed to promote teachers' and students' overall well-being and motivation, which is compatible with the literature as well. Lack of motivational and mental support was critical both for teacher and students during the pandemic (Adedoyin & Soykan, 2020; Granville-Chapman, 2021; Hartshorne et al., 2020; Juarez-Diaz & Perales, 2021). The findings also uncovered that instructors were generally supported in technical terms to survive in ERT period. Even student evaluation was simplified and pass/fail status was used to support the instructors and students during the ERT (Bozkurt et al., 2020), however; instructors and students' well-being and motivation were neglected. There was a feeling that as the ERT process continue, as if nothing new could be done anymore to improve the conditions, instructors felt like they were abandoned on their own to manage their students' stress and motivation level, as well as managing their different roles at home. Literature also addressed that intervention of household was one of the common drawbacks of OTPD (Adedoyin & Soykan, 2020). Even though some studies in the past considered OTPD quite convenient to keep up with the female teachers for childcare (Holmes et al., 2010; Vrasidas & Zembylas, 2004), emergency OTPD proved that this is not a convenience. On the contrary, it was challenging to keep up with emergency OTPD activities, while juggling many tasks at home. Another content-related experience the study revealed is the lack of differentiation in the content of the emergency OTPD. The findings of the study revealed that content of OTPD activities were the same for all the instructors and

there was no distinction whether instructors were novice or veteran. According to a study conducted at a foundation university in Ankara, perception of inexperienced and veteran teachers for INSETs at their institution was quite positive and there was no significant difference based on the experience level of the instructors and the study also recommended that all the instructors must be involved in the design process of PD at their institution (Turhan & Arikan, 2009). Similarly, Borg (2015) also emphasized the significance of teacher involvement for effective PD. However, considering the unique features of ERT, involving in the design process for all instructors at an institution was quite challenging, since nobody was familiar with such a global scale crisis. Also, during the ERT concept of “experienced” turned upside down, because as the participants of this study also indicated experienced teachers turned into the least inexperienced ones on online settings due to their level of digital competency. In other words, even though all the participants in this study acknowledged that emergency OTPD was needs-driven, apparently differentiation in content based on the experience was insufficient. It should be also noted that one size may not fit all and even the best PD practice may fail to provide the needs of the teachers (Avalos, 2011).

The data also revealed that emergency OTPD activities were lack of hands-on practice. The balance between theory and practice could not be kept for OTPD sessions. Instructors complained that listing a number of online application and tools did not serve as an OTPD activity, which is reinforced with the literature. Duffy et al. (2006) stated that effective OTPD should “create a theoretically and pedagogically sound learning environment to support and scaffold teacher inquiry, engagement, and reflection” (p. 193). However, the findings reveals that emergency OTPD sessions could not serve all these requirements for effective OTPD. The findings also stated that after an ERT system was settled properly at their institution and teaching online had a smoother flow, some of the institutions kept applying their pre-pandemic PD practices with slight modifications for emergency OTPD whereas some institutions adapted a looser OTPD system and at some point these practices were criticized either being a

burden which neglects the demanding load being at home constantly, or being insufficient to have hands-on practices and reflection to be effective.

Lastly, similar to directors and PDU members, instructors also indicated that emergency OTPD offered a flexible learning opportunity. Eliminating the restrictions of time and place is a leading advantage of OTPD (Ateskan, 2008; Dede, 2006; Magidin de Kramer et al., 2012; Treacy et al, 2002; Powell & Bodur, 2019). The findings reveal that flexibility was a significant asset for instructors in terms of in-house and external OTPD activities. Also, as one of the participants indicated, OTPD eliminated the need of taking permission from their institution to learn something. Unfortunately, the literature also supports this. According a study conducted by Yucedag and Sevik (2021), among three countries (Turkey, Germany, and Spain) the study took place, challenging permission procedure to attend external PD activities was raised as an issue only from the participants in Turkey. Apparently, flexibility of emergency OTPD was not only a positive asset for in-house OTPD activities, but also for the ones on an international scale.

When the results of the participants were combined, two themes emerged as a result of this study. According to eighteen participants of this study, results of their experience indicates that emergency OTPD is a) needs-driven and b) flexible. Since the literature strongly emphasized that empirical research will be so valuable when COVID-19 pandemic completely erased in the world however what we gained during this challenging period will not only be an asset for the future in case of an emergency (Bozkurt & Sharma, 2020; Erarslan, 2021; Juarez-Diaz & Perales, 2021; Mishra et al., 2020) but also a great opportunity to improve today's practices in education, which are discussed in detailed in the implications of this study.

## **5.2. Implications**

This study revealed the experiences of directors, PDU members, and instructors on OTPD during the ERT period. The results of this study also reveal some implications for the field of education and further empirical research.

### **5.2.1. Implications for Practice**

The findings indicate that even if ERT was a challenging period, directors, PDU members, and instructors considered it as an opportunity to have rapid improvements especially in digital literacy and being a global teacher-learner. Apparently, this period was quite challenging for all parties due to anxiety of death, being imprisoned at homes, dealing with every social and professional occasion in front of a screen. However, it can be concluded that this period also brought a great confidence for directors, PDU members, and instructors especially in technology in a way that if a crisis on similar terms takes place in the future, the participants declared that they will find a way to survive again and again.

On a national scale, OTPD practices are provided for K-12 teachers by MoNE (MoNE, 2022). In order not to lose the skills that are gained during the ERT period, a similar implication which is designed based on the needs of the institution can be benefited at foundation and state universities. Thanks to the recordings taken for emergency OTPD practices, there is a wide amount of OTPD videos that can be used in the future for induction and standardization activities to support the instructors. In addition, as the instructors were quite content with self-paced OTPD activities, directors must also support the use of online platforms that are created based on the needs of the instructors, that can be completed in instructors' own pace.

Significance of educational leadership must not be ignored and directors of preparatory schools at foundation and state universities must guide their



personnel to benefit from hybrid PD activities even when the pandemic is completely evanesced. It is crucial to remember that efficient technology use of school directors has a positive impact on teachers burn-out rate (Avci & Seferoglu, 2011).

Moreover, the study revealed that instructors were content with flexibility of OTPD, and they also indicated that they do not need to take permission to develop themselves professionally. Unfortunately, the literature also reinforces that “‘permisson’”to attend PD activities is an issue in Turkey (Yucedag & Sevik, 2021). Nevertheless, as educational leaders, directors of preparatory schools must ease the permission procedure for PD activities as much as possible.

PDU members can benefit from flexible OTPD opportunities and design a hybrid PD model specific to their context and needs-of the instructors. Especially, it must be remembered that not only student motivation but also teacher motivation must be a hot topic for PD activities, and instructors must be supported mentally by PDU members with the support of external expert in the field of organizational and individual psychology. Teacher well-being must be a priority in the content of face-to-face and online PD activities.

The study also revealed that hands-on practice is crucial for instructors in order to adopt technology thoroughly not only for online lessons, but also for conventional classroom teaching. Hands-on activities and reflection of the knowledge must not be neglected during the OTPD activities as well. It is also crucial to present differentiated content for instructors with differentiated educational background and teaching experience.

As the results of the study revealed, PDU members indicated that emergency OTPD sessions aimed to survive in digital world, and they felt unprepared for these PD activities. As one of the instructors indicated, PDU members must inspire the teachers and being one step further in technology than the instructors may be a great inspiration and asset that PDU members may have. Pricincipals

of preparatory schools must also support the improvement of PDU members in technology as well.

Lastly, instructors must not lose the digital competency that they gained during the ERT and become a part of online learning community to integrate OTPD in their lives after the pandemic as well. It is also crucial to indicate that teacher autonomy is an indispensable feature of a teacher. Even though PDUs are the sub-branches of preparatory schools which are responsible for designing and delivering PD activities, instructors must be responsible for their own autonomy as teacher-learners and have a say for their professional development at their institution.

### **5.2.2 Implications for Educational Research**

This study is believed to have a contribution to both ERT and OTPD literature. This part of the study presents the implications for future research to guide researchers in the field of education.

First of all, the present study was conducted at six foundation universities in Ankara, Turkey. Since there is a difference between these institutions in terms of work load, frequency of PD activities, number of instructors, financial capacities, experiences of instructors may vary from the instructors at state universities.

Secondly, this phenomenological study focused on the experiences of three different groups on emergency OTPD during the ERT. However, each group needed some specific skills and characteristics. While leadership and agility were the key elements for directors, PDU members and instructors also needed some features such as being innovative and autonomous. So, these skills may be inquired.

Thirdly, this study did not distinguish the characteristics of instructors, PDU members or directors who prefer OTPD rather than PD, which may be investigated for future research.

Fourthly, the study did not provide an emergency OTPD program. In case of an emergency with similar conditions, an emergency OTPD plan may be designed, and a needs analysis may be collected from teachers who are experts at different branches.

Lastly, this study did not evaluate OTPD activities during the ERT. Further educational research might evaluate the emergency OTPD practices during the ERT on higher education and K-12 level.

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## APPENDICES

### APPENDIX A: APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
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14 OCAK 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın Dr.Öğr.Üyesi Nur AKKUŞ ÇAKIR**

Danışmanlığını yürüttüğünüz Ayşegül ÇETİN'in "Online Teacher Professional Development Practices in the Period of Emergency Remote Teaching: An EFL Context" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **0006-ODTÜİAEK-2022** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY  
İAEK Başkan

## APPENDIX B: INTERVIEW QUESTIONS FOR DIRECTORS IN TURKISH

### Bölüm 1:

1. Eğitim geçmişinizden bahsedebilir misiniz?
2. Ne kadar süre öğretmenlik yaptınız?
3. Ne kadar süredir yöneticilik yapmaktasınız?

### Bölüm 2:

1. Pandemi öncesinde kurumunuzda ne tür mesleki gelişim aktiviteleri düzenlenmekteydi?
2. Pandemi Mart 2020'de resmi olarak açıklandığında öğretim görevlilerinizi hangi konularda desteklemeniz gerektiğini düşündünüz?
3. Acil uzaktan eğitim süreci başladığında öğretim görevlilerinizi mesleki olarak destekleme kararını alırken nasıl bir yol izlediniz?
  - a. Kurumunuzda hangi konularda çevrimiçi mesleki gelişim çalışmaları yapıldı?
  - b. Bu çalışmaların konuları nasıl belirlendi?
4. Kurumunuzda düzenlediğiniz mesleki gelişim aktivitelerine katılım zorunlu muydu? Neden?
5. Kurumunuzda uzaktan eğitim süresince sunulan çevrimiçi mesleki gelişim aktivitelerine dair geri dönüş veya değerlendirmeleri nasıl gerçekleştirdiniz?
6. Acil çevrimiçi mesleki gelişim sizin için ne ifade ediyor?
7. Yönetici olarak sizce kurumunuzdaki çevrimiçi mesleki gelişim çalışmalarının avantajları ve zorlukları nelerdi?
8. Pandemi tamamen sona erdiğinde çevrimiçi mesleki gelişim çalışmalarının geleceği ile ilgili ne düşünüyorsunuz?
9. Kurumunuzdaki çevrimiçi mesleki gelişim çalışmaları ile ilgili planlarınız nelerdir?
10. Pandemi veya olası herhangi bir sebeple gerekli bir durumda çevrimiçi mesleki gelişim için acil durum planınız nedir?

**APPENDIX C: INTERVIEW QUESTIONS FOR PDU MEMBERS IN  
TURKISH**

**Bölüm 1**

1. Eğitim geçmişinizden varsa almış olduğunuz sertifikalarınızdan bahsedebilir misiniz?
2. Ne kadar süredir öğretmenlik yapmaktasınız?
3. Kurumunuzda ne kadar süredir çalışmaktasınız?
4. Ne kadar süredir mesleki gelişim biriminde/ alanında çalışmaktasınız?

**Bölüm 2**

1. Pandemi öncesinde kurumunuzda ne tür mesleki gelişim aktiviteleri düzenlemekteydiniz?
  - a. Kurumunuzda sizin biriminiz dışında mesleki gelişim aktiviteleri yürüten bir birim var mı?
2. Kurumunuzda acil uzaktan eğitim devam etmekteyken yürüttüğünüz mesleki gelişim haritanızdan/planınızdan bahseder misiniz?
3. Acil uzaktan eğitim devam ederken kurumunuzdaki mesleki gelişim aktivitelerinin planlama aşamasından bahseder misiniz?
  - a. Kurumunuz hangi konularda çevrimiçi mesleki gelişim çalışmaları yapıldı?
  - b. Çevrimiçi mesleki gelişim aktivitelerinde konuları nasıl belirlediniz?
  - c. Hangi online platformda çevrimiçi mesleki gelişim aktivitelerini gerçekleştirdiniz?
  - d. Mesleki gelişim aktiviteleri ne sıklıkla düzenlendi?
4. Kurumunuzun düzenlediği mesleki gelişim aktivitelerine katılım zorunlu muydu? Neden?
5. Kurumunuzda acil uzaktan eğitim süresince sunulan çevrimiçi mesleki gelişim aktivitelerine dair öğretim üyelerinden gelen geri dönüş ve değerlendirmeleri nasıl gerçekleştirdiniz?
6. Acil çevrimiçi mesleki gelişim sizin için ne ifade ediyor?
7. Çevrimiçi mesleki gelişimin avantajları ve zorlukları nelerdi?
  - a. Yüzyüze eğitim ile çevrimiçi eğitimi karşılaştırır mısınız?
8. Pandemi tamamen sona erdiğinde çevrimiçi mesleki gelişimin geleceği ile ilgili ne düşünüyorsunuz?

9. Kurumunuzda çevrimiçi mesleki gelişim çalışmaları ile ilgili planlarınız nelerdir?
10. Pandemi veya olası herhangi bir sebeple oluşabilecek bir durumda çevrimiçi mesleki gelişim çalışmaları için acil durum planınız var mı? Oluşturmayı düşünüyor musunuz?



**APPENDIX D: INTERVIEW QUESTIONS FOR INSTRUCTORS IN  
TURKISH**

**Bölüm 1**

1. Eğitim geçmişinizden bahsedebilir misiniz?
2. Ne kadar süredir öğretmenlik yapmaktasınız?
3. Kurumunuzda ne kadar süredir çalışmaktasınız?

**Bölüm 2**

1. Pandemi öncesinde kurumunuzda ne tür mesleki gelişim aktiviteleri gerçekleşmekteydi?
2. Pandemi esnasında kurumunuzda mesleki gelişim aktivitelerinin nasıl gerçekleştiğinden bahsedebilir misiniz?
  - a. Kurumunuz hangi konularda çevrimiçi mesleki gelişim çalışmaları yaptı?
  - b. Bu konular neye göre belirlendi?
  - c. Çalışmalar ne sıklıkla gerçekleşti?
3. Pandeminin ortaya çıktığı dönemden bugüne kadar siz bireysel olarak mesleki gelişim için ne tür aktiviteleri tercih ettiniz? Neden?
4. Kurumunuzun düzenlemiş olduğu mesleki gelişim eğitimlerine katılmanız zorunlu muydu?
5. Kurumunuzdaki uzaktan eğitim süresince size sunulan çevrimiçi mesleki gelişim aktivitelerini nasıl değerlendirirsiniz?
  - a. Müfredatla ilgili
  - b. Öğretim ile ilgili (instruction)
  - c. Öğrenci değerlendirmesi ile ilgili (testing)
  - d. Öğretmen refahı ile ilgili (teacher well-being)
  - e. Öğrenci motivasyonu ile ilgili
6. Acil çevrimiçi öğretmen mesleki gelişimi sizin için ne ifade ediyor?
7. Kurumunuzun pandemi süresince düzenlemiş olduğu çevrimiçi mesleki gelişim aktivitelerinde en çok neyi beğendiniz ve faydalı buldunuz?
8. Kurumunuzda pandemi süresince düzenlenen çevrimiçi mesleki gelişim aktivitelerinin yüz yüze olan mesleki gelişim aktivitelerinden farkı neydi?
9. Çevrimiçi mesleki eğitimlerde karşılaştığımız zorluklar nelerdi?

10. Pandemi tamamen sona erdiğinde çevrimiçi mesleki gelişimin geleceği ile ilgili ne düşünüyorsunuz?

11. Kurumunuz için çevrimiçi mesleki gelişimi ile ilgili önerileriniz var mı?

## **APPENDIX E: INTERVIEW QUESTIONS FOR DIRECTORS IN ENGLISH**

### Part 1:

1. Could you please mention your educational background?
2. How long did you teach?
3. How long have you been a director?

### Part 2:

1. What kind of professional development activities were organized in your institution before the pandemic?
2. When the pandemic was officially announced in March 2020, in which subjects did you think that you should support the instructors?
3. How did you decide to support the instructors professionally when the emergency remote teaching period started?
  - a. On which subjects have online professional development studies been carried out in your institution?
  - b. How were the subjects of these studies determined?
4. Was it compulsory to participate in emergency online professional development activities you organized at your institution? Why?
5. How did you provide feedback or evaluations of online professional development activities offered during emergency remote teaching at your institution?
6. What does emergency online professional development mean to you?
7. What were the advantages and challenges of online professional development at your organization?
8. What do you think about the future of online professional development when the pandemic is completely over?
9. What are your future plans for online professional development at your institution?
10. What is your contingency plan for online professional development in the event of a pandemic or any other possible reason?

## **APPENDIX F: INTERVIEW QUESTIONS FOR PDU MEMBERS IN ENGLISH**

### Part 1:

1. Could you tell us about your educational background and certificates you have received?
2. How long have you been teaching?
3. How long have you been working in your institution?
4. How long have you been working in the professional development unit/field?

### Part 2:

1. What kind of professional development activities did you organize at your institution before the pandemic?
  - a. Is there a unit at your institution that carries out professional development activities other than your unit?
2. Could you tell us about your professional development plan during the emergency remote teaching period at your institution?
3. Could you tell us about the planning phase of online professional development activities at your institution while the emergency remote teaching?
  - a. On which subjects has your institution conducted online professional development activities?
  - b. How did you identify the topics in online professional development activities?
  - c. On which platform did you perform online professional development activities?
  - d. How often are professional development activities organized?
4. Was it compulsory to participate in professional development activities organized by your institution? Why?
5. How did you receive and evaluate feedback from the faculty members about online teacher professional development activities at your institution during the pandemic?
6. What does emergency online professional development mean to you?
7. What were the advantages and challenges of online professional development?
  - a. Can you compare face-to-face PD with OTPD?
8. What do you think about the future of online professional development once the pandemic is over?

9. What are your future plans for online professional development at your institution?

10. Do you have an emergency plan for online professional development in case of a pandemic or any other possible reason?

## **APPENDIX G: INTERVIEW QUESTIONS FOR INSTRUCTORS IN ENGLISH**

### Part 1

1. Could you please mention your educational background?
2. How long have you been teaching?
3. How long have you been working at your institution?

### Part 2

1. What kind of PD activities did you have at your institution before the pandemic?
2. What kind of professional development activities took place at your institution during the pandemic?
  - a. On which subjects did your institution conducted online professional development activities?
  - b. How were these subjects determined?
  - c. How often did the studies take place?
3. What kind of activities have you personally preferred for our professional development since the pandemic emerged? Why?
4. Was it compulsory to attend the professional development trainings organized by your institution?
5. How would you evaluate the online professional development activities offered to you during the emergency remote teaching period in term of:
  - a. Instruction
  - b. Assessment and testing
  - c. Teacher well-being
  - d. Student motivation
6. What does emergency online teacher professional development mean to you?
7. What did you like and find most useful about the online professional development activities organized by your institution during the pandemic?
8. How was the online professional development activities organized at your institution during the pandemic different from the face-to-face professional development activities?
9. What were the challenges you faced regarding online teacher professional development activities during the pandemic?

10. What do you think about the future of online professional development once the pandemic is over?

11. Do you have any suggestions about online professional development for your institution?

## APPENDIX H: CONSENT FORM

Bu araştırma Dr. Öğretim Üyesi Nur AKKUŞ ÇAKIR danışmanlığında, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Yüksek Lisans Programı öğrencisi Ayşegül ÇETİN tarafından yüksek lisans tezi olarak hazırlanmıştır. Bu form siz kıymetli katılımcımızı bilgilendirmek için yazılmıştır.

Bu tezin amacı Ankara, Türkiye’de altı farklı vakıf üniversitesinin İngilizce hazırlık okullarında çalışmakta olan müdürlerin, mesleki gelişim birimi üyelerinin ve öğretim görevlilerinin acil uzaktan eğitim dönemindeki çevrimiçi öğretmen mesleki gelişim uygulamalarına dair tecrübelerine derinlemesine bir anlayış getirebilmektir.

Gönüllülük esasına dayalı bu çalışmada size görüşme soruları yöneltilecektir. Sorulan sorularda sizi rahatsız edecek herhangi bir soru bulunmamakla beraber, istediğiniz zaman çalışmadan ayrılma hakkına sahipsiniz. Ayrılma talebiniz doğrultusunda görüşme sonlandırılacak ve alınan kayıt imha edilecektir.

Çalışma bitiminde, çalışmaya dair herhangi bir sorunuz için araştırmacı Ayşegül Çetin’e ([aysegul.cetin@metu.edu.tr](mailto:aysegul.cetin@metu.edu.tr)) veya tez danışmanı Dr. Öğretim Üyesi Nur Akkuş Çakır’a ([nakkus@metu.edu.tr](mailto:nakkus@metu.edu.tr)) başvurabilirsiniz. Katılımcılardan toplanan veriler anonim olarak bu tez başta olmak üzere bazı bilimsel çalışmalarda kullanılacaktır.

Çalışmaya katılımız için aşağıdaki kutucuğu işaretlemeniz gerekmektedir. Değerli katılımınız için çok teşekkür ederim.

***Yukarıdaki bilgileri okudum ve bu çalışmaya istediğim zaman bırakabileceğimi bilerek tamamen gönüllü olarak katılıyorum.***   
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyisim:

Tarih: ---/---/---

İmza



## APPENDIX I: TURKISH SUMMARY / TÜRKÇE ÖZET

### GİRİŞ

Öğretmenler eğitimin en etkili paydaşlarıdır. Tek bir öğretmen birden fazla hayatı değiştirmeye muktedirdir. Doğal olarak öğretmen eğitimi, eğitimin geliştirilmesi için her zaman önemli bir hedef olmuştur. Öğretmen eğitimi yapılan bu vurgu belirli nedenlerden kaynaklanmaktadır. Eğitimin öneminin arkasındaki nedenlerden biri, 1990'larda öğretmen bilşinin tanınmasıdır. Öğretmenlerin kendilerine özgü, kişisel ve deneyimsel inanç, fikir ve uygulamalarına sahip olmaları öğretmen eğitimi alanında çığır açan bir değişime yol açmıştır. Öğretmenlerin “teorik ve pedagojik becerilerle doldurulmayı bekleyen boş kaplar” (Freeman & Johnson, 1998, s. 401) olmadığı gerçeğinin keşfedilmesi, öğretmen eğitimi algısını değiştirmiştir (Borg, 2009; Crandall, 2000; Freeman vd., 1998, s. 401). Johnson, 1998; Johnson, 2006; Nunan ve Carter, 2001). Tüm dünyada eğitim reformları öğretmenlere yüklenmiş, hatta kendilerine yeterli rehberlik sunulmadan eğitim kalitesinden yine öğretmenler sorumlu tutulmuştur (Borko, 2004).

Eğitim alanındaki bu değişimler nedeniyle, öğretmen eğitimi ve doğrudan öğretmen mesleki gelişimi (MG) önemli bir hal almıştır. Öğretmenler için etkili MG'nin nasıl sağlanacağı, etkili MG'nin bileşenleri, etkili MG'nin öğretmen değişimi ve öğrenci başarısı açısından sonuçları MG alanındaki başlıca konular olmuştur. Etkili MG'nin sahip olduğu özellikler açısından son yirmi yılda bu alanda bir fikir birliğine varılmıştır (Darling-Hammond vd., 2017; Desimone, 2009). Farklı cevaplar olsa da öğretmenleri uzmanlar ve mentorlarla aktif olarak desteklemek ve işbirlikçi, etkileşimli, işe gömülü, sürekli, bağlamsal, farklılaştırılmış, sürekli, farklılaştırılmış olmak için etkili MG gereklidir (Darling-Hammond vd., 2017; Elliot, 2017).

Diğer taraftan; etkili MG'nin unsurlarını tespit edebilmek çok kolay olmamıştır. Teknolojinin gelişmesiyle birlikte, MG'nin yeni bir formu ortaya çıkmıştır. İnternetin çevrimiçi öğretmen mesleki gelişimi (ÇÖMG) olarak adlandırılan yüksek kaliteli MG sağlamak için bir sunum aracı olarak kullanılabilmesi, yepyeni bir araştırma alanı oluşturmuştur (Elliot, 2017; Philipsen vd., 2019; Vrasidas & Zembylas, 2004). Çevrim içi öğretmen mesleki gelişiminin yüz yüze MG etkinliklerinin çevrimiçi ortamda basit bir aktarımından daha fazlası olmasıyla kendine özgü özellikleri olduğu gerçeğini ayırt etmek, araştırmacıları bu yeni alan hakkında derinlemesine bir anlayış aramaya teşvik etmiştir (Stevens-Long & Crowell, 2002).

Çevrimiçi MG aktarımını detaylı bir şekilde kavramak için; çevrim içi öğretmen mesleki gelişiminin avantajları ve dezavantajları literatürde derinlemesine incelenmiş ve yüz yüze ve çevrimiçi MG'yi karşılaştıran birkaç çalışma yapılmıştır. Bu çalışmalar çevrim içi öğretmen mesleki gelişiminin, öğretmenleri zaman ve mekân kısıtlamalarından kurtararak esnek olma, öğretmenlerin kendi hızlarını belirlemelerine izin verme, topluluk duygusuna sahip olma ve aynı ilgi alanlarını paylaşan meslektaşlarıyla iletişim halinde olma ve finansal maliyetleri düşürmeyi içerdiğini ortaya koymuştur. (Dede, 2006; Duffy vd., 2006; Fleischer & Fox, 2003; Goldman, 2001; Kirik, 2014, Magidin de Kramer vd., 2012; Powell ve Bodur, 2019; Treacy vd., 2002; Wynants & Dennis, 2018). Öte yandan; sınırlı mevcudiyet duygusu, etkileşim eksikliği, eğitimden yetersiz geri bildirim, sorulara geciken yanıtlar, öğretmenlerin sınırlı dijital yetkinliği, donanım sorunları ve teknolojik altyapı eksikliği çevrim içi öğretmen mesleki gelişiminin en sık görülen eksiklikleri olarak kabul edilmektedir (Atmojo, 2021; Baran ve Çağıltay, 2006; Johar vd., 2021; Juárez-Díaz & Perales, 2021; Powell & Bodur, 2019; Taşlıbeyaz vd., 2014; Wynants & Dennis, 2018).

Salgına kadar çevrimiçi öğretmen mesleki gelişimi MG dağıtımının başka bir modu, bir seçenektir. Bununla birlikte, tüm dünyada Acil Uzaktan Öğretimin (AUÖ) ortaya çıkması ve sokağa çıkma yasaklarıyla birlikte çevrim içi öğretmen

mesleki gelişimi, AUÖ süresince öğretmenleri mümkün olan en kısa sürede desteklemek için acil bir çözüm tekeline dönüşmüştür (Atmojo, 2021).

AUÖ 'nün kullanımı, çevrimiçi eğitim, uzaktan eğitim ve sanal eğitim gibi belirli terimlerin tutarsızlığı ile ilgili bazı sorunları ortaya çıkarmıştır. Ayrıntılı literatür taramasına bağlı olarak bu çalışmada çevrimiçi eğitim, internetin araç olarak kullanıldığı bir uzaktan eğitim biçimi olarak ele alınmıştır. Ayrıca, birbirlerinin yerine kullanmasına rağmen, AUÖ ve çevrimiçi eğitimin aynı şey olmadığını belirtmek oldukça önemlidir (Bozkurt ve Sharma, 2020; Hodges vd., 2020). Her ne kadar birbirlerinden tamamen farklı oldukları iddia edilemese de aralarında bazı ayırt edici özellikler bulunmaktadır. Öncelikle, adından da anlaşılacağı gibi AUÖ ‘‘acil’’dir. Yani aklımızda hızlı kararları, olağanüstü durumları ve anlık çözümleri çağrıştıran bir acil durum vardır. Çevrimiçi eğitimden farklı olarak AUÖ ise öğretmenlerin ve öğrencilerin seçebileceği bir seçenek değil, bir zorunluluktur. Ayrıca, çevrimiçi eğitimin doğası sistematik ve organizedir, paydaşların altyapı, çevrimiçi platformlar, materyaller, çevrimiçi öğretim stratejileri dahil olmak üzere herhangi bir hazırlık için yeterli zaman ayırmasına olanak tanımaktadır. Diğer taraftan; AUÖ, doğal olarak böyle bir hazırlığa yer bırakmamaktadır (Erarslan 2021; Hodges vd., 2020).

Bu fenomenolojik çalışmanın amacı, Mart 2020 ile Aralık 2021 arasında acil uzaktan öğretim (AUÖ) sırasında hazırlık okullarında İngilizce öğreten öğretim üyelerinin, mesleki gelişim birimi üyelerinin ve hazırlık okulu müdürlerinin çevrimiçi öğretmen mesleki gelişim (ÇÖMG) programlarında yaşadıkları deneyimlere ilişkin bir fikir edinmektir. Araştırmanın verileri Ankara'da altı farklı vakıf üniversitesinin hazırlık okullarında görev yapan 18 katılımcıdan toplanmıştır. Altı öğretim üyesi, altı mesleki gelişim birimi (MGB) üyesi ve altı öğretim görevlisi, aşağıdaki araştırma sorusuna yanıt ararken araştırmaya gönüllü olarak katılmıştır:

1. Öğretim görevlileri, MGB üyeleri ve hazırlık okullarının müdürleri acil uzaktan öğretim döneminde çevrimiçi öğretmen mesleki gelişim deneyimlerini nasıl algılamaktadır?

## YÖNTEM

Nitel araştırmanın bir şemsiye terim olarak kullanılması ve farklı yazarlar tarafından çok sayıda yaklaşım ve bakış açısının bulunması (Merriam ve Tisdell, 2015) nedeniyle isimleri farklı olabilse de bu çalışma beş ayrı yaklaşımın olduğunu göstermektedir. Bunlar anlatı araştırması, fenomenoloji, kuram oluşturma, etnografi ve durum çalışması olarak nitel araştırmadır (Creswell, 2013). Bu çalışmanın nitel yaklaşımı fenomenoloji olarak belirlenirken iki faktör göz önüne alınmıştır. İlki AUÖ sırasında çevrim içi öğretmen mesleki gelişimi deneyimi hakkında anlamlı bir çıkarım yapılmasıydı. Bu bağlamda denek sayısı sınırsız olabileceğinden, çoklu vaka çalışması yerine fenomenoloji tercih edilmiş, ayrıca bir vaka çalışması gibi belirli sınırları olmaması bir başka faktör olmuştur (Creswell, 2013). Diğeri ise, bu çalışmada olduğu gibi fenomenolojinin acemi araştırmacılar için iyi bir başlangıç noktası olarak kabul edilebileceği gerçeğidir (Creswell, 2013). Fenomenolojik yaklaşımlardan ilki Van Manen ve Martin Heidegger tarafından temsil edilen hermeneutik veya yorumlayıcı fenomenolojidir. Diğeri fenomenolojik yaklaşım ise kurucu Husserl'i takip eden Husserl, Giorgi ve Moustakas tarafından temsil edilir; doğrudan, ampirik, tanımlayıcı, aşkın veya psikolojik fenomenoloji olarak adlandırılır (Creswell, 2013; Smith vd., 2009). Bu iki önde gelen fenomenolojik okulun özelliklerini ise yeni bir bakış açısı birleştirmiştir. Hermeneutik veya yorumlayıcı fenomenolojinin takipçilerinden biri olarak Jonathan Smith, *yorumlayıcı fenomenolojik analiz*'i yaratmıştır (YFA). YFA'nın teorik temellerini desteklemek için hem hermeneutik fenomenolojiden hem de tamamlayıcı fenomenolojiden yararlanmıştır (Smith vd., 2009). Bu çalışmada veri analizi YFA'nın prensiplerine göre yapılmıştır.

Bu çalışmada veri toplamak için ise yarı yapılandırılmış görüşmelerden faydalanılmıştır. Merriam ve Tisdell (2015), deneyimin özünü elde etmek için fenomenolojik görüşmenin önde gelen veri toplama aracı olduğunu belirtmişlerdir. Yarı yapılandırılmış fenomenolojik görüşmeler, araştırmacıların katılımcıların deneyimlerine derinlemesine ulaşmalarını sağlamaktadır (Smith vd., 2009; Van Manen, 2016). Bu bakış açısı doğrultusunda bu çalışmada verilerin yarı yapılandırılmış görüşmeler yoluyla toplanmasına karar verilmiştir. Kapsamlı bir literatür taramasına dayalı olarak üç farklı görüşme soruları oluşturulmuştur (Bkz. Ek B, C ve D).

Bu çalışmanın veri analizi, Smith, Flowers ve Larkin (2009) tarafından oluşturulan esnek adımlara dayandırılmıştır. Yazarların belirttiği gibi, IPA, verileri analiz ederken araştırmacıların manevralarını sınırlayan katı bir yapıdan muaftır, ancak yeni fenomenologlara rehberlik edebilir (Smith, Flowers & Larkin, 2009).

## **BULGULAR**

Müdürler, MGB üyeleri ve öğretmenler olmak üzere üç katılımcı grubu olduğundan, tartışmanın her bölümü farklı bir gruba odaklanmaktadır. Ayrıca tüm katılımcı gruplarının verilerinden ortaya çıkan ortak temalar bulunmaktadır. İlk olarak, müdürlerle yapılan görüşmelerden ortaya çıkan üç tema vardır: a) acil çevrim içi öğretmen mesleki gelişimi ihtiyaç odaklıydı, b) acil çevrim içi öğretmen mesleki gelişimi öğretmen yetkilendirmesini destekledi ve c) acil çevrim içi öğretmen mesleki gelişimi esnekti. İkinci olarak, MGB üyeleriyle yapılan görüşmelerden altı tema ortaya çıkmıştır: a) acil durum çevrim içi öğretmen mesleki gelişimi dijital ortamda hayatta kalma eğitimi gibiydi, b) acil durum çevrim içi öğretmen mesleki gelişimi ihtiyaç odaklıydı, c) acil durum çevrim içi öğretmen mesleki gelişimini desteklemek için bir fırsattı. d) Acil çevrim içi öğretmen mesleki gelişimi, MGB üyelerinin hazırlıksız olduğu bir dönemdi, e) Acil çevrim içi öğretmen mesleki gelişimi esnekti, f) Acil çevrim içi öğretmen mesleki gelişimi pratikti. Son olarak, öğretmenlerden ortaya çıkan altı

tema vardır: a) Acil çevrim içi öğretmen mesleki gelişimi çeviklik gerektiriyordu, b) acil çevrim içi öğretmen mesleki gelişimi ihtiyaç odaklıydı, c) acil çevrim içi öğretmen mesleki gelişimi, öğretmenlerin ve öğrencilerin genel refahını ve motivasyonunu teşvik edememiş, d) acil çevrim içi öğretmen mesleki gelişimi herkese aynı eğitimi vermiş, e) acil çevrim içi öğretmen mesleki gelişimi teori ve pratik arasındaki dengeyi sağlayamamış, f) acil çevrim içi öğretmen mesleki gelişimi esnek bir öğrenme fırsatı sunmuştur. Son olarak, 18 katılımcının tamamı iki tema konusunda hem fikirlerdir: a) acil çevrim içi öğretmen mesleki gelişimi ihtiyaç odaklıydı, b) acil çevrim içi öğretmen mesleki gelişimi esnekti.

## TARTIŞMA

Sonuçları tartışılan ilk grup müdürlerdir. Dil okulu müdürleri acil durum çevrim içi öğretmen mesleki gelişiminin ihtiyaç odaklı, öğretmen güçlendirme üzerinde etkili ve esnek olduğunu düşünmektedir. İlk tema, acil durum çevrim içi öğretmen mesleki gelişiminin ihtiyaç odaklı olmasına dairdir. Karaferye'nin (2022) belirttiği gibi, kriz anında öğretim elemanlarının sosyal, duygusal, teknik, fiziksel ihtiyaçlarını tespit edip buna göre MG planları geliştirmesi gereken okul müdürüdür. Okul müdürleri, öğretim elemanlarının ihtiyaçlarına göre acil çevrim içi öğretmen mesleki gelişimi oturumlarının içerik ve sıklığının oluşturulduğunu belirtmişlerdir. Ayrıca, acil durum çevrim içi öğretmen mesleki gelişimi için çevrimiçi platformların etkin kullanımının iyileştirilmesinin birinci öncelik olduğu, çevrim içi dersler devam ettikçe öğretim görevlilerinin ihtiyaçlarının da süreç içerisinde netlik kazandığı müdürler tarafından ifade edilmiştir. Konuşmanın nasıl öğretileceği, yazmanın nasıl öğretileceği veya öğrencilerin ilgisinin nasıl daha fazla çekilebileceği gibi çevrimiçi platformlarda öğretim becerilerini geliştirmek için öğretim görevlileri eğitimlerle desteklenmiştir. Müdürler, AUÖ döneminde ihtiyaçların tespit edilmesi için eğitimlerin sürekli geri bildirimlerinin çok önemli olduğunu ifade etmişlerdir. Yapılandırılmış acil çevrim içi öğretmen mesleki gelişimi tasarımının başlatılması mümkün olmadığı için müdürler, eğitimlerini profesyonel olarak desteklemek için eğitimlerin

ihtiyaçlarına ve kurumun ihtiyacına göre manevralar yapmak zorunda kaldıklarını ifade etmişlerdir. Öğretmenlere iç ve dış uzmanların yardımıyla mesleki gelişim fırsatlarının sağlanmasının, yöneticilerin bir krizin ortasında eğitimleri desteklemek için açtıkları bir kapı olduğu açıktır (Granville-Chapman, 2021; Koç ve Bavlı, 2022).

İkinci olarak, müdürler acil çevrim içi öğretmen mesleki gelişiminin öğretmen yetkilendirmesini desteklediğini ifade etmişlerdir. Öğretim elemanlarının çevrimiçi öğretime yabancı olması nedeniyle acil çevrim içi öğretmen mesleki gelişimi etkinliklerine katılmanın zorunlu olduğu ve bu açığın giderilmesi için kurumları tarafından desteklenmeleri gerektiği belirtilmiştir. Müdürlere göre MG, eğitim alanındaki dinamik değişimlere uyumlu olmak için sürekli olmalıdır. Ayrıca, sürekli acil çevrim içi öğretmen mesleki gelişimi aktivitelerine ayak uydurmanın öğretim görevlilerinin motivasyonunu düşürdüğü de ortaya çıkmaktadır. Öte yandan, acil çevrim içi öğretmen mesleki gelişimi oturumlarının bir sonucu olarak, eğitimler zorunlu ÇÖMG oturumları sayesinde öğretim becerilerini, çevrim içi değerlendirme becerilerini ve çevrim içi geri bildirim becerilerini geliştirmişlerdir. Barbour vd. (2020) acil bir durum olmasa bile öğretmenlerin uzaktan ve çevrimiçi öğretim becerilerini geliştirmelerinin çok önemli olduğunu belirtmiş ve sonuçlar müdürlerin yeni beceriler geliştirmeleri için eğitimlerinin yetkilendirilmesini desteklemek adına acil çevrim içi öğretmen mesleki gelişiminden yararlandığını ortaya koymuştur.

Son olarak müdürler, acil çevrim içi öğretmen mesleki gelişiminin esnek olması açısından oldukça avantajlı olduğunu ifade etmişlerdir. Literatüre göre, zaman ve yer gibi kısıtlamaları ortadan kaldırarak esnek olabilmesi çevrim içi öğretmen mesleki gelişiminin en önemli avantajlarından biridir (Dede, 2006; Magidin de Kramer vd., 2012; Treacy vd., 2002; Powell ve Bodur, 2019). Çalışmanın sonuçları, yer, zaman ve çalışma saatleri sınırlaması olmaksızın acil çevrim içi öğretmen mesleki gelişimi etkinliklerine katılmaya izin verdiği için AUÖ sırasında çevrim içi öğretmen mesleki gelişimi etkinliklerinin esnekliğinin bir avantaj olduğunu göstermiştir. Müdürler, mesai saatleri dışında acil çevrim içi

öğretmen mesleki gelişimi etkinliklerine katılmanın eğitimciler için de sorun olabileceğini belirtmişlerdir. Eğitimcilerin sonuçları ise, bu bölümün sonunda tartışılan, mesai saatleri dışında MG etkinliklerine katılmanın motivasyonu düşürdüğünü doğrulamıştır. Ayrıca esnekliğin bir parçası olarak zamandan ve mekândan bağımsız olması, ufku yüz yüze MG'nin zaman ve maliyet kısıtlamaları nedeniyle ulaşamayacağı şekilde genişletmiştir. Sonuçlar, literatürle uyumlu olarak, acil çevrim içi öğretmen mesleki gelişiminin uluslararası bir eğitim ağına izin verdiğini ortaya koymaktadır (Dede, 2006; Treacy vd., 2002; Power ve Bodur, 2019).

İkinci grup olarak, MGB üyeleri COVID-19 salgını sırasında öğretim görevlilerinin gelişiminden sorumluydular. Sonuçlar, MGB üyelerinin acil durum çevrim içi öğretmen mesleki gelişimini dijital ortamda hayatta kalma eğitimi olarak algıladıklarını göstermiştir. Özellikle Türkiye'deki Fatih Projesi'nden sonra öğretim elemanlarının dijital okuryazarlığının büyük bir kısmının tatmin edici olmaması ve yoğun bir şekilde eleştirilmesi (Akbaba-Altun, 2006; Kayaduman vd., 2011) ve pandemi sırasında aynı şekilde öğretim elemanlarının dijital okuryazarlık düzeylerinin yüksek olmaması (Aytaç, 2021) nedeniyle öğretim görevlilerinin derslerine online olarak devam etmeleri için desteklenmeleri ancak dijital hayatta kalma becerilerini geliştirmeleri ile mümkün olmuştur. Benzer şekilde, literatür, daha önce çevrimiçi öğretim deneyimi olmayan eğitimcilerin eğitimlerinde temel teknolojik becerilerin bir öncelik olması gerektiğini öne sürmektedir (Walsh vd., 2021). İkinci olarak müdürlerin yaptığı gibi, pandemi sırasında MG faaliyetleriyle ilgili karar vericilerden biri olarak, MGB üyelerinin sonuçları, acil çevrim içi öğretmen mesleki gelişiminin ihtiyaç odaklı bir süreç olduğuna da ışık tutmuştur. MGB üyeleri, pandeminin başlangıcında eğitimcilerin ihtiyacı hakkında genel bir kanaate sahip olsa da çevrimiçi öğretim süreci, eğitimcilerin ihtiyaçlarını ortaya çıkarmıştır. Songül'ün (2019) iddia ettiği gibi teknoloji kullanımı, öğretim uygulamalarında değişiklikler ortaya çıkarmıştır. Görünüşe göre, çevrimiçi ortamlara bu zorunlu geçiş, öğretim elemanlarının öğretim uygulamalarında belirli bir değişikliğe yol açmıştır ve kıdemli öğretmenler bile bu ortamda



deneyimsiz hale gelmiştir. Bunun olası bir açıklaması, öğretim elemanlarının ihtiyaçlarının süreç içerisinde farklılaşması ve MGB üyelerinin buna göre adım atması olabilir.

Ayrıca MGB üyelerinin deneyimlerinin, acil çevrim içi öğretmen mesleki gelişimini kriz anında birbirlerine duygusal destek sağlamak için bir fırsat olarak gördüğü de ortaya çıkmıştır. MGB üyeleri, eğitimcilerin sosyal ihtiyaçlarının farkında olarak, pandemi ve belirsiz gelecek nedeniyle oluşan yoğun kaygıyı göz önünde bulundurarak, acil çevrim içi öğretmen mesleki gelişimi faaliyetlerinden sosyalleşmek için de yararlanmışlardır. Acil durum etkinliklerinin amacı, öğretim görevlilerini sadece profesyonel olarak desteklemek değil, aynı zamanda çevrimiçi bir araya gelerek, online derslerde neler yaptıklarını paylaşabilmeleri adına bir fırsat yaratmak ve onları duygusal olarak rahatlatmaktır. Çevrim içi öğretmen mesleki gelişimi oturumları sırasında sık sık bir araya gelmek, geri bildirim anketleri göndermek ve görüşme esnasında kameraları açmak, çevrimiçi kahve saatleri düzenlemek MGB üyeleri tarafından kullanılan genel stratejilerdi. Aynı şekilde kahve saatleri düzenlemek ve görüşme esnasında kameraları açmak da pandemi sırasında çalışanların refahını destekleyecek stratejilerden bazılarıydı (Joly, 2020). Bu çalışmaya katılan öğretim elemanlarına göre özellikle bu tür oturumların düzenlenmesi onları olumlu yönde etkilemiş ve kurumlarının onları önemseyişinin ve işyerlerinde değerli olduklarının bir göstergesi olarak algılanmıştır.

Ayrıca bulgular, MGB üyelerinin böyle bir krizle baş etmeye hazırlıksız olduklarını açıkça göstermektedir. Sonuçlar, MG etkinliklerini çevrimiçi sunmaya hazırlıklı olmadıklarını ve çevrimiçi ortamlar konusunda doğal olarak deneyimsiz olduklarını, ayrıca çevrim içi öğretmen mesleki gelişimi oturumları aracılığıyla sunmaları gereken bilgileri sindirmeye de vakitleri olmadığını ortaya koymuştur. MGB üyelerinden birinin belirttiği gibi, dersler başlamadan önce verilen bir çevrim içi öğretmen mesleki gelişimi oturumunda meslektaşlarına destek olabilmek için gece çalıştığını söylemiştir. MGB üyelerinin eğitimcilerle destek olmak ve “hazırlıksız” olma durumunu telafi etmek için büyük çaba sarf

ettikleri açıldı. Pandemi beklenmedik olduğundan (Hodges vd., 2020), hazırlıksız olmak gayet anlaşılabilir. Literatür ayrıca hazırlıksız olmanın AUÖ'ye özgü bir özelliği olduğunu desteklemektedir (Bond, 2021; Hodges vd., 2020). Yani, Hodges ve ark. (2020), normal çevrimiçi öğretim sürecinin aksine, yapılandırılmış ve hazır MG planları bulunmadığını, dolayısıyla öğretmenlerin kendi MG ve adaptasyon süreçlerinden sorumlu olmaları gerekebileceğini belirtmiştir. Ayrıca, AUÖ'ye ilk tepkileri anlamak amacıyla yapılan bir araştırmanın sonuçlarına göre, öğretmenler tek oturumlu çevrim içi öğretmen mesleki gelişiminin etkililiği konusundaki endişelerini dile getirerek, öğretmenlerinden ve meslektaşlarından destek istediklerini, ancak teknolojiyi sınıflarına daha fazla entegre etseler, AUÖ sırasında daha az hazırlıksız hissedeceklerini belirtmişlerdir (Whalen, 2020).

Acil çevrim içi öğretmen mesleki gelişimi, müdürlerin ve öğretim görevlilerinin cevaplarına benzer şekilde, MGB üyeleri için de esnekti. Çevrim içi öğretmen mesleki gelişimi etkinliklerinin zaman ve mekân sınırlamalarını ortadan kaldırdığına dair MGB üyelerinin cevapları literatürle uyumluydu (Dede, 2006; Duffy vd., 2006; Elliot, 2017; Fleischer & Fox, 2003; Magidin de Kramer vd., 2012; Powell ve Bodur, 2019). MGB üyeleri, öğretim elemanlarının acil çevrim içi öğretmen mesleki gelişimi etkinliklerine büyük bir esneklikle katılabileceğini, ancak müdürlerin belirttiğine benzer şekilde, MGB üyeleri, herhangi bir zamanda ve herhangi bir yerde toplanmanın zaman zaman öğretim görevlileri için bir dezavantaj olabileceğini belirtmişlerdir. Ayrıca, MGB üyelerinin çoğu bazı prestijli uluslararası sertifika programlarına katılabildikleri ve sertifikalarını aldıkları için, esnek olabilmeyi acil durum çevrim içi öğretmen mesleki gelişiminin özellikle büyük bir avantajı olarak gördükleri ortaya çıkmıştır.

Son olarak, okul müdürlerinin ve öğretim görevlilerinden farklı olarak, MGB üyelerinin bulguları da acil çevrim içi öğretmen mesleki gelişiminin onlar için oldukça pratik olduğunu ortaya koymuştur. MGB üyeleri, kurum içi MG etkinliklerinin düzenlenmesi, donanım (video-kamera) kullanımının düzenlenmesi, kayıt sırasında ses kalitesi, öğrencilerin video kamera nedeniyle

derslerde rahatsız olmaları, dersin yapılacağı mekanın düzenlenmesinden sorumlu oldukları için kalabalık bir öğretmen grubunun bir araya getirilebilmesi, gerektiğinde öğretim elemanlarının gruplara ayrılması, uluslararası konuk konuşmacıların ulaşım ve konaklamasının ayarlanması, MGB üyelerinin görüşmeler sırasında dile getirdiği hususlar olmuştur.

Müdürler ve MGB üyelerinden farklı olarak, eğitimci acil çevrim içi öğretmen mesleki gelişiminin yüksek bir çeviklik dönemi olduğunu düşünüyor. Ayrıca literatürünün aksine (Holmes vd., 2010; Vrasidas & Zembylas, 2004) ÇÖMG'nin çocuk bakımı gibi hususlarda öğretim görevlilerine yardımcı olmadığı ortaya çıkmıştır. Aksine evde pek çok iş ile uğraşırken acil çevrim içi öğretmen mesleki gelişimi faaliyetlerine ayak uydurmak öğretim görevlileri için oldukça zorlayıcı olmuştur.

Çalışmanın ortaya çıkardığı içerikle ilgili bir diğer deneyim, acil durum çevrim içi öğretmen mesleki gelişiminin içeriğinde farklılaştırma olmamasıdır. Araştırmanın bulguları, ÇÖMG etkinliklerinin içeriğinin tüm eğitimci için aynı olduğunu ve eğitimcilerin acemi veya kıdemli olması arasında bir ayrım yapılmadığını ortaya koymuştur. Ankara'da bir vakıf üniversitesinde yapılan bir araştırmaya göre, tecrübesiz ve tecrübeli öğretmenlerin kurumlarındaki hizmet içi eğitime yönelik algıları oldukça olumlu olduğu ve öğretim elemanlarının deneyim düzeyine göre anlamlı bir farklılık olmadığını ve tüm öğretim görevlilerinin kurumlarındaki MG tasarlanırken de sürece dahil olmaları gerektiği belirtilmiştir (Turhan ve Arıkan, 2009). Benzer şekilde Borg (2015) da etkili MG için öğretmenlerin sürece katılımının önemini vurgulamıştır. Ancak; AUÖ 'nin benzersiz özellikleri göz önüne alındığında, bir kurumdaki tüm eğitimci için tasarım sürecine dahil olmak oldukça zordu, çünkü kimse böyle küresel ölçekte bir krize aşına değildi. Ayrıca, AUÖ sırasında “deneyimli” kavramı alt üst olmuştur, çünkü bu çalışmanın katılımcılarının da belirttiği gibi, deneyimli öğretmenler dijital yetkinlik düzeyleri nedeniyle çevrimiçi ortamlarda en az deneyimli öğretmenlere dönüşmüştür. Başka bir deyişle, bu çalışmadaki tüm katılımcılar acil çevrim içi öğretmen mesleki gelişiminin ihtiyaç odaklı

olduğunu kabul etse de deneyime dayalı içerik farklılaştırması görünüşte yetersizdi. Ayrıca, tek bir doğrunun herkese uymayabileceği ve en iyi MG uygulamasının bile öğretmenlerin ihtiyaçlarını karşılamada yetersiz kalabileceği unutulmamalıdır (Avalos, 2011).

Veriler ayrıca acil çevrim içi öğretmen mesleki gelişimi faaliyetlerinin içeriğinde uygulama eksikliği olduğunu da ortaya koymuştur. Çevrim içi öğretmen mesleki gelişimi seansları için teori ve pratik arasındaki denge sağlanamamıştır. Duffy ve ark. (2006), etkili çevrim içi öğretmen mesleki gelişiminin “öğretmen sorgulamasını, katılımını ve yansıtmasını desteklemek ve desteklemek için teorik ve pedagojik olarak sağlam bir öğrenme ortamı yaratması” gerektiğini belirtmiştir (s. 193). Ancak bulgular, acil ÇÖMG oturumlarının etkili ÇÖMG için tüm bu gereksinimleri karşılayamadığını ortaya koymaktadır.

Acil çevrim içi öğretmen mesleki gelişimi için bazı kurumlar ise daha katı olmayan bir çevrim içi öğretmen mesleki gelişimi sistemi benimsese de bazı kurumlar yüz yüze MG aktivitelerinde küçük değişiklikler yaparak ya sürekli evde olmanın zorlu yükünü ihmal edecek şekilde MG planlamaları yapmalarıdır. Genel olarak ise ÇÖMG çalışmalarında pratik ve öğretmen dışı vurumu evrelerinin ihmal edildiği gözlemlenmiştir.

Son olarak, müdürlere ve MGB üyelerine benzer şekilde, öğretim görevlileri de acil çevrim içi öğretmen mesleki gelişiminin esnek bir öğrenme fırsatı sunduğunu belirtmişlerdir. Zaman ve mekân kısıtlamalarının ortadan kaldırılması, çevrim içi öğretmen mesleki gelişiminin önde gelen bir avantajıdır (Ateskan, 2008; Dede, 2006; Magidin de Kramer vd., 2012; Treacy vd., 2002; Powell ve Bodur, 2019). Bulgular, esnekliğin kurum içi ve kurum dışı ÇÖMG faaliyetleri açısından öğretim görevlileri için önemli bir unsur olduğunu ortaya koymaktadır. Ayrıca bir katılımcının da belirttiği gibi çevrim içi öğretmen mesleki gelişimi bir şeyler öğrenmek için kurumlarından izin alma ihtiyacını ortadan kaldırmıştır. Ne yazık ki literatür de bunu desteklemektedir. Yücedağ ve Sevik (2021) tarafından yapılan bir araştırmaya göre, araştırmanın yapıldığı üç

ülke arasında (Türkiye, Almanya ve İspanya), kurum dışı MG etkinliklerine katılmak için izin alma prosedürü sadece Türkiye'deki katılımcılardan bir sorun olarak gündeme getirilmiştir. Görünüşe göre, acil çevrim içi öğretmen mesleki gelişiminin esnekliği sadece kurum içi çevrim içi öğretmen mesleki gelişimi faaliyetleri için değil, aynı zamanda uluslararası ölçekte olanlar için de olumlu bir avantaj olarak görülmekteydi.

Katılımcıların sonuçları birleştirildiğinde, bu çalışma sonucunda iki tema ortaya çıkmıştır. Bu çalışmanın on sekiz katılımcısının tamamının deneyimine göre, acil çevrim içi öğretmen mesleki gelişiminin a) ihtiyaç odaklı ve b) esnek olduğunu göstermektedir. Literatür, COVID-19 pandemisi dünyada tamamen ortadan kalktığında bilimse araştırmaların çok değerli olacağını, ancak bu zorlu dönemde kazandıklarımızın acil bir durumda sadece gelecek için bir değer olmayacağını kuvvetle vurgulamıştır (Bozkurt & Sharma, 2020; Erarslan, 2021; Juarez-Diaz & Perales, 2021; Mishra vd., 2020). Bu çalışmanın sonuçları aynı zamanda mevcut ÇÖMG ve MG çalışmaları için kıymetli olabilecektir.

## ÖNERİLER

Bulgular, acil uzaktan öğretim sürecinin zorlayıcı olmasına rağmen okul müdürleri, MGB üyeleri ve öğretim görevlilerinin bunu özellikle dijital okuryazarlık ve küresel bir öğretmen-öğrenen olma konusunda hızlı gelişmelere sahip olmak için bir fırsat olarak gördüklerini göstermektedir. Görünen o ki bu dönem, ölüm kaygısı, evlere hapsedilme, sosyal ve mesleki her türlü olayla ekran karşısında uğraşılması nedeniyle tüm taraflar için oldukça zorlu geçmiştir. Ancak, bu dönemin aynı zamanda dil okulu müdürlerine, MGB üyelerine ve öğretim elemanlarına özellikle teknoloji konusunda büyük bir güven getirdiği söylenebilir, öyle ki, gelecekte benzer koşullarda bir kriz yaşanırsa, katılımcılar hayatta kalmanın tekrar tekrar bir yolunu bulacaklarını beyan etmişlerdir.

Ulusal ölçekte, MEB tarafından K-12 öğretmenleri için çevrim içi öğretmen mesleki gelişimi uygulamaları sağlanmaktadır (MEB, 2022). AUÖ döneminde

kazanılan becerilerin kaybolmaması için kurumun ihtiyaçlarına göre tasarlanan benzer bir uygulamadan vakıf ve devlet üniversitelerinde de yararlanılabilir. Acil çevrim içi öğretmen mesleki gelişimi uygulamaları için alınan kayıtlar sayesinde, eğitmenlere destek olmak için gelecekte indüksiyon ve standardizasyon faaliyetlerinde kullanılacak çok sayıda çevrim içi öğretmen mesleki gelişimi videosu bulunmaktadır. Ayrıca, eğitmenlerin kendi hızlarında çevrim içi öğretmen mesleki gelişimi etkinliklerinden oldukça memnun oldukları için, eğitmenlerin ihtiyaçlarına göre oluşturulan ve eğitmenlerin kendi hızında tamamlanabilecek çevrimiçi platformların kullanımını müdürlerin de desteklemesi gerekmektedir.

Eğitim liderliğinin önemi göz ardı edilmemeli, vakıf ve devlet üniversitelerindeki hazırlık okullarının müdürleri, salgın tamamen ortadan kalksa bile personelini hibrit MG faaliyetlerinden yararlanmaları için yönlendirmelidir. Okul müdürlerinin etkili teknoloji kullanımının öğretmenlerin tükenmişlik oranını olumlu etkilediği unutulmamalıdır (Avcı ve Seferoğlu, 2011).

Ayrıca araştırma, eğitmenlerin çevrim içi öğretmen mesleki gelişiminin esnekliğinden memnun olduklarını ve kendilerini mesleki olarak geliştirmek için izin almalarına gerek olmadığını belirtmişlerdir. Ne yazık ki literatür, MG etkinliklerine katılma “izninin” Türkiye’de bir sorun olduğunu da pekiştiriyor (Yücedağ ve Sevik, 2021). Bununla birlikte, eğitim liderleri olarak, hazırlık okullarının müdürleri, MG faaliyetlerine izin verme prosedürünü mümkün olduğunca kolaylaştırmalıdır.

MGB üyeleri, esnek çevrim içi öğretmen mesleki gelişimi fırsatlarından yararlanabilir ve kendi bağlamlarına ve eğitmenlerin ihtiyaçlarına özel bir hibrit MG modeli tasarlayabilir. Özellikle MG etkinlikleri için sadece öğrenci motivasyonunun değil, öğretmen motivasyonunun da gündemde olması gerektiği ve öğretim elemanlarının MGB üyeleri tarafından örgütsel ve bireysel psikoloji alanında dış uzmanların desteğiyle zihinsel olarak desteklenmesi gerektiği

unutulmamalıdır. Yüz yüze ve çevrimiçi MG etkinliklerinin içeriğinde öğretmen refahı bir öncelik olmalıdır.

Çalışma ayrıca, ÇÖMG aktivitelerinde uygulamalı etkinlikler yapılmalıdır. Yalnızca çevrimiçi dersler için değil, aynı zamanda geleneksel sınıf öğretiminde teknolojiyi tam olarak benimsemek eğitimler için çok önemlidir. Çevrim içi öğretmen mesleki gelişimi etkinlikleri sırasında da uygulamalı etkinlikler ve bilginin yansıtılması ihmal edilmemelidir.

Araştırma sonucunda ortaya çıktığı gibi, MGB üyeleri, acil çevrim içi öğretmen mesleki gelişimi oturumlarının dijital dünyada ayakta kalmayı hedeflediğini ve bu MG faaliyetlerine hazırlıksız yakalandıklarını belirtmişlerdir. Eğitimcilerden birinin belirttiği gibi, MGB üyeleri öğretmenlere ilham vermeli ve teknolojiye eğitimcilerden bir adım daha ileri olmalıdır. Hazırlık okullarının müdürleri de MGB üyelerinin teknoloji alanındaki gelişimlerini desteklemelidir.

Son olarak, eğitimciler AUÖ sırasında kazandıkları dijital yetkinliği kaybetmemeli ve çevrim içi öğretmen mesleki gelişimi pandemi sonrasında da hayatlarına entegre etmek için çevrimiçi öğrenme topluluğunun bir parçası haline gelmelidir. Öğretmen özerkliğinin bir öğretmenin vazgeçilmez bir özelliği olduğunu belirtmek de önemlidir. MGB'ler MG etkinliklerinin tasarlanması ve uygulanmasından sorumlu olan hazırlık okullarının alt dalları olsa da eğitimciler, öğrenen-öğretmen olarak kendi özerkliklerinden sorumlu olmalı ve kurumlarında mesleki gelişimleri için söz sahibi olmalıdırlar.

Bunların yanı sıra, bu çalışmanın hem AUÖ hem de çevrim içi öğretmen mesleki gelişimi literatürüne katkı sağlayacağı düşünülmektedir. Çalışmanın bu kısmı, eğitim alanındaki araştırmacılara rehberlik etmek için gelecekteki araştırmalara yönelik çıkarımları sunmaktadır.

Öncelikle, bu çalışma Ankara, Türkiye'deki altı vakıf üniversitesinde yapılmıştır. Bu kurumlar arasında iş yükü, MG faaliyetlerinin sıklığı, öğretim üyesi sayısı,

finansal kapasiteler, retim elemanlarının deneyimleri aısından farklılık olduėu iin vakıf niversitelerindeki retim elemanlarından farklılık gsterebilmektedir.

İkinci olarak, bu fenomenolojik alıřma, AU sırasında acil evrim ii retmen mesleki geliřimi ile ilgili  farklı grubun deneyimlerine odaklanmıřtır. Ancak, her grubun belirli becerilere ve zelliklere ihtiyaı vardı, bu beceriler ileride arařtırılabilir.

ncüsü, bu alıřma MG yerine evrim ii retmen mesleki geliřimini tercih eden retim elemanlarının, MGB yelerinin veya mdrlerin zelliklerini ayırt etmemiřtir, ki bu gelecekte arařtırılabilir.

Drdncüsü, bu alıřma acil bir evrim ii retmen mesleki geliřimi programı saėlamamıřtır. Benzer kořullara sahip bir acil durumda acil evrim ii retmen mesleki geliřimi planı tasarlanabilir ve farklı branřlarda uzman retmenlerle ihtiya analizi yapılabilir.

Son olarak, bu alıřma AU sırasında evrim ii retmen mesleki geliřimi aktivitelerini deėerlendirmemiřtir. Daha fazla eėitim arařtırması, yksek retim ve K-12 dzeyinde AU sırasında acil evrim ii retmen mesleki geliřimi uygulamalarını deėerlendirebilir.



## APPENDIX J: THESIS PERMISSION FORM / TEZ İZİN FORMU

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### TEZİN ADI / TITLE OF THE THESIS (İngilizce / English):

A Phenomenological Study on Online Teacher Professional Development Experiences of EFL Instructors, PDU Members, and Directors During the Emergency Remote Teaching Period

**TEZİN TÜRÜ / DEGREE:** Yüksek Lisans / Master  Doktora / PhD

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