PARENT ENGAGEMENT IN EARLY CHILDHOOD DURING COVID-19 ONLINE EDUCATION

SEMANUR ÇAKIR

BOĞAZİÇİ UNIVERSITY

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Semanur Çakır

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The thesis of Semanur Çakır

has been approved by:

Assoc. Prof. H. Ayşe Caner _____
(Thesis Advisor)

Assoc. Prof. Ersoy Erdemir _____
(Thesis Co-Advisor)

Prof. Özlem Ünlühisarcıklı _____

Assoc. Prof. Zeynep Berna Erdiller Yatmaz _____

Assoc. Prof. Dilan Bayındır _____
(External Member)

June 2023

DECLARATION OF ORIGINALITY

I, Semanur Çakır, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date .....

ABSTRACT

Parent Engagement in Early Childhood During COVID-19 Online Education

The aim of this phenomenological study is to understand parent engagement experiences in online education during the COVID-19 pandemic from the perspectives of early childhood teachers and explore their learning needs to improve parent engagement in online education. The study was conducted with 12 early childhood teachers who delivered online education in Istanbul during the 2020-2021 academic year due to the pandemic. Data were collected through semi-structured interviews and analyzed using thematic approach. Based on the analyses of the lived experiences of early childhood teachers, themes of parent engagement practices in online education; challenges, and opportunities of online education for parent engagement; and learning experiences and needs of teachers in online education emerged. The findings of this study show that parents were engaged in their children's online education during the pandemic period and that parent engagement practices in this period gained a different dimension. However, teachers preferred to conduct parent engagement practices in face-to-face education rather than online education. Although various challenges in parent engagement in online education were encountered, teachers developed specific strategies to overcome these challenges. Lastly, teachers did not receive sufficient training on parent engagement practices in online education during this period and they needed training and support in this regard. This study is significant to document effective methods and approaches in terms of practice, curriculum, and policy with respect to online parent engagement practices in early childhood education.

ÖZET

COVID-19 Sürecinde Erken Çocukluk Çevrimiçi Eğitiminde Aile Katılımı

Bu fenomenolojik çalışmanın amacı, COVID-19 pandemisi sırasında çevrimiçi eğitimdeki aile katılımı deneyimlerini erken çocukluk öğretmenlerinin bakış açılarıyla anlamak ve çevrimiçi eğitimdeki aile katılımını geliştirmek için öğretmenlerin öğrenme ihtiyaçlarını keşfetmektir. Bu çalışma, 2020-2021 eğitim-öğretim yılında, pandemi nedeniyle çevrimiçi eğitim sunan İstanbul'daki 12 erken çocukluk öğretmeniyle yürütülmüştür. Veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve tematik yaklaşımla analiz edilmiştir. Erken çocukluk öğretmenlerinin deneyimlerinin analizine dayanarak, çevrimiçi eğitimde ebeveyn katılımı uygulamaları; ebeveyn katılımı için çevrimiçi eğitimin zorlukları ve fırsatları ve çevrimiçi eğitimde öğretmenlerin öğrenme deneyimleri ve ihtiyaçları temaları ortaya çıkmıştır. Bu çalışmanın bulguları, pandemi döneminde, ebeveynlerin çocuklarının çevrimiçi eğitimine dahil olduklarını ve bu dönemde aile katılımı uygulamalarının farklı bir boyut kazandığını göstermiştir. Ancak, öğretmenler aile katılımı uygulamalarını çevrimiçi eğitimden ziyade yüz yüze eğitimde gerçekleştirmeyi tercih etmişlerdir. Çevrimiçi eğitimde aile katılımı konusunda çeşitli zorluklarla karşılaşılmasına rağmen, öğretmenler bu zorlukların üstesinden gelmek için belirli stratejiler geliştirmiştir. Son olarak, öğretmenler bu dönemde çevrimiçi eğitimde aile katılımı uygulamaları konusunda yeterli eğitim almamış ve bu konuda eğitime ve desteğe ihtiyaç duymuşlardır. Bu çalışma, erken çocukluk eğitiminde çevrimiçi aile katılımına ilişkin uygulama, müfredat ve politika açısından etkili yöntem ve yaklaşımları belgelemek için önemlidir.

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ABBREVIATIONS.

PE	Parent Engagement
ECE	Early Childhood Education
EIN/EBA	Education Information Network (Eğitim Bilim Ağı)
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

"The family seems to be the most effective and economical system for fostering and sustaining the child's development. Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued"

-Urie Bronfenbrenner (1974)

Every child is born into a family unit that consists of different dynamics, values, beliefs, and cultural backgrounds. This family unit that is a component in an ecological system developed by Bronfenbrenner (1979) is very critical for a child's socialization and development process in life. Bronfenbrenner (1979) stated that a microsystem, which is the smallest subsystem of an ecological system, is "a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (p.22). Family is the core member of the microsystem that influences a child's development, socialization, and education process, as parents are the most important educators and role models for their children before school life starts.

According to the ecological system, the microsystem consists of not only family but also school (Bronfenbrenner, 1979). Parents are the most important individuals who shape a child's life in terms of development and education in the early years. However, it cannot be assumed that family and school are totally independent since family collaborates with the school for children's development

and well-being. Therefore, the relationship between these two microsystems paves the way for enduring outcomes for children, parents, and teachers.

The necessity and importance of parent engagement have been underlined not only by early childhood educators but also in various fields of social science. Smith (1980) indicated how researchers from different fields explicated parent engagement as follows:

> Psychologists, for example, are interested in the influence of parents on cognitive development in early childhood; sociologists in the relationship between parental attitudes, social class, and children's educational achievement; policymakers in the implications of parent involvement for the provision of school services. For community development workers and activists, involving parents in their children's education may be a catalyst to further community involvement and organization. Adult educationalists suppose that parents with young children are more likely to be positively interested in education and so potentially open to new forms of learning (p.2-3).

Parent engagement acts as a bridge between the child's life at home and his/her life at school, which positively influences the child's development. Parents, who assume the role of the first teacher in the child's life, share the responsibility for the child's development and learning by interacting with the child's teacher. Thus, parent engagement is inevitable in children's learning settings, especially in early childhood.

However, parent engagement has been redefined in different ways during children's online education due to the COVID-19 pandemic that has resulted in drastic changes in the education system. With the COVID-19 pandemic, online learning has become widespread all over the world and most of the students have started to continue their education remotely instead of continuing face to face. One of these student groups affected by this process is preschoolers. In the process, school functions, and activities at school have started to be replaced by online learning in home environment and teachers have shared their responsibility of teaching with

parents even more than pre-pandemic times (Novianti & Garia, 2020). Thus, parents of these young children have taken on the teaching roles for their children who have online education at home (Weaver & Swank, 2021) and supported their children. In the situation that children receive online education, the roles and responsibilities of educators, parents and children have changed and acquired a new dimension (Misirli & Ergulec, 2021). Therefore, online education, which is not very common especially in early childhood education, has begun to take an important place in the education processes of preschool children, which has affected the parent engagement of the parents whose children participating in online early childhood education.

Parent support in online education is essential for young children because parent support and parent engagement improve children's learning process in online learning (Makrooni, 2019). However, although parents understand the importance of parent engagement by helping children and taking additional responsibilities and roles at home, they can have difficulties accompanying children in online learning process because of technological issues, working times (Lee et al., 2021b) or challenging behaviors of children (Novianti & Garia, 2020). Also, young children tend to face problems with self-direction, motivation, and learning in online education without supervision of their parents or caregivers (Gündoğdu, 2021). Hence, it is necessary that parents participate in children's online education and accompany children's online learning process even though parents usually vacillate to fulfill their novel parental responsibilities during the online education process (Dong, Cao, and Li, 2020). Taking all into consideration, parent engagement in the online early childhood education process inevitably comes into prominence, like in face-to-face education.

As stated by Yıldırım (2021), most of the parents do not implement extra educational activities in their home environment out of activities sent by preschool teachers during the online learning process because the types of parental engagement during online learning of children differentiate from face-to-face early childhood education and parents strive to comprehend their new and unfamiliar roles and responsibilities to support and participate in children's online education effectively.

For this reason, there is a need to understand and elaborate how parents accompany children's online early childhood education, how parents and teachers manage the online education process to facilitate parent engagement, what types of parent involvement are implemented for preschool children's development and academic achievement in online education and how early childhood teachers handle parent engagement issues during online education.

Hereby, this study corresponds to early childhood teachers' experiences and perspectives about parent engagement during online early childhood education. In this way, it is hoped that inadequacy and inefficiencies in the parent engagement process will be clearer to handle and enhance them.

1.1 Purpose of the study

In the light of the above-mentioned study, the purpose of this phenomenological study is to (a) identify practices of parent engagement during the COVID-19 online education; b) reveal opportunities and challenges of parent engagement during COVID-19 online early childhood education through the lived experiences of early childhood teachers working at public and private schools, and (c) determine the learning needs of early childhood teachers during the COVID-19 online education regarding parent engagement.

Moreover, this study sought to surface how parent engagement evolved during the COVID-19 online education and the learning needs of teachers in the online education process, drawing from insights and perspectives of early childhood teachers in public and private schools.

1.2 Research questions

The main concern of this study is to reveal lived experiences in parent engagement during the COVID-19 online early childhood education from the perspectives of early childhood teachers and discover learning needs of early childhood teachers to improve parent engagement in online education. Therefore, in the frame of the purpose of this study, the answers will be sought to the following research questions:

i. What are the practices of parent engagement during the COVID-19 online education?
ii. What are perceived opportunities and challenges of early childhood teachers in parent engagement during the COVID-19 online education?
iii. What are the learning needs of early childhood teachers to improve parent engagement during the online education process?

1.3 Significance of the study

Parents are first and prime educators of their children in helping their children to learn (Berger,2004; Cordry & Wilson, 2004; Larocque, Kleiman, & Darling, 2011; Levine, 2002; Lyons, Robbins & Smith, 1982; Miller,2001). However, even though children start school, parents still maintain their teaching status. Therefore, parent engagement is very significant for children's development and academic success (Epstein, 2018a). During the education of the child, the parent, who is the first

teacher of the child, helps the teacher by knowing the interests and needs of the child more than a teacher, and the parent becomes more involved in the education of his/her child by collaborating with the teacher (Levine, 2002). Particularly, this participation of parents has become even more necessary and important with online education because parents have spent more time with their children at home and they have been more active in their children's developmental and educational needs than teachers. Thereby, parental roles and responsibilities have increased in the online learning process of young children (Weaver & Swank, 2021). Parents who are one of the most important people in the early childhood education process have had crucial roles in online learning to support, facilitate and be engaged in children's online education process (Dong, Cao, & Li, 2020). Therefore, comprehending and elaborating how parents become engaged in children's online education process by collaborating with early childhood teachers will be very helpful for early childhood teachers to increase and facilitate parent engagement in online education. In the light of the above facts, this study could help to collect data for facilitating parent engagement during online learning of children who receive early childhood education.

This study is very critical because although parental engagement during the Covid-19 online education has started to gain popularity as a research topic recently. There is still a gap about parental engagement during online early childhood education in the literature. Moreover, although previous studies (e.g., Aldemir et al., 2022; Atiles et al., 2021; Cardullo et al., 2021; Erdiller Yatmaz & Demiral, 2022; Ford et al., 2021; Marshall et al., 2020) revealed that teachers did not have any training support to gain knowledge about online teaching, there is no study that

studied the learning needs of early childhood teachers to improve parent engagement in online education.

Therefore, it is needed to extend the literature to parent engagement during online early childhood education, through perspectives and experiences of early childhood teachers. In this regard, the current study focuses on parent engagement during online education. Thus, it is hoped that this study will make an important contribution to literature.

There are a number of studies conducted to examine experiences and challenges of early childhood teachers during the pandemic period in different perspectives (Alan, 2021; Aral & Kadan, 2021; Atiles et al., 2021; Dayal & Tiko, 2020; Duran, 2021; Erdiller Yatmaz & Demiral, 2022; Ford et al., 2021; Garbe et al., 2020; Ozbey & Keles, 2023; Timmons et al., 2021; Yazıcı, Keskin, Gelişli, 2022; Yıldırım, 2021). However, since parent engagement in online education is a new concept, there are limited studies that examine the case of parent engagement from early childhood teacher's perspectives (Gündoğdu,2021). Therefore, this study may pave the way for further study about online education in early childhood and improvement of parent engagement during online education.

As mentioned above, there is a little existing study in the literature regarding how parents support and contribute to their children's education during the COVID-19 online education in the home environment through the perspectives of early childhood teachers working at public and private schools. Thus, this study is crucial at 3 levels: practice, curriculum, and policy. The study may have an important contribution to 1) closing the gap in the parental engagement literature on online early childhood education; 2) emphasizing the importance of parental engagement in the online education process; 3) raising awareness of parental engagement in

children's online education process; 4) elaborating the collaboration between school, teacher, and parent in online education and putting into practice the cooperation of parents with teachers and schools in online education at home; 5) paving the way for developing innovative curriculum that supports parent engagement in online education; 6) meeting learning needs of early childhood teachers in the online education process; and 7) informing regarding parent engagement in online education for future policy decision making about online education.

It is hoped that, through investigating the lived experiences and learning needs of early childhood teachers, we can attain beneficial methods and approaches with respect to parent engagement and learning needs of teachers during online early childhood education moving forward. Moreover, it is also hoped that this study will be a valuable resource for the implementation of parent engagement in the circumstances of such crises.

CHAPTER 2

LITERATURE REVIEW

In this study, parent engagement (PE) in an online learning environment is examined based on experiences of early childhood teachers. This chapter presents related studies on parent engagement and online education in order to enrich and guide the background of this study. The literature review prepared for this study is divided into 6 sections. It includes definitions and conceptualizations of PE; importance of PE; benefits of PE; barriers to PE; online education; PE in online early childhood education during the COVID-19 pandemic.

In the first section, parent engagement is examined from the past to the present and some different parent engagement frameworks are identified. In the second section. In the second section, the importance of parent engagement is elaborated. Then, in the third section benefits of parent engagement are investigated in terms of children, parents, and teachers. In the fourth section, types of barriers of parent engagement are revealed which are parent-related barriers, school-related barriers, and child-related barriers. Fifth section includes definitions of online education and the emergence and implementation of online education in the COVID-19 pandemic is explored. In the sixth section, parent engagement in online education during the COVID-19 pandemic is examined detailly. Lastly, all sections in literature review are summarized.

2.1 Parent engagement: Definitions and conceptualizations

Early childhood is defined by the National Association for the Education of Young Children (NAEYC) as the age range of 0 to 8 years (Bredekamp & Copple,1997) and the experiences that children discover and gain from their environment during this period are of vital importance for the rest of their life (Orçan-Kaçan et al., 2020). Therefore, it is necessary for parents to be active participants in their children's education by collaborating with the school and the teacher in order to support their children's development and education. Especially children in early years need their parents' help and support to benefit fully from schooling, which is defined parent involvement (Shaw, 2008).

The question of what parental engagement is does not have a distinct answer since there are no exact and clear definitions of parent engagement. The meaning of parent engagement can differ from person to person. While parents would think that parent engagement is a kind of participation of children's education by controlling the children's learning experiences and responsibilities or visiting the school for parent-teacher meetings, teachers would think that parent engagement is parents' active participation and support in children's education and development process (Anderson & Minke, 2007). However, this critical concept, parent engagement, deserves a comprehensive definition to understand and elaborate on it. According to the Parent Teacher Association, parent involvement is "the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives." (PTA, n.d.).

Parent engagement has various forms of participation in children's education at both school and home. Sheldon (2002) divided parent involvement as parent involvement at home and parent involvement at the school. Parent involvement at

home is “parent -child interactions on school-related or other learning activities and represent the direct investment of a parent’s resources in her/his child’s education.” (p.2). Also, parent involvement at the school is communicating with the child’s teacher regularly, being a volunteer at school and participating in parent teacher associations (Sheldon, 2002).

In addition, parent engagement denotes to parents' responsibility in supporting and educating their children, which can take many forms, such as school-related conversations, homework assistance, visits to the school to be contact with teacher about children's education and development (Al-Alwan,2014; Lavenda,2011; Wong,2008) and participation in activities at school (Fan & Chen, 2001). Likewise, Clark (2020) claimed that parents can support their children’s education by participating in the educational activities, communicating with the teachers, attending the school functions, helping their children’s activities, providing encouragement for their children in their learning process, being an active instructor for their children at home and being a volunteer to help school activities. Moreover, Greenwood and Hickman (1991) stated parent involvement as parents' spending time for children's school-related learning activities by making effort. Besides, some researchers have depicted parent involvement by referring to its contribution to the child's development. According to Castro et al. (2015) and Reynolds (1992), parent involvement is a kind of active interaction between parents and children that will support the child's social, emotional, and cognitive development.

Considering literature that includes the definition of parent engagement are examined, it is seen that there are different types and theories of parent engagement, and the definitions of parent engagement are shaped through these types and theories. Therefore, it would be very helpful to examine the types and models of parent

engagement that have been studied in the past to better understand parent engagement and observe how it has evolved over time. There are various models and types of parent engagement that have been offered by scholars for many years (Epstein,1995; Gordon,1979; Henderson et al., 1986; Fantuzzo et al., 2000). Each of these types and models conceptualizes parent involvement differently since it has different characteristics that include the parent-school-community interaction.

Gordon (1979) categorized parent engagement into three models by reviewing Bronfenbrenner's ecological system, which are Parent Impact Model, School Impact Model, Community Impact Model.

i. *Parent Impact Model:* the influence of the relationships and interaction between children and parents on child's learning.
ii. *School Impact Model:* involvement of parents in the classroom and school by contacting teacher and school.
iii. *Community Impact Model:* Parent involvement that includes conceivable roles of parent, from being an educator at home to being participant of the local community, which affects all agencies.

Gordon (1979) stated that parents have different roles to be involved in a child's learning process. According to him, parents become involved in their children's education and development process as audience; adult learner and educator; direct and active teachers at home; classroom volunteer; paid workers; and decision makers. These roles impact both parents and all agencies with which parents interact. Hereby, these parental roles, each of which are very important and necessary, are depicted as a wheel (Gordon, 1979). Therefore, all these parental roles should be assumed by the parents in order for the wheel to move efficiently (Gordon & Breivogel, 1976).

Similarly, Henderson, Merburger and Ooms (1986) classified the roles and responsibilities of parents as a partner; collaborators and problem solvers; audience; supporters; and advisors or decision makers.

Moreover, Lyons, Robbins & Smith (1984) emphasized the importance of family involvement and pointed out that there are 5 vital ingredients involving parents in their children's education. These are Involving Parents in Parent Education, Involving Parents in School Support, Involving Parents in Home-Based Instruction, Involving Parents in Instruction at School, and Involving Parents in Advisory Groups.

i. *Involving Parents in Parent Education:* Organizing field trips, educational classes, and workshops for parents can encourage parents to be more involved in their children's education. This ingredient also enables adult education to parents, which provides an opportunity to enhance parents' personal advancement.

ii. *Involving Parents in School Support:* This ingredient includes the voluntary participation of parents in activities outside the academic activities of their children. Parents help teachers in terms of sponsoring events, organizing events, raising funds for the classroom, cleaning and repairing the classroom, etc. They support schools and teachers economically, politically, and socially.

iii. *Involving Parents in Home-Based Instruction:* Parents support their children at home also after their children come back home from school by tutoring, participating in make-it-take-it workshops to learn how to make learning activities for their children at home, helping with their children's homework, and reading books to them.

iv. *Involving Parents in Instruction at School:* Parents can assist teachers in the classroom on a paid or voluntary basis. In this way, they have the opportunity to be directly involved in the education of their children in the classroom by preparing materials to be used in the classroom, helping the teacher in the classroom, and tutoring to small groups in the classroom.

v. *Involving Parents in Advisory Groups:* Parents can be a member of advisory groups in the school to be involved in their child's education. Advisory groups can make decisions with the administrator and teacher about the budget, the activities to be done in the school, the curriculum and planning, and the materials to be used in the school, and they help both the school administrators and the teacher in this regard.

Furthermore, Berger's Role Categories (1995) assert that parents have some significant responsibilities in interaction between family and school. These parental roles are parents as teachers of their own children, parents as temporary volunteers, parents as volunteer resources, parents as spectators, parents as employed resources, and parents as policymakers.

According to (Epstein, 1995), there are six types of parent involvement (Epstein, 1995; 2001) classified as parenting; communicating; volunteering; learning at home; decision making; and collaborating with the community. These six types of parent involvement practices are very significant to collaborate school, family, and community partnership (Sheldon & Epstein, 2005). The six types of parent involvement are described by Epstein (2001) below:

i. *Parenting:* This type of parent involvement involves helping parents to establish a home setting that supports children's education. Parents become a

significant part of children's education by means of the support and help of the schools and educators.

ii. *Communicating:* This type of parent involvement encourages parents and teachers to be contacted by creating two-way communication between home and school. Parents become aware of children's progress and education by communicating with teachers.

iii. *Volunteering:* This type of parent involvement focuses on the recruitment and organization of parents for their children's education. Parents participate in some activities with the support and encouragement of teachers.

iv. *Learning at home:* This type of parent involvement facilitates and supports parents to be involved in the learning process of children at home. Parents help children's learning and monitor them.

v. *Decision making:* In this type of parent involvement, the school develops parents' representatives and leadership. Parents make decisions regarding children's education in school.

vi. *Collaborating with the community:* This type of involvement provides parents the opportunity to cooperate with the community to strengthen learning and development in school and home.

Epstein's (1995) these six types of parent involvement underline the substantiality of partnership of families, schools, and communities. Hence, it is more appropriate to use the term of "school, family and community partnership" when we refer to parent involvement (Epstein, 2001). Also, each type of parent involvement is stated to have its own set of obstacles, redefinitions, and outcomes. Thus, schools should pay attention to selecting the most appropriate approaches to gain their objectives according to circumstances (Epstein 2018).

Moreover, Fantuzzo et al. (2004) developed Family Involvement Questionnaire (FIQ) that is led by Epstein's (1995) six types of parent involvement. With this scale, Fantuzzo et al. (2004) reviewed Epstein's (1995) conceptual framework of parent involvement and yielded three categories, which are School-Based Involvement, Home-Based Involvement, and Home-School Conferencing. Also, these categories are very suitable for early childhood education and first grade school.

School-based involvement: This type of family involvement asserts that parents should volunteer and play a role as a decision maker in some educational activities of their children at school such as preparing events with other parents, going on school trips with children and teacher, fundraisers and reading a book in the classroom, etc. In addition, it underlines the importance of active participation of parents in school.

Home-based Involvement: Like Epstein's (1995) category of learning at home, this type of parent involvement involves active participation and support of parents in learning activities at home such as reading books together, supporting child's homework or educational activity. Parents provide children with a suitable learning environment at home to develop their experiences.

Home-school conferencing: It demonstrates the importance of two-way communication between parents, teacher, and school administrator. For this reason, this type of parent involvement is in very conformity with Epstein's (1995) communicating category. Interaction of teacher and parents for children's education and communication with the teacher about child's development, behaviors, and needs are good examples for the Home-School Conferencing category.

While Epstein highlighted the concept of parent involvement for a long time (Epstein 1995; Epstein 2002; Sheldon and Epstein, 2005a), she later argued that the concept of school, family, and community partnership should be used instead. Then, over time, the concept of parent engagement has been introduced to the literature because, in parent engagement practices, parent agency can be seen explicitly and handle it more comprehensively rather than in parent involvement practices (Goodall & Montgomery, 2014).

Although it refers to participation in children's education and collaboration with school, in the literature, the participation of parents in their children's education is denoted by different concepts such as parent involvement, school, family, and community partnership, and parent engagement. Parent involvement and parent engagement are used as interchangeable concepts, yet these concepts have evolved over time and have been shaped by the parents' engagement in their child's education not only by "doing for children" but also by "doing with children". In contrast to involvement, the essence of engagement is not only the participation of the child in the educational process but also participation with feelings and adoption of the process in the child's learning process (Goodall & Montgomery, 2014). Moreover, the reason why parents are engaged in their children's education is not out of necessity but out of a desire to support their children's learning process. According to Goodall & Montgomery (2014), teacher agency is higher when it comes to parent involvement, while parent agency is higher when it comes to parent engagement. It means that we can hear the voice of the parent more with "engagement" rather than teachers' instructions.

Schools and educators must decide which practices should be implemented for facilitating and supporting parent engagement (Epstein, 2018). Depending on

some situations and environment, which type of parent engagement is used could vary. These types of parent engagement have been especially shaped due to the Covid-19 pandemic because compared to teachers, parents have become the most active stakeholder to support and help their children's online learning. For example, 'learning at home', which is one of the important parent engagement types, has risen to the top of parent engagement in children's online education process during the Covid-19 pandemic (Donohue,2021).

Although there are differences in the definitions, the common feature of each definition is that the parents are in cooperation with the children's school and the teacher, and that the parents are active participants in the child's education. Therefore, parent engagement can generally be defined as the necessary procedure of contributing to the education and development of the child by taking an active role in the education of children, with the collaboration of teachers and parents. In addition, there is an important point that the definitions may vary depending on whether the children receive online education or face-to-face education. Therefore, this point should be considered when examining the concept of parent engagement.

2.2 Importance of parent engagement

Family is the most important and effective social system that shapes a child's life in terms of development and education in the early years (Bronfenbrenner,1974). As Epstein (2001) stated that "even they do not come in person, families come in children's minds and hearts and in their hopes and dreams." (p.4). When children receive education in schools, there are not only teachers and children in this process, but also family who affect the child in every way and are the one of the most important stakeholders in their education since in children's learning process, family

is not alone and independent and they act in cooperation with the school and the teacher. According to Brofenbrenner (1994)'s ecological system theory, this collaboration between the teacher and the parent affects children's development and learning. Therefore, it is very important and necessary that parents are actively involved in their children's learning process because as Flouri & Buchanan (2004) stated that parent involvement is considered a significant necessity for children's school achievement and development.

Powell (1989) indicated the importance of parent engagement with four outcome areas, which are child competency, parents' self-development, human service, and program resources. Parental engagement enhances children's competency. This means that interaction between parent and teacher eases a child's transition from home to school environment, which brings about higher academic success and developmental skills and lower child neglect. As for parents' self-development, parent engagement promotes parents' feeling of self-perception by supporting their improvement. As Lyons, Robbins & Smith (1984) stated that parents participate in parent education that is made up of workshops, adult education classes, and field trips to be involved in their child's learning process. In this way, parents improve some skills and experiences that contribute to their self-development. When it comes to human service, parents' taking an active role in children's early childhood education is an important way to benefit human service organizations. Lastly, when parents participate in children's schooling activities, they start to have important roles such as volunteer, fundraiser and advocate for community support and this situation provides additional resources for education.

In cases where parent engagement is inadequate, it is very difficult to meet the needs of the child, foster development of the child and to provide a qualified and

effective early childhood education environment. Therefore, Bronfenbrenner's (1979) ecological systems highlighted the importance of parent engagement in children's schooling frequently. Likewise, Epstein et al. (2002) pointed out that parent engagement is very important because it has beneficial effects to family and schools such as providing parents with opportunity to collaborate with school, open climate of school, increasing teacher motivation, higher success of children.

2.3 Benefits of parent engagement

Although researchers define the term of parent engagement in several different ways, the potential positive effects of parent involvement are not very as different and complicated as the conceptualization of parent involvement. Even though researchers mostly have demonstrated the positive effects of parent involvement on children, there are important benefits of parent engagement to parent, teacher, and school-community. As Epstein (2010) stated, parent involvement provides benefits to all the counterparts of education, which are students, families, educators, and school administrators.

2.3.1 Benefits of parent engagement for children

There are various benefits of parent engagement on children. Most of the studies in parent engagement pointed out advantageous outcomes of parent engagement regarding achievement, self- esteem, motivation, cognitive, social-emotional development, and attendance. However, the most common type of outcomes studied has been school performance and academic achievement in different areas. Several studies showed that there is a significant relationship between the academic achievement of children and parent engagement.

Parent engagement providing a home environment that nourishes development and learning positively affects children's academic success by supporting their development (Kağıtçıbaşı, Bekman & Sunar, 1993; Monti et al., 2014). Likewise, Lara and Saracostti (2019) claimed that if a parent has low involvement, his/her child has lower academic success. Also, Sheldon and Epstein (2005a) and Pomerantz, Moorman & Litwack (2007) pointed out the positive relationship between school achievement and parent involvement. Likewise, a meta-analysis of 51 studies on parent involvement (Jeynes, 2012) demonstrated that parent engagement has a critical effect on children's education and academic success.

When it comes to literacy and mathematical development, the positive relationship between these developmental areas and parent engagement has been investigated in the literature by some researchers (Anders et al. 2012; Arnold et al., 2008; Sheldon & Epstein,2005; Fatonah, 2020; Kleemans et al. 2012; Porter Decusati & Johnson, 2004).

The study carried out by Arnold et al. (2008) investigated the relationship between parent engagement in early childhood education and young children's pre-literacy skills. Also, these researchers tried to comprehend how SES, parent depression and single-parent status predict parent involvement. The results of the study displayed that developed preliteracy abilities are linked to more parent involvement even when SES affects level of parent involvement. Likewise, Fatonah (2020) underlined that parent involvement in their children's education contributes to the literacy development of young children.

Moreover, Porter Decusati and Johnson (2004) examined the relationship between parent engagement and emergent literacy development of kindergarten children. In this study, parents played a volunteer role in the treatment group,

whereas parents in the control group did not participate during language related activities as a volunteer. The results of the study demonstrated that children with parents that participate in the classroom as a volunteer outperformed other children on emergent literacy development. The presence of the children's parents in the classroom positively affected the children's literacy development, while at the same time it contributed to their word recognition. Similarly, some researchers studying in this field also emphasize the contribution of parent-teacher collaboration to young children's literacy skills (Clarke, Koziol, & Sheridan, 2017; Whalley, 2017).

As for math- numeracy development, Kleemans et al. (2012) and Anders et al. (2012) indicated that home-based parent involvement such as math and numeracy activities at home has significant contributions to early children's early math skills. In addition, Sheldon & Epstein (2005b) examined the relationship between parent involvement and math achievement for primary school students and they revealed that children who have parents that support their children's math skills at home have higher scores on standardized math tests.

Briefly, both home-based and school-based parent involvement nourishes children's school achievement in every respect. However, as Henderson & Berla (1994) stated that "when schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (p.160). Therefore, the collaboration of family and teacher is very significant to provide children with benefits in all aspect of life.

Apart from academic achievement, parent involvement has some other positive influences on children. Parent involvement helps children develop positive behaviors (Günay-Bilaloğlu, 2014); increases their self-confidence (Yaşar- Ekici, 2017); enhanced social skills (McWayne et al.,2004); promotes school attendance

(Henderson & Mapp, 2002; Sheldon, 2007); support school readiness (Kang et al, 2017).

The mutual decision of parents and teachers in the education process of children affects the education and development of the child positively. As Hill and Taylor (2004) stated that if parents and teachers agree on similar educational strategies and follow them mutually at home and at the school, children's development and learning is better supported. Similarly, Del Bono et.al (2016) remarked that parents' participation in children's learning process promotes children's development.

In the study that investigated the relationship between parent-teacher collaboration and the language and social emotional skills of the 3-year-old children by Cohen & Anders (2020), the early childhood teachers stated that regular and frequent teacher-parent meetings have a significant contribution to children's better receptive language skills and better prosocial behavior. Also, Cohen & Anders (2020) underlines that there is a relationship between the child's behavior problems and frequency of door communication about the child's development process and behaviors. Hereby, the importance of the quality of communication between the teacher and the parent in the development of the child is clearly understood.

In addition, Gürşimşek (2003)'s study that researched parent involvement of parents who have preschool children showed that there is a positive relationship between parent involvement and children's socio-psychological development. Also, El Nokali et al. (2010) pointed out that parent involvement nourishes children's social and emotional development.

To sum up, family-teacher-school collaboration has several benefits for children. These benefits influence children in terms of every developmental domain,

learning, and social skills positively. However, there is a pivotal detail that parent engagement in children's education is not critical for just children's school life but also for all the experiences in their life. As Henderson and Berla (1994) pointed out "the evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life." (p.1).

2.3.2 Benefits of parent engagement for parents and teachers

Moreover, the benefits of parent involvement are not only limited to children's positive outcomes since parent involvement does more than just impress the children. There are also significant positive outcomes for adults such as parents and teachers. Byrd (2003, as cited in Sabırlı-Özışıklı, 2008) stated that parent involvement provides the opportunity for teachers and parents to have an efficient environment that satisfies their expectation about teaching and learning.

Likewise, Orçan-Kaçan et al. (2020) stated that parents are informed and supported by the teacher by being involved in children's education, which causes the learning environment to enrich in the light of parent involvement. Besides, when teachers receive favorable input from others, their self-confidence rises, which positively impacts how well they perform at work. (Gestwicki, 2014). Similarly, Morrison (2013) indicated that effective collaboration and communication between parent and teacher ameliorate teachers' job fulfillment. Thus, it becomes even more satisfying for both parents and teachers to be involved in their children's education.

According to Hill and Taylor (2004), parent involvement improves the morale of the teachers and the parents and establishes strong communication between parents and teachers, and parents and parents and, which facilitates good networks

between them. Also, this gives the opportunity for the parents to learn from each other and teachers by sharing their experiences.

In addition, parents gain knowledge and skills when they participate in children's learning process, which provides parents with more information about educational needs of their children (Gomes, 2015; Çağdaş et al., 2016; Larocque, Kleiman & Darling, 2011). Thus, they can communicate with their children in a healthier way and their self-confidence increases (Gestwicki, 2004; Hornby & Lafaele, 2011; Çağdaş et al., 2016; Massengill,2004).

Another benefit of parent involvement is that when low-income parents are supported by the school and teachers to help their children, they become more involved and support educational activities at school (Pena, 2000), which improves the communication between parents and their children. In addition, although supporting and helping parents to be involved in their children's education is very important in terms of benefits of children, parents, and teachers, this becomes very critical and necessary in early childhood education because young children need the care, help, and interest of their parents in this term (Morrow and Malin, 2004, as cited in Hakyemez-Paul et al., 2021).

Moreover, parents become a part of family education programs to contribute to their children's education. In this process, while families learn for their children, they also contribute to their own development (Lyons, Robbins & Smith, 1984).

2.4 Barriers to parent engagement

Although parent engagement has significant benefits to children, parents and teachers, there are a number of barriers that prevent parents from participating in their children's schooling and education process. As pointed out by Christenson &

Sheridan (2001) and Hornby & Lafaele (2011), the gap between theoretical knowledge about parent engagement and parent engagement practices in real life brings about barriers/challenges to parent engagement. Not only parents but also teachers have some obstacles in terms of parent engagement. Determining and addressing the barriers to parent engagement is very fundamental to comprehend how to enhance collaborations between school and parents and maximize efficient parent-teacher communication.

Considering the literature, the factors that limit parent engagement can be categorized into parent-related barriers, school-related barriers, and child-related barriers.

2.4.1 Parent-Related barriers

Parents' attitudes and beliefs about education and collaboration with school and teachers can affect how to be involved in their children's education. Parents sometimes forget that they are significant stakeholders in the parent engagement process, thinking that all responsibility and duty lies with the teacher and the school administration when it comes to parent engagement. In fact, these ways of thinking can also negatively affect their behaviors in parent engagement. For instance, studies conducted by Koçyiğit (2015) and Poissant et al. (2023) pointed out that early childhood teachers occasionally deal with parents' reluctance, negative attitudes and lack of feedback about getting involved in their children's education.

Since some parents do not know their responsibility to be involved in the learning process of their children, as stated by Baker et al. (2016), they think that the responsibility for the implementation and improvement of parent engagement lies with the school administration and the teacher. Thus, these kinds of parents display

reluctance to be involved in a child's education (Christenson, 2004; Hoover-Dempsey, 2011). For this reason, parents' negative attitudes and beliefs about education and parent engagement can be a notable barrier that limits establishment of parent engagement in education.

Moreover, another barrier to parent engagement is the belief that teachers and school staff do not support and care about parents' participation in education (Hoover- Dempsey & Sandler, 1995). Since parents who think in this way have difficulty in actively engaging in the school, school staff and teachers can improve parent engagement by helping parents in this regard. As implied in the study conducted by Hoover-Dempsey & Sandler (1997) showed that the more encouragement of parents about involvement in a child's education, the more effective parent engagement.

Günay Bilaloğlu & Aktaş Arnas (2019) and Hill & Tyson (2009) stated that parents' lack of confidence is one of the major barriers to parent engagement. Parents are more motivated to participate and support children's learning, when they become confident that they have a significant impact on their child's education (Hoover-Dempsey, 2011). On the contrary, when parents lack confidence in their ability to support their children's education, they become unwilling to engage in school-related activities. (Hoover-Dempsey, 2011). Thus, teachers and school administrators should give support and encourage parents to be involved in their children's learning process.

Also, the lack of confidence can stem from the language barrier of parents. Hornby & Lafaele (2011) stated that if a parent's first language is not the same as the teachers' first language, this can cause parents to have some language barriers that restrict effective parent engagement. In addition, the lack of confidence also can

come from parents' negative experiences faced within their children's prior school. Obstacles to parent engagement can emerge when parents feel that they are unable to support their children's learning as a result of their negative school experiences whether they were children themselves or older children at the time (Hornby & Lafaele, 2011; Lawson, 2003). Likewise, school staff members expressed that parents' negative experiences influence their engagement in their children's schooling process negatively (Baker et al, 2016).

Apart from parents' attitudes and lack of confidence, lack of knowledge is another barrier that influences parent engagement in a negative manner. The study by Günay Bilaloğlu and Aktaş Arnas (2019) investigating the obstacles and challenges of parents and teachers in the implementation of parent engagement activities in early childhood education revealed that although parents are willing to communicate with the school and the teacher, they do not know how to be involved in their children's schooling and they do not get enough help and support from the school and the teacher. Similarly, Batey (1996) demonstrated that parents are unable to assist their children because they lack adequate knowledge about the education process. Busy workload and time conflict are other major barriers for parents to engage in their children's education (Lawson, 2003). The working life of parents may cause them to have difficulties engaging in their children's school activities (Erdoğan & Demirkasımoğlu, 2010; Günay Bilaloğlu & Aktaş Arnas, 2019; Machen et al., 2005).

In the same way, Toran and Özgen (2018) who have studied parent engagement in early childhood education indicated that early childhood teachers think that the busy work schedule of the parents prevents the implementation of parent engagement activities. Likewise, Baker et al. (2016) pointed out that parents are less likely to be involved in their children's school activities because school

activities conflict with the parents' work schedule. In addition, in the study conducted by Koçyigit (2015), it was observed that there were similar results that pointed out that parent engagement activities were hindered due to the workload of the parents and the inability to spare time.

Moreover, the activities that parents spend their time with at home or outside of school and the busy work schedule distract parents from getting engaged in their children's schooling (Williams & Sánchez, 2013).

Further, Hornby and Lafaele (2011) stated that some parents do not have flexible working hours to participate in parent engagement activities at school because they feel exhausted at end of the day because of the busy work schedules, which decreases the participation of parents in school events or activities.

Some of the scholars also underline transportation issues as a barrier to parent engagement. A parent's capacity to participate in activities or events that the school organized can be limited because of logistical problems. A variety of barriers, such as lack of transportation may make it difficult for parents to attend parent engagement activities (Hornby & Lafaele, 2011; Lawson, 2003; Koçyiğit, 2015; Smith et al., 2011).

Another parent-related barrier to parent engagement is the number of children in the family. Parents with more than one child stated that they had difficulty participating in school activities voluntarily (Baker et al., 2016; Günay Bilaloğlu & Aktaş Arnas, 2019). Similarly, Telli &Altun (2020) and Aldemir et al. (2022) indicated that in case there is more than one child at home, the technological tools to be used for online education are insufficient, which causes parents to experience challenges to support their children's online learning.

Moreover, parents with a large number of children and parents who are overburdened with household chores stated that they have difficulty in finding time to be engaged in their children's education (Carlisle et al., 2005). Similarly, Gürşimşek (2010) underlined that as the number of children increased, the level of both home-based parent engagement and school-based parent engagement decreased.

Another notable barrier to parent engagement is the education level of parents. The study investigated by Cooper (2020) demonstrated that if a parent has a high educational level of parent, he or she can have high level of parent engagement. Likewise, Kotaman (2008) indicated that parents with a low education level get less involved in their children's education.

2.4.2 School-Related barriers

As for the barriers originating from school, it can be said that teachers and the school staff can limit parents to be involved in their child's education.

The attitude of the teacher and the school administration is also an important factor that determines how parent engagement can be established. In addition, it can be said that teachers' attitude towards parent engagement shapes the participation of the parents in their children's education.

School administrators and teachers sometimes may not know how to build positive relationships and enhance school-parent collaboration. Epstein (1995) stated that although the school administration and teachers attach importance to parent engagement, they are apprehensive because they do not have enough information to include families in the education process of their children. In a study conducted with elementary school teachers, most of the teachers stated that they do not know how to

initiate and implement parent involvement programs at school with the parents (Becker & Epstein, 1982).

In addition, Günay Bilaloğlu and Aktaş Arnas (2019) stated that when parents are not involved in their children's education, teachers label parents as uninvolved, but they do not act solution-oriented enough in this situation. However, in this process, two-way communication between school and parent is very critical because it becomes easier to be involved in the child's education and development process more effectively thanks to this mutual communication.

Moreover, Koçyiğit (2015) carried out a study in preschool and kindergarten settings. The study that determined the experiences of teachers, parents, and school administrators regarding barriers to parent engagement demonstrated that parents find it challenging to follow continual changes in educational programs. Thus, teachers and school administrators should contact parents to give information to keep parents up to date in time instead of late notice.

As for the other barrier originating from teachers and school administrators, some teachers are not keen on parents to come and visit the classroom because they feel disturbed in that situation (McCaleb,1997). In addition, teachers think that the engagement of parents in children's education will slow down both the planning and implementation processes of parent engagement activities. Teachers who consider parent engagement a waste of time are reluctant to implement parent engagement activities (Tezel Şahin & Ünver, 2005), and they are hesitant to be criticized by parents when they implement parent engagement (Hoover-Dempsey & Walker, 2002). Moreover, Hornby (2000) stated that school administrators think that supporting and implementing family participation can disrupt schoolwork.

Considering all these, the fact that the teacher and the school administrator do not support parent engagement and are not willing to implement it is one of the biggest obstacles to the implementation of parent engagement. It should also not be overlooked that parents who feel the negative attitudes of the teacher and school staff can also become hesitant about participating in the education of their children.

In addition, Aktaş Arnas (2017) stated that the major barrier is that parent engagement activities that teachers decide and include in their programs and the activities that parents prefer do not coincide. For this reason, minimizing inconsistencies between school and parent understandings about parent involvement are crucial to effectively practice parent involvement. In this circumstance, teachers should consider the needs and preferences of parents to enhance the efficiency of parent engagement activities. Collaborating with the parent and involving the parent in the decision-making process can prevent barriers to parent engagement. As Eccles & Harold (1993) pointed out, it is important to inform parents about their children's educational processes and give them meaningful roles and responsibilities so that parents can be involved in the process.

2.4.3 Child-related barriers

As for the barriers/challenges to implement parent engagement stemming from children, Hornby & Lafaele, (2011) identified child-related barriers to implement parent engagement as learning difficulties and disabilities, gift and talents, behavioral problems, and age.

Parent engagement is essential in the education of children with learning difficulties or disabilities. Therefore, it is important for the teacher and parent to keep in touch so that the parent and teacher can promote the education of the child with

learning difficulties or disabilities. Although Eccles & Harold (1993) stated that parents tend to be more actively involved in their children's education when their children have any learning difficulties or disabilities, the study conducted by Hornby & Lafaele (2011, 2018) emphasized that learning difficulties and disabilities can be challenged to parent engagement. Similarly, Poissant et al. (2023) stated that the child's having any learning difficulties or behavioral problems weakens the communication between teachers and parents and undermines the relationship between them.

Another challenging factor hindering the implementation of parent engagement is child's gift and talents Hornby and Lafaele (2011, 2018). While this factor may seem like an advantage for children to perform better than expected during their education, gifts and talents can lead to some negative consequences. The study conducted by Poissant et al. (2023) indicated that some early childhood teachers expressed that once the child has succeeded well in school, parents feel that they no longer need to be engaged in their child's education.

In addition to gift and talent, the child's behavioral problems are also seen as a factor preventing parents from engaging in parent engagement activities Hornby & Lafaele (2011, 2018). The study conducted by Caridade et.al (2021) pointed out that 80% of teachers who reported having children with behavioral problems in the classroom also reported that the parents of these children were not sufficiently involved in their children's education.

The age of the child can be a significant factor that can affect parental engagement. In this regard, Hornby and Lafaele (2011) reported that there is a negative relationship between increasing age of children and parent engagement.

Then, it can be said that as the child's age increases, parents become less involved in their child's education. On the contrary,

In conclusion, it can be said that the barriers to engagement implementation of parent engagement are multi-dimensional. Thus, as stated by Hornby and Lafaele (2018), it is necessary and important to investigate these barriers so as to clarify the gap between theoretical knowledge about parent engagement and parent engagement practices in real life and cope with these barriers to parent engagement and minimize them.

2.5 Online education

Online learning and education have become a significant element of the education systems all over the world. Especially, with the Covid-19 pandemic, the necessity of online education has manifested, and it has become very usual and common although online education and learning was rare at K-12 level, especially in early childhood education (Alan, 2021; Ford et al., 2021; Güngör, 2022). Considering the importance and fast spread of online education, it has become important to understand the concept and definition of online education for students, educators, school administrators, and policy makers. However, according to Moore et al. (2011) describing online learning is not as easy as one would think. There are many different definitions of online learning from different perspectives. While Carlier (2004) and Conrad (2006) referred to online learning as a learning experience by using some technology, Curtain (2002) broadly defined online learning as "use of the internet in some way to enhance the interaction between teacher and student" (p.12). In addition, online learning is "a form of distance education to provide learning experiences" for both children and adults remotely because of some reasons that they

cannot attend face-to-face education (Kim,2020; p.147). Also, some researchers claimed that online learning is a bridge between students and educators of interaction by benefiting from some web-based technologies (Ryan et al., 2016). Online education refers to a kind of education for teaching and learning that is delivered in an online environment via the Internet. As stated by Singh and Thurman (2019), online learning is defined as "learning experienced through the internet" in an asynchronous or synchronous environment where students interact with teachers and other students at a time without needing to be together (p. 302). On that point, online education provides an opportunity for students to be flexible for learning from anywhere.

There are some benefits and limitations of online learning for students. The benefits are that people who receive online education do not have to be in the same physical setting with the other students and educators. Additionally, online education can be both cost-effective since it decreases some expenses of students such as travel (Yilmaz, 2019), but also time effective. Considering the limitations of online education, they are shaped by the teacher's and student's ability to use technological tools and access the internet. An additional limitation is that students cannot be social in online learning as in traditional learning since learning takes place in a social context with interaction and active participation (Vygotsky, 1978). Generally, young children face some hardship because they have difficulty using technological tools to participate in online education. Also, other limitations are that "online learning may not give sufficient or appropriate opportunities to involve young children who need more interactions and hands-on activities" (Kim,2020; p.148) and young children need their parent's or caregiver’s help for the access to online education (Youn et al., 2012).

In short, considering all these challenges and opportunities, with online education during the Covid-19 pandemic, these changes in education have caused education to take shape and gain a different dimension.

2.5.1 Online education during the Covid-19 pandemic

On January 30, 2020, after the WHO (World Health Organization) announced COVID-19 as a remarkable disease that threatens people's health, with the first case appeared in Turkey, COVID-19 was declared a pandemic on March 11, 2020 (WHO, 2020). After the declaration of the pandemic, not only the health, economic and cultural systems were affected, but also the education system was greatly influenced all over the world. Considering the risks posed by the pandemic, face-to-face education was suspended, and online education activities started all around the world. Most of the educational experts advocated that students should continue their educational activities effectively in these times of crisis, when they cannot go to school and receive face-to-face education (Dayal & Tiko, 2020). For this reason, various online education models have been started to be implemented in order not to disrupt the education of children all over the world.

As in the whole world, the education system in Turkey has been influenced by the COVID-19 pandemic closures and has taken on a different dimension. After the COVID-19 pandemic was declared as a pandemic, schools in Turkey were closed for 2 weeks in order to prevent the spread of the pandemic. Then, on the grounds that the pandemic threatened public health, the closing period of schools was extended, and it was decided to conduct online education on March 23, 2020 (Gündoğdu,2021). Thus, the online education process that was very uncommon in all education levels

from kindergarten to high school in Turkey has started to be implemented for all students with COVID-19 pandemic.

In Turkey, first improvements for online education in early childhood education started with Education Information Network (EIN) which is a digital education platform where instructional contents such as e-books, videos, curriculum related digital activities in 2011. However, EIN did not share any content for early childhood education at the beginning of the COVID-19 pandemic. Then started to share educational contents for early age children as well. In addition, while EIN does not include synchronous lessons that allow teachers and children to interact at the same time, this target for early childhood education was achieved in the 2019-2020 academic year (Alan, 2021). In addition, in this online education process, most public schools, like private schools, used digital platforms such as Zoom, Microsoft Teams, Discord, Google Classroom, apart from EIN, in order to conduct synchronous lessons and interact with children.

Although teachers are given the necessary training and information in this process to adapt this novel teaching model, the fact that online education is an indispensable education method in early childhood education has caused some changes and effects on the education system, parents, teachers, and children. In this term, the dramatic changes and effects that happened due to school closures during Covid-19 pandemic led to several educational challenges and obstacles all over the world (United Nations Children's Fund, 2020; United Nations Educational, Scientific and Cultural Organization, 2020).

The increase of inequality in the education system has been a major educational challenge caused by COVID-19 pandemic**.** Schools are the most convenient environment in terms of educational resources, digital and Internet

accessibility, and other information for children's learning (Gündoğdu, 2021). Being away from the school environment can cause great problems in accessing education. For this reason, during the COVID-19 pandemic, most of the children were not able to participate in online education. According to UNICEF's data, inadequate remote education policies and inability to provide online education needs at home have given rise to at least 463 million children who receive education have been devoid of education (UNICEF, 2020a).

Especially, with the outbreak of the pandemic, the transition to remote education to prevent setbacks in children's schooling did not influence all children equally. Thus, the gap in education inequality has greatly exacerbated during the COVID-19 pandemic (Daniel, 2020; Dias et al.,2020; Jæger & Blaabæk, 2020; Kim et al., 2021; Timmons et al.,2021) since children from low-income and ethnic minority families, children living in rural areas where internet access is difficult, and children with disabilities were at risk to not receive online education (Armitage & Nellums, 2020; Trinidad, 2021). Taken all together, socioeconomic level, which had been one of the major factors that caused inequalities acutely in education before the pandemic, also played a role in increasing inequality in education in the online education process. According to Andrew et al (2020) and Jæger & Blaabæk (2020) pointed out that high SES parents support their children's online learning through providing resources, helping their children's schooling, being involved in their children's learning process etc. than low SES parents. Thus, online education during the COVID-19 pandemic increased the existing inequality in education, influencing both parents, teachers, and children in this process.

As noted by Trinidad (2021), providing an equal educational environment for children was a serious restriction of the COVID-19 pandemic, especially for families

from low SES background (Daniela et al., 2021; Pattnaik et al., 2022). Because of this limitation, children's engagement with the online lessons has declined and they have become disengaged and unmotivated to participate in the online lessons (Azevedo et al., 2021; Pattnaik et al., 2022), which causes achievement gaps to rise (Bailey et al., 2021)

Likewise, as mentioned above, the lack of infrastructure to access the Internet and technological devices also causes most of the children to not receive online education. Early childhood teachers stated that the biggest problem they experienced in online education activities was the insufficient infrastructure to access online education (Aral & Kadan, 2021). Since technology has become an indispensable tool to receive online education, the lack of technological resources and infrastructure is a huge problem during the online education process for children, teachers, and parents (Seabra et al., 2021; Trinidad, 2021; Winter et al., 2021).

In addition, except the lack of infrastructure to access the Internet and technological devices, there are some other factors that cause challenges to operate online education for children's schooling, which are teachers' lack of readiness for online education (Atiles et al., 2021); lack of digital literacy of parents (Pattnaik et al., 2022); inadequacy of digital skill of teachers (Alan, 2021); parent's working time (Fernandez Ruiz, 2021; Steed & Leech, 2021); parental lack of time (Otero‐Mayer et al.,2021; Pattnaik et al., 2022)

Taken all together, these challenges experienced by both teachers and parents in the COVID-19 online education process have acutely affected the parents' support of their children and their active engagement in their children's online education. Therefore, especially in the online education process, in order to improve the support and help of parents, who are the most important stakeholder of children's online

learning, these challenges should be minimized, and the effectiveness of online education should be maximized.

2.6 Parent engagement in online early childhood education

Especially with the pandemic, when preschool children started to receive online education, the roles of parents and their parent engagement in online education have also changed. Gündoğdu (2021) claimed that parents' responsibilities have increased with the online education of young children.

In the study conducted by Yıldırım (2021), parents who have young children pointed out that their responsibilities in online education are communicating with children's teachers, caring their children, participating in online lessons with their children, preparing educational activities, and helping them with their development. Likewise, Misirli and Ergulec (2021) indicated that parents who have young children become involved in children's online education by not only supporting technological issues but also participating in the online learning process.

There is not sufficient information in the literature to determine and elaborate parent engagement in online education, especially for early childhood education. As Steven and Borup (2015) claimed, researchers studying parental engagement have little known parent engagement in the online education process because they almost entirely concentrate on parent engagement that is established in face-to-face education. Therefore, some researchers have attempted to utilize face-to-face education frameworks when examining online education. However, although these frameworks are suitable and insightful, contextual differences can make it difficult to generalize parent engagement in face-to-face education to parental engagement in online education. Thus, as Steven and Borup (2015) stated some studies have been

conducted to investigate parental engagement frameworks regarding online education. Hasler-Waters (2012) analyzed the parent roles in online education to determine and comprehend parent engagement in online learning better. According to Hasler-Waters (2012), there are four types of parent engagement in online learning, which are organizing, motivating, managing, and instructing. First, parents organize the daily schedule and lesson plans and take some educational materials for their children. Second, parents motivate and encourage their children in the learning process and try to handle their educational problems. Third, parents manage the learning process by meeting their children's needs and monitoring their children's progress. Finally, parents help their children like an instructor in the online learning process. Like Hasler-Waters (2012), Curtis (2013) analyzed the types of parent engagement which are motivating, monitoring, and mentoring. Similarly, Borup et al. (2016) investigated parents' responsibilities in online education and categorized parent engagement practices as nurturing, volunteering, monitoring, motivating, instructing, and organizing.

However, these three studies Hasler-Waters (2012), Curtis (2013) and Borup et al. (2016) focus on middle and high school education rather than early childhood education.

Therefore, rather than addressing these parent engagement practices developed for adolescents and their parents, this study explains how parents are involved in online early childhood education toward perspectives of early childhood teachers' perspectives.

Even before the COVID-19 pandemic, the importance of parent engagement in online learning environments had been highly emphasized. For example, Liu et al. (2010) pointed out that in the online education process, parent engagement

mechanisms should be implemented to support and boost children's self-learning. This is a critical point because parent engagement is very necessary so as to have beneficial and effective online early childhood education (Ford et al.,2021).

While teacher supervision and support are required in face-to-face education of children, parent engagement becomes necessary during at-home education which requires parent support and monitoring to continue children's online education processes efficiently (Lee et al., 2021a).

The notion of family-school partnership that is conceived in face-to-face education has been replaced by a parent engagement model in which parents took over more educator roles at home as a result of the COVID-19 pandemic. For example, Lee et al. (2021a) stated that the children's home-based education, instead of face-to-face education in the school environment, positively affects parent engagement. Also, in the study conducted by Lee at al. (2021a), it is revealed that parents started to be involved in their children's everyday caregiving process more frequently during Covid-19 pandemic, i.e., reading a book and playing together.

Moreover, Yıldırım (2021) conducted a study with early childhood teachers and parents who have preschoolers to comprehend how online early childhood education is implemented during the COVID-19 pandemic. In this study, early childhood teachers expressed that with the COVID-19 pandemic, the interaction between parents and children has increased, and parents are even more involved in their children's education during online learning environment. Also, Yıldırım (2021) stated that during the online education process, there is a high parent-teacher partnership to support children's learning.

Besides, the study of Lau & Lee (2020), which investigated the views of parents on the online education experiences of kindergarten and primary school

children, stated that the online education process increased the responsibility of the parents and engagement to their children's learning during children's online learning. Likewise, Duran (2021) and Hapsari, Sugito & Fauziah, 2020 claimed parents have supported more and participated more in children's online learning in the online education process.

Except for these positive parent engagement examples during online early childhood education, some researchers claim that parents do not help their children enough in this process and are not included in their children's online schooling effectively.

Gündoğdu (2021) reported that although parents have more responsibilities about their children's learning, parents are not sufficiently involved in their children's education process during the COVID-19 online education. Moreover, in the study investigating the problems experienced by early childhood teachers in online education practices during the COVID-19 pandemic process, Aral & Kadan (2021) pointed out that although parents were active in their children's online learning, they did not cooperate and communicate with teachers enough in online education process. In addition, Ford et al. (2021) conducted a study to find out the experiences of early childhood teachers during online education and in this study, early childhood teachers expressed dissatisfaction with the inadequacy of parent engagement in the online learning process, which they considered as critical for their children's learning.

In addition, in this period, parents' attitudes to online education are important to have an effective online learning process for children. According to Dong, Cao, and Li (2020), in general, parents hold unfavorable attitudes toward the ideals of online education, and rather than online education, they prefer face-to-face education

in early childhood. Also, in this study, parents indicated that they do not have enough time and knowledge to support their children, so they are not ready to be part of the online education process.

During online education, parent support and help are very crucial for young children because parents take charge of their children's learning process by helping and supporting their children. However, in the online education process, sometimes parents do not adequately support their children's schooling since parents with more than one child may be more willing to support the education of their older child instead of the child who receives early childhood education during the online education process. As Alan (2021) stated that some of the parents consider the education of their older children superior to early childhood education. Likewise, in the study conducted with primary school teachers by Pattnaik et al (2022), teachers stated that in the home environment, older children have priority over their younger siblings in terms of participation in online education. Moreover, early childhood teachers stated that parents prefer to take more time in order to support their older children rather than their early childhood children during the virtual learning process (Alan, 2021; Atiles et al., 2021; Dias et al., 2020; Steed & Leech, 2021).

In short, online education, which was not common for early childhood education, has given parents different roles and responsibilities to support and help their children's education. Although in this process, early childhood teachers have different experiences and perspectives about parent engagement, parents, who have become an indispensable part of the child's education, enrich their children's online learning experiences by being involved in their children's online education and collaborating with teachers (Ford et al., 2021; Szente, 2020).

Consequently, uncovering the importance of parent engagement and how parent engagement takes a shape during online early childhood education, the studies discussed above give valuable insights for research in terms of developing the research questions of this study and analyzing the findings. As it can be seen from the studies that have been carried out until now, parent engagement has an indispensable factor in children's education, especially during online education. Therefore, this study will be valuable and beneficial to investigating the parent engagement that has gained different perspectives during the online early childhood education process.

CHAPTER 3

METHODOLOGY

This chapter provides information about research design, research participants, data collection, data collection procedures, data analysis, trustworthiness, and position of the researcher. Firstly, the research design and approach used in the study will be presented. Then, the chapter will include the participant selection process that includes inclusion criteria for selection of the participants. Later, the last section will elaborate on the data collection, data collection procedure, and data analysis of the study. Lastly, the position of the researcher will be presented to elaborate the reason why investigating parent engagement in online education.

3.1 Research design

Qualitative research method was used in the study. As indicated by Merriam (2009), qualitative studies concentrate on "... how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p.6). Thus, the qualitative research method was the most suitable for in-depth understanding of parent engagement in early childhood during the COVID-19 online education.

The phenomenological research design was used in this study. Phenomenological research aims to describe, comprehend, interpret, and elaborate how participants make sense of a phenomenon in their experiences (Hammersley, 2013). Likewise, Bevan (2014) claimed that a phenomenological approach is very convenient when the researcher is "interested in describing a person's experience in

the way he or she experiences it" (p. 136). Since this study aims to make in-depth investigations to understand the phenomenon "parental engagement in early childhood education during online learning" in line with lived experiences of parents, phenomenological method was selected as being the best suitable to the research questions and the aim of the study. This approach facilitated identifying the meaning of the phenomenon in the eyes of the participants by conducting open-ended and unstructured interviews with participants (Marshall & Rossman, 2016).

3.2 Research participants

The process of participation selection was started after receiving permission from the Ethics Committee in Social Sciences and Humanities at Boğaziçi University (APPENDIX A). After receiving the approval, 6 early childhood teachers who work at a public preschool and 6 early childhood teachers who work at a private preschool were contacted. The reason for choosing early childhood teachers in both private and public schools was to examine thoroughly how different school structures influence parent engagement in COVID-19 online education and how they manage the process, in all its reality.

In qualitative studies, it is proposed that samples develop an in-depth investigation of a phenomenon rather than generalizing to a population (Creswell, 2014). Therefore, the participants were selected purposefully in the study. In accordance with the purpose and the design of the study, participants of this study were recruited by using a purposive sampling technique. By this means purposive sampling method, the researcher was able to select the early childhood teachers who could help the researcher to understand parental engagement patterns during the COVID-19 online education. The purposive sampling method was very suitable for

this study because it is a very appropriate technique for qualitative studies where the researcher wants to study with participants who have information regarding what the researcher investigates (Elo et.al, 2014). Also, as stated by Patton (2002), this kind of sampling method is both time- and cost-efficient to pick out participants.

The following inclusion criteria were used for the selection of the early childhood teacher who:

i. have at least 5 years teaching experience in public or private school,
ii. have teaching experience with 5-6 years old children both in the COVID-19 pandemic and in face-to-face education,
iii. contacted parents during the COVID-19 online education.

As the researcher of this study works as an early childhood teacher in a preschool, the researcher reached the early childhood teachers in the preschool that she works in by using her personal teacher network. Moreover, to reach more participants, the researcher shared a flyer (APPENDIX B) that informed the research aim, the study's expectations, and participation criteria and invited early childhood teachers to participate in this study on social media, LinkedIn, and WhatsApp groups.

In addition, participants were reached from 6 different public schools and 5 different private schools in Istanbul. While these public schools provide education to children from families with middle socio-economic status, these private schools provide education to children from families with high socio-economic status. Moreover, although these private schools have different socioeconomic levels, both of them conducted online courses using different online education software during they online education period.

12 early childhood teachers from 11 preschools in Istanbul were reached based on the criteria of study. Six teachers that work in public schools and six teachers who work in private schools participated in this study. As Smith and Nizza (2022) stated, it is very important to use a small sample size in order to identify themes during the analysis readily. Thus, the sample size of this study was appropriate to examine the experiences of early childhood teachers on parent engagement during the Covid-19 online education process comprehensively.

3.3 Data collection

In this study an interview form that included descriptive and narrative interview questions that provide opportunity for participants to specify their lived experiences was used as an instrument of the study. Moreover, the interview also included demographic information questions about early childhood teachers. Demographic information questions were followed by semi-structured interview questions for elaborating on the parent engagement from the perspectives of early childhood teachers during the online education process. The interview form is presented in APPENDIX D and APPENDIX E.

Data was collected through semi-structured interviews that were developed by the researcher with the assistance of thesis advisors and committee of the study. The researcher received opinions of content experts as a reliability measure to ensure clear and suitable interview questions. The reason for using the interview technique in order to collect data for the study was that obtaining information on what participants think, believe, feel and value is very effective with the interview technique (Tuckman, 1972). Therefore, the semi-structured interview was a very useful and effective technique to comprehend early childhood teachers' perspectives,

experiences and learning needs about how parent engagement evolved during Covid-19 online education. Interview form included 19 open-ended questions that were aligned with the research questions of this study. Each question aimed to determine the opportunities and challenges of parent engagement in early childhood and learning needs of teachers during COVID-19 online education through perspectives and experiences of early childhood teachers working at public and private schools.

3.4 Data collection procedures

After requesting necessary permission and receiving approval from the Ethics Committee in Social Sciences and Humanities at Boğaziçi University (APPENDIX A), the interviews with the selected early childhood teachers were carried out at the convenience of the early childhood teachers with the consent of them. Therefore, firstly, the participants signed a Participant Informed Consent Form (APPENDIX F) to participate in the study. The informed form included information about confidentiality of the study to ensure anonymity of the participants and information about the purpose and content of the study. As stated by Hammersley and Traianou (2012), researchers must conduct a study by gaining informed consent, which means respecting the autonomy of participants who participate in the study. Therefore, before conducting the interviews, giving informed consent forms to selected early childhood teachers was a very indispensable part of this study. A copy of the consent form was also given to each participant. In addition, before starting the interview, participants were explained that they have the right to withdraw from the interview at any time. Moreover, participants in the study were assigned pseudonyms to ensure confidentiality and anonymity and they were not offered compensation as an incentive to participate in the study.

After ensuring ethical reviews and permissions, a pilot study was conducted with two early childhood teachers, one from public, another from private school, to ensure clarity and appropriateness of the interview questions before the actual individual interviews took place. Interview questions were revised and finalized by the feedback of the participants in the light of pilot study. Even though it was planned to conduct interviews with 15 early childhood teachers for this study, the interviews were conducted with 12 teachers due to data saturation. Each individual interview was carried out through an online platform (Zoom and Microsoft Teams), or phone based on the convenience of the participants. Interviews lasted between 30 and 75 minutes. The interviews were audio recorded by the researcher to ensure accuracy and the researcher took handwritten notes during the interview to focus on and highlight important points of what the participants conveyed during the interview.

The voice recording files and transcripts will be kept in an encrypted file for 2 years and then these data will be completely deleted. Also, early childhood teachers' anonymity and confidentiality will be preserved by using pseudonyms instead of their real names.

3.5 Data analysis

In qualitative research, data are arranged and structured in order to investigate the meanings underlying it (Creswell, 2007). Therefore, after collecting data, the researchers should be careful in analysis of the data by considering all details of the data. Hence, interviews that were conducted with early childhood teachers were analyzed by using thematic analysis which is referred as a "method for identifying,

analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p.79).

In this study, the data was analyzed by following the steps of transcription, rereading, coding, analysis, and report writing:

i. The audiotaped individual interviews of early childhood teachers were transcribed verbatim by the researcher of the study carefully.

ii. The audio recorder was listened to twice and the notes were reviewed to ensure the accuracy of the transcript. Besides, the data were transcribed by the same researcher in order to examine the data in depth with different perspectives and to be more familiar with the data.

iii. The transcripts were read multiple times in order to have more grasp of the data and produce the codes and themes because as Şekerler (2017) pointed out that it is very critical to review the data in detail several times to not miss the critical points. Likewise, Bainger (2011) stated that it is necessary to read the transcript several times in order to ensure that the created themes represent the data and to prevent the researcher's bias.

iv. During the re-reading process, small exploratory notes were taken for each individual interview. By focusing on the transcript and the notes, irrelevant parts of the answers from the study were removed and the expressive parts of transcription were highlighted to analyze the data.

v. Initial codes were formed based on answers of the early childhood teachers who participated in the interviews.

vi. Initial codes which are experiential statements were formulated and listed. To interact with the emergent themes, connections across experiential statements

were found based on similarities from experiential statements from the participants and they were clustered.

vii. The broader themes that make up the preliminary answers to the research question were reached.

viii. The recorded interviews were coded depending on the content of the answer of the participants. Themes were identified and validated based on similar themes and coding from early childhood teachers' views and experiences about parent engagement during Covid-19 online education.

3.6 Trustworthiness

McMillan and Weyers (2007) claimed that "qualitative research, by its very nature, implies a degree of bias. However, maintaining objectivity is as important in the conduct of the research as it is in reporting findings" (p.125). Thus, trustworthiness is a very essential part of qualitative studies. As Lincoln & Guba (1985) stated that trustworthiness is an important procedure that proves the research findings are remarkable. Likewise, Seale (1999) asserted that "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability" for a suitable qualitative study (p. 266).

Credibility is associated with conformity between what the participants in the research explain and the researcher's interpretation of them (Tobin & Begley, 2004). According to Shenton (2004), there are various credibility steps that researchers apply to measure what they are intended to. As stated by Creswell (2014), member checking is very necessary to assure trustworthiness of the study. The data analysis process was shared with some of the participants and a member-checking technique was implemented to ensure the trustworthiness of this study.

In this study, a pilot study was conducted for the credibility of the study. Before starting the individual interviews, a pilot study was conducted to test the suitability of the research questions, and the research questions were arranged in line with the participants' views. Moreover, generated themes and transcriptions were shared with two experts to analyze the data. The experts and the researcher of this study analyzed the data and controlled codes and themes independently. Then the researcher and experts compared their analyses. The experts provided feedback about the data analysis process and differences were discussed with the experts. By this means, the possibility of researcher bias is eliminated as much as possible.

There is a misunderstanding that qualitative studies are deficient in generalizability issues (Smith, 2018). However, generalizability can be presented in different ways in qualitative studies, such as transferability. Transferability pertains to the generalizability of the research (Nowell et al., 2017). Thus, all of the details about the study were described in depth to enable readers to transfer the research findings to their own context (Lincoln & Guba, 1985).

3.7 Position of the researcher

During my undergraduate years, while I was thinking about the fact that the child did not grow up in an isolated environment, I searched and studied the effects of the parent, teacher, and school structure on the child. Fundamentally, I witnessed the effects of parent engagement and cooperation between teachers and parents during my field studies and observations. With the outbreak of the COVID-19 pandemic, the concept of parent engagement made me think more about this issue.

As a researcher who has worked as an early childhood teacher especially during the COVID-19 pandemic process, considering the experiences of other early childhood

teachers, I believed that it would be a valuable contribution to conduct a study on cooperation of parents and teachers in online education, which is a quite novel way for early childhood education. By, through considering the experiences of teachers. In addition, as an adult education master's student, I hope that researching early childhood teachers' pedagogical need on parent engagement in this period will also be an important resource for such crisis situations that may occur later.

These notable experiences encouraged me as both an early childhood teacher and a researcher to study parent engagement in early childhood online education during COVID-19 pandemic.

CHAPTER 4

FINDINGS

This chapter presents the findings of the study conducted to find out early childhood teachers' experiences of parent engagement during the online education process that took place during the COVID-19 pandemic. In this section, first, findings about the demographic information of the participants will be presented. Then, the major findings that emerged in response to the participants' responses to the interview questions will be provided.

4.1. Demographic Information of the Participants

Twelve teachers, six from private schools and six from public schools, participated in this study. Interviews were conducted online due to the pandemic restrictions. All online interviews were recorded in Turkish.

The participants, who were all female, have diverse educational backgrounds and various teaching experience ranging from 5 to 30 years, and have experience in both the COVID-19 pandemic and face-to-face education period. A profile of the participants can be seen in Table 1.

Table 1. Participant Profiles

Pseudonyms	School Type	Gender	Educational Background	Teaching Experience
Aslı	Public	Female	Bachelor	10 years
Beyza	Public	Female	Bachelor	9 years
Zeynep	Public	Female	Bachelor	19 years
Elif	Public	Female	Master	19 years
Ayşegül	Public	Female	Bachelor	11 years
Gamze	Public	Female	Bachelor	30 years
Ipek	Private	Female	Master	8 years
Ela	Private	Female	Bachelor	19 years
Buse	Private	Female	Master	5 years
Selin	Private	Female	Bachelor	17 years
Nuray	Private	Female	Master	7 years
Ezgi	Private	Female	Master	12 years

The participants used online meeting software, which are Microsoft Teams, Zoom, WhatsApp, EIN (Education Information Network), Google Classroom and Google Meet to conduct online education with their students. Also, the majority of the teachers stated that they had used Zoom for online training during the COVID-19 pandemic. In addition, teachers mentioned how many days a week they provided online education during the pandemic period. While 10 teachers stated that they conducted online education with children 5 days a week, 2 teachers stated that they conducted lessons 3 days a week. In addition, the online lesson hours of the teachers per day are shown in Table 2. below.

Table 2. Online Education Software Use and Online Lesson Time During the Pandemic

Pseudonyms	Online Education Software Used	Days	Length
Aslı	Zoom, WhatsApp	5 days	40 minutes
Beyza	Zoom, WhatsApp	3 days	40 minutes
Zeynep	Zoom	5 days	120 minutes
Elif	Zoom, WhatsApp, EIN	5 days	80 minutes
Ayşegül	Zoom, EIN	5 days	60 minutes
Gamze	Zoom, WhatsApp, EIN	3 days	40 minutes
Ipek	Zoom, Google Classroom	5 days	60 minutes
Ela	Microsoft Teams	5 days	150 minutes
Buse	Microsoft Teams	5 days	120 minutes
Selin	Microsoft Teams	5 days	150 minutes
Fatma	Google Classroom, Google Meet	5 days	120 minutes
Ezgi	Zoom	5 days	120 minutes

4.2 Major findings of the study

In this section, in order to gain a deeper understanding of the study and to create a concept map of the study, the responses of the participants during the COVID-19 pandemic to the interview questions were analyzed and classified under themes. The major themes that emerged from the analysis of the responses of the participants include the following: (1) parent engagement; (2) challenges and opportunities of online education for parent engagement; (3) learning experiences of teachers during the pandemic. The results are summarized in Table 3. The Turkish versions of the narrations of the teachers can be found in Appendix H.

Table 3. Theme and Sub-themes

Themes	Subthemes
Parent Engagement	Parent Engagement in Face-to-Face Education
	Parent Engagement in Online Education
	Face- to-Face Education vs. Online Education
Challenges and Opportunities of Online Education for PE	Challenges of Online Education for PE
	Ways of Overcoming Challenges for PE
	Suggestions for Improvement of PE in Online Education
	Opportunities of Online Education for PE
	Affordances from Online Education to Face-to-Face Education
Learning Experiences of Teachers During the Pandemic	Informal Learning Experiences of Teachers
	Learning Needs of Teachers during Pandemic

4.2.1 Parent engagement

The theme of parent engagement was elaborated by teachers within the three sub-themes as parent engagement in face-to-face education; parent engagement in online education; face-to-face education vs. online education.

4.2.1.1 Parent Engagement in Face-to-Face Education

Based on their experiences, participants explained how parent engagement was ensured in face-to-face education before the pandemic. The teachers stated that

parent engagement was established in face-to-face education through means of communication and cooperation, learning at home, and volunteering.

Communication and cooperation

Most of the teachers stated that they were in communication and cooperation with the family during the face-to-face education process, which ensured that the families were engaged in the education of their children. Two teachers elaborated on communication and cooperation with family in face-to-face education as follows:

> It is very important to keep the parents informed and to cooperate with them. That is why we have always been in communication with the family and conduct our lessons in cooperation with them. After all, I always say, and I also say it in the meetings, no matter what I do, the things we learn here in the classroom or via online education are not permanent unless they are supported and discussed. For me, it means doing it in cooperation with the family, talking and discussing with them, not on my own. (Buse, Appendix H, 1).

> One of our students came and we measured his/her level of readiness. When we evaluated the student internally, we see that he/she got better by leaps and bounds in certain areas. In the end-of-year evaluation of the student, my contribution, the contribution of the classroom atmosphere, and the contribution of education are certainly there, but the contribution of cooperation with the family cannot be overlooked. I say this in my meetings every semester. Whatever I do here must be supported by the family. Whether it is to speak the same language, to show the same attitude or to fulfill the responsibility of the homework we give to help one of our students in a subject he/she has difficulty in. I attach great importance to family cooperation and parent engagement. That is why we are in constant communication with the family, I call them, and we work together as a team. (Ezgi, Appendix H, 2)

In addition, early childhood teachers held parent meetings at certain periods as parent engagement practices to communicate and collaborate with parents. Besides, parent seminars and parent trainings were organized in face-to-face education. These kinds of parent engagement practices provided opportunity to teachers get to know parents' needs and thoughts.

> Our school counselor does some activities here and seminars are organized, and they are expected to attend these seminars regularly. I know that they even cooperate to address the needs of parents depending on the issue. Seminars are organized and parents attend these seminars. (Ezgi, Appendix H, 3).

Learning at home

In face-to-face education, parent engagement was also enabled by supporting their children in the learning environment at home. Families got engaged in their children's learning process by playing games with their children at home, reading a book together, helping them with their homework, and doing activities to support their development at home. The excerpt of a participant who explained learning at home is given below:

> I think parent engagement is a must because we are already dealing with young children. Therefore, we explain things to parents and ask for their support at home. In any case, I usually share what I teach with parents, and every day on WhatsApp, I tell them "I have taught this and that about this subject, could you support me at home", and parents help me in that area. For example, I always assign homework on Fridays. On Mondays, they submit their homework, I check them and give them back. So, generally, we are always in contact with the family. That's why I think education cannot take place without the family. (Elif, Appendix H, 4).

Volunteering

Lastly, parents voluntarily took part in parent engagement activities in face-to-face education. All of the participants stated that parents are engaged in their child's education process by volunteering. Parents voluntarily helped to participate when field trips were organized in face-to-face education. Also, parent engagement was established in face-to-face education by inviting parents to the classroom. The teachers pointed out that the parents came to the classroom and played an active role in classroom activities, introduced their professions, read books to the children in the classroom, and visited the school for special days (Mother's Day, Father's Day,

Children's Day, Republic Day, etc.). Ipek who believes that trust is indispensable for parent engagement elaborated on inviting parents to the classroom as follows:

> Since the child is also part of a family, when you don't take the family into consideration, the contribution becomes unfortunately less. Of course, contribution takes place, but it is definitely less because the concerns of the family and their expectations are reflected on the child and the child brings these to the classroom. As a teacher, you first need to gain the trust of the family. Then, we need to convey to them "yes, we are here for both your child and you. That's why we need you." When they feel that the family gets more comfortable, they can communicate more easily. First, we need to make the family feel safe in order for the family to participate and be with us, that's why I think parent engagement is primarily about trust. After that, we can sometimes use their areas of interest or professional lives to include the family in the class. Sometimes they read books to their children, or we plan lessons together or the family makes their own requests. (Appendix H, 5).

4.2.1.2 Parent engagement in online education

With the COVID-19 pandemic, K-12 schools have started online education just like universities. The participants who did not have previous experience in online education in early childhood mentioned parent engagement activities in online education based on their experiences.

4.2.1.2.1 Practices of Parent Engagement in Online Education

Parents were engaged in their children's education in different ways during the COVID-19 pandemic. The parents were involved in their children's online education processes through *monitoring, organizing learning environment, learning support and communication* and in this way, they established parent engagement during the COVID-19 pandemic.

4.2.1.2.1.1 Monitoring

The physical proximity of children and their parents in online education provides an opportunity for parents to monitor their children at home. In this study, teachers expressed that during the COVID-19 online education process, parents engaged in children's online education by monitoring and following their children. Parents took part in their children's education as monitors by observing their children's behaviors, learning performance, the lesson, the teacher, and other children in the classroom.

Parents participated as a third eye to keep track of what their children were learning in online education and to follow the online education program more closely. Since online education took place at home and parents were supporting their children in this process, they inevitably had to follow their children's education purposefully. Therefore, as can be seen in the following excerpt, they monitored their children and their educational process.

> …Because we had classes every day. The parents had to be connected. They had to monitor their child. They had to keep track of what their child was learning, you know, because I sent it to them all the time, they had to check what the child had done. Therefore, the parents were informed about everything a little bit involuntarily. (Elif, Appendix H, 6.).

Similarly, parents attended the lessons as observers to see what their children learned during the lessons and to get information about the content of the education program provided by the teacher. For instance, Selin said:

> I think most of the parents were actually attending the classes as observers. You know, to observe a little bit and see how much their children were learning and what they were learning because after all, we are an English-medium school and if these children haven't come with some knowledge of English, a very small percentage of them go home and speak English fluently. Because they are already exposed to English all day in the preparatory class. So, when they go home, they mostly prefer to speak Turkish. At first, they joined to see their chilren's English level. They joined to learn the program. (Appendix H, 7).

In addition to what Selin said, Ezgi stated that parents monitored whether her child who would begin primary school the following year had received proper education for primary school preparation and thus, parents observed and monitored what the teacher says and does.

> It is more of a real worry about the unknown, these children will be in primary school next year. In this sense, many of them had concerns. "I wonder if they are learning in kindergarten?" "Do they learn on Zoom?" For example, we talk about sounds. For example, we talk about the letter e, we talk about the letter a, etc. They wonder if they learn. They were very curious about the measurement that we conducted. Therefore, they preferred frequent contact. (Appendix H, 8.)

Moreover, parents got engaged in their children's online education because they were curious about the online education process and what their child, the teacher, and the other children in the class were doing during the online lessons. In fact, this curiosity has contributed to the active engagement of parents in their children's education by monitoring their children and online lessons. Selin expressed this situation as follows:

> I think they were curious. They were curious about their own children, they were curious about how the teacher was teaching, they were curious about other children, they were curious about everyone's level. After all, nobody sees such a thing in face-to-face education. In your class, I only give you feedback about your child, you don't know how much better or how much worse the other children are than your child or where your child is in the class. I think they were participating to see this to some degree. As I said, everyone participated because they were very curious about their 100% English level. (Appendix H, 9).

Similarly, parents were curious about the online education process and that by taking part in the online education process of their children, they actually had the opportunity to follow the structure and functioning of early childhood education more closely.

> ...Parents were curious about what I was having children do. They were curious about whether we were having a conversation, or what we were doing. Since they could not be active in the classroom all the time, they

> actually saw what preschool is, what it includes, what is being done in online education. (Ayşegül, Appendix H,10)

In addition, it appeared that parents were engaged by observing online education and their children's learning processes by comparing their own children with the children in the online classroom.

> First of all, they learned to be very good observers. They monitored us very well. In that sense, (she thinks) for all the children, "why does he get a say, why doesn't she get a say?" Because parents cannot look at things objectively when it is their own child in question. However, in fact, I didn't only see that child online, we spent another period together. That's why the parents showed that they were good observers in this regard, they did not feel adequate sometimes, but other times they did everything like a teacher, and since it was a process that everyone was experiencing for the first time, they were sometimes uneasy and sometimes confident. (Buse, Appendix H, 11).

Likewise, another participant stated that the parents who attended the lesson compared their child's learning performance with that of other children in the class.

> They actually saw all the students together. One way or another, there was a contact, they were realizing things. Here too I think there was a concern about whether it should be like that. You know, you need to evaluate each student individually, some of them can read and even write. Some could add and subtract numbers between one and twenty very easily, while others could not recognize numbers, for example. I think they were comparing saying "should it be like this, what should we do, let's participate a little more, let's encourage them, let's raise our child to the level of others. (Ezgi, Appendix H, 12)

In addition to what the child learns in the online class and the content of the online education program, parents also monitored and controlled the child's participation in the online class. In the study, the early childhood teachers pointed out that parents also monitored whether their child was actively participating in the class, thus enabling parental engagement during COVID-19 online education.

> Some parents would actually prepare materials for their child and leave, but every once in a while, they would look over to see if their child was participating in the lesson. (Ela, Appendix H, 13).

Additionally, some teachers stated that parents checked on their children from time to time to make sure that their children are joining their online classes.

While Ela and Ezgi pointed out some parents checked on their children from time to time to observe and monitor their children's participation in the online lesson, two other participant teachers stated that some parents sat next to their children during the entire lesson in order to prevent their children from being distracted and not paying attention to the lesson.

> In order to keep the children in front of the computer, mothers attended their children's online classes. Another reason could be so that they would not be distracted. (Ayşegül, Appendix H, 14)

> They wanted to support their children at that moment, for example, I could see that a lot... The parent would say, "Do you want to play together, let's take a look together" or, for example, when the child could not focus, the parent would sit next to the child and participate in the class so that he/she would not look at other things and get distracted... (Ipek, Appendix H, 15)

In general, the engagement of parents in their children's online education process by monitoring can be varied. While some parents monitored what their child is learning and the online education program, some parents checked whether their child is participating in the lesson or observe the teacher and other children in the class. In fact, with all these observations and monitoring, parents were involved in their child's education in some way.

4.2.1.2.1.2 Organizing Learning Environment

Another type of online parent engagement emerged as *organizing learning environment*. The parent becomes a substantial counterpart of online education by preparing a facilitative and distraction-free learning environment for their child during online education at home. One of the participants shared her experience about

how parents organized their children's learning environment during the preparation for the online lessons at home as follows.

> We shared a list of what we expect in the lesson. What we expect from the family, what we expect from the child. We expect the family to prepare the environment together with the child, to prepare the online environment together because when children have food in front of them, they don't focus, or when they do something different, they don't focus. That's why we shot an example video on how I prepare the environment. We told the families that we want you to support us in preparing the environment for your child. (Ipek, Appendix H, 16).

As can be seen from the excerpt, the teachers expected parents to prepare the environment for their children for online lessons because in that process, the home environment was the main learning environment instead of the classroom environment, and the person who would prepare and organize the learning environment is the parent. Gamze stated how parents helped their children to prepare the learning environment for the online lesson below.

> They sat together and did some activities with them and helped them turn on their computers. Most of the children didn't know how to turn on their computers anyway. The mothers would turn them on and then they would leave the children alone. (Appendix H, 17).

Similarly, most of the teachers stated that parents turned on their children's computers, accessed online education software and made the necessary technological arrangements and then left their children during the online lessons. Elif expressed this situation as follows.

> Parents usually would help their children connect to the internet and then leave them alone, children would call them when they needed something. That's how they got engaged. But, in any way, at the beginning of the year, they always sat by their children and then the children also learned how to use the microphone, turn the sound on and off. After a while, they started to leave the children alone and I managed them remotely. (Appendix H, 18).

However, unlike these participants, Zeynep who reported their experiences of parent engagement in online education stated that children did not receive

technological support from their parents before or during the lesson and that they managed this process on their own as follows.

> We taught the children, I didn't want the parents (in the class), my children learned it themselves, they turned it on and joined the class. (Zeynep, Appendix H, 19).

As can be seen from the excerpt, some teachers can expect children to be able to switch their technological tools on and off by themselves while preparing their learning environment without the need for their parents. Though, most of the teachers stated that parents made the learning environment more useful by preparing their children's technological devices such as computers or tablets for the lesson in the online education process due to the age of the children.

Apart from the preparation of technological tools such as computers, tablets, microphones, and cameras, parents also ensured a facilitative and efficient learning environment for children's learning by preparing the lesson materials. In the COVID-19 online education, parents organized their children's learning environment by having their children's lesson materials available before the lesson.

> When we were planning the lessons, we sent them a list of the materials we would need for that lesson through an invitation. Once those materials were ready, we asked for parent engagement. It was actually parents' responsibility to make the environment ready. In that lesson, for example, we would use paint and brushes. You know, because we send that e-mail to the parent, the child has no knowledge of it. So, the parent had to read it and prepare those materials. (Ela, Appendix H, 20).

All the participants who stated that the materials should be ready before the lesson also emphasized that the list of necessary lesson materials was shared with the parents before the lesson and that they were given enough time to prepare these materials. One of the participants stated that she shared the list of materials with parents one week ahead of time.

Moreover, most of the teachers stated that the preparation of lesson materials is one of the important tasks of the parents during this period. In the online education process, the task of preparing lesson materials by the teacher in the school was taken over by the parents. Therefore, Beyza Teacher saw parents as facilitators in providing the materials for the online lesson as follows.

> Of course, before, we used to print out the activities in the classroom and give them to the parents, but we cannot give the printouts of the activities to the parents now. I was sharing them in the group (WhatsApp) before the lesson. I was saying that it would be okay even if you cut it out on a piece of paper. I was saying that the child should have it with him/her at that lesson time. They were all preparing it beforehand. They were saying, "Teacher, we prepared it." For example, they were sending it to me, asking if it was ok, and I was responding "It doesn't matter if it is okay or not, as long as you have prepared something even if it is small." I wanted him/her (the child) to pay attention and focus on it. In that sense, they could be involved. Just like how we go and prepare the lesson activity beforehand, or we tell our trainee teacher to do so, this time, they were the mediators there. (Appendix H, 21).

In general, as can be seen from the excerpts, parents have been engaged in their children's online learning process by organizing the learning environment such as preparing the technological devices and online education software and providing lesson materials before online lessons.

4.2.1.2.1.3 Learning Support

Families were the major supporters of children in online education during the COVID-19 pandemic. In this process, when necessary, parents supported their children by attending online classes with their children and helping their children's learning process after online classes because children cannot manage online education by themselves without any support.

Just as parents helped their children in the preparation phase of the online lesson, they also supported their children during the lesson and were engaged in their

children's learning process. In online education, parents sat next to their children and helped them based on their children's needs. Ayşegül explained how parents helped children with activities that require fine motor skills during the online lesson as follows.

> For example, let's say we are going to do an activity, a scissor activity, a cutting activity. When children cannot cut, their mothers help them, the same way they help them when they cannot glue the pieces or when we are doing magazine activity, and some children cannot write, or we are going to add up the numbers, or we are going to sing a song. Families were always supportive in such desk-based activities. They should be in the online lesson because children could not do the activities themselves. (Appendix H, 22).

Another remarkable situation shared by the participants is that parents also supported the children by helping them to follow the instructions given by the teacher during the online lessons.

> What activity are we doing at that moment? (she thinks) For example, once I said that we were going to complete the number 2. My voice did not reach the child. The child did not understand, did not get the instructions, and at that moment the parent says, "We are going to complete the number 2. (Beyza, Appendix H, 23).

Ela mentioned another way of parent support to children for online lessons. Ela stressed that even if families did not sit next to their children during the lesson, they should have been at a distance to meet their children's needs and help them when they need it.because children needed their parents' help and support during the online lessons.

> We wanted the parent or any adult at home to be nearby and accessible, in case the internet is down, or if the child needs material or help. Because we cannot help from the screen, we wanted any adult, be it a family member or housekeeper/nanny, to be available at that time to support the child. (Ela, Appendix H, 24).

Most of the teachers stated that parents not only sat next to their children and supported them when they needed it, but also participated in the activities during the lesson like teachers and children. Parents became active participants in their

children's online classes. For example, Beyza stated that parents participated in online classes and read books to children.

> Sometimes, we were sending the PDF versions of online stories via Whatsaap. I would also suggest that I can display it on the screen, and you can read it from there, it's up to you. For example, the parent would read the story out loud when it is their turn. The mother of person A or the father of person B would read the story to all the children that day. Because I would tell them: "You should also engage a little bit. (Appendix H, 25).

Also, the same participant pointed out parents supported their children's learning process with other parent engagement activities, which are inviting parents for doing activities with children for:

> I had a parent who was a soldier and who was very interested in sports. He was a father with whom I had a good relationship. I asked him to participate in lessons, I think he did it for a very short time. During one or two lessons, he had the children do one or two movements. For example, he made them do warm-up exercises, I even did the exercises with them, and so did they. That father helped us a lot, he also helped the process to be warmer. We also had a parent who was a doctor, and handwashing was talked about a lot at that time. I had a student named Parla whose parents were doctors. Her parent told us about hand washing and so on and so forth. How many times should I wash my hands, what is Covid-19, how will the process progress? (Beyza, Appendix H, 26).

In addition to supporting their children during online classes, parents helped them learn by supporting them at home after online classes as well. The teachers indicated that families could support their children's learning at home by reading a book with their children after online lessons.

> I had them engage in a book reading activity. I constantly recommended books to them. I even suggested to them some websites where they could read them for free and made them read them every evening. So, yes, I did that about reading books. Other than that, I didn't do anything else. (Gamze, Appendix H, 27).

During the online education process, apart from reading books with their children at home, parents also supported their children's learning by doing the learning activities that are assignments for children given by the teacher.

> We gave homework from EIN. It has videos and homework assignments, and when we would enter them into the system, they would automatically see what homework assignments the teacher had assigned. Children would do their assignments from there. I think all teachers were introduced to the EIN videos at that time and we were very pleased with them. I mean, there were really useful videos there. The parents saw these videos and had their children do them, and the teacher could see which child did them in the whole class. (Elif, Appendix H, 28).

As can be seen from the excerpt of the teacher, parents did the activities shared on the EIN platform used in the COVID-19 online education process with their children. In fact, a major advantage of this platform is that the teacher could check whether the parents were supporting their child's education at home.

Moreover, teachers also noted that parents were very willing to share photos and videos of their children's learning experiences and activities with the teachers after they supported children's learning at home.

> I would assign (homework assignments) under the control of the parents. After the child did his/her homework, the parent would check it. They would send me a photo of it on WhatsApp again. Or, for example, we would have weekly homework. For example, we would ferment yogurt at home. All the parents would send me photos of their children fermenting yogurt. (Elif, Appendix H, 29).

In general, parents actively engaged in the online education process by supporting their children's learning such as sitting next to their children during the lesson and helping them when needed, participating in activities with their children during the lesson, and assisting their children in learning after the online lesson.

4.2.1.2.1.3 Communication

The teachers stated that there was a two-way communication between teachers and parents in online education during COVID-19 pandemic. In this process, both the early childhood teachers kept in contact with the parents and parents kept in contact

with the early childhood teachers vice versa for a variety of reasons. The communication between the teachers and parents is summarized in Table 4.

Table 4. The Reasons of the Communication between Teachers and Parents in Online Education Process

Communication	Reasons
From teacher to parent	Process-related issues Social purposes Supporting the parents
From parent to teacher	Informing the teachers Asking questions

The reasons why teachers communicated with parents during the online education process are process-*related issues*, *social purposes*, and *support for parents*.

Process-related issues:

Parents and teachers who had not encountered online education in early childhood education before did not have enough information about online education, so they frequently communicated about process-related issues. In this study, almost all of the teachers stated that they communicated with parents about how to manage the online education process. In the following excerpt Ezgi explained how she contacted parents to inform them during the online education period:

> First of all, a meeting was organized from the beginning and some explanatory notes were sent to the parents to inform them. Some information notes and videos were sent to them about how they can connect to the Zoom program and which units they can get support from, and it was explained that we would meet with the students according to a

> certain schedule. In these bulletins that were delivered to our parents, it was stated that their support would be asked for. And, for example, Monday's schedule is on number 5, and there are small tasks such as asking students to bring 5 materials. We expected the parents to support the students in such tasks. We asked the parents to support the students in performing their tasks and they were all really willing. (Appendix H, 30).

Similarly, Ipek stated that she shared a guiding video with parents showing how to do activities that support their children at home. Although parents were their children's teachers during online education process, they may need to support their children with practical concrete instructions due to their lack of sufficient pedagogical knowledge.

> We would also give tasks to the children. Our lessons were already 15 to 20 minutes long. After the lesson, teachers would share examples that children could do at home with their families by shooting videos. For example, we would give a lesson on numbers and make an introduction [to the topic]. Of course, children wouldn't stay still during a 15 to 20-minute lesson. Afterwards, we would play a game, for example, the teacher would record a video showing how that game is played. He/she would put it on Seesaw and tell the family that they can play this game together with your children. I uploaded an e-video like this every day. They played these games together and had fun. Since they were already thinking about what to do at home, this relaxed them a lot, they liked it very much. (Ipek, Appendix H, 31).

This excerpt indicates that the teachers did not leave parents alone during this process and provided both visual and verbal information about how they could support their children in their online education and the online education software to be used in online education. Moreover, all teachers stated that they also contacted parents for the supply of the materials to be used during the online lessons. The early childhood teachers usually contacted parents via e-mail or WhatsApp a few days in advance and sent the list of materials to the parents. In the words of another participant with similar experience,

> We would have meetings on WhatsApp with everyone because not every parent had a good command of Zoom. We would have a general meeting on WhatsApp, (telling them) "we taught this and that," "we need support

> in this subject," "you need to teach this," or "we need this material." We communicated via both WhatsApp and Zoom. (Elif, Appendix H, 32)

Another point at which teachers communicated with parents about the process is to inform them about their child's progress, behavior, and development in online education during the COVID-19 pandemic. It seemed that the effectiveness of online education was compromised at times by the behavioral challenges that children had to go through because of their unfamiliarity with attending online classes, which may be even exacerbated by their limited attention span and concentration abilities. Thus, one of the teachers indicated that she observed challenging behaviors of children during the online lessons and reported this situation to the parents by calling. Besides, Ezgi stated that she gave information about children's progress and performance in online lessons to the parents by touching contact with the parents as follows:

> In the first weeks, just as we were in close contact when the school was open, we kept being in close contact when we switched to online education. There were 15-20 students, and it definitely required a lot of attention and care to follow so many students online. Because it is not like awareness in the classroom. Children are in tiny squares on Zoom. However, when I saw the slightest thing, I always contacted the parents by e-mail. If I needed to make a phone call, I made that phone call. I monitored the students whose energy I found low that day. If it continued like this, I informed the parents. I contacted the parents to see if there was a problem. We observed the child for a while, asking if there was something different or if there was a specific reason, and then we made an effort to improve (his/her situation) together with the parent. (Appendix H, 33).

Parents and children who spent the last year of kindergarten with online lessons at home did not know what kind of system will be in primary school next year. For this reason, the same teacher stated that while reaching out to parents about their children's performance in the online class, parents were also informed about the primary school term next year as follows:

> …apart from that, we would have periodic meetings for developmental observation. We would come together to give feedback on this. Since the age group is six, there is a transition to primary school. Both the school counselor and I organized a meeting with the participation of the parents and informed them about what awaited a primary school student and what kind of path they would follow as the pandemic continues. What happens if this happens, what happens if this doesn't happen... We showed a multi-faceted perspective to the parents because we realized that a very active student is not like that on Zoom, or, on the contrary, a very timid child is much more active in his/her own safe environment at home. We shared our predictions about what would happen next year based on our observations about this, etc. (Ezgi, Appendix H, 34).

The teachers also stated that they contacted parents to inform them about the lesson time. One of the participants stated that she contacted the parents in case of a change in the online lesson schedule and informed them on a regular basis, while another teacher stated that she sent a message every morning to remind the parents about the online lesson times, even though the parents had the lesson schedule.

The teachers pointed out that the parents were contacted to share what is being done in online education and what is being learnt together to children in order to keep parents informed about their children's education. Also, the teachers also reached out to parents to remind them of the learning experiences to be done after online lessons. Elif said the following about this issue:

> I could see who did and who did not do the homework assignments on EIN. I would even warn them on WhatsApp, asking if those students could do their homework. We got to know EIN at that time, and we liked it very much and I still use it in the classroom. (Appendix H, 35).

In addition to contacting parents for homework follow-up, all participants in the study frequently expressed that they contacted parents to find out the reasons why children could not attend the online lesson. Selin who asserted that necessary changes should be made by determining the reasons for the lack of attendance to online lessons shared her own experience on this subject as follows:

> In addition, there were parents who never participated in online classes, or there were children who never participated despite being forced by their

> parents. There were parents who didn't want to participate at all, and we just wanted to know the reasons why. Should something change, or how could we make that child participate in this class? In the end, it was something new for all of us. The smallest feedback given to all of us was useful. We kept in touch with them. (Selin, Appendix H, 36).

Similarly, while Fatma communicated with parents about their children's attendance in the online lesson, she also attempted to encourage parents to support their children to participate in the lesson.

> Apart from the e-mails we sent from time to time because they had not participated (in a lesson), we contacted parents and askes “Could they draw a picture and send it to us? Or, for example, we contacted (the parents), thinking that it might be a problem for the child not to see us for a long time, and said, "he/she hasn't been attending for 2 weeks, but his/her friends are concerned about him, if he/she wants to attend, we are waiting for him/her. When you are available, can you make him/her to get into contact with us outside of the activity hours?" We actually tried to manage the process by finding different solution methods without being too insistent. He/she has a friend, a class, classmates, teachers. Honestly, we would check from time to time so that he/she would be aware of that. For example, so that the children wouldn't forget us, I would say, "Could you ask Ayşe to paint a picture for us? We miss Ayşe very much, and when you are available, you can guide her outside of class hours during the day. We would like to meet (with you). (Appendix H 37).

Moreover, the teachers stated that the school administration asked the teachers to contact parents frequently to check attendance and to share the information about which children were not attending in the online lessons with the administration.

> The school principal and vice principals would set short meetings during the day about the online education process, and we would attend them. We would reach out to the children through Zoom, we would call the children who did not participate and note down why their parents did not participate, whether it was because they did not have internet access or they did not have access to a computer, and we would note down how many children participated in the online education every day, and we kept attendance lists, and at the end of one week, we took them to the administration. We took notes on how many children participated (in online lessons) on a daily basis and how many children were involved in online education, and we handed them over to the administration in exchange for a signature. This was taken from each teacher. (Aslı, Appendix H, 38).

Social purposes:

Preschool children were previously not used to being physically separated from the teacher and their friends. With the closure of schools, the place of education became home instead of school and this situation negatively affected the children socially. Therefore, most of the teachers stated that they contacted the parents and had a conversation with the family in order to socialize and spend time with the children during the COVID-19 pandemic. Aslı shared her experience on this subject as follows:

> When we switched to online education, I was afraid that the children would become lonely. That's why I kept in touch with the families. I wanted them to stay connected to the school, not to lose touch with the school and the teacher. Otherwise, no activity was too important. It made the children feel good to see their teacher in class even if it is for 30 minutes, to engage in face-to-face education or to talk with me for 5-10 minutes when I called. We did not necessarily aim to teach. We did not necessarily care about teaching 1,2,3,4,5 or red, blue, yellow. (Appendix H, 39).

Supporting the parents:

Another answer to the question of what the reason for contacting parents during the COVID-19 online education period was to support the parents. During the online education process, parents and children were constantly at home due to the pandemic and could not go out because of the restrictions, which caused parents and children to feel distressed at home. Thus, apart from educational issues, teachers stated that they contacted parents and communicated with them in order for both parents and children to not be alone during the process.

Teachers stated that parents did not know how to manage this process and they were overwhelmed at home. Therefore, these teachers expressed that they called the parents during the process in order to help and support them. Moreover, the teachers were in contact with parents during this period to send them educational

content, to help them learn how to use online educational software such as Zoom and Teams, and to provide them with psychological support by communicating with them about the pandemic, their health status, circumstances at home, their feelings and needs in general.

Most of the teachers, especially the teachers working in public schools, stated that they contacted parents via WhatsApp and sent them some educational content to support parents to help their children. Elif expressed this situation as follows:

> I sent the videos I wanted to teach on WhatsApp, the parents showed them to their children, and they did it together. I wrote there all kinds of stories, videos, educational videos, or things I wanted to explain, and the parents helped their children in this way. We were generally in communication with parents via WhatsApp. (Elif, Appendix H, 40).

In addition, the teachers who said "they did not know at first, they had difficulties" stated that they gave some technical information to the parents by calling them or via WhatsApp so that they could use online education software. In addition, parents were called and contacted for psychological support during this period. One of the teachers stated that parents were in panic due to the pandemic and were worried about both their health and their children's education, so she had coffee chats with them to give them psychological support and listen to their problems. Besides, another teacher stated the following:

> We shared in writing what they could do with the children at home. The problems at home had started to increase a lot. There were problems such as hustling and shouting, so we also communicated with the family in order to comfort them a little more, (telling them) they could experience such problems at home. We actually undertook the task of a guide, telling them "We understand because these are difficult times, everyone is going through a difficult period. When children cannot go out, their stress increases more, they cannot get rid of their energy. So, you can help them relieve their stress by playing these games. (Ipek, Appendix H, 41).

Lastly, it can be claimed that teachers communicated with the family during this period not only for educational purposes but also to provide social and psychological support.

While the teachers communicated with the parents by calling and texting them, the parents also kept in touch with the teachers and communicated with them during this process. The participants in the study indicated that parents called or sent email/messages to the parents to *inform the teachers* and *ask questions to the teachers*.

Informing the teacher:

Teachers pointed out that the parents contacted the children when their children could not attend class. Aslı stated that parents called the teacher to inform her that they could not attend the lesson because their child is sick or has COVID, while Ayşegül stated that parents informed the teacher that their children could not attend when they did not have access to the internet.

Moreover, in addition to attendance of children to online lessons, parents also informed the teacher about the process by sending teachers photos of the educational activities they do with their children at home. Selin indicated this situation as follows.

> Let's say the activity was not finished, I would say "You can complete it and take a picture of it," or the child would like the activity in class so much that he/she would do another one at home by himself/herself. Parents would take a picture (of it) and send it to me on WhatsApp. Sometimes, even if I didn't want them to, they would take a picture of something and send it to us. In this way, they were actually keeping in touch with me. (Appendix H, 42).

Asking questions to the teachers:

As in face-to-face education, parents continued to communicate with the teachers during the online education period as well. In addition to contacting the

teachers to inform them, they also stayed in contact with the teachers to ask questions and obtain information.

Parents contacted teachers during the pandemic period to ask questions about the process. Also, parents contacted to ask about the recent decisions taken by the Ministry regarding health and online education, while one of the teachers stated that parents often contacted to find out the answer to the question "when will face-to-face education start?".

The teachers also stated that parents called the teacher or wrote to the teacher via e-mail/WhatsApp almost every day to ask for the lesson time. One of the teachers stated that parents called the teacher and asked for the lesson time even though they had the lesson schedule, and similarly, another teacher shared her experiences as follows.

> Actually, the families contacted me very often. As I said, every day actually. They were curious, you know, there were those memes reading "Is there a live class today, is there a live class today?" Every day, there were parents who wrote on Zoom asking if we had a class, and there were also people who called. They actually contacted us for their learning process. To give something to their children. You know, so that their children would not be idle. There were those who asked what we would learn today. "What are we going to learn today, what are we going to do today, is there anything we need to prepare? (Aslı, Appendix H, 43).

As can be seen from the excerpt, while parents communicated with teachers in order to find out the lesson times, they also communicated with the teacher in the process in order to prepare for the lesson and to be more familiar with their children's online education. Moreover, almost all teachers stated that parents wanted to learn the material lists used in the online lessons, so the parents got involved in their children’s online learning process by asking and communicating regarding the lesson materials with the teacher.

> They also contacted me to ask questions about the course materials. For example, in the visual I posted there, a black pen was used, and they

> would ask me if it was okay to use a red pen. I would tell them to use it, there was no problem. They asked me a lot about that at first, and then in the future, when they realized that I didn't really care about such a thing and that the important thing for me was that the child was engaged in it, that he/she should be involved in some way, even if they used the back of a piece of paper, as long as he/she spent time with us. (Beyza, Appendix H, 44).

Besides, when parents contacted teachers in the online education process, they asked questions not only about the online lesson content but also about how the parents could cope with the problems and difficulties they had with their children by sharing them with the teacher. The teachers indicated that parents called the teacher during the process and asked for advice from the teacher, stating that their children got bored to participate in online lessons, doing activities, and stay at home, and their attention span is very low during the online lesson and had focusing problems. Likewise, the excerpt from a participant who explained a similar situation is below.

> When they turned on Zoom, we would say good morning or hello to each other first. I would tell them, "If you have a problem, we can talk after the class." For example, after the class was over, those who wanted to say something would call me. "He's very bored, what do we do, teacher?" "We're at home all day, he fights with his brother like this and like that, what do I do, teacher?," "He has difficulty holding a pencil, what should I do, teacher?," "We have difficulty getting him to do his homework, teacher..." Because of things like that... You know, the only thing children did at that time was to be bored when they were imprisoned. They usually contacted me because of things like "Teacher, he plays games on the tablet all day, what should I do?" or "He watches cartoons all day, what should I do, teacher?" (Zeynep, Appendix H, 45).

As can be seen, the parents needed the teacher's advice and guidance during this process, and therefore they took care to stay in contact with the teacher in order to manage the online education at home better.

In addition, another reason why parents contacted teachers during this period is to consult with the teacher about how they can support their children after lessons. Beyza stated that “parents are unable to cope with their children” because parent did

not know what to do at home with their children in all day and how to handle the problems with children and she elaborated it as follows:

> "Would you recommend this," "How do you think it would be if we did this?" (Parents were asking). I was trying to give them as much feedback as I could. I mean, they didn't know what to do in that house, it was the first time they had experienced a complete closure with their children. They couldn't even go to the park, even to a shopping mall. In the past, before they started school, maybe they would take their children to the mall, maybe they would take them to the park, maybe they would leave them with their mothers for two days, we don't know. But now that they were with the child all the time, they naturally realized that they were not good for the child. Most importantly, you know what they say, we Turks have this saying "They can't cope with staying in the same house with their children for a long time," I think that was also a factor. I think spending time with the child for a long time was a process that exhausted the family. They consulted us, asking "What do you think we should do?" For example, they said "He/she doesn't want to sleep. He/she sleeps very late, that's what I mean by he/she doesn't want to sleep. He/she doesn't want to eat. Should I give him/her a tablet? Should he/she use an Ipad? Should I let him play games? (Appendix H, 46).

Moreover, after the teachers reported the reasons why parents contacted the teachers, they mentioned the frequency of parents' communication with teachers.

> So, when we entered the month of March, they would keep in contact every day during March. One parent called, the next day another parent called. You know, they would call at least once a week. Then this decreased. In May, there were no more calls. No one asked because they were calmer and talked to each other via WhatsApp. We could sense that too. They would also say things like "But I heard that you said this and that to that parent." They were also chatting among themselves. That made them a little more relaxed, so they called me for the first one month. It decreased even more in April. Once every 2 weeks, maybe, there was someone who said, "I don't understand this here," "Can you support me?" "Is there anything missing?" "Today he/she was not very good. Do you think he/she should study more?" But after that, no one called in May. We already had a meeting in midterm. We also shared information. So, after that, very, very few people called, very rare. (Ipek, Appendix H, 47).

As can be seen from the excerpt, although parents frequently communicated with the teacher at the beginning of the pandemic because they were very unfamiliar with online education, the frequency of their communication with the teacher

decreased after they got used to the process. Moreover, Fatma stated that the frequency of parents' contact with the teacher varied from parent to parent.

> If you ask how often parents contact us, they do so when they face problems. There were some who faced problems in this process. There were some who had no problems and didn't contact us. There were some who had problems once a week and would say they could not find the weekly activities. The frequency varied a lot. (Appendix H, 48).

Similarly, one of the early childhood teachers indicated that the parents did not communicate with the teachers as much as she communicated with the parents and did not call the teacher unless they had problems. Therefore, it can be claimed that parents usually contacted the teachers when there was a problem or need during the online education process.

The teachers also mentioned communication tools they used to contact parents during the COVID-19 pandemic. All teachers working in the public school stated that they used WhatsApp to get in contact with the parents. However, except one teacher, all teachers working in private schools reported that rather than WhatsApp, the online education software they frequently use for online classes are preferred for communication with parents.

Besides, most of the teachers stated that they contacted the parents by phone during this period. They also pointed out that telephone communication was a faster method of communication during the COVID-19 pandemic. However, some teachers also indicated that they were not willing to communicate with parents by talking on the phone as in face-to-face education as follows:

> We usually communicated via e-mail. Because normally in face-to-face education, the teacher's communication channel is e-mail unless there is an emergency. Yes, sometimes, we hold meetings, and we may contact them via the school phone. But usually, our parents are very used to this, they check their e-mails. We mostly communicated with everyone via e-mail. For example, when I sent an e-mail about setting a meeting tomorrow, I received positive or negative responses immediately. Again, there were times when I had to make a phone call, and I also made phone calls when I

> needed to make a phone call. But this was very exceptional. Unless there was a very urgent situation, I found it more valuable to give my feedback on Zoom, in a conversational atmosphere, as if it were a face-to-face meeting, rather than on the phone, so I directed them to Zoom. So, if we look at the ranking, first Zoom, then e-mail, and lastly, if there was an emergency, we communicated over the phone. (Ezgi, Appendix H, 49).

Moreover, the teachers who phoned the parents to talk about the process during online education stated that they did not contact the parents on their phones during the face-to-face education.

> In face-to-face education, we didn't use to call using our own numbers, but in the pandemic, we called from our own phones, sometimes hiding our numbers, but some parents' phones were closed to unknown callers anyway. So, it was a difficult process and I think everyone had to support each other. Honestly, I didn't do anything, I called everyone from my own number, and everyone called me from their own numbers. I mean, thank God, no one used it in a bad way, even though it was a very troublesome process. (Selin Appendix H, 50)

In the words of another participant with the similar experience,

> I don't want to use WhatsApp anymore; I don't want to use WhatsApp with any parent in any way. It's my private life, and since I started to work, I have always given my cell phone number to parents, and I don't want to do this anymore. Also, I don't want to do this anymore, not replying to parents when they text me after nine o'clock in the evening. I don't feel good about it, but I've learned not to reply. At seven in the morning, before I even get on the bus and start my shift or once I get out of bed and open my eyes, I see a message from a parent on my personal phone or on weekends... I'm out, for example, and a parent is calling. For them it's the most important thing in the world, but for me, it's something that can be rescheduled for another time. (Buse, Appendix H, 51)

Moreover, Ipek pointed that teachers were not allowed by the school administrators to use their own phone numbers to contact parents as follows:

> At that time, families had our phone numbers. We are not allowed to give our phone numbers now, according to KVKK (Personal Data Protection Law) rules. (Ipek, Appendix H, 52).

In the meantime, after mentioning the types of parent engagement during the COVID-19 online education, teachers occasionally referred to the adequacy of parental engagement during the COVID-19 online education.

Based on their experiences of parent engagement, the majority of the participants stated that parents got actively involved in their children's online education during the COVID-19 pandemic as in Aslı's excerpt given below:

> …preschool children are not at an age where they can click on a link and enter Zoom on their own. They are not like second or third grade children. I think we received a lot of support from the families in this regard. I think we felt the family participation in this online education process. I mean, without them, we would not have been able to carry out this process in any way. We could not have achieved this engagement at all, that is, we could have neither established a connection, nor shown something to the children, nor given something. I think we couldn't have done anything, I mean, if it hadn't been for the family, if they hadn't supported their child in this process, if they hadn't turned on Zoom or if they hadn't responded to the teacher's WhatsApp messages, if they hadn't followed the process, we wouldn't have been able to reach the child in any way, right? We would not have been able to reach the preschool child because if the parents had not supported us, if they had not talked and communicated with us, we would not have been able to reach the children in any way over the phone. I think we could not have shared anything with them in any way. I think we succeeded in this online education process with the engagement of the family. We taught most of the things with family support. ...parent engagement was always present in the online process.(Appendix H, 53).

Similarly, Buse stated that parents actively engaged in this process but at the same time, parents have been exhausted and exerted more effort compared to face-to-face training:

> Because at school, all the responsibility was on us and we were managing that process, but here I just send the e-mail, I send the lesson request, I send the message, but it is the responsibility of the parents to motivate the child, to prepare the materials, to tell him/her charge the Ipad. In this sense, (parents) are active, but if we think about the efficiency of parents, they made much more effort than in the normal order. Was it productive? It may not have been productive for him/her, it may have been just tiredness for him/her. But were parents active in that process? Yes, they were. (Buse Appendix H, 54).

In addition, some teachers stated that parents were very eager to participate in online education and tried to provide favorable conditions such as finding an environment with stable internet infrastructure to participate in online education with their children. Gamze elaborated on this situation clearly as below:

> There was a family who was very anxious during the pandemic and went all the way to their village. But believe me, every day that woman also participated, you know, she took her phone to a place where there was a signal and connected (to Zoom) with her child and somehow accompanied us. They were afraid of the pandemic and went to their village, which was very far away. For example, (she said) "Teacher, the internet connection is bad." But they would go to a place with a better connection and join us from there. In fact, they would call me privately, asking "Teacher, since I am in the village, I cannot access the activities." So, I would also send it to her privately via WhatsApp. That was how she ensured her participation. Even they got to connect somehow (Appendix H, 55).

Contrary to these teachers, only one participant stated that the parents have not managed to effectively engage in their children's online education during the pandemic because they were not keen on participating in their children's lessons because of feeling overburdened and lack of time.

Moreover, less than half teachers expressed that parent engagement varies from family to family, without making a clear judgment about the engagement of the parents in this process as follows:

> This situation varied from family to family and from child to child. The mothers of some children were available, both available in terms of work and willingness. Indeed, she sat next to her child during the lesson and prepared the materials, helped her child with any technological needs, and when she had difficulty in an area where she had difficulty while doing the activity, even if it was not technological, she was with her child when she needed it in some way, such as cutting, coloring, and drawing. She was with her child, but some of them were not present at all (Gamze, Appendix H, 56).

Besides, considering the parents' participation and support in the online learning process, teachers shared other experiences of parent engagement. The teachers stated that engagement within the family differed by gender. All participants indicated that the mothers were more engaged in their children's learning process in online education during the COVID-19 pandemic by supporting and helping their children, participating in their children's online lessons, and communicating with their teachers.

In addition to mothers' frequent engagement in their children's education, the reasons why the mothers had been more engaged in their children's online education during the pandemic rather than fathers were also shared by teachers. The reasons why the mother's engagement had been more is due to *work conditions*, *child's age*, and *cultural/patriarchal perspective.*

All participants indicated that work conditions are an important factor influencing which parent would be involved in the child's learning. During the interviews, all early childhood teachers stated that the reason why fathers are less likely to be engaged in their children's education is that fathers are employed. Also, they highlighted the lack of father engagement in educational activities during the online education process.

> … ...Because the parent portfolio of that class of mine is like this: mothers do not work, they are housewives, and fathers work. Therefore, fathers went to work as much as they could during that process, and those who could not go to work would work online anyway, so mothers always had more time and they managed this process. (Buse Appendix H, 57).

This excerpt shows the fact that mothers were at home with their children and fathers were working during the online education process interrupted father involvement. Moreover, even if the father was working remotely, it was still the mothers who made significant contributions to their children's education in this process.

Furthermore, one of the teachers pointed out that although both parents have been employed, mothers have more easily taken time off work to support and engage in their children's online learning. It can be said that mothers have always been at the forefront of their children's education under all circumstances in online education, as in face-to-face education. However, Ezgi underlined that the participation of fathers in this period cannot be denied with the following words:

> I think mothers were active. But fathers were not bad either. I would also see fathers approaching when I was teaching Zoom. I would see fathers being more active in activities related to technology. I don't know what exactly our parents do in terms of their socio-economic status, but I know that most of the mothers do not work. In this sense, maybe I can say that the participation of mothers was higher. Again, as usual, mothers would go to the meetings first. However, since we were already at home during the parent-teacher meetings, it became almost obligatory for the father to attend as well. We did it together: mother, father, teacher. (Appendix H, 58).

As can be seen from the Ezgi's excerpt, although mothers were engaged in all aspects of their children's online education, some fathers got involved in their children's education on technology-related issues in online education.

Apart from work conditions, Gamze indicated that the child's age is also a factor affecting which parent would engage in their child's education and she elaborated that as the age of the child gets younger, mothers instead of the father take more care of the child and play a more active role in the child's education.

> Mothers were more interested. For example, I have been working in this position for 30 years. I mean, of course, there are also fathers who are interested in preschool children, but mostly mothers are at the forefront in this age group. But of course, there are also interested fathers. But the majority are mothers. I think this is related to the characteristics of this age group. In other age groups, when lessons start or when they get older, I think fathers also get involved, even if it is a little bit. (Gamze, Appendix H, 59).

Lastly, teachers stated that another reason is parents' cultural and patriarchal perspectives which regard mothers as mainly responsible to support their children's education. Ipek expressed her opinion on the subject with the following words:

> Mothers were more active %100. I didn't see any fathers. Maybe they were having food or drinking water in the background, but there wasn't a single father helping in my class. Out of 18 students. I think fathers are probably in a room working or I think that culturally in Turkey or in the whole world, for some reason, there is a perspective that the mother takes care of the child. And I think that fathers leave the task of following whether it is time for the lesson directly to mothers, and I think that they adopt an attitude of "I need to work." (Ipek, Appendix H, 60).

As can be seen from the excerpt, the notion that the responsibility of taking care of the child belongs to the mother and the fact that fatherhood roles are ignored have negatively affected father involvement, which caused fathers to shift their responsibilities to the mother and to be uninvolved in online education.

4.2.1.2.2 Practices transferred from face-to-face education to online education

After learning the types of parent engagement in online education, early childhood teachers were asked which of the parent engagement activities they used in face-to-face education they transferred and used in online education during the COVID-19 pandemic. All the participants stated that they continued parent-teacher conferences, which is one of the important parent engagement practices, through online software during the COVID-19 pandemic. Ezgi shared her experience on the subject with the following words:

> The situation of some students in the classroom was different from that in online education. Therefore, we had both parent engagement in terms of parent meetings and evaluation studies, for example, we had seminars. We organized family engagement programs with our school counselor. We had Suat Teacher who gave seminars on behaviors that can be observed in children through Zoom. Participation in these seminars was expected. As a matter of fact, we tried to do everything we did in face-to-face education in online education, we tried to carry it to Zoom. Sometimes, as a teacher, we were worried about fitting something in 20 minutes for Zoom, but there were times when we felt that we were very productive. Of course, face-to-face education is unquestionable in terms of sociability, it is very different, but I think we used Zoom very actively. I think we were able to ensure parent engagement. (Appendix H, 61).

As can be seen, organizing seminars to inform parents about their children's behaviors or education together with the school counselor is an effective method for parents to be engaged in the online education process. Thanks to this kind of parental education, while parents attended seminars and received training during the online education process, they got involved in the education process of their children. In

addition to the experience mentioned above, the same teacher added that special days such as Children's Day and Republic Day, which are celebrated in face-to-face education, are also celebrated together with parents online.

In addition, few of the teachers also stated that in online lessons, like in face-to-face education, parents and children do experiments and kitchen activities under conditions where access to materials is provided. Buse expressed this situation as follows:

> We held our meetings, we provided information, we ensured cooperation. Again, we gave our support like a psychological counselor and tried to comfort them. If you ask mostly regarding activities, most of the time, we asked them to be by their side in things like kitchen activities, experiments, etc. We asked them to do the things that we do in the classroom at home this time, with the help of the family. (Appendix H, 62).

Besides, another teacher stated that they invited parents to the online lessons and introduced their professions to the children, while some of the teachers stated that parents read books to the children during the online lessons. In this way, some of the parent engagement activities carried out in face-to-face education were transferred to online education.

4.2.1.3 Face-to face education vs. online education

The teachers were also asked which type of education they preferred in terms of parent engagement. As in the following excerpt, Buse, stated that she finds both types of education beneficial, depending on context: "The education process is of course face-to-face. But since the online process also increases the engagement of parents, I cannot say that the online process is useless. Education is more beneficial when given face-to-face, but the online process was more effective for us in terms of parental engagement and interaction." (Appendix H, 63).

As can be inferred from the excerpt, while face-to-face education is preferred for learning and training, online education is preferred to ensure parent engagement more effectively because in the online education process, parents were engaged in the education in every aspect by observing their children, supporting them, organizing the learning environment, and therefore online education was preferred for one of the parents when it came to parent engagement, but providing education in the classroom environment may be more appropriate in terms of learning and teaching due to reasons such as communication, eye contact, and more effective lesson. However, the other 11 teachers taking part in the study expressed that they prefer face-to-face education rather than online education.

4.2.1.3.1 The reasons for face-to-face education preference

The early childhood teachers explained the reasons why they wanted to provide face-to-face education instead of online education, which are *quality of relations*, *logistics* and *effectiveness.*

Quality of Relations:

The teachers stated that parent-teacher communication is more effective in face-to-face education, which is why they prefer early childhood education as face-to-face rather than online. One of the teachers explained this situation as follows:

> I think it is always more productive to have a better communicative language, to shake hands or to maintain eye contact. I think I express myself better face-to-face. You can show as much as you want online, but the parents can see better how you leave an impact on the child, how you intervene in an incident. When parents bring their child to the door or pick up their child from the door, they feel more comfortable talking about something and explain it more easily, because online, we don't always talk by video call. After all, you communicate via text message because they are far away. Even an emoji used there can cause misunderstandings, but face-to-face you can say "don't misunderstand me" or "you misunderstood me, I would be sorry, let's solve this

> situation, let's have a coffee together" but this is not the case in online education. (Buse, Appendix H, 64).

Similarly, the teachers pointed out that the relationship between the child and the teacher is more tactile and efficacious in face-to-face education. The excerpt of a participant who explain her experience is below:

> Both are good, but I am in favor of face-to-face education and face-to-face parent engagement. You can't get efficiency from a distance, children need to be touched, handled, seen, made eye contact with, we need to feel each other. (Ayşegül, Appendix H, 65).

In addition to the strong communication between the child and the teacher, there were some deficiencies regarding social interaction and peer connection in online education. According to them, children are more sociable on peer interaction and discovering the environment during face-to-face education, and therefore, if they had a choice, they would prefer face-to-face education over online education.

> Firstly, there is a field trip, observation, and education and support that the child receives outside with his/her friends and peers, with his/her family by his/her side. Secondly, there is also something that is done alone at home in a closed environment with only the child. There is something that is done alone from a distance. Of course, I prefer the first one. Letting the child go out and share his/her social life is very useful for both families and children. Now, on the one hand, you have support and engagement taking place in a closed environment during online education, and, on the other hand, you have these outside. I think face-to-face education is more beneficial for both the family and the child. (Gamze, Appendix H, 66).

Logistics:

The early childhood teachers also emphasized the importance of the classroom environment in logistic terms. Most of the teachers had difficulty reaching and interacting with children at a distance and expressed the advantages of teaching in the classroom environment. The excerpts from 2 teachers who emphasized the importance of the classroom environment are as follows:

> It is better to be face-to-face because for us, early childhood teachers, it is something different that a child really takes you as a role model and looks into your eyes, I can't explain it. You can't fully adapt the child to yourself

> online, but it is not like that in the classroom, when you explain something in the classroom, all eyes are on you. Of course, face-to-face education is better to get their attention. (Elif, Appendix H, 67).

> Even university students said the same thing: "Teacher, it is not the same thing to go and listen to a lesson in the classroom and listen to it through Zoom." When you look at it from an educational point of view, in order to learn something, someone there tells you something and you do it here on the computer, for example. If you are a banker, or I don't know, a graphic designer, at least it can be used for that kind of work, But how can you remotely educate a child whom you can address face-to-face, touch, hold his hand and say, "Look, you should hold the brush like this, you should do this, you should use the scissors like this." Their mothers taught them all. (Zeynep, Appendix H, 68).

Moreover, few of the teachers stated that the face-to-face classroom environment is also crucial in terms of parent engagement. For instance, Ayşegül said:

> Unfortunately, parents cannot be active on the internet as they are in the classroom. We already have limited time there, there are two lessons, each lasting 30 minutes, 60 minutes in total. All I could do was to explain something to the children. Only the parents would help me to make them prepare a magazine, they would repeat my actions after me. They would say, "You will do it like this," while they were gluing things together. But there is a hundred percent difference between the family participation I had in the classroom and the parent engagement online. I mean, I couldn't get any efficiency. Okay, the parents are in front of the camera, but there was no participation in an activity, no active involvement, no "let me do this, teacher," as there was in face-to-face education (Appendix H, 69).

Also, Selin, stated that compared to face-to-face education, parent engagement activities conducted in online education could not be implemented adequately due to technical barriers such as low Internet infrastructure given in her following excerpt:

> Communication in face-to-face education is much more intense and frequent. When you enter the classroom and read a book for your child, I can give you feedback directly about everything. For example, I say, "Could you hold the book for a little longer so that they can see the pictures better?" There, we can fix small things together very easily. But for example, we cannot do such a thing online. I mean, we do it, I tell you, I say, "Can you hold the book on the screen a little longer, we can't see it, the children couldn't see it" or something like that, but until my voice reaches you, until you turn over that book again or when you don't understand what I am saying and I repeat it, we already lose half of the group for 2-3 seconds. I think that children will get more efficiency from face-to-face activities, both the parent, the child and the teacher, I think all

> members of this triangle will benefit more from face-to-face family participation in face-to-face activities (Appendix H, 70).

Another reason for the preference for face-to-face education in terms of logistics is that parents can better observe and interact with their children, other children and the teacher in a face-to-face classroom setting. Parents can have more information about functions in the classroom. Ayşegül who stated that children's behaviors and performance at school are different than home shared her own experience on this subject as follows:

> I want parents to be intertwined with their children. I always invite parents to school to see how one person can teach 20 people, to realize that it is not that easy and to observe their own children in the classroom. How does he/she communicate with his friends, can he/she express himself/herself, is he/she sociable, how does he/she do the activities?. That's why I want families to come and see them. It's very nice when they come, they see them and they say, "May God give your patience" and they leave. That's how they end the day. They find it difficult. I prefer not to be very active while they are active in the classroom, or rather, I prefer to observe. Honestly, this is how I get to know the personalities of the mothers. I support face-to-face family engagement in every sense. Especially preschool parents come (to school) once a week, a parent comes once or twice a year. They should come and engage in something in the classroom. It may not be necessary for other classes, but I think it is very necessary in preschool. (Appendix H, 71).

Effectiveness:

All of the teachers stated that face-to-face education is more effective in early childhood education since children were easily distracted, the Internet problem disrupted the conducting lesson and communication between teacher and family members. Ipek expressed this situation as follows:

> I prefer 100% face-to-face education because face-to-face education is more efficient in every way. The first reason is that I want children to be involved, but children cannot be as effective listeners in online classes as they are in face-to-face classes. Their attention can be distracted more easily. That is my first reason. My second reason is that there is a barrier between online and face-to-face. Even though you see the person in front of you, you are talking through the screen. You cannot fully see that person. There can be internet connection problems for example. You can't

> hear their voice; the image can be distorted. Situations like these create obstacles for you or the child. That's the second reason. The third reason is that I feel like when it's face to face, I can do better and be more efficient. Because you can do something instantly, like "You do this and I will support you," and "While you talk, I can do this." You can talk quietly in front of him/her, but online, children hear you. The child already hears you. You cannot say anything secret. You can't give tactics like "Do this or that." Or you can't take tactics from him/her. Maybe he/she needs something to tell you. They used to write in the chat, the one on the side, we would make use of that from time to time. But it is much more comfortable in the classroom. You go right away and tell them. (Appendix H, 72).

Similarly, Aslı stated that in a face-to-face education environment, parent engagement benefits the whole class, not just one child, so face-to-face education is more effective.

> Actually, we liked both. I mean, the mothers really did something with their children there, but each mother did it for her own child, but face-to-face, it included all the children we met face to face, so I prefer face-to-face. In online education, maybe we didn't do this. Now that you mentioned it, I'm thinking that we didn't want a mother to read a nursery rhyme or a fairy tale online... Didn't we think of it or I don't know, maybe we were worried about something at that moment so that we could make them do it. But in face-to-face education, it is not like that, it includes all of them. That mother comes, his/her friend's mother came before, she tries to benefit all of them, and in that respect, I also attach importance to family participation in face-to-face education. Because it includes the whole, it should definitely be face-to-face because some mothers have a higher level of awareness of their children, but they only benefit their own children online, but in face-to-face education, it is very important that when you come, it benefits all children. (Appendix H, 73).

In addition, Beyza who stated that she missed the classroom during the pandemic period expressed that face-to-face education offered more learning opportunities in the classroom. Parents can interact more with children and share more experiences in the classroom in face-to-face education.

> It is more advantageous for the child and the parent. Both children and parents can do more things. They can spend more time. Sometimes there are such moments that a parent completes an activity in the classroom, but there is still an hour before the school gets closed. They ask if they can spend some time with the children in the classroom, and I tell them to do so. But now there is no such thing in online education. You know, because they cannot tell me "You go, and I will hang out here." Or children cannot experience this because they cannot stay for an hour or half an hour longer

> in online education. But what happens is that the parent spends time with the child in the house corner for role play or in the science-nature center. He/she goes through the magazines in the science-nature center with the child. He/she spends time with other children, most parents like it, but his/her own child is already gone. Sometimes he/she goes and chats with other children, reads books, talks to me, asks what he/she wants to ask, and visits the school. The parent also feels at ease (Appendix H, 74).

Zeynep who preferred face-to-face education stated that online education did not sufficiently support the child's socio-emotional and cognitive development because children did not meet their needs without from their parents.

> They never developed self-confidence because their mother was there, I think it was because the mother was there. Before, because the child was at school, he/she would learn to cope with things alone. Imagine, they are in their comfort zone at home, and next year they will start first grade, what do you think I contributed to them remotely? Did they gain self-confidence? Did they gain self-care skills? Mothers come and take the plate in front of them, when I was in the classroom, they would put their plate away themselves, sometimes I would even ask them to put it in the dishwasher themselves... Whether you accept it or not, the education you give there actually does not help much because the child cannot struggle there on his/her own. It was ridiculous to have online education via Zoom in pre-school anyway. But as I said, I did the lessons so that I would not be separated from the children, that they would not feel worse, and that we could do something together. And also, because I also get paid that much money (Zeynep Appendix H, 75).

Also, the same participant elaborated on her experience as follows:

> After the pandemic, I put papers and pencils in front of one of the children who came. It was the first or the second day, I don't know. The child took the pencil in his hand and did this and said what is this, what am I going to do with this? Then I talked to the mother, and she said, "ah yes, teacher, he played with the tablet all the time, I never gave him a pen, he was at home all day, he was bored". That woman must have been working as a housekeeper or something, (and said) "I would go to work, and he would just fiddle around with the tablet." The mother of another child said, "I never paid any attention to him, I think he was always playing on his phone." Last year, I struggled for 3 months with children who cried because they had to hold a pencil when they went to school, and they were 5 years old…There was someone who called out "mom" when he needed something: "I can't cut, mom," "I couldn't glue it, mom," "My water got spilled, mom." I mean, mothers were involved in the education there. I think what is done at home is not education. Because they call out to their mothers there. In education, the child has to struggle himself/herself. Did they spill their water? They will go and refill it with water. They will wipe it with a napkin themselves. Couldn't they cut something? They will learn

> how to, they won't make their mothers cut it. Even if the child cries, we somehow say, "Come on, try to cut it, look, you will do it like this." When you think about it from that point of view, even if it seems like an advantage for the child to be at home, it is not. Because the child's personality does not develop there. (Zeynep Appendix H, 76)

4.2.2 Challenges and Opportunities of Online Education for Parent Engagement

The theme titled “challenges, and opportunities of online education for parent engagement” was elaborated by the participants within the five sub-themes as challenges of online education for PE; ways of overcoming challenges for teachers; suggestions for improvement of PE in online education; opportunities of online education for PE; and affordances from online education to face-to-face education.

4.2.2.1 Challenges of Online Education for PE

Early childhood teachers were asked about the challenges of online education for parent engagement they faced during the pandemic period. According to the experiences of teachers, the challenges of online education for parent engagement are examined into 5 categories which are parent-related challenges, child-related challenges, teacher-related challenges, home condition related challenges, and practice-related challenges (see Table 5).

Table 5. Challenges of Online Education for Parent Engagement

Challenges	Categories
Parent related challenges	Lack of knowledge
	Miscommunication
	Reluctance to participate
	Interference
	Interruptive conduct during online education
	Work condition
	Negative Attitudes
Child-related challenges	Lack of interest
	Off-task behavior
	Low attention span
Teacher-related challenges	Insufficient knowledge about parents
	Lack of online education experience
Home condition related challenges	Balancing responsibilities
	Multiple children at home
	Unfavorable home conditions
Practice-related challenges	Limited activities
	Limited lesson time

4.2.2.1.1 Parent-Related challenges

The early childhood teachers stated that they faced some parent-related challenges during the pandemic process that influenced parent engagement, which are *lack of knowledge, miscommunication, reluctance to participate, interference, interruptive conduct during online education, work conditions,* and *negative attitudes.*

Teachers stated that one of the parent-related challenges is parents' lack of knowledge. Teachers underlined that parents did not have enough information about what to do during this period and also that they lack digital literacy skills or trainings

to get engaged in their children's online education. Selin shared her experience about parents' lack of knowledge as follows:

> I think we had difficulties because it was something very new to everyone. I mean, no one has ever experienced anything like this before. I think it's a little bit similar to the difficulty a child who starts school for the first-time experiences in the process of getting used to school and the difficulty we experienced in the online period. I think the parents didn't know what to do too much either. You know, they were both curious, wanted to observe, and wanted to help. I know that the parents who cut instead of the child or the parents who give soufflé for the child are actually doing it for help, you know, this is very obvious, they think they are helping their child, they think they are helping me, they think that the activity is over so that the lesson can continue, or the parents who make their child cry and sit in front of the screen think that they are actually helping in some way. I think it was due to our inexperience and the fact that we were very new to this. Unfortunately, our parents don't know what to do, or how to do it. (Appendix H, 77).

In addition, the online lessons were disrupted because parents did not know how to use technological tools and had difficulties in this regard as follows:

> Since not all parents have good technological competence in general, their technological competence was also limited. We didn't have any major personal problems except for internet use and computer use. There were many who didn't know how to use Zoom. They didn't even know how to mute themselves. We had some problems in that process. For example, the first 10-15 minutes of the lesson were going like this at first. They were asking anything, you know, "What is the ID, what is the password, it requires this, it requires that, what should we do with this, can you send another link teacher, etc." For 10-15 minutes, it was going both on WhatsApp and over the lesson, and it was also going during the whole lesson. They were telling me that my microphone was off, and my screen was dark and so on. In fact, it continued to go on all the time, let me tell you that it never ended. Because Zoom was difficult for people to use, especially if they didn't work in a company or something and didn't know how to use a computer. (Beyza, Appendix H, 78).

Moreover, parents did not inform teachers about their children's attendance in the online lesson, so there was a miscommunication between parents and teachers in online education, which was a challenge for parents to actively participate in online education. Ipek and Ayşegül explained their experiences about this challenge in following excerpts:

> The child is absent from class, the parents do not say why the child who normally comes to class does not come to class. They don't give any information about this in advance. So, I call or text them, but they don't answer anyway. Then, I start the lesson anyway. (Ipek, Appendix H, 79)

> Since online education in kindergarten was not compulsory like primary school, middle school or high school, some parents were more indifferent. There were students I couldn't get feedback from. I sent messages 1-2 times. Then I realized that they were not participating in any way, so I stopped calling them. I continued with those who participated in the lesson. (Ayşegül, Appendix H, 80).

Also, teachers experienced that during the online education process, parents did not follow the information mails or explanations from the teachers sufficiently and this caused some problems. Ipek stated that the parents did not check the e-mails sent by the teacher, so they confused the lesson times and forgot the course materials.

> They had the schedule of the lesson plan for that day, but they never looked at it. There were too many parents who didn't look at the program. We could see this through Seesaw, so I could see who saw what I shared on Seesaw. They never looked at it. Only 10 people looked and 8 of them had no idea. They didn't see what I videotaped or what I shared. Also, for example, you share a list of which children will attend which session, the groups are certain. They show up in the wrong groups. We were like; "No, your child is not in this group, your child is in the other group. We say get out of here, come at this time, come at this slot. (Appendix H, 81).

Another parent-related challenge is their reluctance to participate in online education. The teachers stated that parents were reluctant to participate in their children's online education processes and do not want to endeavor.

> For example, the child wants to participate in the online lesson with a great deal of enthusiasm, but the parent is a trainer and works very hard and cannot be enough for his/her child. They said "Don't ask me for any equipment, teacher", so you can't do much in this regard, and the child goes to classes without equipment. He is both an athlete and a very good and enthusiastic child, he loves his friends, he is loyal to me, but he said that "my mom won't let me do it, teacher". The parent told me "I can't do it". As I said, there were parents who said, "I can't provide anything (materials)", "Teacher, I can't take care of it", "I'm too busy anyway", even though the child is very eager. (Buse, Appendix H, 82).

Similarly, parents' reluctance to participate is explained with another narrative below:

> I was sending videos that they could play together, and the children were having fun. Since they were already thinking about what to do at home, that was a very comforting situation for them, they liked it very much. But some of them didn't want to do it, and said "I feel like it's a duty, you share too much, there were some who watched it" and some of the parents didn't like this situation and said, "Let's not get engaged in the online lesson, let's let you do it, we are already dealing with them all day long." (Ipek, Appendix H, 83).

However, the same participants also reported that some parents in her class felt that the assignments for after online lessons were a burden on the parents as follows:

> ...But there were also some parents who didn't want to do it because they felt like it was a duty. They would say "You share too many things," you know, there were some who didn't like it. (Ipek, Appendix H, 84).

One of the parent-related difficulties mentioned by early childhood teachers is the interference of parents in online lessons. Some of the parents answered questions directed to the children during the lesson and were very interfered in the process.

> There were worksheets that the child had difficulty with. The parent interfered and made them do it or we asked questions, sometimes they answered the questions secretly for their children. They could not stop themselves because they were sitting next to their kids. Actually, it was a good thing that they participated a little bit, but it was not a good thing for them to take on the child's task themselves. Sometimes the parent would answer the question we asked. (Fatma, Appendix H, 85).

In addition, one of the teachers stated that even in the individual lessons where an assessment was carried out, parents gave their children the answer to the questions from behind and behaved in an intrusive manner.

Likewise, Ela stated that the parents also exhibited interfering behavior toward other children and families in the classroom.

> Sometimes families were very intrusive. Suddenly two families started talking and one child said something to another child and the father started talking back, things like that happened. In the education process or the group work of the children, for example, in Teams, it was executed as a group. There were parents who did not want some children in the group. "I

> don't want my child to be in this group, this group talks too much and doesn't make me learn, so my child should move to another group. (Appendix H, 86).

The teachers also mentioned that parents exhibited interruptive conduct during online education, which inhibited effective parental engagement. During the online training, parents forced their children to participate in the lesson, shouted at them, and sometimes even used physical violence. Buse shared her experience with parents' interruptive conduct during online lessons as follows:

> One day in an online lesson, I was the head of the class at the time, I was watching other teachers' online lessons, we were recording the class, and I was watching the classes from there sometimes, I was checking to see what they did in the lesson. We had a foreign student who was 4 years old, the child was not doing anything, and the mother slapped him suddenly. The classroom teacher didn't notice it in class. I watched it later on the recorded video and saw it there. I immediately told my colleague then we went to the school administration, and we had a meeting about it. There were so many similar issues like this. The teacher did not notice this situation because of the tiny screens in Teams. There are 16 children in my class, but there are 9 screens on the computer screen and the child who is talking comes to the screen and changes click by click, he may not see it at that moment while conducting an online lesson. (Buse, Appendix H, 87)

In addition, the teachers reported that as if their children were not in online education at all, parents talked loudly on their phones in the room, walked around the room in a distracting way, and behaved inappropriately.

Apart from this, parents observed and watched teachers critically. Therefore, teachers felt judged during the online lesson. Buse stated that "There were also those who stood back and watched (me) in a very observant, critical way." (Appendix H, 88). Also, Ipek shared her experience follows:

> This situation worried me too. You're conducting a lesson and there's a parent in the background. Normally, there is no one in your classes but in online lessons you are being monitored during the whole class. There was an anxiety that came with that. Of course, we got used to it over time, we included parents in lessons, we laughed and had fun together. (Appendix H, 89).

Moreover, work conditions are an inevitable challenge for parent engagement during the online education process. The teachers stated that parents could not participate sufficiently because they were working and there was no other person who could support the child at home during online lessons. Ayşegül explained this situation as follows:

> For example, the mother who stayed at home sat next to her child when there was an online lesson. They watched together, she observed her child, and she chatted with me. If she is fine with it, I try to guide them, I told her to do this or that. But the children of working mothers either entered the lesson by themselves or they could not. I cannot say the same for working mothers. (Appendix H, 90).

Also, the grandparents who took care of the child due to their working parents could not provide support in this process because they lacked digital literacy.

One of the other difficulties mentioned by teachers is the attitudes of parents toward online education and early childhood education. Some parents did not want to be involved in online education due to their negative attitudes.

> For example, the child was absent for 2 or 3 days. His parents called it the end of the week or in the middle of the week. We were asking over the phone, "How are you doing, are you okay, is everything okay?" Generally, those who do not participate like this said, "my child doesn't want to participate." or they said "I don't think online education is beneficial." (Ipek, Appendix H, 91).

Apart from the fact that teachers did not find online education beneficial, some teachers pointed out that parents did not participate in online lessons because they do not attach the same importance to early childhood education as they do to other levels of education. At this point, if there are not enough technological tools at home, parents prefer for their child with a higher level of education to participate in online education rather than a kindergarten child. The excerpt of a participant who explains this situation is below:

> There were two or three children at home. There were few computers, since the two children are older, they used the computer for their online lesson, and since preschool was put on the back burner a bit, we encountered things like "Teacher, we don't have a computer, we can't connect, the other two children can connect for their online lesson." That child could not attend the lesson at all. (Elif, Appendix H, 92).

4.2.2.1.2 Child-Related Challenges

Participants also pointed out that there were child-related challenges in the implementation of parent engagement in the online education period. These early childhood teachers stated that they encountered challenges due to children's lack of interest, off-task behaviors, and low attention span for parent engagement practices in online education.

The majority of teachers indicated that children did not want to participate in online education and were reluctant to do so. For instance, as Buse stated some parents said that “the child does not stay at home, he is very bored, he is not interested, I cannot put him in front of the screen” (Appendix H, 93). Also, the excerpt of Ezgi who explained the child’s lack of interest in participating in online education is below.

> Some children were picky about the lessons. They were picking out classes, like “I'm going to this English teacher's class, I'm not going to this one.” I think these kinds of challenges were also present in the six-year-old group because we were receiving e-mails that explain the reason why the child does not participate in lessons and parents were saying that the reason is they don’t want to attend that lesson. Parents also had difficulties in those processes. The student has chosen a lesson. As I said, he wants to play with his toys. He wanted to disconnect from the screen and do other things. Actually, this child wanted to stay in the moment. He wanted to stay in his own moment. This was a challenge for all of us. (Ezgi, Appendix H, 94).

Similarly, Elif stated that children would like to spend time outside rather than participate in online lessons at the computer as follows:

> You know, at first, almost the whole class participated in online lessons, but towards the end, the children got bored. For example, at the end of the

> two-month period, I started to get feedback from the parents like “they don't want to participate, they got bored.” because when the weather gets better, they want to go out. (Elif, Appendix H, 95).

Also, children's off-task behaviors were also a challenge in online education. Beyza mentioned that children ate during the lesson, and this disrupted the flow of the lesson, while Aslı explained that "some children talked a lot, and this disrupted the time a little bit, which was one of the challenges we experienced."

In addition, most of the teachers stated that children's attention, hence concentration, was very distracted during this process, and this negatively affected both education and parent engagement activities.

> Children's attention spans were very limited in online education. And most importantly, parents could not establish a sufficient comfort zone naturally. For example, there were times when I did the lesson for 40 minutes, there were times when I did it for 1 hour, there were times when I did it for 1.5 hours, but we did not do it all sitting down. (Beyza, Appendix H, 96).

Similarly, the excerpt of Ipek who explains children’s low attention in online education as a challenge is given below:

> The problem was that the children wouldn't listen. Therefore, we started to find more enjoyable computer games and plays. For instance, if numbers are seen on the screen, the child chooses a number. We click it. Something comes out from underneath. We focused on the visuals more. We relaxed a little more there, of course, at first there was a concern about how to do it. The lessons were too long, the child got very bored because of that. The teacher got bored; the parents got bored. When they all got bored, it turned into a horrible environment, which caused you to alienate the child from the internet. We had these concerns at the beginning. The lesson duration should definitely be reduced because we started with a longer duration. Then we shortened it to enhance a child’s attention and reduce parents' concerns. (Appendix H, 97).

Taken together, these experiences of participants indicated that children’s lack of interest to participate in their online education and low-attention span of children pose a serious challenge for both teachers and parents in conducting parent engagement activities and practices.

4.2.2.1.3 Teacher-Related Challenges

Participants stated that another online education challenge that hinders parent engagement is that teacher-related challenge. The teachers stated that these teacher-related challenges are *insufficient knowledge about parents* and *lack of online education experience.*

The teachers indicated that they had a challenge to implement parent engagement practices during the pandemic since they had not met parents face-to-face before. Gamze expressed her experience with this situation as follows:

> When Covid broke out,I was already familiar with all my students and their parents. My students had already reached a certain level. It was not difficult for us to communicate with them and maintain our communication. After that, I started to meet them directly through Zoom without ever meeting them. That was a very difficult process. For example, the students of my colleague in the other group came to school for 2 days and continued from home for 3 days as online education. But none of my students came face to face. There were those with health problems among them, so they didn't come, and I always held meetings with the families on Zoom, I met the children on Zoom. I did it this way, it was a very difficult process. Then 3 of my students came. I went to the school with my three students, and they stayed for about 2 hours. I got to know those three students, but I met the others through Zoom three days a week. (Appendix H, 98).

In addition, the teachers stated that not having experienced the online education process before and not having enough knowledge about online education was another challenge. In this regard, Elif shared his experiences as follows:

> We knew nothing about online education, and we tried to learn about it ourselves and we wasted time on it. It would have been better if we had had the necessary training in the first place. There were things we didn't know about and sometimes the parents, who are colleagues as well, helped us. It felt awkward at the beginning, and we felt humiliated in a way. We always had to do it by trial and error. I think it was wrong to throw teachers on such a platform without training. (Elif, Appendix H, 99).

As can be seen from the excerpt, lack of experience and competence of teachers were expressed as an important challenge during online education.

4.2.2.1.4 Home condition challenges

Another challenge mentioned by teachers is home environment challenges. Teachers underlined that both teachers and parents face such challenges in the home environment and that these challenges negatively affect parents' engagement in online education. The home-related challenges mentioned are *balancing responsibilities*, *multiple children at home*, and *unfavorable home conditions.*

Moreover, early childhood teachers underlined that they had challenges in fulfilling both motherhood and teaching duties at home during the pandemic. The teachers experienced difficulties in managing the process as both a mother and a teacher during the online education period. Selin and Zeynep explained the challenges they experienced during online education process in following excerpts:

> So, the adaptation process was very difficult for me, and it was very difficult for me to teach from home because we are a family with 2 children, there are 4 of us, 2 of us are teachers at home and the other 2 are students and everyone has to teach or receive education at the same time. For example, my children could not do online education because we were giving lessons during those hours. (Selin, Appendix H, 100).

> I was sitting in front of the screen for 3 hours and it was exhausting for me, and the household chores were also difficult to handle while teaching at the same. I also have a child and I was taking him to class, and he is in first grade. It was incredibly tiring because when you are in the classroom you stop and wait quietly and they continue to do activities, but in front of the screen we are constantly talking to keep them active and engaged. (Zeynep, Appendix H, 101.)

Similarly, the early childhood teachers stated that parents also had difficulties in balancing their responsibilities at home, which hindered parent engagement in online education. Buse explained as follows:

> Some people were unable to support their children because they could not keep up with household chores. The woman cooks 3 meals a day at home. The child has lunch at school, but now there is such a thing that she couldn't find time for 3 meals, cleaning, clothes, that is general housework. We all got sick, Covid passed at that time due to health problems. We are at home, but we are in a very isolated environment, after all, there were things that we went out from time to time, we were coming from the market, what were

> we doing, we could put them in the closet, this time everyone washed the items up to the bag, this also takes a while, so the parents had a constant job, there was a hustle and bustle in the house, so, of course, there were rebellions due to the intensity, there were absences from time to time. (Buse, Appendix H, 102).

As can be seen from the excerpt, the early childhood teachers and parents had difficulty juggling online lessons with their own home responsibilities during the pandemic and this is a challenge for both online education and parent engagement practices.

In addition, majority of the teachers stated that having more than one child at home posed a challenge for parent engagement in online education as explained by Beyza following excerpt:

> This was the most difficult and key point. You cannot implement parent engagement too much here. This situation is actually divided into two. If the child is the only one child at home, this is totally fine, if the child is doing an activity here, his/her parents can be engaged in the activity as a supporter, but if there is an older brother, sister or another sibling, this is what usually happens, the most obvious thing we experienced was conflict. There is a conflict. For example, in the next room, fathers were not very engaged in their children's lessons. The mothers were especially exhausted. To help her children, the mother is going to the different rooms constantly, and we have finished that page, that activity page, but the child has only gotten halfway through that page because he doesn't hear it, of course, and most importantly, he comes together with a lot of voices. (Beyza, Appendix H, 103).

Moreover, the teachers underlined that the lack of adequate conditions at home posed a challenge to the online education process. Buse and Beyza explained how having more than one child at home and not having enough room at home posed a challenge in the online education process as follows:

> The parent has 3 children. There aren't enough rooms for the children. He hid behind the couch, behind the curtain and tried to do lessons with me like that because there is a baby, a brother, a sister, all of them are doing online lessons, all of them are making noise at once, at one moment the baby is crying and the mother is shouting. (Buse, Appendix H, 104)

> For example, I tell them to lower the background noises, but it doesn't work. They say they will do it, but the noises are somehow still there. I tell them to go into a quiet room, but the parents say the kids get distracted

> when there isn't anyone overseeing them. I try to teach them when they're fully focused, but even I get distracted from the sounds. I can't even imagine how the child feels. Unfortunately, we never could ensure that environment. Beyza, Appendix H, 105).

In addition, the lack of sufficient technological devices at home and problems in the Internet infrastructure caused challenges in online education in terms of parent engagement. Aslı shared her experience in this regard as follows:

> Of course, there were problems. Now there is not only one preschool child at home, but there are also primary school children and elementary school children, and the mother is now confused about which one to give the phone to, if there are not enough tablets, unfortunately, especially if you are in a restricted area. Also, unfortunately, not having enough computers and tablets at home, not being able to buy them, not having internet connections made it difficult to participate in online courses. (Appendix H, 106).

4.2.2.1.5 Practice-Related challenges

Another type of challenge that early childhood teachers encounter in the online education period is practice-related challenges. Participants stated that the reasons why they could not implement parent engagement in online education sufficiently in this period were the *limited activities* and *limited lesson time* and that they had difficulties in this regard.

Most of the teachers stated that parent engagement activities and practices were limited because the conditions in the classroom could not be provided in online education. Selin explained this situation as follows:

> We could not do any of the special days online. Apart from that, I don't think of it as activity-based because we did the activities in every way, we could do them in every way, as long as the materials allowed or we chose activities accordingly, but the activities here were not activities that invited the family. Here, the family was only in the second role, that is, they came for support, they came to provide the support that you and other teachers normally provide in the classroom. We did not invite families to the online trainings anyway." (Selin, Appendix, 107).

Similarly, Selin also stated that the main focus was on the missing courses that could not be given in face-to-face education and that she did not focus on parent engagement activities in online education.

> We did not plan for parent engagement during the online training period. There was a very abrupt transition and when this abrupt transition happened, our biggest thing was that what was expected of us and what we had to deliver was first and foremost the lessons. And since we were giving these lessons, we focused on the lessons first. Then, as we continued with the lessons, we realized that something was going on and we started to do a little more activity-based work to make it a little more fun, you know, a lot more. Since the preparatory classes are a little more literacy-oriented, we turned it into more activities. Honestly, there was no such planning for the families. As I said, this was not the expectation, the expectation was how the lessons that were missed at school could somehow be captured here and given to the children. ... An environment where activities with families can take place is of course impossible in an online classroom. I mean, what are we going to do, mute everyone and say, "Yes, let's look at Semanur and her mother's activity..." There would be no such thing. (Appendix H, 108).

As can be seen, both the lack of classroom conditions and the fact that the main focus of the teachers was on academic learning led to limited parent engagement activities and practices. The early childhood activities have been simplified so that teachers can apply the activities they conduct in the classroom at home. Therefore, most of the teachers explained that limited early childhood activities in this period were a serious challenge for parent engagement.

Moreover, the limited lesson time in online education is also a challenge for parent engagement. Ayşegül emphasized that “time is limited” and elaborated on this situation as follows:

> Zoom sessions expired when the time was up. My top priority was always children. That's why I couldn't involve the family much in online education. It was not possible. Oh, I could do 5 hours a day, yes, maybe there could have been something with the family, but as you know in kindergarten for 2 hours a day, there are no long lessons in online education. (Appendix H, 109).

4.2.2.2 Ways of overcoming challenges for PE

Participants were asked how they could overcome the challenges of implementing parent engagement in online education during the pandemic period. Teachers stated that they used some ways to overcome these challenges during this period. These are *facilitation* and *effective communication.*

The early childhood teachers stated that they took facilitating actions for parent engagement to overcome the challenges in this period. For example, the teachers indicated that they helped parents who lack digital literacy at that time by giving instructions as it is exemplified by Beyza in the following excerpt:

> I couldn't do anything about the internet problem, but I tried to help people with problems with Zoom. Like telling them this is here, that is there… You could find this in here, ID means this, you need to click join etc. I tried to help and guide them. Professional deformation, I tried to show them as well. That's how we tried to take care of computer problems but the internet and overlapping problems could be a bit difficult. (Appendix, 110)

Similarly, the teachers followed a way to facilitate the challenges in parent engagement by arranging a convenient time for the parents who could not attend the online lesson.

> We looked for solutions about what to do, like about appropriate time zones, I remember it being like: for example, when we told the principals or vice principals that the parents weren't participating, I remember them telling us to change the hours. Like if you start at 9, start at 1 in the afternoon instead, and that's how we tried to get over the difficulties, with time changes. A time where everyone can gather is one of the first difficulties I can think of, when we asked them why they weren't joining they told us to change the hours because their siblings also had classes at that time. Therefore, we tried to change the hours where everyone could gather. (Beyza, Appendix, 111)

In addition, the teachers stated that they tried to overcome the challenges they experienced by providing facilities in terms of materials. One of the teachers shared her experiences as follows:

> I tell parents about some materials, but they might say they don't have those in their homes. Even though there are many alternatives of the

> materials, mothers select those as rules. I guess they think so because it's what the teacher says. No matter how much you explain they always say they don't have that material. So, what if you don't have it, other materials can work too. Stones, buttons, cotton instead of leaves. You can create out of many things. But I guess they must think it's a rule because the teacher said so. I came across some small things like that. Then I explained it to them, this problem was solved. (Gamze, Appendix, 112)

Another teacher stated that she turned the problem of not bringing the materials into an opportunity and applied a method as follows:

> There were a lot of people who didn't bring materials but when we saw that they didn't bring them we decided to do it as a game during class, before starting the class we would tell them about the materials for today. We would start numbering to 5, to 10. Then we would give the kids duties so they would find and bring them. If there were 18 families, 8 of them wouldn't do it. We still kept sharing the list. But since most kids still didn't bring them, we would give them notifications. We said we would start after everyone gets their materials ready. In the meantime, we would chat with the kids who were ready for class. (Ipek, Appendix, 113)

Another method used by teachers to cope with challenges is effective communication. They stated that when they faced difficulties, they talked to the parents by saying what they should do or not during the online lessons and tried to solve the problem. Three teachers expressed how they coped with the difficulties they experienced as follows:

> If the parents answered instead of the kids a bit too much, I would tell them. This is our one-on-one time, you can watch but please don't respond, because I'm taking notes. We might be planning another lesson in accordance with those notes." I would remind them in a kind way as such. (Selin, Appendix H, 114)

> After witnessing violence during the online lesson, the teacher contacted the parent immediately and talked to them, since this was an urgent matter, we told them how this hurt the kid, and how the effects of this behavior would be on the children. (Buse, Appendix, 115)

> Yes, we were able to handle it. We're having a lesson and there's his/her mother talking on her mobile phone or someone shouting from the next room. I said, "Well, there's noise coming from behind, please can whoever's house it's coming from please turn off the microphone?" Since the parents already had 5-year-old children, they understood or I was saying the name of one of them. "I think someone is talking behind X. Please switch off your microphone and switch it on when the conversation is over." or "Thank you very much for your support when the mother and

> father answer the question, but only the children should answer the questions please", we said sweetly and informed them of the expectation. (Ela, Appendix H, 116)

Moreover, Buse also stated that they tried to overcome the difficulties they experienced in cases where children did not want to participate in the lesson by communicating with their parents:

> The children sometimes wouldn't want to join the online lesson but since I knew the child before, I knew the reason why they didn't want to join. We would speak to the parents and assure them that the kids might want breaks too. (Appendix, 117).

4.2.2.3 Suggestions for Improvement of PE in Online Education

Although challenges were encountered and overcome during this period, the participants were asked what methods could be implemented to overcome these challenges and increase the prevalence and effectiveness of their parent engagement in the online education process. During the interviews, the early childhood teachers put forward several suggestions for empowering parent engagement in online education. The participants elaborated their suggestions on this regard.

According to early childhood teachers, the methods to improve parent engagement in online education are categorized in three parts as *training for parents*, *training for teachers, effective educational practices,* and *flexibility.*

Training for Parents

One of the suggestions to increase parent engagement in online education is trainings for parents, which is the most suggested method by the participants. Most of the teachers emphasized that providing trainings to parents is a very important method to increase parents to get involved in online education. One of the teachers stated that in order to increase parent engagement in online education, parents should

first be trained on what early childhood education is and its importance to gain awareness about early childhood education.

> Seminars can be organized for parents, and I think the ministry of education can explain pre-school to parents in detail. It should be demonstrated or practiced, I don't know which, because parents actually think that their child comes to school, plays and goes home. I think it is absolutely necessary to identify the parents who have 4–5-year-old children who will go to pre-school, who will go to the preparatory class, and together with the guidance counselor and pre-school teacher, explain pre-school in detail before the children start school. How does the child come and how does the child go, what is the education they receive before school? The logic of pre-school among parents is that the child leaves home for some time. They want the child to leave home, not to spend time on the tablet and phone until the evening, to go and play with his/her friends. It's not just a game. Of course, parents realize this at the end of the year. They realize this after they see the progress and progress in their children. (Ayşegül, Appendix H, 118).

Apart from this, parents had difficulties in using online education tools during this period due to their lack of digital literacy so the teachers underlined that parents should take lessons on the use of technological tools to facilitate their engagement in online education.

In addition, Ipek stated that the parents, who did not know what to do since they had not encountered online early childhood education before, should be informed about online education through trainings or seminars as follows:

> When they participate in online trainings, trainings that include information about how we observe changes in children and why we invite them to the class can be organized. Because they don't know the reason too much. They only think that if I go there, I will comfort my child. They already think that their child is active and social. When you reinforce this, it could be a support where you can explain the effects on the child and actually the effects on themselves. Because they need to understand its importance. Why do they need to be there? Or what changes when they are there, what does it benefit them? The importance of this should have been explained. (Appendix H, 119).

Similarly, Buse underlined necessity of parent training to increase parent engagement in online education in the following excerpt:

> First of all, it was very important to provide information, in this sense, it was important for the parents to share the weekly program, to send it and

> to tell them what to do this week. This increased and facilitated our communication. The lack of information should be addressed. Informing the parents about what we are doing at school or online should be done frequently. I think guidance counselors should be more active in preschool. Every guidance counselor should organize a parent seminar even once a month. A guidance counselor who works well on the subjects they need should identify the problem situations and give feedback on them, organize a session or a conference and give family trainings. After all, online education was a very extreme situation during the Covid period, but not everyone was a parent who knew their role as a parent very well. They also learned how to be parents. They learned how to be a parent at such a time, how to be a parent, maybe they learned how to spend time efficiently, they tried to learn, they made an effort." (Appendix H, 120).

In addition, while most of the teachers underlined that parents should receive trainings in order to improve parent engagement, Selin, who mentioned that parents do not know their roles in online education well pointed out that teachers and parents should attend the same trainings together to be informed as follows:

> I think it would be very useful if there were trainings that parents and teachers could attend at the same time, trainings that show the roles of both sides. Because everyone needs to know what to do. Because the parents don't know how to help either. They can't help without wanting to, but actually their aim is to help. I think it would definitely be useful to give such a training at the very beginning of such an explanation." Apart from that, now that the child is at home, they are not parents as they were at school. As long as the child is at home, parents are no longer the people in communication with the school, they are sincerer and more open. Because I am in their homes, and they are in my home. I think it would be more helpful for both sides if they maintained that parent stance and profile a little more. Especially for the lessons to be more efficient. For example, when a parent comes to school, no matter what happens, if there is no real problem, s/he doesn't yell or scold his/her child in front of you. But online, s/he is no longer there as a parent in front of you, s/he is actually there as the direct mother or father of that child. When they come to school for family participation and I give them an activity, if you are not doing your activity, the probability of your mother yelling at you in front of me is maybe less than 1%. "Off Semanur, why don't you do it, your teacher tells you to cut it (shouting)". Because I am there and the other parents are there. But that's what happens online now. Because s/he doesn't realize that other parents are watching or that her/his speech will be heard by others in that environment or that her/his actions will be seen. You know, this could even be a training called "appropriate online lesson behaviors". (Appendix H, 121).

As it can be seen from the narrative, teachers also argue that training to help parents understand their roles and responsibilities in online education is one of the ways to improve parental engagement.

Training for Teachers

Apart from training for parents, participants stated that teachers should also receive training on online education to improve parent engagement during the online education process. One of the teachers stated that early childhood teachers should receive training about their roles and responsibilities in online education, while other teachers stated that early childhood teachers should receive training to get information about the online education system.

Effective Educational Practices

The participants stated that more entertaining training can attract the interest of the parents in the online lessons. Therefore, most of the participants suggested effective educational practices to be carried out in online education as a method to increase parent engagement in online education. Zeynep elaborated it as follows:

> If we make education interesting and fun, they will want to participate. For example, let me put it like this. If I was going to do yoga or gymnastics with the children that day, they would participate together when I said, "Come on, let your mothers join you and do the movements together". Or if I was going to do a science activity that day, when I said, "Let's get our moms to help us, let's do it together," they would participate. But other than that, if you are going to teach a lesson, why would the family want to participate because our age group is very young, when you are explaining 2+3, we have 2 apples, we have 3 more apples, let's count, let's see, we have 5 apples, what will the parents sit there and do? If the things to be taught to children are made more attractive in this way, the parents may also be happy to participate. (Appendix H, 122).

Moreover, Elif stated that using Web 2.0 tools in online lessons can be useful to encourage parents to engage in online lessons by attracting their interest.

> There are active games like Kahoot. Programs that can involve the family, where the child, family and teacher can have fun and learn at the same

> time can be developed. I would like to see more interactive videos or interactive educational tools. After a while it gets monotonous, and you want to add something fun and active. I would like to see more games like Wheel of Fortune that involve both the child and the family. This is what I can suggest. Programs and educational competitions to make it more fun. (Elif Appendix H, 123).

In addition, Ezgi stated that the educational practices and mother-child workshops should be carried out in online education by considering the needs and wishes of the family and the child as follows:

> Since people are generally more inclined towards what they like and are interested in, children behave in the same way. Therefore, it seems to me that it is healthier to move forward with what they have fun, enjoy, gain knowledge, what they want and what both children and family want at the same time. We are talking about something they will choose from their own perspective. For example, a sports group, a debate group, a ceramics group, an art workshop. In this way, maybe they will participate in group activities at certain times with more pleasure. They will be more present. They would want to join more. I think they would express their ideas more easily. Something like this just came to my mind. I think it is very important to include them in this decision-making process in parent engagement. This survey will be an indicator that you value them, that you care about their opinions, that you want them, that you give importance to them. (Appendix H, 124).

Another suggestion to increase parent engagement in online education *is flexibility*. Teachers stated that online lesson schedules should be determined by considering the availability of families in order to "make the lessons more constructive and instructive". The words of Beyza who explained this subject are as follows:

> I tried to adjust the class time according to the working hours, I can't say that I was able to adjust it 100%, but something like this can be done. If I were in this situation now, because I have a good command of Zoom, I would first have a meeting with all my parents on Zoom and then I would say that everyone has a common working time, and everyone has a common class time. I want to have a common class time, like 2:30 p.m., for example, is it convenient for everyone? Everyone would tell me the times that worked for them. In other words, I would try to arrange the time that 80-90% of them would be most convenient. (Appendix H, 125).

Beyza also stated that the government should also provide flexibility in suitable conditions for the benefit of parent engagement in children's online learning.

> Maybe the conditions can be arranged, especially online for working parents. I am going through the problems I have encountered. Conditions can be regulated. There are some in Europe, but parents are given the opportunity to say that if your child is in online education at this time, you should be in between and take care of your child at this time. This is available in most European countries, but it is not available at Turkish standards. Maybe a company with a European branch can do this. (Appendix H, 126).

Other opinions on flexibility stated by teachers are to provide convenience to the parents about the materials used in online education and to carry out educational activities with accessible materials instead of hard-to-reach materials.

> I never made them do any activity that would make anyone uncomfortable, unhappy or cost a lot of materials and I always asked them to use what they had at home. When they said "teacher, let's buy cardboard for the children", I said "you can if you want". I tried to do something with the materials at home, games, pencils, pens, and our existing A4 papers without bothering anyone. I was hearing from parents; some teachers were asking for a list. There were thousands of people shopping, so it was a bag of bags. (Appendix H, 127).

4.2.2.4 Opportunities of online education for PE

The early childhood teachers reported that online education has significant opportunities as well as challenges. Based on their experiences with online education during the pandemic, the teachers reported and then elaborated on the opportunities, which are *higher parent engagement, more respect for teachers,* and *positive perspective on ECE.*

Higher Parent Engagement

When the participants were asked what the opportunities of online education are, the teachers pointed out that parent engagement is enhanced in online education.

> We can say that online education was advantageous because some parents had no idea about parent engagement during the face-to-face training

> process and did not follow the parent engagement calendar, but when the lessons were taught at home, they had more control over which lesson their child did, what he/she learnt and what he/she did not learn (Fatma, Appendix H, 128).

Also, the teachers stated that parents had more information about their children's progress in online education while observing and monitoring their child. The excerpt from a participant who explained it is below:

> Online education was an advantage. Because normally, sometimes parents may think that their children are either very good or very bad. You know, no matter how much we think they are very very good, they think they are better than everyone, but when we do online lessons there, they can actually see that they are at a normal level, or sometimes they are very bad, they do not understand at all and cannot do it. But even though we told this to the parents, it was still not convincing for them. During this online lesson, they were able to see for themselves how much their children had mastered and what stage they were at in the general organization of the lesson. (Ela, Appendix H, 129).

As can be inferred from the excerpt, it can be said that parents have become more engaged stakeholders in their children's learning process through online education. In addition, parents took more care of them during the online education process. Zeynep mentioned it as follows:

> The parent had to pay more attention to their child. Of course, at that time, imagine that she sent her child to school at 8 am and the child was not at home until 1 pm, she ignored her child. But when the child was at home, mother had to be interested and somehow engaged in education. They were these kinds of cases: "Okay, do you have your book and pencil with you?" "Do you have your paints with you, okay, I'm bringing them.", "Mum, my water spilled", "Okay, I'm bringing them." You know, he was constantly engaged in education with what we were doing that day. He saw what we were doing that day with his own eyes. At school, he only saw the finished product. "Oh, they did watercolour work today", for example, he only sees the product. He had to be involved in the process. (Appendix, 130).

Similarly, Aslı indicated that parents spent more time with their children at home in online education process as follows:

> They did something with their child. For example, we had a mother who never painted with her child or a parent who never played play dough with her child. Now, we may see parents with good socio-economic status at first, but if you work in a restricted area, you will see in the future that

> there are mothers who never play games with their children or never put a pencil in their child's hand because of their lack of awareness or never did a puzzle with their child, but what happened? Since the teacher was guiding her, the mother sat next to her, which was a parent engagement, for example, I remember we whipped a cake that day with her mother, let's say the mother and the child whipped this cake together, right, this was also a parent engagement, that is, she participated with her mother, and if she had a younger sibling, she poured some baking soda, so they were together. We can say that mothers, maybe a few mothers, were engaged in the learning process of their children. It was useful in this respect. (Appendix H, 131)

In addition to these opportunities, parents and teachers frequently communicated and cooperated during the online education period as they were physically separated from each other. Therefore, online education increased communication and cooperation between teachers and parents. The except of Ipek as follows:

> In other words, it was an advantage for the teacher and the parent to meet more often. Because normally we don't meet easily, naturally. They pick up their children at the door in the evening or drop them off at the beginning of the day. That is our relationship. Or there is a parent-teacher meeting. There were very few of them, one in the first term and one in the second term. For example, the parent said, "Don't ask him today, his mood is very bad. Don't talk to him today, don't get on his case, okay?" or call him. I think this communication is very good. Normally, maybe the child came today having experienced something at home, but they don't tell us about it. You try to find out. But there is nothing like that here. The parent directly says " teacher, today such and such happened. What do you think we should do?" Therefore, we have always had easy communication and cooperation. For example, it was good from that side. (Appendix H, 132)

Besides, Ezgi stated that online education positively affected father involvement in terms of volunteering in lessons and parent-teacher meeting, supporting their children, and communicating with teachers. She claimed that "father involvement increased in online education" and elaborated on it as follows:

> Again, as usual, the mothers go to the meetings first. However, since we were already at home during the parent-teacher meetings, it was almost obligatory for the father to attend. We especially did it together, mother, father, teacher... I attach great importance to the participation of parents in parent-teacher conferences, to be together. Face to face, there could be situations like this. I would send an e-mail, I would talk to them on the phone, and they would say yes, Okay, she will come. The next thing I knew, the mother had come alone, and her husband was busy. There could

> be many reasons such as on the road, in traffic, okay, this happened, he could not come. When it was over Zoom, this did not happen. A clear time was chosen together, we decided together, and parents participated together. In this sense, it was very good for me to see that the participation of fathers also increased. I can say this. Again, all activities such as ceremonies, report cards, etc. were in a way that all parents could participate immediately. I can't remember the exact number right now, I can't give a percentage, but of course the participation was much higher. (Appendix H, 133)

Considering the experiences of the teachers, it is said that parents have been more engaged in their children's learning process during online education.

More Respect for Teachers

The parents had the chance to observe the teacher and the curriculum while supporting their children during the online lessons. Hence, they also witnessed and recognized the effort of the teachers during the online lessons. Therefore, the teachers stated that their respect and empathy towards the teacher increased because of these observations.

> It affected both communication and I think it increased the parent's respect for the teacher. Because they saw how well the teacher taught the lesson and how well she provided control. Because the parent doesn't normally know how we do the lesson, how is our communication with the children, how is the way we speak? How is our English? All of them... Because they don't know us very well. You know, by seeing that lesson, they saw both our English and the way we spoke to the children, the content of the lesson, what we taught, how we organized them, how we dealt with them when problems arose, all of them, and I think their respect for teachers increased. Both towards the teacher and the curriculum (Ela, Appendix H, 134).

Positive Perspective on ECE

Moreover, parents' perspectives towards early childhood education changed positively as parents closely followed the functioning of the education and curriculum in this process. Elif shared her own experiences on this subject as follows:

> For example, they did not think that early childhood education is so important. As they saw what was taught in online education, their

> perspectives on early childhood education changed. It changed in a positive sense because some parents, for example, send their children to school without being aware of what they are doing face-to-face, just to "let them go away" or to spend time there, but in this process, they were informed about the online lesson, and I think they also saw what early childhood education is all about. You know, we can count it as an advantage (Appendix H, 135).

4.2.2.5 Affordances from online education to face-to-face education

After the participants stated the opportunities of online education, they were asked which of the experiences they gained during the online education period they would like to transfer to face-to-face education after the pandemic. The participants indicated that they would continue some of the activities and experiences they used during online education in face-to-face education. The early childhood teachers stated that they would apply practices such as *online parent-teacher meetings*, *EIN(Education Information Network)*, *sending photos and videos to the teacher*, and *inviting parents to the classroom online*.

O*nline parent-teacher meetings*

During the online education process, teachers held parent-teacher meetings through various educational software such as Zoom and Google Teams. The teachers who held parent-teacher meetings online during the pandemic stated that they wanted to hold online meetings after they switched to face-to-face education. Buse explained her thought about this situation as follows:

> For example, we sometimes hold our meetings online. We did that last year. Although it could be face-to-face, we held our parent meetings remotely. In order to make everyone's work easier and more comfortable. For example, I will have a meeting now. If I have a meeting at the school, everyone's transportation is a problem, it is a problem for working families to come. But when I say that we will have a meeting at the Zoom at this time in the evening, we can all meet very comfortably. It increases participation more. Because otherwise, she/he will not be able to come to school, his/her working distance is far, the place where he works is far, it is a problem for him to come and go. But when we say that everyone will

> have a meeting at 9 o'clock in the evening via Zoom, participation is more. I can reach everyone at that moment. Otherwise, I have to reach those who do not attend the meeting by calling them privately again (Appendix H, 136).

Using EIN Software

EIN designed by the Ministry of National Education for K-12 online education in Turkey was also used by teachers and parents in early childhood education. The teachers stated that what they wanted to transfer from online education to face-to-face education is the EIN software where educational content was shared with families. These teachers pointed out that they could share activities, educational videos, and activities with families through EIN in face-to-face education as well as in online education.

Sending Photos and Videos to the Teacher

Moreover, the teachers stated that during the online education period, parents shared the educational activities they carried out at home with the teacher via photos or videos. Three of these teachers stated that they would like parents to continue sharing photos and videos in face-to-face education as well so that they could ensure parent engagement. The excerpt from a participant who elaborated on it is below.

> As for parent engagement... I'm thinking... You know, maybe it can be something that they can take a picture of something they do at home and send it to us, you know, this may not be an activity that depends on the curriculum, just to be informed. For example, you are doing something in the classroom, for example, you are doing patterning, we write in the Friday Letter that we have done this, we say that you can do this at the weekend, but if the child has really learnt it well or continues it at home in a really enjoyable way, for example, I would like to know this as a teacher. You know, when I came to school on Monday or when I came to school the next day, I would be happy if the parents shared such a picture with me. Perhaps this is the reflection of education at home. As a teacher, it would make me happy to be aware of this reflection. (Selin, Appendix, 137).

Inviting Parents to the Classroom Online

At the last teachers mentioned that they invited parents to the learning environment in online education as well as in face-to-face education, but virtually. Two of these teachers stated that they would like to invite parents to the classroom online for face-to-face education.

> Although the number of cases decreased, since the families could not attend the school in face-to-face education, we included the families in the lessons online. At work, book reading was projected to the whole class and the parents joined us from there. Or they showed where they work from there. This was very easy. This was very easy for the parents who did not want to come to class or for the parents who did not have time. For example, if I am not going to take all of the children, it is a very good environment where the parents can help us, but I cannot take them from here to there. Maybe abroad, maybe in a distant city, we can participate online and support us, for example. This can be turned into such an advantage (Ipek, Appendix H, 138).

Although most of the teachers in the study stated that online education had provided various opportunities for parent engagement, 3 teachers expressed that online education during the COVID-19 pandemic did not provide any opportunities for parent engagement at all. Beyza said that "Since they have not had great experiences in online education during the pandemic, these parent engagement practices have not been considered for implementation in face-to-face education." (Appendix H, 139).

4.2.3 Learning experiences of teachers during the pandemic

Learning experiences and needs of early childhood teachers during the pandemic is another theme generated from the analysis of teachers' responses. The theme has two sub-themes as informal learning experiences of teachers and learning needs of teachers during the pandemic.

4.2.3.1 Informal learning experiences of teachers

The early childhood teachers shared their learning experiences with the parent engagement related training, and technology related training during the pandemic.

The early childhood teachers in this study were asked whether they had received any training on the online education software they used during the pandemic period. While 7 participants stated that they did not receive any training on this subject, 5 teachers stated that they received trainings regarding online education software, but 2 teachers stated that most of the trainings have not been comprehensive for the teachers to be proficient enough in the online education software that was used. The narrative of one of the teachers who mentioned that she did not receive training on technological tools at that time is as follows:

> We have received no trainings on this. In other words, neither slides nor a seminar program was scheduled by the Ministry of National Education. We can confirm that we were completely thrown into this situation. We were clueless. Zoom meetings had never been held before. (Aslı, Appendix H, 140).

On the contrary, one of the teachers who received training shared her experiences, as follows:

> We discovered Zoom during the pandemic. There were interactive training resources that we had previously used. When we learned that we would be using Zoom, a consultant trained us, and the training was really thorough. In the event of issues, a technical team assisted us. We received training in both technology and education on how to use the Zoom program, such as how to create rooms, define ID's and deliver them to students and parents. We also received training on how to reach our students more easily through Zoom, keep them engaged there, and maintain efficiency as in face-to-face trainings. (Ezgi, Appendix H, 141).

Moreover, the participants were asked whether they had received any training regarding parent engagement during the COVID-19 pandemic. While 11 participants stated that they did not receive any in-service trainings during this period, only one teacher said that she received trainings on parent engagement. Their training experience is as follows:

> We had extensive training for that procedure. However, I do recall that we went to a training on, for example, how emotional processes affect the family and child during pandemic. We participated in trainings on these emotional processes and made an effort to put what we learned into practice when interacting with families online. (Ezgi, Appendix H, 142).

After learning that the vast majority of the early childhood teachers had not received either technology-based or parent engagement-based training, their informal learning experiences were examined by asking how they managed this process and whether they made an effort to learn. The early childhood teachers stated that they performed informal learning in two ways during this period, which are learning from others and self-directed learning.

Self-directed learning:

Self-directed learning refers to teachers' learning on their own without the help of colleagues or other people around them. During the interviews, 6 participants stated that informal learning took place through their own efforts such as searching on the Internet.

> Although I did not receive any training, since I was doing my master's degree at the time, I was forced to learn everything there was to know about Zoom because we had to make presentations. Honestly, watching YouTube videos helped me learn things that I otherwise would not have known. We even had to learn the instructions on how to use EIN from YouTube. We learned by trial and error. (Elif, Appendix H, 143).

Learning from others:

Learning from others refers to teachers acquiring knowledge for their professional development by making use of the experiences of their colleagues or people who have knowledge in their environment through social interaction. The participants pointed out that they acquired knowledge by inquiring, consulting, and collaborating with their colleagues, school administrators, and competent people who have knowledge on this subject.

Ayşegül elaborated on informal learning experience regarding the online education software she used to conduct the online lessons:

> The English teacher at our school was quite helpful in this regard. At the time, Zoom was in foreign language; later it was translated into Turkish. Since it was in a different language in the beginning, we had trouble and could not understand anything. Our school had an English teacher that helped the entire school, so we quickly learned how to sign in, create a room and share the link. Asking questions led us to learn it. That teacher was very helpful to us. (Appendix H, 144).

In addition to informal learning about online educational software, the teachers also pointed out that they carried out informal learning regarding conducting online lessons and ensuring parent engagement.

> I did not receive any training at the time, nor did I take part in such a training, but as a school, we were sharing what we learned with one another. We have a school group chat to exchange information. For example, a teacher was saying ‘’I read some things and had done this activity today. I reflected it to Zoom. It was very efficient.’’ He sent us the link of the activity and we did it. This contributed to us professionally. Because at the time it was very difficult to find something online. Even finding a pdf version of a book was difficult. For example, I was finding the English version from foreign sources. I was reading it by translating it into English. (Beyza Appendix H, 145).

As can be seen, teachers learned from each other by sharing their own experiences and knowledge during this period. In addition, most of the teachers stated that they also carried out informal learning activities through sharing in group meetings with the following words:

> I don't remember, I mean, we didn't receive separate training. Our principal, vice principal and psychological counselor would come to the meetings. In group meetings, we would talk about the problems we experienced during lessons. They would tell us what to do, our colleagues would give examples of some activities which worked throughout the lesson. We also didn't receive training like parent support in online education, but parents did. The parents also received support on how to behave and what to do during online education. (Ipek, Appendix H, 146).

4.2.3.2 Learning needs of teachers during pandemic

The teachers were asked whether they would like to receive trainings on parent engagement during the pandemic period and what kind of trainings they would like to receive on parent engagement, if the training was to be provided. While 11 teachers stated that they needed and wanted to receive trainings on parent engagement at that time, only one teacher stated that they did not want to receive any trainings at that time. The statement of Zeynep who did not need any training during pandemic is as follows:

> I wouldn't want to get any training, I wouldn't want to deal with it, I don't know, I didn't want to, I was already bored at that time. At the end of 3 hours, I was already feeling like my head was swollen, with a headache. I was thinking of having a cup of coffee or something. No one had classes every day, but I had. There were teachers who were asking students once a week what they are up to and asked whether they were doing well and turned off (Zoom), there were some teachers who didn't have any lessons at all. When you look at the big picture, mine was already a very big performance, it was 3 hours every day. (Appendix H, 147).

As it can be inferred from the statement, Zeynep said that she did not want to get any training since she was overwhelmed during the online education process as she spent a lot of time in front of the screen for the online lessons at that time. , Except Zeynep, the rest of the teachers expressed their need for training in order to improve parent engagement in online education and to cooperate more effectively and interactively with families in online education. These trainings are *practice-related training* and *teacher support training.*

Practice-related training:

Although teachers need to learn during the online education process, there is not enough training related to online education software to support digital literacy. Elif underlined that she needed an online education software training as follows.

> I think there should have been training about EIN which shows how to use it in detail such as how to assign homeworks to students or how to access

> the videos. Instead, we tried to learn everything by ourselves by searching online or asking each other. It would be nice to have training. (Appendix H, 148).

In addition, Buse and Beyza stated that they would like to receive trainings on how to provide parent engagement in online education effectively.

> I would like to receive training on parent engagement. After graduating from university, I realized that we have always received training for the child, but not on parent engagement. The families also need to be trained, after all, teachers were not trained to give this training to the families. (Buse, Appendix H, 149).

> We also did not know what to do at that time because we had only implemented family involvement in the classroom environment. What were the things we could do with parents during online classes? In other words, we could actually do brainstorming. Maybe we weren't doing it much, or maybe we were doing it but it wasn't good enough. Actually, I think it is something open-ended, it needs to be worked on. Our trainings could have been on how to involve the parents, things can be done and possibly arise, methods of involving the family in a different way. (Beyza, Appendix H, 150).

Similarly, Ayşegül indicated that there is a training need on how to engage parents more actively in online education.

> Trainings could have been given on topics such as how we can make the family more active in the online education process, what can be done about this issue, what can be done together with the family in online education. We do these kinds of things in face-to-face education, but it can be a problem in online education. Because not everyone may have materials at home, and it is obviously necessary to think about this when giving information to the parents. We do not want to force the parents economically, we want them to be able to do something with what they have at home, for example, we think about what families can do with materials that are not used at home or leftover materials. (Appendix H, 151).

Moreover, Gamze underlined that she would like to receive trainings on activities that can be practiced at home with children to facilitate parents to support their children's learning at home, and to share what she learnt in the training with parents.

> There are activity preparation programs for families to learn. I would like to give training that could help families prepare activities, because at the beginning families had a lot of trouble, for example, the family that went

> to the village or the family that had difficulty going out said, "Teacher, we can't buy books. Those in big cities mostly ordered materials over the internet to help their children do something to keep them busy or to strengthen their muscle development, to prepare them for primary school. But I wish there were programs for those who don't have the means to do so, to prepare activities on their own at home, and we could tell the families about them, and they could program something like this themselves. I would have supported them financially and morally, because there are people who really don't have purchasing power. Instead, I would like to provide this kind of training so that they can do activities on their own. I would also like to receive training on this subject and teach them. (Gamze, Appendix H, 152).

In addition, one of the teachers underlined that receiving training would be useful for teachers to encourage parents who are reluctant and anxious to get engaged in their children's online learning process.

> I saw the stress of the families and felt the need to comfort them. For example, the families of children with special needs were having a lot of difficulty. How can we make them calmer? What can be done for them? Or how can I include a family in the class? The family doesn't want to come anyway. I would like to know what I could do to make them want to come, what I could do to make them want to be here and they would like it and they would participate and be involved. (Ipek, Appendix H, 153).

Teacher Support Training:

In addition to practical trainings, teachers also need trainings that will support them both pedagogically and psychologically. The teachers pointed out that they would like to receive trainings that would support them psychologically during the online education process. These teachers stated that they were in psychological distress during the pandemic period and that they "needed psychological relief", and they also expressed that they wanted to receive trainings that would psychologically relieve them.

Moreover, the teachers would like to receive trainings on "parental psychology" considering the psychological well-being of families in order to overcome this process smoothly.

In addition, teachers expressed that they would like to be informed about "the roles of teachers in online education" and "the roles of parents in online education" in order for both teachers and parents to know their roles and responsibilities during the online education period.

> As I said, we could have received training on the role of the teacher, the role of the teacher in online lessons and what is expected of the teacher, and likewise, the role of the listener, my expectations from the parent and what the parent should do. Likewise, parents should have received these trainings. Because when we were doing activities during online lessons, parents were asking "Miss Selin, is our paper too small?" You shouldn't do that in online education. The things I mentioned are very simple things, but other parents who heard this question began to ask questions, "Aaa, can we ask questions, Miss Selin, can you take a look at ours then?" These things should not happen. For example, if there was such a training, I'm just imagining it right now, I think it would be fun for both sides and it would bring parents and teachers a little closer to each other. Giving such an example in a meeting would show everyone what to do. (Selin, Appendix H, 154).

After explaining their training needs, the teachers stated that they needed these trainings in order to make online education more enjoyable and to reduce the anxiety of the family, while the majority of the participants stated that they wanted to receive trainings to improve their knowledge and skills in order to use online technology more effectively during the online education period. Buse explained this situation as follows:

> Everyone was just experiencing this process, so sometimes the activities that could be done at home or online with this age group were very limited. Therefore, a teacher may need different perspectives on how to guide or how to make the lesson more exciting, productive and interactive. Therefore, I would like to receive education in this field. (Appendix H, 155).

CHAPTER 5

DISCUSSION

This chapter presents the discussion of the findings in relation to the relevant literature. Discussion mainly involves three themes that emerged as results of the data analysis, including parent engagement, challenges, and opportunities of online education for parent engagement, and learning experiences of teachers during the pandemic.

5.1. Discussion of the findings

With the spread of the COVID-19 outbreak in March 2020, numerous changes took place all over the world in terms of the economic, social, cultural, and educational sphere, and a series of decisions were taken to accommodate these unanticipated changes. Among the decisions taken was that education should not be interrupted and education should continue despite the pandemic. During the period of lockdowns, all students from K-12 to university continued their education online instead of face-to-face education in a school environment. Although it is not a usual form of education and training, especially for early childhood education, online education became important and widespread for preschool children in order to continue learning during the COVID-19 period (Alan, 2021; Ford et al., 2021; Güngör, 2022).

5.1.1 Parent engagement

With the shift to online learning in the pandemic, perceived roles and responsibilities of the parents towards their children changed in terms of engaging their children's

education (Alharthi, 2022; Bozkurt & Sharma, 2020; Çakın & Akyavuz, 2021; Yildiz, Kilic & Acar, 2022). Similar findings are revealed in the present study, which is that with the change in the roles and responsibilities of stakeholders in online education, the participation of families in online education also changed compared to face-to-face education. The present study shows that parents became the most important component of their child's online learning process at home, not only as a mother or father but also as their child's teacher since the learning environment moved from the classroom to the home environment and parents took on the teacher role at home. Similarly, Gündoğdu (2021) and Güngör (2022) stated the responsibilities of families with preschool children increased in order to support all developmental areas of their children in the online education process.

In the present study, almost all early childhood teachers also stated that it was certainly impossible to manage the online education process without the support of parents and they emphasized that parents maintained the responsibilities of teachers at home. This is consistent with previous research (Dong, Cao, & Li, 2020; Güngör, 2022; Gür & Filiz, 2022; Tulum & Öztürk, 2021). Güngör (2022) especially underlined that preschool children should use technology with the guidance of an adult in online education. It can be said that the family, child, and teacher were like parts of a chain in online education, and the lack of any piece in this process would adversely affect the implementation of online education. Therefore, parent engagement was very crucial in the online education process. Epstein (2001) stated that parents get engaged in their children's education in face-to-face education by parenting, communicating, volunteering, learning at home, and decision making. Similarly, the findings of this study reveal that the parent engagement practiced in face-to-face education was sustained through communication, cooperation, learning

at home and volunteering. However, the current study also revealed that these types of parent engagement changed forms with online education. Borup (2016) indicated that parents had various roles and responsibilities in the online learning environment to get engaged in their children's learning process and that they engaged in their children's education by organizing, monitoring, motivating, nurturing, and instructing. Similarly, the findings of the current study show that parents with preschool children were engaged in their children's online learning process by monitoring their children and online lessons, organizing the learning environment of their children, supporting their children's learning, and communicating with the teacher. Similar findings have been reported in previous studies (Misirli & Ergulec, 2021; Yıldırım, 2021). Misirli & Ergulec (2021) revealed that parents got engaged in children's online education by helping in terms of technological tools, supporting their children during online lessons, and organizing their children's learning environment. Likewise, Yıldırım (2021) noted that parents with preschool children communicated with teachers, supported their children during online lessons, organized their children's learning environment by preparing lesson materials, and nurtured their children in the online education process.

In online education, parents were engaged in their children's online lessons by monitoring children's behaviours, learning performances, lesson content, and other children in online classes. According to Barbour & Reeves (2009), parental monitoring of children is crucial for children's online learning since children cannot have the self-regulation to focus on online lessons (Dong, Cao, & Li, 2020). Similarly, this present study reveals that in online education, parents were engagedin monitoring their children's class participation and learning performance due to their children's lack of self-regulation. The reason why parents needed to monitor their

children was to keep their children on task when they were distracted during lessons and did not want to sit in front of the screen.

Moreover, the participants in this study claimed that parents gained knowledge about their children's learning performance by monitoring their children during online lessons. Besides gaining knowledge about children's learning performance, parent engagement in online education by monitoring their children's online education enabled them to have an understanding about ECE. In face-to-face education, the parent, who could not observe thoroughly what is going on in the classroom, actually engaged in the education of his/her child and had the opportunity to make observations with online education. Similarly, Yazıcı, Keskin, and Gelişli (2022) stated that with online education, parents had the opportunity to observe their children's learning process more closely and their perspectives towards ECE were favourably affected. On the contrary, it was also a disadvantage for parents to ensure parent engagement by monitoring the online education process because by comparing the learning performance of their own children with that of other children, parents actually defeat the purpose of parent engagement.

Lee et al. (2021a) asserted that parental support and monitoring of children's learning process in online education are necessary for effective online learning. The teachers also in this study emphasized that parents whose children would attend primary school next year were especially concerned about whether their children were learning sufficiently in online classes, so they engaged in their children's online education by supporting them at home. The reason why parents supported their children's learning in online education may be that parents did not consider that their children could manage online education sufficiently and provide a great deal of support with parental scaffolding in order to facilitate this process. Lowes & Lin

(2015) pointed out that "students not only need to learn a subject online but need to learn how to learn online" (p. 18). Hence, the teachers in this study reported that parents facilitated their children's learning in online education by sitting next to their children during online education, helping them when they need, doing instructional activities after online lesson, and participating in the lesson, such as reading a book, mentioning their jobs, doing sports, and playing online games during the online lesson.

Communication, especially two-way communication, acts as an important bridge for a strong teacher-parent partnership. Healthy communication enriches mutual trust and respect, which ensures cooperation between the teacher and parent. As Khalid (2022) asserts that healthy communication between parents and teachers positively affects preschool children's online learning. Therefore, in online education, where the child and the teacher were in physically separate learning environments, communication between teacher and parent was indispensable.

The present study also reveals that the teachers stayed in frequent contact with parents during this period by informing them about the process, caring about their psychological well-being and supporting them throughout the process. In particular, when parents supported their children at home before and after the online lessons, the teachers communicated with the parents and provided them with information on how to do the activities, how to use online education software, and how to support their children. Since parents generally did not have enough information about what their role is at home to support their children's online learning, they needed practical specific instructions from teachers. Thus, keeping in touch with parents during the online education process and managing the process by

having regular conversations with them is essential both for the continuity of parental engagement and for children to benefit from online education.

Moreover, previous studies indicated that teachers communicated with parents in an online education process to offer psychological support to parents (Çakın & Akyavuz, 2020; Yildiz, Kilic & Acar, 2022). Similarly, in the current study, the communication between the teacher and the parents continued during the online education period by providing psychological support to the parents as they were isolated, unable to socialize and effectively guide their child's challenging behaviors. Besides, early childhood teachers stated that parents kept in close contact with teachers during this period. Because with the sudden transition to online education, parents faced uncertainties about what to do and how to do it, and they stayed in touch with the teacher by asking questions via e-mail, phone or online education software, or by sharing the problems they experienced with the parents.

Taken together, although the teacher and the family could not see each other face-to-face during online education, the parent was engaged in online education by reading books, introducing his/her own profession, doing kitchen, science and math activities, volunteering by preparing the child's online lesson materials and technological devices, and staying in touch with the teacher and trying to manage the process together with the teacher. Hence, parent engagement did not cease to exist in online education with the change of circumstances, it only changed its form. Lastly, when it comes to practices of parent engagement in online education, it should not be forgotten that parent engagement in online education is going beyond preparing lesson materials before online lessons and considering that parents conduct a multitude of ways to support their children in online education.

Based on the experiences of early childhood teachers during COVID-19 pandemic, the current study shows that parents with preschool children got more engaged in their children's online education process. This finding is broadly consistent with previous studies (Duran, 2021; Hapsari, Sugito & Fauziah, 2020; Lau & Lee, 2020; Lee et al., 2021; Yıldırım, 2021). Lee et al. (2021a) showed that parents got engaged in their children's online learning more frequently by supporting at home such as reading a book and playing with children together. Moreover, Yıldırım (2021) demonstrated that parents were more engaged in their children's education during an online learning environment by providing high parent-teacher partnership to support children's learning. On the contrary, these findings differ from some previous studies (Çakın & Akyavuz, 2020; Gündoğdu, 2021; Ford et., 2021). Çakın and Akyavuz (2020) demonstrated that in the online education process, parents did not support their children's online education process sufficiently and did not get engaged in online education. Besides, Gündoğdu (2021) demonstrated that although parents have more responsibilities about their children's learning, parents are not sufficiently engaged in their children's online learning'process. Similarly, Ford et al. (2021) stated that early childhood teachers expressed dissatisfaction with the insufficient parent engagement in the online learning proces'. The reason for the difference between the findings of the present study and these studies that mentioned that parent engagement decreased in online education may be that some parents would not be able to cope sufficiently with the problems they encountered to get engaged in the online education process.

Considering all these findings regarding parent engagement in online education, it was appropriate to use the concept of parent engagement instead of parent involvement in online education because as stated by Goodall & Montgomery

(2014), parents and teachers are engaged in children's education by fulfilling their responsibilities towards children in an equitable rather than equal way. Similarly, in the present study, the parents and teachers collaborated in this process to conduct online education with parents' support.

According to Goodall & Montgomery (2014), at the point of parent involvement, teachers have dominance over parents and no information flow is expected from parents while necessary information is conveyed to parents. However, in this present study, it was impossible to conduct online education without receiving any information about children and process during the online education process. Also, in this study, the parents did not only participate according to the instructions received from the teachers but also acted in cooperation with the teacher in an online learning process in which the parents also made decisions and their opinions were taken into consideration.

The parents actually engaged in their online education process through two-way communication with teachers in different aspects such as by being a member of the lesson, supporting their children, organizing online lesson environments, and monitoring online lessons instead of participating in their child's education with control of the school and being involved only by just "doing". Parental engagement in children's education process is driven by parents' own sense to have parenting roles rather than by school requirements (Peters et al., 2007). Similarly, in this study, parental engagement in the online education process was not forced by the teachers but was carried out by the parents to support their children and to improve their learning process. Therefore, in fact, the concept of parent engagement was adopted in this study instead of parent involvement due to the fact that parents played a profound role in their children's education.

When it comes to mother engagement and father engagement in online education, early childhood teachers shared their experiences that mothers were more prominent in the online education process than fathers. Similar findings are seen in previous studies (Del Boca et al., 2020; Gündoğdu, 2021; Spinelli et al., 2020; Yamamura & Tsustsui, 2021). These studies found that mothers rather than fathers were more engaged in their children's online education and supported their children's online learning during the COVID-19 pandemic. Moreover, Del Boca et al. (2020) stated that mothers with young children took responsibility for housework, working life and taking care of their children, and unlike their husbands, they were very interested with their children and got engaged in their children's online education. The early childhood teachers in the current study considered wor' conditions as the main reason why mothers, rather than fathers, support their children, sit with them during online lessons, prepare the online learning environment, and observe their children during this period. However, it is found that while housewives were more engaged in their children's online education than fathers, the same was the case for working mothers, which is also in line with the findings of Yamamura and Tsustsui's study (2021).

In addition, the teachers in this study stated that mothers were more engaged in the education of their children as the age of the children got younger in online education, but when the children got older fathers showed more interest as well as mothers. Therefore, in the online ECE process, teachers interacted with mothers rather than fathers in front of the screen and while communicating. Similarly, as Hornby and Lafaele (2011), stated that as children grow older, parents are less engaged in their children's education.

The current study reveals that parents' gender roles perceptions and patriarchal perspectives about paternal roles led fathers to see the responsibility to support their children's online education in the mother rather than in themselves. As Yagan Güder and Ata (2018) demonstrated that if the father has gender role attitudes at home, which is the notion of the mother is seen as the primary responsible person for caring for the children, father involvement is influenced negatively. Similarly, some studies (Bleske-Rechek & Gunseor, 2022; Barcala,2023) stated that fathers with patriarchal perspectives about gender roles get less engaged in their children's development and learning process.

Moreover, in the study, when teachers were asked about their experiences of parent engagement in online education, they mostly mentioned experiences about the engagement of mothers rather than parents and generalized the concept of parenting as motherhood. At this point, not only parents' perspectives on gender roles but also teachers' perspectives should be enhanced to increase both fathers and mothers' engagement in children's learning process.

According to Dong, Cao, and Li (2020), rather than online education, parents prefer face-to-face education in early childhood. Similarly, the findings of the current study showed that early childhood teachers preferred parent engagement practices in face-to-face education rather than online education, considering that parent engagement is better in face-to-face education in terms of quality of relations, logistics and effectiveness.

Considering all these experiences of the teachers in public and private schools, the number of online education course hours provided in private schools was higher than in public schools. At this point, it can be said that parents whose children receive education in private schools needed more support in this process due

to long lesson hours. Besides, during this period, while private schools had online class time every day, less than half of teachers in public schools did not conduct online classes on certain days of the week. The reason why private schools had online classes every day might be that the school administration would make it compulsory to have online classes every day. Since parents pay a substantial amount of fee for these schools, they might expect to get more intensive online education every day.

Moreover, the teachers used specific online training software to manage the online education process. However, they differed in private and public schools. While public school teachers used EIN and WhatsApp in this process, private school teachers did not prefer to use these tools in the online education process, instead, they used other online education software such as Zoom, Microsoft Teams etc., and communicated via e-mail as in face-to-face education. The reason why private school teachers did not prefer EIN may be that it does not have a variety of early childhood education content like other education levels. (Aldemir et al., 2022).

Furthermore, the current study revealed that there are no significant differences between private and public schools in terms of parents' engagement in their children's education. Both parents in public and private schools engaged in their children's education in this process. In addition, as in public schools, mother engagement was higher than father engagement in private schools, and mothers managed this process rather than fathers.

Cardullo et al. (2021) underlined that teachers face difficulties in online education since the interaction between teacher and children remains intangible and the emotional bond cannot be established sufficiently in a physically separated environment. As stated by Mertala (2020), in ECE, face-to-face interaction and

practice-oriented plays and activities are indispensable in the child's learning process. The current study advocates this argument because early childhood tea'hers prefer to teach in face-to-face education instead of teaching in online education by rationalizing these reasons. In addition, almost all early childhood teachers think that communication with children, especially in the early childhood period, should be more interactive and more tactile because teachers cannot use body language and facial expressions in online education as in face-to-face education. Similarly, Yazıcı, Keskin, and Gelişli (2022) demonstrated that early childhood teachers could not feel the heart of children in online education and that 144nly144onnal interaction was absent due to physical separation. As stated during the pandemic, although children are educated with online education, children need social interactions in the learning process (Çakın & Akyavuz, 2020). It is important for children to interact not only with their teachers but also with their peers. However, it was revealed that in online education, children only tried to be in contact with their friends through small screen boxes for a certain period of time and peer communication could not be provided efficiently as in face-to-face education. As Dong, Cau and Li (2020) mentioned, children's social development was also damaged in online education because children could not interact with their peers.

On the other hand, the teachers stated that parents also preferred face-to-face education and that they were overwhelmed by the increased responsibilities of parents in this period. Similarly, Güngör (2022) stated that parents with preschool children consider face-to-face education more beneficial than online education because of insufficient learning experiences and argue that the development of the child increases in every aspect of face-to-face education, unlike online education. Similarly, some previous studies supported these findings (Dong et al, 2020; Kim et

al., 2021; Otero Mayer et al.,2021). Taken together, the present study reveals that face-to-face education is more advantageous in this respect for early childhood teachers because the teacher can help the child more easily by touching the child in the classroom and children cannot be comfortable on the screen as in the classroom. The reason why teachers find face-to-face education more beneficial at this point may be that individualized support and instructions have an important place in early childhood education. However, this is not sufficiently fulfilled in online education.

Moreover, in this study, the teachers indicated that they want parents to observe the curriculum, their children, and the lesson content more closely in the classroom because according to the teachers, children's behavior in the classroom environment differs from their behavior in the home environment. In addition, they did not regard online education as efficient enough, which is in line with some previous studies' findings (Aral & Kadan, 2021; Çakın & Akyavuz; 2020; Stites, Sonneschein, & Galczyk, 2021). Besides, the teachers stated that the reason why online education is not seen as effective is that children's attention is easily distracted, and they cannot participate actively enough in the activities. Similarly, some studies demonstrated that children's attention span is low for online learning (Stites, Sonneschein, & Galczyk, 2021; Yazıcı, Keskin, & Gelişli, 2022).

In addition, this study reveals that the teachers' instructions were not immediately transmitted to the child during online education and problems occurred both in terms of communication and the functioning of the lesson. It can be said that its reason may be the weak Internet infrastructure in online education. In cases where there is a lack of synchronization, children and parents may fall behind in following the lesson. As Ozbey and Keles (2023) stated, Internet infrastructure and

technological problems such as computer freezes and no Internet reception interrupt conducting of online education.

According to the teachers in this study, another reason why they considered online education to be less advantageous is that in face-to-face education, parents contributed not only to the education of their own child but also to the education of all children in the class. By doing hands-on activities in the classroom, reading books to them, and volunteering to go on class trips, parents helped all members of the class, support their learning, and provide learning opportunities. However, in online education, in the home environment, parents may ignore other members of the class while trying to meet their child's needs and support his/her learning since their energy and knowledge are enough to support only their own child.

Self-care abilities are very significant for children's social life and school readiness (Zhu et. Al, 2021). However, some of the teachers emphasized that children became more dependent on their parents with online education at home since parents did what children have to do such as tidying the plate on which he/she eats, picking up his/her belongings, and preparing his/her materials, etc. It can be said that while the parents who did not know how to support the child sitting in front of the computer wanted to help the child, they actually interrupted the development of the child's self-care skills such as gradually meeting their needs on their own because the things that the child could do alone without support in the classroom environment, parents did instead of the child in online education. This situation may negatively influence the social development of children who will start primary school the following year. On the contrary, Yazıcı, Keskin, and Gelişli (2022) claimed that children acquire a sense of responsibility with online education.

Aligned with the findings of previous studies, the screen time of children increased during the pandemic. (Dong, Cao, & Li, 2020; Eyimaya & Irmak, 2021; Misirli & Ergulec, 2021 Ozbey & Keles, 2023; Yazıcı, Keskin & Gelişli, 2022). However, the child who was exposed to the screen a lot during the online lessons continued to spend time on the tablet and computer after the lessons and the teachers stated that this negatively affects the child's cognitive development. According to the teachers in the study, after the children returned to face-to-face education, the effects of this were even more evident. Therefore, for the teachers, face-to-face education is more beneficial and effective compared to online education. As Zeybekoğlu Akbaş and Dursun (2020) stated that increased screen use during online education can hinder children's development, especially for social-emotional and mathematical development (Stites, Sonneschein, & Galczyk, 2021).

5.1.2 Challenges and opportunities of online education for parent engagement

When it comes to the challenges during the online education process, teachers experienced breakdowns in parents' communication with the teacher during the online education process (Gündoğdu, 2021). It was revealed that most of the parents did not adequately follow the communication notes sent by the teacher and did not regularly inform the teacher about the child's participation in the lesson. Similarly, Gündoğdu (2021) stated that communication with parents in online education had setbacks and that not enough feedback was received from parents. In particular, teachers experienced that parents did not follow the news from the teacher causing the lesson materials not to be ready for the'lesson. The lack of lesson materials also interrupts the efficient implementation of online lessons (Ozbey & Keles, 2023). Also, missing materials constrain the range of activities to be carried out during

online lessons (Çakın & Akyavuz, 2021). Therefore, it is of great importance for parents to stay in frequent communication with teachers to follow what is going on in their child's online learning process.

Poor communication and lack of cooperation of some parents with teachers in online education were also another challenge for parent engagement that was mentioned by most of the participants in this study. Similarly, Aral and Kadan (2021) stated that although parents were active in their children's online learning, they did not cooperate and communicate with teachers enough in the online education process. Moreover, it is obvious that parents who are not in contact with teachers have difficulty following up their children's learning processes which hinders the online education process (Çakın & Akyavuz, 2021).

Another reason why parent engagement in online education faltered was that parents did not know enough about online education. In this regard, teachers in this study reported that with the sudden closure of schools in March 2020 due to the pandemic, parents like teachers were both inexperienced and uninformed about how to do early childhood education on the screen, how to use online education tools, how to support their children's education and how to manage this process which is consistent with previous studies. Yazıcı, Keskin, and Gelişli (2022) stated that both teachers and parents "feel like a fish out of water" by the abrupt transition to online education during this period. While Batey (1996) stated that parents cannot support their children because they lack sufficient knowledge about their children's education process, Günay Bilaloğlu and Aktaş Arnas (2019) demonstrated that although parents with preschool children are willing to communicate with the school and the teacher, they do not know how to be engaged in their children's learning process and they do not get enough help and support from the school and the teacher.

Moreover, Dong, Cao and Li (2020) stated that parents do not have sufficient knowledge to support their children, so they are not ready to be part of the online education process. These findings from other studies are therefore consistent with the current study.

It was found that with the transition to online education, parents' lack of digital competence became a serious challenge since parents who could not use online education software could not support their children's online education sufficiently. Similarly, Pattnaik et al. (2022) stated that lack of digital literacy of parents is a challenge to conduct online education. Also, some of the teachers stated that this situation interrupted the online lessons as delays occurred while trying to register for the online lesson. Some researchers claimed that preschool children do not have the competence to use technological devices independently (Gündoğdu, 2021; Yazıcı, Keskin, & Gelişli, 2022). Therefore, children need parental support to participate in online education. At this point, it seems necessary that parents should be provided technology-related training to have sufficient technological competencies.

However, the teachers emphasized that since the parent did not know how to help and support their child in online education, this help can turn into an interference. The findings of this study make it clear that it is an important challenge not being able to conduct the lesson independently since the parents answer their children's questions frequently and are extremely supportive during the online lesson. These findings are consistent with the prior research by Yazıcı, Keskin & Gelişli (2022) and Timmons et al. (2021). According to Timmons et al. (2021), parents help their children excessively in their learning process and this situation creates difficulty in evaluating their children's learning progress.

Parents wanted to sit by their children's side in online education and helped them when needed, but their support was sometimes overdone and negatively affected the functioning of the online course. Similar findings can be seen in a study by Khalid (2022), wherein parents helped their children more than necessary to the extent that it disrupted the lesson, so children focused more on their parents than on the lesson during online education due to excessive parental interference. In addition, the current study revealed that the frequent interference of parents and answering questions originally posed to children during online lessons also negatively affected the assessment during online education. Aldemir et al. (2022) indicated that teachers' assessments of preschool and primary school children during online lessons do not measure children's learning performance accurately. Apart from the interference of parents, another reason why assessment and evaluation cannot be effectively applied in online ECE is as stated by Ozbey and Keles (2023) the lack of necessary materials for online assessment and the lack of sufficient knowledge about assessment and evaluation in online education. At this point, the reason why parents interfered during online lessons may be the fact that the rules and expectations in the online education process were not determined beforehand and that parents were not given training on this issue. Therefore, it can be said that determining the roles of parents in online education and sharing this information with parents may contribute to their participation in children's education in a more conscious way throughout the process.

It appeared that parents also exhibited interruptive conduct during the online lessons, which led to challenges in establishing parent engagement in online education. Although there is no finding in the literature on this subject, it is demonstrated that in the current study, some parents forced their children's non-participation and applied physical violence to them during the lesson. Apart from

this, parents' critical observation of teachers was also interruptive for teachers. Similarly, Ozbey and Keles (2023) stated that parents' careful monitoring of teachers made teachers feel uncomfortable.

Previous studies have shown that it has become requisite for parents to be active in their children's learning process in online education. However, teachers in the current study considered this considered as a challenge, especially for working parents, which is consistent with previous studies (e.g., Aldemir et al., 2022; Baker et al., 2016; Del Boca et al., 2020; Erdoğan & Demirkasımoğlu, 2010; Günay Bilaloğlu & Aktaş Arnas, 2019; Hornby & Lafaele, 2011; Koçyiğit, 2015; Machen et al., 2005; Toran & Özgen, 2018; Williams & Sánchez, 2013). During the online education process, parents could not find time to support their children's education due to their busy work schedules, which negatively impacted their engagement in their children's online learning processes (Aldemir et al., 2022). This finding is in line with the current study.

Some parents think that the responsibility for implementing and improving parental engagement lies with the school administration and teachers (Baker et al., 2016), because they are unaware of their responsibility to get engaged in their children's learning. As a result, such parents are reluctant to get engaged in their child's learning process (Christenson, 2004; Hoover-Dempsey, 2011). Similar findings can be seen in the current study. Since parents already spent a lot of time with their children at home, they did not want to be engaged during online lessons, and they expected teachers to support them during online lessons instead of themselves. Similar findings can be seen in a study by Yazıcı, Keskin, and Gelişli (2022) who stated that parents may be reluctant to be engaged in their children's education. Moreover, in the current study, some teachers stated that parents regarded

online lessons as resting time. In particular, parents of children who can use their own technological tools and attend online lessons without the help of their parents may be reluctant to participate in online education because their children can manage this process alone. Similarly, Poissant et al. (2023) demonstrated that when children have succeeded well in the learning process, parents start to think that they no longer need to be engaged in their child's education.

Since parents do not know their roles and responsibilities in the online education process, they may feel inadequate and have some questions in their minds about how to support their children in this process. Therefore, parents should be given training so that parents do not feel alone in this process and realize their responsibilities. As stated by the early childhood teachers in the current study, parents should be given training on how to know their responsibilities, the importance of ECE, how to use technological tools, and how they can support their children in online education. In this way, parent engagement in online education can be increased and parents can take a more active role in online education. Similarly, researchers have argued that providing training to parents is necessary for more effective implementation of parent engagement in online education (Güngör, 2022; Gür & Filiz, 2022).

Parents' attitudes towards ECE and online education are a significant factor influencing the engagement of families in online education. As Isikoglu Erdogan et al. (2019) stated that parents' thoughts and attitudes towards online learning for their preschool children are also an important factor affecting the benefit to be obtained from online learning. Parents' negative attitudes and beliefs undermine both the quality and quantity of parent engagement in online education. In the current study, the fact that parents did not consider online education effective and therefore did not

support their children's online education process negatively impacted parent engagement and the child's learning process, which is consistent with previous research (Çakın & Akyavuz, 2020; Misirli & Ergulec, 2021). In this study, parents did not consider online education beneficial and satisfying. Similar findings can be seen in the study by Aral and Kadan (2021), in which early childhood teachers experienced challenges due to parents' negative attitudes and prejudices towards online learning.

In the present study, teachers stated that parents who have more than one child and who do not have enough technological tools at home did not give enough importance to ECE in this period. This is in line with the study of Alan (2021) and these parents made a choice about which child will participate in online education. Unfortunately, since the education of older children was considered more important and essential than ECE, preschool children could not participate in online education frequently. Similarly, previous studies demonstrated that parents prefer to take more time in order to support their older children rather than their preschool children for their online learning (Alan, 2021; Atiles et al., 2021; Dias et al., 2020; Pattnaik et al., 2022; Steed & Leech, 2021). These negative attitudes to online ECE influence both children's learning and parent engagement. On the contrary, Yamamura and Tsustsui (2021) demonstrated that younger children need a lot of support from their families, so parents with young children organize their working hours according to their children more than parents with older children. Unlike the current study, Hornby and Lafaele (2011) stated that the increasing age of children and parental engagement are negatively related.

Moreover, the participants also mentioned that children were very reluctant to participate in online lessons which created a challenge for the teachers. Similarly, the

study conducted by Cardullo et al. (2021) reported that children lack motivation and desire to participate in online education. It can be said that children cannot move as freely in the classroom as they can in face-to-face education and their movements are restricted, which can cause children to be unwilling to participate in online lessons.

In addition, children's attention span was very distracted during online lessons, which is another challenge of online education for parent engagement. Likewise, previous studies have also reported that children have a low attention span in online education (Güngör, 2022; Ozbey & Keles, 2023; Sonnenscheina & Stites, 2021; Tulum & Öztürk, 2021). Besides, teachers stated that since children had low attention spans, children exhibited off-task behaviors that also affected the functioning of the lesson. All these situations actually made it difficult for both conducting lessons and the parents to participate in the lesson efficiently.

When it comes to teacher-related challenges in online education, it was stated that teachers did not have enough information about the family due to the lack of face-to-face meeting and communication with the families in the online education process, although no such difficulties were encountered in previous studies. Although it is not mentioned in previous studies, in the current study teachers emphasized that they could not know families enough in distance. Teachers' lack of knowledge about parents may cause insufficient parent engagement in online education since teachers can respond to their needs and wishes as they know and recognise them.

Moreover, the present study revealed that teachers' lack of previous experience in online education also made it difficult to carry out parent engagement because of general unfamiliarity with online teaching style, which is also in line with the study of Erdiller Yatmaz & Demiral (2022). In the online education process,

teachers did not have enough knowledge about the use of technological tools, inviting families to online education, and resources to be used in online education. Hence, the most important reason for this would be that teachers were not trained both before and during the online education period, which is in line with previous studies (e.g., Aldemir et al., 2022; Atiles et al., 2021; Cardullo et al., 2021; Ford et al., 2021; Marshall et al., 2020).

The learning environment Is an important component for the child's learning and development. Malaguzzi (1987), the founder of the Reggio Emilia educational approach, stated that the physical environment in which learning takes place is a third teacher who reflects and develops the child's learning. Thus, the learning environment should enable the child to learn and explore. The teachers emphasized that with online education, children's physical learning environments changed when they moved from school to home, but the number of children at home, lack of sufficient technological tools, poor internet infrastructure, and the lack of a suitable room to participate in online lessons at home caused difficulties in the online education process. In the current study, poor Internet infrastructure at home and the lack of sufficient technological devices both made it difficult for children to participate in the lesson and created a barrier for parents to support their children's online learning. Similar findings can be seen in some previous studies (e.g., Aral & Kadan, 2021; Seabra et al., 2021; Trinidad, 2021; Yazıcı, Keskin & Gelişli, 2022; Winter et al., 2021). Especially when there is more than one child at home, the lack of technological tools reveals even more visible challenges. Therefore, families with more than one child in the online education process had more difficulties in supporting their children. Current findings are in line with the previous studies (Aldemir et al., 2022; Cardullo et al., 2021; Telli & Altun, 2020). Cardullo et al.

(2021) demonstrated that in cases where there is more than one child at home, there is competition in the use of technological tools and the Internet, and this led to educational inequality in receiving online education as a challenge for children.

Moreover, it is seen that parents could not provide parent engagement sufficiently when there was more than one child at home. Previous studies assert this argument (Baker et al., 2016; Carlisle et al., 2005; Günay Bilaloğlu & Aktaş Arnas, 2019; Gürşimşek, 2010) because they had difficulty juggling both housework and the process of supporting more than one child to learn. Therefore, parents felt exhausted and burned out during this period. As Garbe et al. (2020) stated that parents who could not balance their responsibilities in the online education process felt exhausted during this period.

Besides, the teachers indicated that some parents did not have appropriate room for learning where children can take online lessons at home. Similarly, Aldemir et al. (2022) stated that the unsuitable space at home for online learning posed critical challenges to conducting online education. In addition, another finding of previous research which is in line with the current study stated that children cannot participate in online lessons due to the lack of rooms suitable for online lessons at home (Balkar, Tuncel & Demirogları, 2022). Also, it appeared that in cases where the child's learning environment is not sufficiently quiet, the child's ability to concentrate during online lessons was disrupted. Similar findings are documented by previous studies (Ozbey & Keles, 2023; Yazıcı, Keskin, & Gelişli, 2022).

Although there is no clear finding in the literature to explain this, the other difficulty mentioned by the teachers regarding the implementation of parent engagement is that the main focus in the online education process was not on parent engagement, but on delivering the lessons that children missed. For this reason,

online education activities have been further simplified so that they can be practiced at home with the family (Gündoğdu, 2021). Moreover, apart from the main focus of the lessons, the teachers experienced that the duration of online lessons is constrained to teach children (Aldemir et al., 2022). Similar findings are revealed in this present study and the limited lesson time also hindered the participation of parents because, in this limited time, hands-on activities were done, and children's academic learning was focused.

To overcome the challenges and improve parent engagement in online education, the participants suggested that they should receive training on the online education system and be familiarized with how to manage the process with preschool children and their families in online education. This is critical because teachers had no previous experience in online ECE before the COVID-19 pandemic. As Kim (2020) argued, teacher training education should be redeveloped with the change in the teaching roles of teachers because of the online education that has become widespread in ECE with the COVID-19 pandemic. Thanks to this, awareness about online education and the implementation of parent engagement in online education can be gained.

The teachers stated that in order to engage parents in their children's education, online education should be planned in such a way that not only children can participate but also parents can participate. Online education should be augmented with effective educational practices in order to increase the participation of parents in the lessons. Similarly, Aldemir et al. (2022) stated that in order for online lessons to be more effective and efficient, their content can be enriched by using various teaching materials and online education tools such as Web2 Tool, Mentimeter, etc.

Most of the participants finally suggested that online lesson practices should be implemented with materials that families can easily find at home, that government policies should be shaped in such a way that parents can participate in their children's lessons, and that online education hours should be determined according to the convenience of the parents. As stated by the current study, providing flexibility for parents is an important method to increase parent engagement in online education. Similarly, Baker et al. (2016) indicated that parents suggested that schools should provide flexibility with regard to parents' working hours.

Apart from the challenges experienced in online education, teachers also encountered opportunities in online education. Most of the teachers experienced that parent engagement increased with online education. In this process, families got engaged in their children's learning journey, supported them in online lessons, and most importantly, as they were one of the most important stakeholders in this process, they had more control over their children's learning experiences and observed their children's needs better. Teachers indicated that parents had more knowledge about their children's learning performance and educational needs in the online education process thanks to online education. As parents participate in their children's learning process, this provides parents with the opportunity to get more information about the educational needs of their children (Gomes, 2015; Çağdaş et al., 2016; Larocque, Kleiman & Darling, 2011). Similar findings are seen in previous studies (e.g., Aldemir et al., 2022; Alharthi, 2022). Parental engagement was higher in online education than in face-to-face education because an unexpected situation, such as the pandemic, almost obliged parents to be engaged in their children's education (Alharthi, 2022) and parents being present at home with their children

during online education strengthened parent-teacher communication (Aldemir et al., 2022).

The current study revealed that all family members at home witnessed what was taught in the lesson, the attitude of the teacher, and his/her communication with the children. The reason is that in online education, the teacher and the child are not left alone in the learning environment when the door of the classroom is closed as in face-to-face education. At this point, parents observed teachers carefully and witnessed the effort of the teachers during the online lessons. Therefore, the early childhood teachers shared their observations that parents' perspective on ECE changed positively because parents gained awareness about the importance of ECE as they participated in online lessons. Besides, it also appeared that parents appreciated that the teachers were able to manage the online education process with more than one child in the learning. Study results further supported earlier findings (Aral & Kadan, 2021; Erdiller Yatmaz & Demiral, 2022). According to these researchers, with the engagement of parents with online education, parents have observed how difficult it is to teach children, especially in the on-screen environment, and this has increased the value placed on teachers. In fact, this also contributed to parent engagement because the morale and satisfaction of the teachers are beneficial for them to communicate and interact more effectively with parents in the process (Hill & Taylor; 2004; Morrison, 2013).

Considering all these opportunities, teachers stated that they would like to continue some affordances such as online parent-teacher meetings, EBA software, sending photos and videos to teachers, and inviting parents to classroom online when face-to-face education is started after online education. While teachers were inviting parents to the school before the pandemic, they transformed this kind of parent engagement

into online with the experience of online education. This is a remarkable affordance that may increase parent engagement because families who could not participate in their children's education due to situations such as work intensity and transportation problems were engaged in their children's education both as observers and as activity implementers. Likewise, the transfer of parent-teacher meetings to online may facilitate parents to attend the meetings more easily against work intensity and transport problems, especially this situation has paved the way for fathers who do not attend face-to-face parent-teacher meetings to attend the of parent-teacher meetings.

5.1.3 Learning experiences of teachers during the pandemic

When it comes to teachers' learning needs during online education, as in face-to-face education, teachers continued their learning journey in online education through their lived experiences. According to Pang (2003), learning is "a change in the learners' capability of experiencing a phenomenon in the world around them" (p. 153). Unlike children, adults' learning processes are based on lived experiences (Knowles et al., 2005; Merriam & Caffarella, 1999). During the online education process, teachers were not provided professional support on online education and parent engagement either from the Ministry or the school administration during the COVID-19 pandemic. While the majority of early childhood teachers pointed out that they did not receive any technology-related training before and during the COVID-19 pandemic, except one, all the early childhood teachers in the study stated that they were not given any training to teach online lessons prior to the COVID-19 pandemic. Similarly, previous studies demonstrated that teachers reported having no training regarding online education (Aldemir et al., 2022; Atiles et al., 2021; Cardullo et al., 2021; Erdiller Yatmaz & Demiral, 2022; Ford et al., 2021; Marshall et al., 2020).

Thus, in the online education process, early childhood teachers met their learning needs by self-directed learning and learning from others.

The teachers in the present study carried out informal learning processes by learning on their own in order to ensure their readiness to teach in online education. This finding is consistent with the study of Aldemir et al. (2022). The teachers learned on their own how to manage the online education process through various techniques such as trial and error, research on the Internet, watching videos, etc. (Aldemir et al., 2022; Erdiller Yatmaz & Demiral, 2022).

Also, in addition to self-directed learning, the current study revealed that when teachers did not receive professional learning support during the pandemic, they learned from each other by keeping in touch with their colleagues and school administrators. Similarly, Aldemir et al. (2022) stated that during the online education process, teachers learned by asking, consulting, and collaborating with each other about multiple subjects. Moreover, the finding of the current study is also in line with the study of Ford et al. (2021). In the online education process, due to lack of training for teachers, teachers sought resources, self-learned, and cooperated with other early childhood teachers (Ford et al., 2021).

However, teachers stated that they wanted and needed to take trainings on online education to make online education more enjoyable, reduce the anxiety of the family and improve their knowledge and skills. Aral and Kadan (2021) stated that teachers are willing to take trainings on online education. They needed to improve themselves in terms of digital literacy. Similarly, Ozbey & Keles (2023) revealed that teachers need technology-related trainings to conduct an online education process. Moreover, teachers should be educated about parent engagement because while in face-to-face education, teachers have knowledge on how to cooperate with

families, communicate with them, make decisions together with them, and invite them to the lesson, as stated by the current study they were not well-equipped on how to continue parent engagement in online education. In addition, teachers were mentally exhausted like parents during this period. At this point, the current study revealed that while they need training to support their psychological well-being, they also need training on how to support parents psychologically. Moreover, to meet teachers' learning needs, this study showed that training for parents and teachers, flexibility, and effective educational practice can increase parent engagement and can be implemented effectively.

During the online education process, although parents needed parent trainings, there was no parent education training to inform parents, which is consistent with previous studies (Dong, Cau, & Li, 2020; Sonnenscheina & Stites, 2021). Therefore, the participants in this present study suggested that parents should be trained so that they do not feel alone in this process and realize their responsibilities. The teachers advised that parents should be given training on how to assume responsibilities, use online educational software, and support their children in online education as well as the importance of ECE. As Telli and Altun (2020) highlighted, increasing the awareness of parents about online education is important in terms of conducting online education in cooperation with the family. Therefore, with training for parents, parent engagement in online education can be improved and parents can take a more active role in online education. Similarly, previous studies recommended parent education during the online education process. Gür and Filiz (2022) emphasized that parent training is essential in order to be able to participate more effectively and usefully in the online education process of their children. Similarly, there is a consensus of the current study and previous studies

related to training for parents during the online education process (Aldemir et al., 2022; Güngör, 2022).

Like parents, teachers' roles and responsibilities also changed in this period (Erdiller Yatmaz & Demiral, 2022). Therefore, teachers should have the readiness to implement online education by being aware of their changing roles and changes in the teaching system with online education. Learning opportunities should be enlarged to meet teachers' current needs and develop their changing teaching roles and responsibilities (Darling-Hammond & Hyler, 2020). The finding of the current study shows that the participants also considered training for teachers as an important method to increase parent engagement in online education. Especially, as Kalogiannakis (2010) stated, teachers' lack of adequate training on the use of technological tools may cause teachers to encounter some problems in the teaching process. Similarly, Gillen et al. (2018) highlighted that taking training on technology for teachers is very significant to provide effective education to children. Therefore, training teachers on the technological education tools they use during online education is an important method to support the development of parent engagement in online education, which is also in line with study findings of Aral and Kadan (2021).

CHAPTER 6

CONCLUSION

Lastly, limitations and directions for further research will be presented to shed light on possible future studies regarding parent engagement in online education.

6.1 Conclusion

Parent engagement is an indispensable element in early childhood education. The parent, who was engaged in their child's education before the pandemic by communicating and collaborating with the teacher, visiting their child's learning environment (i.e., classroom), and supporting their child at home, became the main counterpart of their child's education with online education. As Novianti & Garia (2020), noted, during the COVID-19 pandemic with online education, the roles of parents altered as technology became more integrated into educational activities and the learning environment moved from classroom to home environment. Although parent engagement in face-to-face education is preferred by teachers instead of online education, the engagement of parents in their children's education has also increased with changing responsibilities. In this period, parents were engaged in their children's education by monitoring their children, organizing the learning environment at home, supporting children’s learning, and communicating with the teacher. Moreover, parents got actively engaged in their children's online education. However, rather than fathers, mothers were more engaged in their children’s learning process.

In Turkey, online education started to be provided in ECE with the COVID-19 pandemic. There has been no developmentally appropriate curriculum for online ECE. Therefore, families and teachers who were not familiar with online education faced various challenges in implementing parent engagement during this period. Although there were challenges in implementing parent engagement during the online education period, teachers offered methods to improve parent engagement in online education by taking their experiences into consideration. Teachers suggested that parent engagement can be enhanced in online education by providing training for teachers and parents, facilitating the availability and conditions of parents for their participation in online lessons, and conducting effective educational practices during lessons. However, while online education has posed challenges to parent engagement, it has also created opportunities to transfer new possibilities to face-to-face education.

Neither before nor after the pandemic, teachers did not receive any training on online education tools and/or parent engagement in online education to meet their needs. Early childhood teachers who were already unfamiliar with the online education system had difficulties in coping with the challenges they experienced during this period. Teachers who could not meet their in-service training needs met their informal learning needs in the online education process through self-learning and learning from others. However, the teachers still stated that they needed practice-related and teacher support training.

6.2 Implications of the study

The findings of this study provide important implications for stakeholders such as teachers, school administrators, parents, and policymakers to discover and improve parent engagement in ECE.

The lack of familiarity of teachers and parents with online education was one of the most critical challenges to implement parent engagement in this process. With the sudden transition, questions arose about how to manage online education with young children without a developmentally appropriate curriculum for online ECE and early childhood teachers did not know how to educate children via online. Thus, as an implication, curriculum developers should design developmentally appropriate online curriculum by considering challenges of online learning and needs of stakeholders and children.

The current study revealed that teachers needed to know how they conducted developmentally appropriate curriculum and parent engagement in online education, but they do not have enough knowledge about it, because pre-service teachers were only trained on face-to-face early childhood education when they teach children. Therefore, especially pre-service teachers can start their professional lives more prepared and consciously by receiving both theoretical and practical training on online education curriculum and parent engagement in online education at universities. Early childhood teachers should be well equipped not only through pre-service trainings but also through formal and informal trainings on online education lesson contents, online teaching style, and parent engagement practices in online education. This is critical because online learning has become widespread in ECE and will continue to do so.

As most of the studies revealed (e.g., Daniel, 2020; Dias et al.,2020; Jæger & Blaabæk, 2020; Kim et al., 2021; Timmons et al.,2021), inequalities such as lack of technological tools and insufficient Internet infrastructure among families deepened because not all families had the same conditions during the online education period. This is because the lack of sufficient technological devices, the lack of a convenient learning environment, and poor Internet infrastructure at home negatively affected the participation in online education and the implementation of parent engagement. This study underlines the need to reduce the gap in online education inequalities. At this point, since online education cannot reach everyone equally without providing families with sufficient opportunities for online education, the necessary measures should be taken to achieve the principle of equality in online education.

6.3 Limitations and directions for further research

This study serves to extend literature by investigating parent engagement in online ECE and the learning needs of teachers in the online education process. However, the current study has some limitations that should be carefully considered in future studies.

With the sudden shift to online education, both teachers and parents faced challenges and some learning needs emerged to overcome these challenges and improve the effectiveness of online education. However, in this study, the challenges, advantages, and learning needs related to parent engagement are presented only from the perspective of early childhood teachers. Since the role and importance of parents in early childhood education is essential, it is important to identify the challenges and learning needs of parents as well. Therefore, in future studies, the study can extend the lens to examining the experiences of parents with

preschool children regarding parent engagement in online education. Moreover, by examining the parent engagement experiences of among teachers, school administrators and parents in online education, it can compare the experiences of these stakeholders and gain insights on how to improve parent engagement in online education.

In addition, when teachers shared their experiences of parent engagement in the online education process, they generally referred to how mothers, rather than fathers, supported their children's learning in online education. Further studies could therefore examine father engagement in online ECE and the ways in which fathers can be supported to take active roles in the process.

This study is conducted with participation of early childhood teachers in private schools with families from high SES and public schools with families from middle SES in Istanbul. Therefore, the findings of the current study might be limited by the socioeconomic status of parents. As stated by UNICEF (2020b), socio-economic status is an important factor in determining the effectiveness of parent engagement investigations. Thus, further studies also can examine the engagement of parents from low socioeconomic status in online education and reveal how parent engagement in online education differs for parents from various socioeconomic backgrounds.

On the other hand, the current study only focused on the parent engagement of families of five and six -year-old children in online education. Examining parent engagement, especially in this age group that will begin primary school the following year, is an important contribution to the literature. However, examining how families are engaged in the online education process in three and four age groups can also provide different perspectives on this regard, as the developmental needs of this age

group could be different than the current age group Therefore, future research can investigate how parent engagement in online education differs in different age groups of early childhood period.

As the last point, none of the teachers participating in the study had any children with special needs in their online lessons. Future studies can examine how parents of children with special needs can support their children in online education. Also, researchers can investigate the learning needs of teachers and parents of children with special needs in online education, the challenges they experience and ways to overcome those challenges.

APPENDIX A

CONSENT FROM THE ETHICAL COMMITTEE

Evrak Tarih ve Sayısı: 10.06.2022-70225

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı	:	32
Toplantı Tarihi	:	26.05.2022
Toplantı Saati	:	10:00
Toplantı Yeri	:	Zoom Sanal Toplantı
Bulunanlar	:	Prof. Dr. Ebru Kaya, Prof. Dr. Feyza Çorapçı, Doç. Dr. Arhan S. Ertan, Doç. Dr. Senem Yıldız, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar	:	

Semanur Çakır
Eğitim Bilimleri

Sayın Araştırmacı,

"Parent Engagement in Early Childhood During Covid-19 Online Education: Challenges and Opportunities from ECE Teachers' Perspectives" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2022/62 sayılı başvuru komisyonumuz tarafından 26 Mayıs 2022 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınamadığı için bu onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Öğretim Üyesi
Raportör

SOBETİK 32 26.05.2022

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

RESEARCH STUDY FLYER

Hello,

I am conducting a thesis study as a postgraduate student of Boğaziçi University Adult Education master's program. Within the scope of my thesis I am researching "The experiences of early childhood teachers, who have provided online early childhood education during the Covid-19 pandemic, regarding parent engagement,". For this I would like to reach out to early childhood teachers working in public or private schools in Istanbul who fit the following criteria.

- *To have at least 5 years of preschool teaching in public or private schools*
- *To have worked as an early childhood teacher both before and after the pandemic*
- *To teach preschool kids of 5-6 years of age both in COVID-19 pandemic and in face-to-face education*
- *To have been in contact with the parents during the COVID-19 online education process*

If you fit the above-mentioned criteria, I invite you to take part in this study which will take 40 to 45 minutes.

If you volunteer to spare time for this interview, you can contact me via my mail address or phone number.

Thank you for your support!

E-Mail address: XXXXX@hotmail.com

Phone number: 0XXXXXXXXXX

APPENDIX C

RESEARCH STUDY FLYER IN TURKISH

Merhaba,

Boğaziçi Üniversitesi Yetişkin Eğitimi yüksek lisans öğrencisi olarak bir tez çalışması yürütmekteyim. Yüksek lisans tezim kapsamında "Covid-19 pandemi döneminde online erken çocukluk eğitimi vermiş okul öncesi öğretmenlerinin aile katılımı ile ilgili deneyimlerini" araştırıyorum. Bunun için İstanbul'da devlet veya özel okullarda anaokulu öğretmenliği yapan ve aşağıda yazan kriterlere uyan

- Devlet okulu veya özel okulda en az 5 yıllık anaokulu öğretmenliği deneyimine sahip olmak

- Hem pandemi öncesi hem de pandemi döneminde anaokulu öğretmeni olarak çalışmak

- Hem COVID-19 pandemisinde hem de yüz yüze eğitimde 5-6 yaş anaokulu çocuklarına eğitim vermek

- COVID-19 çevrimiçi eğitim sürecinde ebeveynlerle iletişimde olmak

öğretmenlere ulaşmak istiyorum.

Eğer yukarıda belirtilen kriterlere uyuyorsanız yaklaşık 40-45 dakika sürecek bu çalışmaya siz anaokulu öğretmenlerini davet ediyorum.

Bu görüşme için vakit ayırmaya gönüllü olursanız bana mail adresimden veya telefon numaramdan ulaşabilirsiniz.

Desteğiniz için teşekkürler!

E-mail: XXXXX@hotmail.com

Telefon: 0XXXXXXXXXX

APPENDIX D

INTERVIEW QUESTIONS

1) What's your level of education?

2) How long have you been working as a preschool teacher?

3) How many years of experience do you have in your most recent organization?

4) Have you conducted any online education using a remote education tool during Covid-19?

a) If yes, which tools did you use and for what purpose?
b) Have you received any lessons regarding this subject? Have you made any learning efforts?
c) (If the answer is "yes") Which lessons did you receive/What were your efforts? Please elaborate.
d) How many hours of lessons you gave per day during online education, and how long were each class?

5) What does "Parent Engagement" mean to you? What is it for you?

6) What kind of parent engagement activities do you conduct in face-to-face education?

7) Can you talk about how you ensured parent engagement during online education process, compared to parent engagement activities in face-to-face education?

a) What kind of parent engagement activities did you conduct?
b) Which of the parent engagement activities you conducted/implemented in face-to-face education did you also implement in online education?
c) Which ones could you not continue during online education process? Why did you not continue/implement them?

8) Have you communicated and interacted with families during Covid-19?

a) If yes, why and how did you communicate/interact?
b) If you used online tools to communicate and interact with families, what were they?
c) How was communication with the families of children who did not engage at all/ did not engage enough?

9) Can you tell more about the engagement processes of families in online education?

a) Do you think that families actively engage in their children's education during online education process?

b) Can you explain the reason for your answer (yes or no) / Can you explain why you think so?
c) What were the engagement purposes of families who engaged in online education process?
d) Who were more during this process, mothers or fathers?

10) How often did the families contact you during this process?

a) What were the reasons behind the families contacting you?

11) Have you encountered any difficulties about parent engagement during online education process?

a) If yes, what were they? Please elaborate with examples.
b) What do you think the reasons behind these difficulties were?

12) How did you overcome these difficulties?

a) If any, which methods did you use while overcoming these difficulties? Please elaborate with examples.

13) Did the families face any problems regarding parent engagement during the online education process?

a) If yes, what were they? Please elaborate with examples.
b) What do you think the reasons behind these difficulties were?
c) How do you think they overcame these difficulties?

14) Did online education provide advantages/opportunities for parent engagement? If yes, what types of opportunities did you encounter?

a) Please elaborate the opportunities you encountered based on your experiences.
b) After the pandemic ends, would you like to continue the experiences you gained during the online education period?
c) (If the answer is "no") Please elaborate with examples why you do not want to continue?
d) (If the answer is "yes") What are these practices you will continue in your profession? Please elaborate with examples why do you want to continue them.

15) Have you received any training or support to enhance parent engagement during online education process, and to have a more effective and interactive cooperation with the families?

a) (If the answer is "yes") Could you mention more about this training (or "support")? For example, did it benefit you, or have you carried it into your practice?

16) (If the answer to Question 15 is "no", skip to this question. If the answer is "yes", this question is rephrased as "… would you want to keep receiving education or

support?" and asked.) Would you want to receive any education or support in order to enhance parent engagement during online education process and have a more effective and interactive cooperation with the families?

a) What should these education and support be?
b) Why/how do you think do you need these education and support?

17) What are your suggestions for increasing parent engagement in the online education process and making it effective? Your suggestions can be general or with examples.

18) Would you prefer parent engagement activities in face-to-face education or online education? Which is more advantageous in which ways?

19) Are there any other points/opinions you would like to add? Is there anything we haven't talked about but you would like to mention?

APPENDIX E

INTERVIEW QUESTIONS IN TURKISH

1)Eğitim durumunuz nedir?

2)Kaç yıldır anaokulu öğretmeni olarak çalışıyorsunuz?

3)Son çalıştığınız kurumda kaç yıllık okul öncesi öğretmenliği deneyiminiz var?

4) Covid-19 sürecinde herhangi bir uzaktan eğitim aracını kullanarak online eğitim gerçekleştirdiniz mi?

a. Kullandıysanız, hangi araçları, hangi amaçla kullandınız?
b. Daha önce buna ilişkin bir eğitim aldınız mı? Bir öğrenme çabanız oldu mu?
c. (Eğer cevap "evet" ise) Ne eğitimi aldınız/Nasıl bir çabanız oldu? Açıklar mısınız lütfen?
d. Online eğitimde kaç gün kaç saat ders verdiniz ve ders süreleriniz neydi?

5)"Aile katılımı" kavramı size ne ifade ediyor? Aile katılımı sizin için nedir?

6)Yüz yüze eğitimde ne tür aile katılım faaliyetleri yürütmektesiniz?

7)Yüz yüze eğitimdeki aile katılım faaliyetlerinden farklı olarak online eğitim sürecinde aile katılımını nasıl sağladığınıza ilişkin deneyimlerinizden bahseder misiniz?

a. Ne tür aile katılım çalışmaları yürüttünüz?

b. Yüz yüze eğitimde yürüttüğünüz/uyguladığınız aile katılım faaliyetlerinden hangilerini online eğitimde de uyguladınız?

c. Peki hangilerini online eğitim sürecinde devam ettiremediniz? Peki neden devam ettiremediniz/uygulamadınız?

8)Covid-19 döneminde ailelerle iletişim ve etkileşim kurdunuz mu?

a. Kurduysanız, hangi amaçla ve nasıl iletişim/etkileşim kurdunuz?

b. Ailelerle iletişim ve etkileşim kurmak için online araçlar kullandıysanız bu araçlar nelerdi?

c. Derse hiç katılım göstermeyen/ yeterince katılım göstermeyen çocukların aileleriyle iletişim nasıldı?

9) Ailelerin online eğitim sürecine katılım deneyimlerinden bahseder misiniz?

a. Ailelerin online eğitim sürecinde çocuklarının eğitimine aktif bir şekilde katıldıklarını düşünüyor musunuz?

b. Yanıtınızın nedenini (evetse de hayırsa da) açıklar mısınız? /Neden böyle düşünüyorsunuz açıklar mısınız?

c. Online eğitim sürecine katılan aile bireylerinin katılım amaçları nelerdi?

d. Bu süreçte anneler mi yoksa babalar mı daha aktifti?

10)Bu süreçte aileler ne sıklıkla sizinle iletişime geçmişlerdir?

a. Ailelerin sizinle iletişime geçmesinin sebepleri nelerdi?

11)Online eğitim sürecinde aile katılımı konusunda herhangi bir zorlukla karşılaştınız mı?

a. Karşılaştıysanız bu zorluklar nelerdi? Somut örnekler vererek açıklar mısınız?

b. Karşılaştığınız bu zorlukların nedenleri sizce nelerdir?

12)Bu zorluklarla nasıl başa çıktınız?

a. Eğer varsa bu zorluklarla başa çıkarken ne gibi yöntemler kullandınız? Örneklerle açıklar mısınız?

13)Online eğitim sürecinde aile katılımı konusunda aileler herhangi bir zorlukla karşılaştı mı?

a. Karşılaştıysa bu zorluklar sizce nelerdi? Somut örnekler vererek açıklar mısınız?

b. Karşılaştıkları bu zorlukların nedenleri sizce nelerdir?

c. Bu zorluklarla sizce nasıl başa çıktılar?

14)Online eğitim aile katılımına avantaj/fırsat sağladı mı? Sağladıysa ne gibi fırsatlarla karşılaştınız?

a. Deneyimlerinizden yola çıkarak karşılaştığınız fırsatları somut örneklerle açıklar mısınız?

b. Peki pandemi sonrasında online eğitim döneminde edindiğiniz deneyimleri devam ettirmek ister misiniz?

c. (Cevap "hayır" ise) Neden devam ettirmek istemezsiniz örneklerle açıklar mısınız?

d. (Cevap "evet" ise) Mesleğinizde sürdüreceğiniz bu uygulamalar nelerdir? Niçin devam ettirmek istersiniz örneklerle açıklar mısınız?

15) Online eğitim sürecinde aile katılımını iyileştirmek ve ailelerle daha etkili ve etkileşimli bir iş birliği yapmak adına herhangi bir eğitim ya da destek aldınız mı?

a. (Cevap "evet" ise) Bu eğitimden (veya "destekten") bahseder misiniz? Örneğin size sağladığı faydalar oldu mu veya uygulamalarınıza taşıdığınız yöntemler oldu mu?

16)(15. Sorunun cevabı "hayır" ise bu soruya geçilir. Cevabı "evet" ise yine de bu soru "… eğitim ya da destek almaya devam etmek ister miydiniz?" şeklinde değiştirilerek sorulur.) Online eğitim sürecinde aile katılımını iyileştirmek ve ailelerle daha etkili ve etkileşimli bir iş birliği yapmak adına herhangi bir eğitim ya da destek almak ister miydiniz?

a. Bu eğitimler ve destekler neler olmalıydı?

b. Bu gibi eğitimler ve desteklere neden/ne gibi açılardan ihtiyacınız olduğunu düşünüyorsunuz?

17) Online eğitim sürecinde aile katılımının arttırılması ve etkili bir hale getirilmesi için önerileriniz nelerdir? Önerileriniz genel ve/ya somut olabilir.

18) Yüz yüze eğitimdeki aile katılım faaliyetlerini mi yoksa online eğitimdeki aile katılım faaliyetlerini mi tercih ederdiniz? Hangisi hangi nedenlerden ve açılardan daha avantajlı?

19) Eklemek istediğiniz başka bir husus/görüş var mı? Hakkında konuşmadığımız ama belirtmek istediğiniz herhangi bir şey var mı?

APPENDIX F

PARTICIPANT INFORMED CONSENT FORM

Supporting Institution: Boğaziçi Univesity

Title of Study: Parent Engagement in Early Childhood During COVID-19 Online Education

Project Coordinator: Assoc. Prof. Havva Ayşe Caner - Assoc. Prof. Ersoy Erdemir

E-mail address: XXX@boun.edu.tr – XXX@boun.edu.tr

Phone: Ayşe Havva Caner: 0XXXX XXX XX XX - Ersoy Erdemir: 0XXXX XXX XX XX

Name of Researcher: Semanur Çakır

E-mail address: XXXXX@boun.edu.tr

Phone: 0XXXXXXXXXX

Dear Teacher,

Boğaziçi University Educational Sciences Program graduate student Semanur Çakır, within the scope of her master's thesis, under the supervision of Assoc. Prof. Havva Ayşe Caner and Assoc. Prof Ersoy Erdemir, is conducting a research project titled " Parent Engagement in Early Childhood During COVID-19 Online Education." The aims of this study are to 1) identify opportunities and challenges of parent engagement during COVID-19 online early childhood education through the experiences of early childhood teachers working in public and private schools; 2) identify the pedagogical needs of early childhood teachers regarding parent engagement during Covid-19 online education.

Once you agree to participate in this study, interview questions will begin. The interview will take approximately 45 minutes. Due to the Covid-19 outbreak, interviews might be held online if needed.

Interviews will be recorded upon your approval via a voice recorder. If you do not approve audio recordings, the interview will be recorded by taking notes. In this research your personal information will be kept confidential. The information received from you will be kept in an encrypted file on the researcher's personal computer. Your name will not be taken in the interviews and you will be given code names instead of your own names and the data will be analyzed with these code names. Access to the data will be open only to the researcher. The data will be analyzed in aggregate and anonymously. This research will be conducted for a scientific purpose and the data will be presented only in scientific environments (conference, congress, etc.).

Participation in this study is entirely voluntary. If you participate in the study, you will not receive any payment. If you participate, you will also have the right to withdraw your consent at any stage of the study without giving any reason. In this case, the sample we received from you will be destroyed. The research we want to make is not expected to pose any risk to you.

Please ask if you have any questions about the study before signing this form. If you would like additional information later, please contact Boğaziçi University Department of Educational Sciences Faculty Member Havva Ayşe Caner (Phone: 0XXXX XXX XX XX) or the research team. You can consult Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETİK) regarding your rights regarding research.

I, (name of participant) ..... read the above text and fully understood the content and aim of the study that I am being asked to attend along with my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understood that I can leave this study whenever I want and without having to give any reason, and that I will not face any adverse attitude if I quit.

In these conditions, I agree to participate in the research in question voluntarily, without any pressure or coercion.

I have / do not want to have a copy of the form (in this case, the researcher keeps this
copy).

Participant's Name- Surname: .....
Signature: .....
E-mail address*.....
Date (day/month/year): ..../...../.....

☐ I agree to be audio recorded.

*If you would like to know the results of the research, please share your e-mail address with us.

* If you do not have the opportunity to sign this form digitally, please write "I understand what has been explained to me and what is written above. I have received a copy of this form / I do not want to receive a copy (in this case the researcher will keep this copy). I agree to participate in the

APPENDIX G

PARTICIPANT INFORMED CONSENT FORM IN TURKISH

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Covid-19 Online Erken Çocukluk Eğitiminde Aile Katılımı

Proje Yürütücüsü: Assoc. Prof. Havva Ayşe Caner - Assoc. Prof. Ersoy Erdemir

E-mail adresi: XXX@boun.edu.tr – XXX@boun.edu.tr

Telefonu: Havva Ayşe Caner: 0212 XXX XX XX -Ersoy Erdemir: 0XXXX XXX XX XX

Araştırmacının adı: Semanur Çakır

E-mail adresi: XXXXX@boun.edu.tr

Telefonu: 0XXXXXXXXXX

Sayın öğretmen,

Boğaziçi Üniversitesi Eğitim Bilimleri yüksek lisans öğrencisi Semanur Çakır yüksek lisans tezi kapsamında Öğretim Üyesi Assoc. Prof. Havva Ayşe Caner'in ve Assoc. Prof Ersoy Erdemir'in danışmanlığında "Covid-19 Online Erken Çocukluk Eğitiminde Aile Katılımı" başlıklı bir araştırma projesi yürütmektedir. Bu çalışmanın amacı; 1) devlet okullarında ve özel okullarda çalışan okul öncesi öğretmenlerinin yaşadıkları deneyimler aracılığıyla COVID-19 çevrimiçi erken çocukluk eğitimi sırasında aile katılımının fırsatlarını ve zorluklarını belirlemeyi; 2) okul öncesi öğretmenlerinin Covid-19 çevrimiçi eğitimi sırasında ebeveyn katılımıyla ilgili pedagojik ihtiyaçlarını belirlemeyi amaçlamaktadır.

Bu çalışmaya katılmayı kabul ettiğiniz takdirde görüşme sorularına başlanacaktır. Görüşme yaklaşık 45 dakika sürmektedir. Covid-19 salgını nedeniyle görüşmeler ihtiyaç duyulduğunda çevrimiçi ortamda yapılacaktır.

Görüşmeler onayınızla ses kayıt cihazı ile kayıt altına alınacaktır. Ses kaydına onay vermek istemezseniz sizinle yapılacak görüşmeler not tutularak kaydedilecektir. Bu araştırmada kişisel bilgileriniz gizli tutulacaktır. Sizden alınan bilgiler araştırmacının kişisel bilgisayarında şifreli bir dosyada tutulacaktır. Görüşmelerde isminiz alınmayacak ve kendi isimleriniz yerine size kod isim verilecektir ve veriler bu kod ismiyle analiz edilecektir. Verilere erişim sadece araştırmacıya açık olacaktır. Veriler toplu halde ve anonim olarak analiz edilecektir. Bu araştırma bilimsel bir amaçla yapılacaktır ve veriler yalnızca bilimsel bir ortamda (konferans, kongre vs.) sunulacaktır.

Bu çalışmaya katılmak tamamen gönüllülük esaslıdır. Çalışmaya katılmanız durumunda size herhangi bir ücret ödenmeyecektir. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına

da sahipsiniz. Bu durumda sizden almış olduğumuz örnek imha edilecektir. Yapmak istediğimiz araştırmanın size risk getirmesi beklenmemektedir

Bu formu imzalamadan önce, çalışmayla ilgili sorularınız varsa lütfen sorun. Daha sonra ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Öğretim Üyesi Havva Ayşe Caner (Telefon: 0XXXX XXX XX XX) veya araştırma ekibi ile temasa geçiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) danışabilirsiniz.

Ben, (katılımcının adı) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı: .....

İmzası: .....

E-posta adresi*: .....

Tarih (gün/ay/yıl): ……/……./.....

☐ Ses kaydı alınmasını kabul ediyorum.

*Eğer araştırma sonucunu öğrenmek istiyorsanız lütfen mail adresinizi bizimle paylaşınız.

* Eğer bu formu dijital bir şekilde imzalama imkânınız yoksa, bu formun size gönderildiği e-mail adresine cevap olarak "Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar). Çalışmaya katılmayı kabul ediyorum." şeklinde yazınız.

APPENDIX H

QUOTES IN TURKISH

1) Veliyi haberdar etmek ve veliyle iş birliği içerisinde olmak çok önemli. Biz de bu yüzden hep iletişim içinde olduk ve aileyle beraber iş birliği içerisinde derslerimizi yaptık. Sonuçta her zaman söylüyorum, görüşmelerde de söylüyorum, ben ne yaparsam yapayım burada sınıfta veya online eğitim yaptığımız şeylerin desteklenmediği, bunların üzerine konuşulmadığı sürece öğrenilen şeyler kalıcı olmuyor. Tek başıma değil de aileyle iş birliğiyle, beraber konuşarak tartışarak yapmak anlamına geliyor benim için.

2) Bir öğrencimiz geldi onun hazıroluşluk seviyesini ölçtük. Öğrenciyi kendi içimizde değerlendirdiğimizde belirli alanlarda sıçrayarak gidiyor. Sene sonunda öğrencinin değerlendirilmesinde benim, sınıf ikliminin katkısı, eğitim katkısı muhakkak ki var ama aileyle iş birliğinin katkısı gözden gelinemez. Ben bunu toplantılarımda söylerim her dönem. Benim burada yapacağım ne varsa aile destekli olmalıdır. Bu bazen bizim bir öğrencimizin zorluk alanını iyileştirmek için aynı dili konuşmak olsun, aynı tavrı sergilemek olsun ya da verdiğimiz ev ödevlerinin sorumluluğunu yerine getirmek için olsun. Aile iş birliği ve aile katılımını çok önemsiyorum. Bu anlamda bence olmazsa olmaz. Bu yüzden de aileyle sürekli yazışıyoruz, onları arıyorum ve birlikte iş birlikte bir takım gibi hareket ediyoruz.

3) Rehber öğretmenimizin yaptığı çalışmalar var burada ve seminerler düzenleniyor ve seminerlere düzenli katılımları bekleniyor. Hatta konu bazlı velilerin ihtiyacına yönelik birlikte hareket ettiklerini biliyorum. Seminerler düzenleniyor ve veliler bu seminerlere katılıyor.

4) Aile katılımı bence olmazsa olmaz. Çünkü zaten küçük çocuklarla muhatabız. O yüzden de veliye bir şeyleri anlatıp onların da evde desteğini istiyoruz. Her türlü ben genelde öğrettiğim şeyi velilerle paylaşıyorum ve her gün WhatsApp'tan şu şu konuda bunları anlattım siz de evde destekler misiniz şeklinde veliler o konuda yardımcı oluyorlar. Cuma günleri mesela hep ödev gönderirim. O Pazartesi bana geri gelir, kontrol eder geri gönderirim. Yani genelde aileyle hep iletişim halindeyiz. O yüzden bence eğitim ailesiz olmaz.

5) Çocuğun kendisi de bir ailenin parçası olduğu için ve aileyi göz önünde bulundurmadığınızda katkı maalesef daha az oluyor. Tabii ki oluyor ama kesinlikle daha az oluyor çünkü bir taraftan ailenin kaygıları, ailenin beklentileri çocuğa yansıyor ve çocuk da bunları beraberinde sınıfa getiriyor. Önce ailenin güvenini kazanmak gerekiyor bir öğretmen olarak. Ondan sonra evet bakın biz hem çocuğunuz hem sizin için burada varız. Bu yüzden bizim size ihtiyacımız varı vermek gerekiyor. Zaten onu hissettiklerinde aile daha rahat oluyor, daha kolay iletişime geçebiliyorlar. Önce aileyi güvende hissettirmek gerekiyor ailenin katılabilmesi için. Ailenin bizimle olabilmesi için o yüzden aile katılımının öncelikle güven olduğunu düşünüyorum. Ondan sonrasında aileyi sınıfa dahil etmekte bazen onların kendi ilgi alanları ya da kendi profesyonel yaşamlarını kullanarak sınıfa dahil

edebiliyoruz. Bizimle beraber işte ders için belki çocuğu için kitap okuyorlar ya da birlikte ders planlıyoruz ya da belki ailenin kendi talebi oluyor.
6) …Çünkü biz her gün ders yaptık. Mecburen veli bağlanmak zorunda kalıyordu. Çocuğunu takip etmek zorunda kalıyordu. Ne öğrendiğini, hani ben onlara sürekli gönderdiğim için bakmak zorunda kalıyordu çocuk ne yaptı ne etti diye kontrol ediyordu. O yüzden biraz zoraki olarak her şeyden bilgileri olmuş oldu.

7) Bence velilerin çoğu aslında gözlemci olarak katılıyordu derslere. Hani birazcık gözlemlemek ve çocukları ne kadar öğreniyor ne öğreniyor görmek çünkü sonuçta biz İngilizce eğitim veren bir okuluz ve eğer bu çocuklar biraz İngilizce bilerek gelmedilerse çok küçük bir yüzde eve gidip şakır şakır İngilizce konuşuyor. Çünkü zaten bütün gün hazırlık sınıfında İngilizceye maruz kalıyor. O yüzden eve gidince çoğunlukla hepsi aslında Türkçe konuşmayı tercih ediyorlar. Birazcık İngilizce seviyelerini görmek için katıldılar en başta. Programı öğrenmek için katıldılar.

8) Daha çok bilinmezlikten gerçek endişenin verdiği bir sonraki yıl ilkokullu olacak bu çocuklar. Ve acaba anaokulunda öğreniyorlar mı? Bu anlamda pek çocuğunun kaygısı vardı. Zoom üzerinden öğreniyorlar mı? Biz mesela seslerden bahsediyoruz. Atıyorum e harfinden bahsediyoruz, a harfinden bahsediyoruz vs. Acaba öğreniyor mu? Bizim yaptığımız ölçme kısmını çok merak ediyorlardı. Dolayısıyla onlar da sık kontak tercih ediyorlardı."

9) Merak ediyorlardı bence. Kendi çocuğunu merak ediyordu, öğretmenin nasıl ders yaptığını merak ediyordu, diğer çocukları merak ediyorlardı, herkesin seviyesini merak ediyorlar. Sonuçta yüz yüze eğitiminde böyle bir şey kimse görmüyor. Sınıfında ben sana sadece senin çocuğunla ilgili sonuçta feedback veriyorum. Öbür çocuklar senin çocuğundan ne kadar iyi ya da ne kadar kötü ya da senin çocuğunun sınıfının neresinde sonuçta bilmiyorsun. Bence birazcık bunu görmek için de katılıyorlardı. Dediğim gibi bizde herkes %100 İngilizce seviyesini çok merak ettiği için de katılıyordu.

10)…Benim ne yaptırdığımı merak ediyorlardı veliler. Muhabbet mi ediyoruz, ne yapıyoruz çünkü sınıfta da sürekli aktif olamadıkları için bir nevi onlar için şey oldu okul öncesi nedir, içeriğinde neler var, neler yapılıyor onu gördüler uzaktan eğitimde aslında.

11) Bir kere çok güzel gözlemci olmayı öğrendiler. Acayip güzel gözlemlediler bizi. (Düşünüyor) tüm çocuklar için, "neden ona söz hakkı veriliyor, neden buna söz hakkı verilmiyor." Çünkü veli kendi çocuğu olunca çok objektif bakamıyor olaylara. Aslında oysaki ben o çocuğu sadece online da görmedim diğer bir süreçte geçirmişiz birlikte. O yüzden de bu konuda iyi bir gözlemci olduğunu zaman zaman kendini de yeterli hissetmediğini ama zaman zaman da bir öğretmen edasıyla her şeyi yaptığı herkesin yeni deneyimlediği bir süreç olduğu için zaman zaman tedirgin zaman zaman kendinden emin davranışlar sergilediler velilerde.

12) Tüm öğrencileri bir arada görüyorlardı aslında. Öyle ya da böyle bir temas vardı, fark ediyorlardı. Burada da bence bu böyle olmalı mıydı diye endişesi oluyordu. Hani, her öğrenciyi biliyorsun bireysel olarak değerlendirmek lazım. Bazıları okuyor, yazıyor bile. Bazıları bir ile yirmi arasında çok rahatlıkla toplama çıkarma yaparken, bazıları tanımayabiliyordu sayıları mesela. Orada da hani bu böyle mi olması

gerekiyor, biz ne yapalım? O zaman biraz daha katılalım, teşvik edelim çocuğumuzu da yetiştirelim diğerlerinin seviyesine gibi bir karşılaştırmaya gittiklerini düşünüyorum.

13) Bazı veli çocuğunun gerçekten materyalini hazırlayıp gidiyordu ama arada da bir kafasını uzatıp bakıyordu hani çocuğu derse katılıyor mu yapıyor mu diye kontrol eden velilerim de vardı.

14) Çocukların bilgisayarın başında durmaları için anneler çocuğunun online dersine katılıyorlardı. Dikkatleri dağılmasın diye de olabilir.

15) Çocuklarına destek olmak istiyorlardı o anda mesela onu çok görebiliyordum… Ebeveyn beraber oynamak ister misin, gel birlikte bakalım diyordu ya da mesela odaklanamıyor çocuk. Dikkati dağılmasın diye, o sırada başka şeylere bakmasın diye yanına oturup katılıyordu...

16) Bir liste paylaştık nasıl derste neler bekliyoruz. Aileden neler bekliyoruz, çocuktan neler bekliyoruz diye. Aileden çocukla beraber ortamı hazırlamasını, ikisi birlikte online ortamı hazırlaması çünkü işte çocukların önünde yemek olduğunda ne bileyim odaklanmıyor ya da farklı bir şey yaptığında odaklanmıyor. O yüzden işte biz örnek bir video çektik ben nasıl ortamı hazırlıyorum. Ailelere biz de sizden çocuğunuza ortamı hazırlamak için destek olmanızı istiyoruz dedik.

17) Beraber oturup onlarla etkinlik yaptılar, bilgisayarlarını açmalarına yardımcı oldular, çocukların birçoğu zaten bilgisayarını açmayı bilmiyordu. Anneler açıyorlardı ve sonra çıkıyorlardı çocukları bırakıp.

18) Veli genelde çocuğu İnternete bağlayıp, başında bırakıp çocuğun ihtiyacı olduğunda çağırıyordu çocuk, o şekilde dahil oldu onlar da ama zaten senenin başında hep çocuklarının başında oturdular sonra çocuklar da öğrendiler zaten, mikrofon, ses açma kapama. Bir süre sonra çocukları yalnız bırakmaya da başladılar ben idare ettim uzaktan onları.

19) Çocuklara biz öğrettik ben velileri (derste) istemedim. Benim çocuklarım kendileri öğrendi açıyorlardı, giriyorlardı.

20) Dersleri planlarken onlara davetiye üzerinden o derste ihtiyacımız olan materyallerin listesini yolluyorduk. O materyallerin hazır olmasıyla aile katılımını istedik onlardan. Ortamın hazır olması ebeveynin bir sorumluluğuydu aslında. Biz o derste mesela boya kullanacağız, fırça kullanacağız. Hani onları, çünkü veliye yolluyoruz o maili, çocuğun bilgisi yok. O yüzden velinin bunu okuyup o materyalleri hazır etmesi gerekiyordu.

21) Tabi biz etkinlikleri daha öncesinde sınıfta yazıcıyla çıkartıp verdiğimiz için şimdi etkinliklerin çıktısını velilere veremiyoruz. Ben ders öncesinde gruba (WhatsApp atıyordum. Bunu bir kâğıda kesik kesik çizseniz bile olur diyordum. O ders saatinde yanında olsun çocuğun diyordum. Öncesinde hepsi hazırlıyordu. Hocam biz hazırladık diyordu. Mesela atıyorlardı bu olur mu hiç önemi yok yeter ki ufak tefek bir şeyler hazırlamış olun diyordum. Onun(çocuğun) orada dikkati oluşsun, ona focus olabilsin diyordum. O anlamda dahil olabiliyorlardı. Ders

etkinliğinin nasıl öncesinde biz gidip hazırlıyoruz ya veya stajyer öğretmenimize söylüyoruz onun gibi oradaki aracılığı onlar yapıyorlardı.

22) Mesela bir etkinlik yapacağız diyelim, makas etkinliği, kesme çalışması. Çocuk kesemeyince ne yapacak anne yardımcı oluyor, aynı şekilde yapıştıramayınca da ya da dergi çalışması yaparken yazamıyor çocuk rakamları toplama yapacağız ne bilim şarkı söyleyeceğiz. Böyle masa başı etkinlikler de aileler her zaman destek oluyordu. Online derste olmaları lazım çünkü çocuklar yapamıyordu.

23) Biz o anda ne etkinlik yapıyoruz? (düşünüyor) Mesela ben o anda demişim ki iki sayısını tamamlama çalışması yapıyoruz demişim mesela. Sesim gitmemiş çocuğa. Çocuk anlamamış, yönergeyi alamamış o anda diyor ki öğretmenin 2 sayısını tamamlıyoruz gibi.

24) Ailenin ya da herhangi evde bir yetişkinin yakın bir yerde olup ulaşılabilir olması yani internetin kopması ya da bir materyal ihtiyacı olması, çocuğun yardıma ihtiyacı olması durumunda. Çünkü biz ekran başından yardımcı olamayacağımız için herhangi bir yetişkinin aile olabilir ya da işte yardımcı/bakıcı olabilir, herhangi birinin o sırada müsait olup çocuğa destek olabilmesini istedik.

25) Online hikayelerin Pdf halini gönderiyorduk bazen Whatsaap yoluyla. Diyordum ki ben buraya yansıtacağım veya siz de yansıtabilirsiniz isterseniz diyordum. Ben yansıtayım siz okuyun da diyordum, size kalmış. Okuyordu mesela o gün ki veli. A kişisinin annesi, B kişisinin babası okuyordu o gün tüm çocuklara. Çünkü şey diyordum siz de biraz dahil olun.

26) Başka, benim bir asker velim vardı, spora çok meraklı bir veliydi. Aramın da iyi olduğu bir babaydı. Ondan rica ettim derse katılmasını, çok kısa bir süre yaptı sanırım. Bir iki ders boyunca bize bir iki hareket yaptırdı çocuklara. Mesela ısınma hareketleri yaptırdı, ben de onlarla beraber yaptım hatta, onlar da yaptı. O baba bize baya bir yardımcı olmuştu, sürecin daha sıcak geçmesine de yardımcı olmuştu. Bir de doktor velimiz vardı biraz sanırım doktor velim o dönem el yıkamak çok meşhurdu. Parla diye bir öğrencim vardı onun ailesi doktordu. O böyle el yıkmayı falan filan anlatmıştı bize. Ne kadar kaç defa yıkamalıyım, Covid-19 nedir, süreç nasıl ilerleyecek?

27) Kitap okuma olayını yaptım. Ben onlara sürekli kitap önerilerinde bulundum. Hatta bazı siteler vardı onu süreçte ücretsiz okuyabilecekleri onları önerdim ve onlardan yine her akşam onları okumalarını sağladım. Yani kitap okumayla ilgili evet onu yaptım. Onun dışında başka yapmadım.

28) EBA'dan ödev verdik. Oradan işte videolar var, ödevler var, onları zaten sisteme girdiğinde veli otomatik olarak görüyordu öğretmen şu ödevleri vermiş diye. Onları oradan yapıyorlardı. EBA'nın videolarını o dönemde aslında bence bütün öğretmenler o dönemde tanıştılar o videolarla ve çok memnun kaldık. Yani gerçekten orada çok faydalı videolar vardı. Onları da veli görüyor ve çocuğuna yaptırıyor ve öğretmen de tüm sınıfta hangi çocuğun yapıp yapmadığını görüyordu arada.

29) (Ödev)yolluyordum onları da veli kontrolünde. Çocuk yaptıktan sonra veli kontrol ediyordu. Bana gönderiyorlardı tekrardan WhatsApp'tan fotoğrafını falan.

Ya da mesela şeylerimiz oluyordu haftalık ödevler oluyordu. Mesela yoğurt mayalama yapıyorduk evde. Bütün veliler bana çocuğu yoğurt mayalarken bana fotoğraflarını gönderiyorlardı.

30) Öncelikle baştan bir toplantı düzenlendi ve velilere de açıklayıcı yazılar gitti bilgilendirme amaçlı. Zoom programına nasıl bağlanabilecekleri. Bununla ilgili hangi birimlerden nasıl destek alabilecekleri gibi bazı yazılar, bilgilendirme metinleri, videolar gitti ve belirli program çerçevesinde öğrencilerle buluşacağımız açıklandı. Sonrasında velilerimize giden bu bültenlerde onların desteğinin olacağıyla ilgili bilgiler vardı ve sonrasında da mesela Pazartesi günün ki program 5 sayısı. 5 sayısından sonra orada küçük görevler var öğrenciye diyor ki mesela 5 tane malzemeyle gelmesi. Bu tarz görevlerde velilerin öğrencilere destek olmasını bekledik. Velilerin öğrenci görevlerinde destek vermelerini rica ettik ve hepsi gerçekten çok istekliydi.

31) Bir de biz çocuklara görevler veriyorduk. Derslerimiz zaten 15 dakika 20 dakika bir şey oluyordu. Öğretmenler ders sonrasında çocukların evde ailesiyle beraber yapabileceği örnekleri video çekerek paylaşıyorduk. İşte mesela sayılar üzerinde bir ders yapıyoruz biz bir giriş yaptık oraya. 15 dakikalık 20 dakikalık derste durmuyor tabii çocuklar. Sonrasında biz oyun mesela bir oyunu öğretmen nasıl oynanıyorsa videosunu çekiyor. Seesaw'a koyuyor. Aileye de diyor ki bu oyunu birlikte oynayabilirsiniz. Bu tarz her güne bir e-yüklü video yükledim. Bu oyunları beraber oynayıp eğleniyorlardı. Zaten evde ne yapsak diye düşündükleri için bu onları çok rahatlattı, çok hoşlarına gitti.

32) WhatsApp'tan toplantılar yapıyorduk herkese çünkü her veli Zoom'a hâkim olmuyordu. WhatsApp'tan genel bir toplantı yapıyorduk hani şunları şunları öğrettik, şu konuda desteğe ihtiyacımız var, sizin de şunları öğretmeniz gerekiyor ya da şu malzemeye ihtiyacımız var gibi. Hem WhatsApp hem Zoom üzerinden iletişime geçtik.

33) İlk haftalarda okul açıldığında nasıl ki dirsek temasımız çok fazlaysa online eğitime geçtiğimizde de çok sıkıydı. 15-20 öğrenci yer alıyordu ve bu kadar öğrenciyi online'da takip etmek çok büyük dikkat ve özen gerektiriyordu kesinlikle. Çünkü sınıftaki farkındalık gibi değil. Zoomda minik minik kareler içeresindeler çocuklar. Fakat ufacık bir şey gördüğümde mutlaka mail ile iletişime geçtim velilerle. Telefon etmem gerekiyorsa telefon ettim. O gün enerjisini düşük bulduğum öğrencileri takip ettim. Eğer böyle devam ediyorsa veliye bilgi verdim. Velisiyle iletişime geçtim bir sıkıntı veya problem mi var anlamında. Farklı bir şey mi var yoksa belli bir nedenden dolayı mı gibi sorarak biraz takip ettik çocuğu ve sonra akışta daha iyi duruma getirmek için çaba sarf ettik veliyle birlikte.

34)…bunun haricinde bizim dönemlik toplantılarımız oluyor gelişimsel olarak gözlemleme açısından. Bununla ilgili dönütler vermek amacıyla bir araya geldik. 6 yaş grubu olduğu için ilkokula geçiş var. Hem rehber öğretmen hem ben velinin de katıldığı bir toplantı düzenleyerek ilkokul çocuğunu neler bekliyor, pandemi devam edecek, nasıl bir yol izleyeceği konusunda bilgilendirme yaptık. Böyle olursa ne olur, olmazsa ne olur gibi. Çok yönlü bakış açısı sergiledik velilere. Çünkü çok aktif olan öğrencinin Zoom'da öyle olmadığını ya da tam tersi çok çekingen olan bir çocuğun

ev ortamında kendi güven ortamında çok daha aktif olduğunu fark ettik. Bununla ilgili gözlemlerde bir sonraki yıl ne olur öngörülerimizi paylaştık vs.

35) EBA'dan verilen ev ödevlerinin kimler tarafında yapılıp yapılmadığını görüyordum. Hatta oradan ben WhatsApp'tan uyarıyordum şu şu öğrenciler ödevlerini yapabilirler mi diye. EBA'yı o dönemde tanıdık ve çok sevdik ve ben hala sınıfta da uyguluyorum.

36) Bunun yanında hiç online derse katılmayan ya da anne baba zorlayıp çocuğun hiç katılmadığı ya da anne ve babanın hiç istemediği veliler vardı onlar içinde sadece nedenlerini öğrenmek istedik acaba bir şeyler mi değişmeli ya da biz o çocuğu nasıl bu derse alabiliriz. Sonuçta hepimiz yeni yaptığı bir şeydi. Hepimize verilen en küçük feedback burada yararlıydı. Onlar için iletişime geçtik.

37) Zaman zaman o girmedikleri için attığımız maillerin dışında mesela bize bir resim yapıp gönderebilir mi? diye onlarla iletişime geçtik. Ya da işte 2 haftadır katılmıyor ama arkadaşları onu merak ediyor, katılmak isterse bekleriz. Ve müsait olduğunuzda etkinlik saatleri dışında bizimle iletişim kurmasını sağlayabilir misiniz gibi hani çok da uzun süre bizi görmemesi çocuk için sorun olabilir diye iletişime geçtik. Çok ısrarcı olmadan farklı çözüm yöntemleri bularak, aslında süreci yönetmeye çalıştık. Hani bizi de unutmasın. Bir arkadaşı, bir sınıfı, sınıf arkadaşları, öğretmenleri var. Onun da farkına varsın diye ara ara yokluyorduk açıkçası. Mesela çocuklar bizi unutmasınlar diye şey diyordum, Ayşe'ye söyler misiniz bize bir resim yapabilir mi? İşte biz Ayşe'yi çok özledik. Siz de müsait olduğumuzdan işte gün içinde ders saatleri dışında müsait olduğunda rehberlik edebilirsiniz. Hani biz görüşmek isteriz gibi dönüşlerde bulunuyorduk.

38) Okul müdür, müdür yardımcıları gün içerisinde de böyle uzaktan eğitim süreciyle ilgili kısa toplantılar belirliyorlardı katılıyorduk. Herkesin Zoom üzerinden çocuklara ulaşılması, girmeyen çocuklara telefon ederek niye ailelerini katılmadığını interneti olmadığı için mi yoksa bilgisayara mı erişimi yok bunları not etmemiz, bunlarla ilgili her gün kaç çocuk girdiyse not alıyorduk çizelgelerimiz vardı ve 1 hafta sonunda götürüp idareye teslim ettik. Gün gün kaç çocuk girdi, kaç çocuk uzaktan eğitim sürecine dahil oldu diye bunları not ettik imza karşılığında da idareye teslim ettik, her öğretmenden alındı bu.

39) Uzaktan eğitime geçtiğimizde çocukların yalnızlaşmasından korktum. Bu yüzden de aileyle iletişim halinde oldum. Okuldan kopmasınlar, aramızdaki o bağ kopmasın istedim. Okul ve öğretmenden uzaklaşmamak içinde iletişim kurdum. Yoksa hiçbir etkinlik hiçbir şey çok çok önemli olmadı. O çocuğun orada derste 30 dakika bile öğretmenini görmesini sağlamak, bir yüz yüze eğitim gibi olmayı sağlamak veya aradığımda 5-10 dakika konuşmak çocukları iyi hissettirdi İllaha öğretme amacı gütmedik. İllaha 1,2,3,4,5'i ya da kırmızıyı, maviyi, sarıyı öğretmek umurumuzda bile değildi.

40) WhatsApp'tan öğretmek istediğim videoları gönderdim oradan veliler çocuklarına izlettiler, beraber yaptılar. Her türlü hikâye, video, eğitici video ya da anlatmak istediğim şeyleri oradan yazdım ve veliler bu sayede çocuklarına yardım ettiler. Genelde velilerle iletişim içerisinde olduk WhatsApp'tan.

41) Evde çocuklarla ne yapabiliriz bunları biz yazılı olarak paylaştık. Evde yaşanılan problemler çok artmaya başlamıştı. İtme, bağırma aralarında sorunlar yaşanmakta biraz daha burada rahatlatma amacıyla da iletişime geçtik hani aileyi işte evde böyle sorunlar yaşayabilirsiniz. İşte anlıyoruz çünkü zor dönemler, herkes zor bir dönemden geçiyor. Çocukların dışarıya çıkamadığı stresleri daha fazla artıyor, enerjilerini atamıyorlar. İşte şu oyunları oynayarak streslerini atmasına yardımcı olabilirsiniz gibi aslında guide'lık hani rehberlik biraz daha görevi üstlenmiş olduk.

42) Diyelim etkinlik bitmedi bunu tamamlayıp resmini çekebilirsiniz diyordum ya da derste etkinliği çok seviyordu çocuk sonra evde bir tane daha yapıyordu tek başına. Ebeveynler bana resmini çekip WhatsApp'tan gönderiyorlardı. Bazen ben istemesem bile bir şeyin resmi çekilip bize geliyordu. Bu şekilde de aslında benimle iletişimlerini koparmıyorlardı.

43) Aslında aileler benimle çok sık iletişime geçti. Dediğim gibi her gün aslında. Merak ettiler yani bugün ders var mı diye capsler vardı ya "bugün canlı ders var mı, bugün canlı ders var mı?" diye. Her gün aslında böyle Zoom üzerinden dersimiz var mı diye yazan mutlaka veliler oluyordu, arayanlar da oluyordu. Öğrenme süreçleri için bizimle iletişime geçtiler aslında. Çocuklarına bir şey verebilmek için. Hani çocukları boşta kalmasın diye. Bugün için neler öğreneceğiz diyenler vardı. Bugün ne öğreneceğiz ne yapacağız bugün, hazırlamamız gereken bir şeyler var mı gibi

44) Ders materyalleri hakkında soru sormak için de benimle iletişime geçiyorlardı. Mesela benim orada attığım görselde siyah kalem kullanılmış onlar bana diyorlardı ki kırmızı kalem kullansak olur mu, kullanın diyordum yani, bir sorun yok. Onu ilk zamanlarda özellikle çok sordular sonra ileriki süreçte benim böyle bir şeye çok takılmadığımı benim için önemli olanın çocuğun ona katılması olduğunu hani bir şekilde de olsa dahil olsun bir kâğıdın arkasına bile kullanacak olsa kullansın yeter ki vakit geçirsin bizimle onu anlayınca onlar da öyle üstüne çok düşmediler bu şey için.

45) Zoom'u açtıkları zaman bir gün aydınlaşıyorduk, merhabalaşıyorduk. Bir sıkıntınız ya da sorununuz varsa dersten sonra konuşuruz diyordum. Ders bittikten sonra bir şey söylemek isteyen beni arıyordu mesela. Çok sıkıldı, ne yapacağız hocam? Bütün gün evdeyiz kardeşiyle şöyle kavga ediyor böyle kavga ediyor ne yapacağım hocam? Kalem tutmakta zorlanıyor, ne yapayım hocam? Ödevlerini yaptırırken zorlanıyoruz hocam… gibi şeylerden dolayı. Çocukların o dönemki tek şeyi biliyorsunuz sıkılmaktı hapis kalınca tabi. Genelde "hocam tüm gün tabletle oyun oynuyor, ne yapalım hocam, bütün gün çizgi film izliyor ne yapacağım hocam." gibi şeylerden dolayı da bana ulaşıyorlardı.

46) Hocam şunu önerir misiniz, bunu yapsak nasıl olur sizce? gibi (ebeveynler soruyorlardı). Ben de elimden geldiğince geri dönüş sağlamaya çabalıyordum onlara. Yani onlarda o evin içerisinde ne yapacaklarını bilemiyorlardı ilk defa bu kadar çok çocuklarıyla tam bir kapanma yaşamışlardı. Parka bile gidemiyorlardı, bir AVM'ye bile. Eski zaman dilimi olsa okula başlamadan önce belki çocuğunu AVM'ye götürür, belki parka götürür, belki iki gün annesine bırakıyor, bilemeyiz. Ama şimdi full çocukla beraber oldukları için doğal olarak çocuğa da iyi gelmediklerinin farkına varıyorlardı. En önemlisi bence derler ya hani biz Türkler de hani çok var bu "baş edemiyor çocukla aynı evin içerisinde uzun süre kalmayla" bence o da etkiydi. Uzun süre çocuğuyla vakit geçirmek de aileyi yoran bir süreçti

bence yani. Danışıyorlardı. Sizce ne yapalım? Mesela uyku uyumak istemiyor diyorlardı. Çok geç uyuyor, uyumak istemiyor dan kastım bu. İşte yemek yemek istemiyor. Tablet vermeli miyim? Ipad kullanmalı mı? Oyun oynamasına izin vermeli miyim?

47) Yani mart ayında girdiğinde o mart ayı ful her gün iletişime geçiyorlardı. Bir veli arıyor. Ertesi gün başka veli arıyor. Hani haftada bir en az arıyorlardı. Sonrasında bu azaldı. Mayıs ayında hiç arayan kalmadı artık. Soran olmadı çünkü daha sakin, birbirleriyle de WhatsApp aracılığıyla konuşuyorlardı. Biz onu da hissediyorduk. Şöyle şöyle demişsiniz ama o veliye gibi şeylerde söylüyorlardı. Onlar da kendi aralarında sohbet ediyorlardı. O da biraz daha rahatlattı onları o yüzden artık 1 ay ilk 1 ay beni arayan oldu. Nisan'da daha da azaldı. 2 haftada bir belki burada şunu anlamadım diyen. Ya da destek olur musunuz? İşte eksik bir şey var mı yapalım mı? Bugün o çok iyi değildi. Sizce çalışmalı mı daha fazla diyen vardı. Ama ondan sonrası da Mayıs'ta hiç kimse aramadı. Zaten ara dönemde bizim de toplantımız oldu. Biz de bilgi paylaştık. O yüzden ondan sonrasında arayan çok çok az, çok nadir.

48) Aileler genellikle onların bizimle iletişime geçme sıklığını sorarsanız, sorun yaşadıkça. Bu süreçte sorun yaşayan da oldu. Hiç sorun yaşamayıp bizimle iletişime geçmeyen de oldu. Haftada bir sorun yaşayıp haftalık etkinlikleri bulamadığını söyleyen de oldu. Sıklığı çok değişkenlik gösterdi.

49) Biz genellikle mail üzerinden haberleştik. Çünkü zaten normalde yüz yüze eğitimde de öğretmenin iletişim kanalı mail üzerindendir. Acil durum olmadıkça. Evet toplantı olup okul telefonundan irtibat sağlayabiliyoruz. Ama genellikle velilerimiz buna çok alışkın, maillerini güncel takip ederler. Herkesle mail üzerinden iletişime geçtik daha çok. Ve zaten dönütlerini aldım. Örneğin yarın toplantı yapmayla ilgili bir mail attığımda olumlu ya da olumsuz hemen dönüt alıyordum. Yine telefonla görüşmem gerektiğinde telefon ederken de görüştüğüm zamanlar oldu. Fakat bu çok istisna oldu. Çok acil bir durum olmadıkça telefonla görüşmektense Zoom üzerinden yüz yüzeymişçesine, sohbet havasında bir bir geribildirim vermeyi ben de daha kıymetli bulduğumdan Zoom'a yönlendirdim. Yani en çok sıralamaya bakacak olursak. Zoom, mail ve en son acil bir durum olursa telefon üzerinden iletişime geçtik.

50) Yüz yüze eğitimde kendi numaralarımızla aramamamıza rağmen, pandemi de kendi telefonlarımızdan aradık, bazen de numaralarımızı saklayarak aradık ama bazı velilerin de telefonları saklı numaralara kapalı zaten. Yani zor bir süreçti ve bence herkesin birbirine destek olması gerekiyordu. Açıkçası ben şey yapmadım ben kendi numaramdan herkesi aradım. Herkes de beni kendi numaralarından aradı. Hani çok şükür kimse de bunu kötü anlamda kullanmadı ki çok sıkıntılı bir süreç olmasına rağmen.

51) Artık WhatsApp'ı kullanmak istemem hiçbir şekilde WhatsApp kullanmak istemiyorum veliyle. Bu benim özel hayatım ve ben çalıştığımdan beri sürekli veliye cep telefonumu veriyorum ve şunu yapmak istemiyorum artık velilere yani akşam dokuzdan sonra mesaj attıklarında cevap vermemek, bu konuda iyi hissetmiyorum ama cevap vermemeyi öğrendim. Sabahın yedisinde daha ben servise bindiğim gibi mesaiye bile başlamadan veya yataktan kalktığımda bir açtığımda gözümü özel

telefonumda veliden mesaj görmek veya hafta sonu. Dışardayım mesela veliye arıyor onun için dünyanın en önemli şeyi ama benim için başka bir saate atılabilecek bir şey.

52) O zaman telefonlarımızda ailelerdeydi. Şu anda telefonlarımızı vermemiz yasak KVKK kurallarına göre verilmiyor.

53) …Okul öncesi dönemi biliyorsun kendi kendine bir linke tıklayıp Zoom'a girebilecek yaşta değiller çocuklar. Bi ikinci sınıf, üçüncü sınıf çocuğu gibi değiller. Biz burada bence ailelerden çok destek aldık. Aile katılımını bence birebir hissettik bu uzaktan eğitim sürecinde. Yani onlar olmasaydı zaten hiçbir şekilde yürütemezdik biz bu süreci. Bu katılımı hiç yapamazdık yani ne bir bağlantı kurabilirdik ne çocuklara bir şeyler gösterebilirdik bir şeyler verebilirdik. Hiçbir şey yapamazdık diye düşünüyorum yani aile olmasaydı bu süreçte yani o çocuğuna destek olmasaydı açmasaydı Zoom'u diyelim ya da işte öğretmenin WhatsApp mesajlarına cevap vermeseydi süreci takip etmeseydi bu sefer hiçbir şekilde biz çocuğa ulaşamazdık öyle değil mi? Ulaşım sağlayamazdık çünkü okul öncesi çocuğu eğer anne baba destek vermeseydi bize, bizimle birlikte konuşup iletişim kurmasaydı telefon üzerinden mecburen hiçbir şekilde ulaşım sağlayamazdık biz çocuklara. Hiçbir şekilde onlarla bir paylaşım yapamazdık diye düşünüyorum. Başlı başına biz bence bu uzaktan eğitim sürecinde okul öncesinde aile katılımıyla sağladık biz bu uzaktan eğitim sürecini. Orada öğrettiğimiz çoğu şeyi aile desteğiyle yaptık.. …aile katılımı online süreçte hep vardı.

54) Çünkü okulda bütün sorumluluk bizim üzerimizdeydi ve o süreci biz yönetiyorduk fakat burada sadece ben maili atıyorum, ders isteği yolluyorum, mesajı atıyorum ama o süreçte çocuğu oraya motive etmek malzemelerini hazırlamak, Ipad'in şarjını takmasını söylemesi gibi şeyler ailenin sorumluluğu. Bu anlamda (veli) aktif ama veli için verimliliğini düşünürsek veli normal düzendekinden çok daha fazla efor sarf etti. Verimli miydi, onun için verimli olmayabilir onun için sadece yorgunluk olabilirdi. Ama aktif miydi o süreçti veliler aktifti evet.

55) Sadece bu pandemi sürecinde çok tedirgin olup köyüne kadar gitmiş bir aile vardı. Ama inanın her gün her o kadıncağız da katıldı biliyor musunuz, telefonunu çeken bir yere götürüp çocuğuyla birlikte bağlantı kurup o da bir şekilde bize eşlik etti. Pandemiden korkup köylerine gitmişler çok uzaktaymış köyleri. Hocam internet çok zor çekiyor dedi mesela. Ama internet çeken bir yere gidiyorlardı ve oradan onlar da katılıyorlardı. Hatta beni özel arıyordu hocam ben köyde olduğum için etkinliklere bir şekilde ulaşamıyorum, nasıl yapsam diye. Ben ona özelden de gönderiyordum WhatsApp yoluyla. O şekilde sağlıyordu katılımı. Onlar bile ulaştılar bir şekilde.

56) Bu durum aileden aileye çocuktan çocuğa değişiklik gösterdi. Bazı çocukların anneleri müsaitti hem iş açısından müsaitti hem de istekliydi. Gerçekten ders sırasında çocuğunun yanına oturup hem materyalleri hazırladı hem herhangi bir teknolojik ihtiyacında yardımcı oldu hem de aktiviteyi yaparken zorlandığı bir alanda, teknolojik olmasa da keserken, boyarken, çizerken bir şekilde ihtiyacı olduğunda yanındaydı. Çocuğuyla beraberdi. Fakat bazıları hiç yoktu.

57) …Çünkü benim o sınıfımın veli portföyü anneler çalışmıyor ev hanımı, babalar çalışıyor. O yüzden de babalar da o süreçte gidebildiği kadar işe gitti, gidemeyenler de zaten online da çalıştığı için anneler hep daha boştaydı ve anneler yönetti bu süreci."

58) Bence, anneler aktifti. Ama babalar da hiç fena değildi. Onlar da katılım için hani özellikle Zoom'u öğretirken yaklaşımlarda babaları da görüyordum. Babalar böyle daha teknolojik anlamda, çalışmalarda daha çok hareketli görüyordum. Sosyo-ekonomik anlamda ne iş yaptıklarını çok da bilmiyorum velilerimizin ama benim aklıma gelen yine hani kadın velilerin pek çoğunun çalışmadığını biliyorum. Bu anlamda belki baktığımda annelerin katılımının daha fazla olduğunu söyleyebilirim. Yine her zamanki gibi anneler önden önden gidiyor toplantılara. Fakat veli toplantılarında zaten evde olduğumuz için, babanın da katılımını neredeyse zorunlu kılar gibi oldu. Özellikle anne baba beraber yaptık, anne, baba, öğretmen.

59) Anneler daha ilgiliydi. Mesela ben 30 yıldır bu görevi yapıyorum. Anasınıfı çocuğuyla ilgilenen genelde yani tabii ilgilenen babalar da oluyor da çoğunlukla hep bizde anneler ön planda oluyor bu yaş grubunda. Ama arada tabi ilgili babalar da oluyor. Ama çoğunluk anneler. Bence bu yaş grubunun özelliğiyle ilgili bu. Diğer yaş gruplarında dersler işin içine girince olayın içine girdiğinde ya da daha büyüdüklerinde ilgilenme babaya da devredilmiş oluyor bence birazcık da olsun.

60) %100 anneler daha aktiflerdi. Hiç baba görmedim. Arkada belki yemek yiyordu, su içiyordu ama yardımcı olan bir tane baba yoktu benim sınıfımda. 18 tane öğrencinin arasında. Babalar herhalde bir odada çalışmalarını yapıyor, çalışıyorlar diye düşünüyorum. Ya da zaten kültürel olarak Türkiye'de ya da tüm dünyada böyle nedense daha çok anne çocukla ilgilenir bakış açısı olduğunu düşünüyorum. Ve babaların ders saatiyse takip et diye görevi direkt anneye verdiğini, benim çalışmam lazım şeyine girdiğini düşünüyorum ben.

61) Bazı öğrencilerin sınıftaki durumu ile online eğitimdeki durumu farklı oldu. Dolayısıyla hem veli toplantısı anlamında katılımları hem de değerlendirme çalışmalarımız oldu, mesela seminerlerimiz oldu. Rehber öğretmenimizle beraber aile katılımı programlarımız gerçekleşti. Suat hocamız vardı kendisi Zoom üzerinden çocuklarda görülebilecek davranışlarla ilgili seminerler verdi. Buna katılım beklendi. Biz aslına bakarsan yüz yüze eğitimde yaptığımız her şeyi online eğitimde de yapmaya çalıştık, Zoom'a taşımaya çalıştık. Bazen öğretmen olarak Zoom'a 20 dakikaya bir şeylere sığdırma konusunda endişemiz varken çok verimli geçirdiğimizi hissettiğimiz zamanlar da oldu. Tabiki yüz yüze eğitim sosyallik açısından tartışılamaz, çok farklı ama Zoom'u da çok aktif kullandığımızı düşünüyorum. Veli katılımını sağlayabildiğimizi düşüyorum.

62) Toplantılarımızı yaptık, bilgilendirmelerimizi aktardık, yardımlaşmayı sağladık. Yine bir psikolojik danışman gibi desteğimizi verip onları rahatlatmaya çalıştık. Çok etkinlik bazlı soruyorsan çoğu zaman mutfak etkinliğinde, deney etkinliğinde gibi şeyler de yanlarında olmalarını istedik. Sınıfta yaptığımız şeyleri bu sefer ev içinde ailenin yardımıyla yapmalarını rica ettik.

63) Şöyle ki eğitim süreci tabii ki yüz yüze. Ama online süreç de velilerin katılımını arttırdığı için online süreçte faydasız diyemem. Eğitim yüz yüze süreçte daha faydalı ama online süreçte velinin katılımı, etkileşimi açısından daha efektif oldu bizim için.

64) Daha iyi bir iletişim diline sahip olmak, el sıkışarak ya da göz göze iletişim kurarak konuşmak her zaman daha verimli bence. Daha iyi ifade ettiğimi düşünüyorum kendimi yüz yüze. Online'da istediğin kadarını gösterebilirsin ama veli o çocuğa dokunuşunu, bir olaya müdahale edişini daha iyi görebiliyor orada. Veli kapıdan verdiğinde çocuğunu ya da alırken bir şey konuşurken kendini daha rahat hissediyor daha rahat anlatıyor çünkü online da her zaman görüntülü konuşmuyoruz sonuçta uzakta olduğu için mesaj yolluyla iletişim kuruyorsunuz. Bu sefer orada kullanılan bir emoji bile yanlış anlaşılmalara sebep oluyor ama yüz yüze de şunu diyebiliyorsun "hani yanlış anlamayın beni" veya "yanlış anladınız beni ben üzülürüm bu duruma bir çözelim bunu, bir kahve içelim birlikte" diyebiliyoruz ama online eğitimde böyle bir şey yok.

65) İkisi de güzel ama ben yüz yüze eğitimden ve yüz yüze aile katılımından yanayım. Uzaktan olmuyor. Uzaktan verim alamıyorsun, çocuklara dokunmak lazım, ellemek lazım, görmek lazım, göz göze temas kurmak lazım, hissetmek lazım birbirimizi.

66) Bir; bir gezi, gözlem, dışarıda çocuğun arkadaşlarıyla akranlarıyla bir arada olarak ailesinin de yanında olarak yaptığı bir eğitim ve destek var. İki; bir de evde sadece çocuğuyla kapalı bir ortamda var; uzaktan yalnız yaptığı bir şey var. Tabiki de ben birincisini tercih ederim. Çocuk dışarıda gezsin, sosyal yaşamını paylaşsın hem bu aileler için de çok yararlı hem de çocuklar için. Şimdi kapalı bir ortamda uzaktan eğitim süresince yaptığı bir destek, katılım var bir de dışarıda hem aile adına hem çocuk adına daha faydalı olduğunu düşünüyorum ben yüz yüze eğitimin.

67) Yüz yüze olmak daha iyi çünkü bizim okul öncesi için gerçekten çocuğun sizi rol model alması, çocuğun gözlerinizin içine bakması değişik bir şey anlatamıyorum. Onlineda çocuğu tam olarak kendinize adapte edemiyorsunuz ama sınıfta öyle olmuyor sınıfta bir şey anlattığınızda bütün gözler üzerinizde oluyor. Dikkatlerini toplamak adına yüz yüze eğitim tabiki daha iyi.

68) Üniversite öğrencileri bile aynı şeyi söyledi hocam sınıfta gidip ders dinlemekle Zoomdan dersi dinlemek aynı değil. Eğitim açısından baktığın zaman bir şeyi öğrenmek adına oradan biri sana bir şey anlatıyor sen de burada mesela bilgisayardan yapıyorsun ya da bankacı mısın ya da ne bileyim işte grafik tasarımcı yani o tarz bir iş için en azından kullanılabilir ama yüz yüze dokunabileceğim temas edeceğini elini tutup işte fırçayı bak şöyle tutmalısın şöyle yapmalısın makası böyle kesmelisin dediğin çocuğa nasıl uzaktan eğitim verebilirsin ki hepsini annesi öğretti.

69) Sınıftaki gibi veli internet karşısında aktif olamıyor maalesef kamera karşısında. Orada zaten süremiz kısıtlı ya iki ders var, 30 30 toplamda 60 dakika. Anca çocuklara bir şeyler anlatmakla geçiyordu. Sadece veliler yardımcı oluyorlardı dergiyi yaptırırken, tekrar ediyorlardı benden sonra. Bunu böyle yapacaksın diyorlardı bir şeyleri yapıştırtırken ederken. Ama sınıftaki yaptırdığım aile katılımıyla uzaktan yapılan aile katılımı arasında yüzde yüz fark var. Verim

alamadım yani. Tamam veli kamera karşında ama yüz yüze eğitimdeki gibi bir etkinliğe katılım, aktiflik, bunu da ben yapayım öğretmenim olayı olmadı, yok yani.

70) Yüz yüze eğitimdeki iletişim çok daha yoğun ve çok daha fazla. Sen çocuğun için sınıfa girip kitap okuduğunda ben sana direkt her şeyle ilgili feedback verebiliyorum. Mesela diyorum ki "Ay kitabı birazcık daha uzun tutar mısınız resimleri daha iyi görseler." Orada küçük şeyleri çok kolay bir şekilde beraberce fix edebiliriz. Ama mesela online da böyle bir şey yapamıyoruz. Yani yapıyoruz ben sana söylüyorum diyorum ki "Birazcık daha ekranda tutabilir misiniz kitabı biz göremiyoruz, çocuklar göremediler" falan ama benim sesim sana gidinceye kadar sen o kitabı tekrar çevirinceye kadar ya da benim söylediğimi anlamadığında ben onu tekrarladığım zaman 2 saniye 3 saniye grubun yarısını zaten kaybediyoruz. Çocukların yüz yüze olandan daha çok verim alacaklarını düşünüyorum hem velinin hem de çocuğun hem de öğretmenin bence bu üçgenin hepsi yüz yüze olan etkinliklerde yüz yüze olan aile katılımında daha çok fayda sağlayacaklar.

71) Ben velilerin çocuklarla iç içe olmasını istiyorum. Özellikle ben bu yüzden aileyi hep okula davet ediyorum tek kişi 20 kişiye nasıl öğretebilir bir şeyi görsünler öyle kolay olmadığını anlasınlar ve kendi çocuklarını sınıfta gözlemlesinler. Arkadaşlarıyla iletişimi nasıl, kendini ifade edebiliyor mu, girişken mi, etkinlikleri yaparken nasıl yapıyor. Bu yüzden ben ailelerin gelip görmesini istiyorum. Çok da güzel oluyor geldiklerinde görüyorlar ve hocam size sabır versin deyip çıkıyorlar. Günü öyle bitiriyorlar. E çok zorlanıyorlar. Ben de onlar sınıfta aktifken çok aktif olmamayı, daha doğrusu izlemeyi tercih ediyorum. Annelerin de kişiliklerini çözmüş oluyorum açıkçası bu şekilde. Her anlamda yüz yüze aile katılımını ben destekliyorum. Özellikle okul öncesi velisi haftada bir gün, bir veli yılda bir iki kere geliyor, gelip sınıfta bir şeyler yaptırmalı diye düşünüyorum. Belki diğer şubeler için gerekli olmayabilir ama bence okul öncesinde çok gerekli.

72) "%100 yüz yüze eğitimi tercih ediyorum. Çünkü her yönden daha verimli yüz yüze eğitim. Nedeni 1 çocukların da içinde dahil olmasını istiyorum ama çocuklar online derslerde yüz yüze olduğu kadar etkin dinleyici olamıyorlar. Dikkatleri daha kolay dağılabiliyor. Birinci sebebim o. İkinci sebebim online'la yüz yüze arasında ne de olsa bir bariyer var. Her ne kadar karşında gibi görsen de ekran üzerinden konuşuyorsun. O kişiyi tam olarak göremiyorsun. İnternet problemi olabiliyor mesela. Sesini duyamıyorsun, görüntü bozuklaşabiliyor. Bu gibi durumlar da sana engel oluşturuyor ya da çocuğa engel oluşturuyor. 2 o. 3 sanki yüz yüze olduğunda ben daha verimli iyi şeyler çıkarabiliyorum çünkü siz şunu yapın ben de size destek olayım olur mu. Siz şöyle konuşurken ben de bunu yaparım, ben de şu çocukla şöyle yaparım gibi o anlık bir şey yapabiliyorsunuz. Hemen sessizce önünde konuşabiliyorsunuz ama online'da çocuklar burada duyuyorlar. Çocuk zaten duyuyor seni. Gizli bir şey söyleyemiyorsun. Şunu şunu yapın gibi taktik veremiyorsun. Ya da ondan taktik alamıyorsun. Belki bir ihtiyacı var sana söyleyecek. Mesaj yoluyla yazıyorlardı yan taraftaki oradan faydalanıyorduk ara ara. Ama sınıfta bu çok daha rahat oluyor. Hemen gidiyorsun söylüyorsun.

73) Aslında ikisini de sevdik. Yani anneler orada gerçekten çocuklarıyla bir şeyler yaptı ama her anne kendi çocuğu için yaptı ama öbür türlü yüz yüze geldiğimiz tüm çocukları kapsıyordu ben o yüzden yüz yüzeyi tercih ederim. Online da belki şunu uygulamadık, şimdi sen söyleyince düşünüyorum da geneli kapsayan böyle hani bir

annenin üzerine belki o gün bir tekerleme okumasını istemedik ya da işte bir masalı biz online üzerinden bir annenin okumasını… Aklınıza mı gelmedi ya da bilmiyorum belki o anda bir şeyler kaygısındaydık biz yaptıralım diye. Ama yüz yüze eğitimde öyle değil hepsini kapsar, o anne gelir arkadaşının annesi gelmiş değilim hepsine bir fayda sağlamaya çalışır ve ben o yönden yüz yüze eğitimdeki aile katılımını da önemsiyorum. Geneli kapsadığı için kesinlikle yüz yüze olması lazım çünkü bazı annenin gerçekten bilinç düzeyi daha yüksek çocuğuna ama o sadece kendi çocuğuna fayda sağlıyor o anda online'da ama yüz yüze eğitimde öyle mi yani geldiğiniz zaman tüm çocuklara o faydayı veriyor çok önemli.

74) Çocuk için de daha avantajlı, veli için de daha avantajlı. Daha çok şey yapabilir çocukla ve veli de. Daha fazla zaman geçirebilir. Bazen öyle anlar oluyor ki velinin sınıftaki etkinliği bitmiş oluyor ama çıkışa bir saat oluyor mesela. Rica ediyor hocam ben sınıfta çocuklarla biraz zaman geçirebilir miyim diyor. E geçirin diyorum. Ama şimdi online eğitimde böyle bir şey söz konusu değil ki. Hani hocam siz gidin ben burada takılayım diyemeyeceği için bana. Ya da çocuklar bir saat ya da yarım saat daha fazla online eğitimde oturamayacakları için bunu yaşayamıyorlar. Ama ne oluyor çocukla gidiyor evcilik köşesinde, fen-doğa merkezinde çocukla vakit geçiriyor. Oradaki fen-doğa merkezindeki dergileri inceliyor çocukla. Diğer çocuklarla zaman geçiriyor, çoğu velinin de hoşuna gidiyor ama bu, kendi çocuğu bazen gitmiş oluyor diğer çocuklarla sohbet ediyor, kitap okuyor, benimle konuşuyor, sormak istediklerini soruyor, okulu geziyor. İçi de rahat ediyor velinin.

75) Çocuğun annesi yanında diye hiçbir zaman öz güvenleri gelişmedi ki bence çünkü anne içeride. Öbür türlü okulda olduğu için çocuk tek başına bir şeylerle mücadele etmeyi öğreniyordu. Evinde konfor alanında düşünsene seneye de birinci sınıfa başlayacak sence ne kattım uzaktan? Özgüven kazandı mı? Özbakım becerilerini kazandı mı anne geliyor tabağa önünden alıyor, ben sınıftayken tabağını kendi kaldırıyordu hatta bazen bulaşık makinasına kendisinin koymasını istiyordum… Kabul etsen de etmesen de aslında yaptığın oradaki eğitim çok da bir şeye yaramıyor çünkü çocuk orada kendi başına mücadele edemiyor. Okul öncesinde zaten Zoom üzerinden online eğitim olması saçmaydı. Ama dediğim gibi çocuklardan ayrı kalmayayım kendilerini daha fazla kötü hissetmesinler, birlikte bir şeyler yapalım bir de ben de o kadar maaş alıyorum diye ders yaptım.

76) Pandemiden sonra gelen çocuklardan birinin önüne kağıtları kalemleri koydum ilk ya da ikinci gündü bilmiyorum. Çocuk kalemi eline alıp böyle yaptı bu ne dedi ne yapacağım ben bununla dedi. Sonra anneyle konuştum "ay evet hocam sürekli tabletle oynadı ben hiç eline kalem vermedim. Bütün gün evdeydi sıkılıyordu" dedi. Kadın temizliğe falan gidiyordu herhalde "işe gidiyordum ben sadece tabletle oyalandı." Başka bir çocuğun annesi de "hiç ilgilenemedim bence de hep telefonla oyun oynuyordu" dedi. Okula gidince kalem tutmak zorunda kalıyorum diye ağlayan çocuklarla 3 ay mücadele ettim ben geçen sene ve 5 yaşlardı. …Lazım olduğu zaman anne diye seslenen biri vardı kesemiyorum anne yakıştıramadım, anne suyum döküldü değil mi yani eğitimin içindeydi orada anneler. Çünkü anne diyor orada. Eğitimde çocuk kendisi mücadele etmeli. Suyu mu döküldü peçeteyle silecek. Gidecek suyunu tekrar dolduracak. Kesemedi mi öğrenecek, anneye kestirmeyecek yani. Ağlasa da orada bir şekilde diyoruz ki hadi kesmeye çalışı üzerinden bak şöyle yapacaksın diyoruz şimdi o bakımdan düşündüğün zaman hani evdeki çocuk için biraz avantaj gibi görünse de değil. Çünkü çocuğun benliği gelişmiyor orada.

77) Bence herkese çok yeni bir şey olmasından dolayı zorluk yaşadık. Yani daha önce kimse böyle bir şey yaşamadı. Bunu şey gibi düşünüyorum açıkçası hani okula ilk kez başlayan bir çocuğun okula alışma sürecinde yaşadığı zorlukla bizim online dönemde yaşadığımız zorluk birazcık daha benziyor bence. Aile de çok fazla ne yapacağını bilmiyordu bence. Hani hem merak ediyordu hem gözlemlemek istiyordu hem yardımcı olmak istiyordu. Biliyorum ki orada çocuğun yerine kesen anne baba ya da çocuk için yandan sufle veren anne baba aslında bunun yardım amaçlı yapıyor hani bu çok bariz belli çocuğuna yardım ettiğini düşünüyor bana yardım ettiğini düşünüyor etkinlik bitsin de ders devam etsin onu düşünüyor ya da çocuğunu ağlata ağlata ekranın başına oturtan anne baba da aslında bir şekilde yardımcı olduğunu düşünüyor. Bence bizim tecrübesizliğimizden ve bizim buna çok yeni olmamızdan kaynaklı bir şeydi. Ne yapacağını, nasıl yapacağını bilemeyen velimiz maalesef çoktu.

78) Ve onların da genel olarak her velinin teknolojik yeterlilikleri iyi olmadıkları için de doğal olarak onların da sınırlıydı. İnternet kullanımı, bilgisayar kullanımı dışında böyle çok şahsi büyük sorunlar yaşamadık. Zoomun kullanımını bilmeyen çok vardı. Orada kendisini sessize almayı bile bilmiyorlardı. O süreçte biraz sorunlar yaşıyorduk. Dersin ilk 10-15 dakikası ilk zamanlar böyle gidiyordu mesela. Yazıyorlardı hani ID ne şifre istiyor şunu istiyor, bunu istiyor, hocam şunu ne yapalım, hocam bir daha link atar mısınız falan diye 10-15 dakika hem WhatsApp üzerinden hem ders üzerinden falan gidiyordu, ders anında da gidiyordu. Sesiniz gelmiyor, karanlıktasınız falan gibi. Aslında hep de gitmeye devam etti, o hiçbir zaman bitmedi öyle söyleyeyim. Çünkü Zoom'u kullanmak zor geliyordu insanlara, özellikle yani şirkette falan çalışmıyorsa ve bilmiyorsa bilgisayar kullanmayı zor geliyordu insanlara.

79) Çocuk derste yok, normalde derse gelen çocuğun derse neden gelmediğini veli söylemiyor. Önceden haber vermemişler. O yüzden arıyorum ya da yazıyorum, cevap vermiyor neyse. Ben derse başlıyorum diyorum.

80) Anasınıfındaki uzaktan eğitim zorunlu olmadığı için bir ilkokul ortaokul lise gibi zorunlu olmayınca daha bazı velilerde boş vermişlik vardı. Geri dönüt alamadığım öğrenciler oluyordu. 1-2 kere mesaj attım. Sonra baktım ki hiçbir şekilde katılmıyorlar, ben de sonra aramayı bıraktım açıkçası. Katılanlarla devam ettim.

81) O günkü yapılacak ders planı programı belli ama hiç bakmamışlar. Programı incelemeyen veli çok fazlaydı. Bunu da Seesaw aracılığıyla görebiliyorduk. Biz de Seesaw'da paylaştığım şeyin kimin gördüğünü ben görebiliyordum. Bakmamış hiç. Sadece 10 kişi bakmış 8'inin hiçbir fikri yok. Görmemişler videoya aldığım şeyi ya da paylaştığım şeyi. Bir de mesela liste paylaşıyorsun hangi çocuklar hangi oturuma girecek diye, gruplar belli. Yanlış gruplara gelebiliyorlar. Hayır bu grupta değil sizin çocuğunuz diğer grupta. Buradan çıkın şu şu saatte gelin, şu slotta gelin diyoruz.

82) Örneğin çocuk çok girmek istiyor online derse ama veli kendisi antrenör ve çok yoğun çalışıyor ve çocuğuna yetemiyor bu konuda. "Benden malzeme falan istemeyin hocam" o yüzden de bu konuda çok şey yapamıyorsun ve çocuk malzemesiz derslere giriyor. Hem sporcu hem de çok iyi ve istekli bir çocuk, arkadaşlarını seviyor bana bağlı ama "annem izin vermiyor öğretmenim" diyor yani.

Veli de bana diyor ki “ben yapamıyorum”. Dediğim gibi “ben hiçbir şey temin edemem”, “hocam ben ilgilenemem”, “ben çok yoğunum zaten” diyen veli oldu çocuk çok istekli olsa da.

83) Ben beraber oynayabilecekleri videolar gönderiyordum ve çocuklar da eğleniyorlardı. Zaten evde ne yapsak diye düşündükleri için bu onları çok rahatlattı, çok hoşlarına gitti. Ama kimisi de bunu yapmak istemediği için görev gibi hissediyorum çok fazla şey paylaşıyorsunuz, izleyenler de oldu hani hoşuna gitmeyenler de oldu. Biz dahil olmayalım artık siz yapın biz zaten bütün gün onlarla uğraşıyoruz cümleleri fazlaydı.

84) …Ama kimisi de bunu yapmak istemediği için görev gibi hissediyorum çok fazla şey paylaşıyorsunuz, deyip de oldu hani hoşuna gitmeyenler de oldu.

85) Çocuğun zorlandığı çalışma sayfası oluyor. Veli müdahale edip yaptırabiliyor gibi şeyler. Ya da biz şey soruyoruz, bazen arkadan çocuğa cevap veriyor. Yanında oturduğu için kendine engel olamıyor. Aslında bu biraz katılmaları güzel bir şey ama çocuğun görevini kendileri üstlenmeleri iyi bir şey olmuyordu. Bizim sorduğumuz soruya veli cevap veriyordu bazen.

86) Bazen aileler çok müdahaleci oldu. Bir anda böyle iki aile konuşması oldu, bir tane çocuk başka bir çocuğa bir şey söylediğinde oradan babası laf etmeye başladı, o tip şeyler yaşandı. Eğitim sürecine ya da çocukların mesela yapılan grup çalışmaları, Teams’ de grup olarak yapılıyordu. Gruptaki bazı çocukları istemeyen veliler oldu. Benim çocuğumun bu grupla olmasını istemiyorum, bu grup çok konuşuyor ders yaptırmıyor, benim çocuğum da o yüzden başka bir gruba geçsin diye aileden böyle istekler oldu.

87) Bir gün derste, ben zümre başkanıydım o zaman, ondan sonra bazen de diğer hocaların derslerini izliyordum kayda alıyorduk ve dersi oradan izliyordum dersleri bazen,kontrol ediyordum ne yaptılar falan diye. 4 yaş yabancı öğrencimiz vardı ondan sonra durdu böyle çocuk bir şey yapmıyordu anne buna bir anda tokat patladı. Sınıf öğretmeni fark etmemiş derste bunu. Ben kayıttan izledim ve orada gördüm. Hemen öğretmen arkadaşıma, müdüre söyledik, hemen bir görüşme yaptık bununla ilgili. Baya böyle şeyler de oldu. Dersin ortasında bir tane çakmış ama biz fark etmedik hani sonra ben izlemeseydim onu fark etmezdik ve uyarıda da bulunamazdık. Öğretmen Teams’teki minicik ekranlardan fark etmemiş çünkü benim sınıfım 16 kişilik ama bilgisayar ekranında 9 ekran var ve konuşan çocuk ekrana geliyor tık tık değişiyor o anda görmeyebilir online ders yaparken.

88) Geride durup (beni) çok gözlemci ve eleştirel bir şekilde izleyenler de vardı.

89) Bu durum beni de kaygılandırdı. Sen ders yapıyorsun arkada bir veli var. Normalde sınıfında veli olmuyor fakat online derslerde sen de izleniyorsun bir taraftan. Onun getirdiği bir kaygı vardı. Tabi zamanla alıştık onları da dahil ettik derslere, güldük eğlendik.

90) Şimdi ev hanımı çocuğunun dersi var çocuğunun yanına oturuyor. Birlikte bakıyorlar, çocuğunu gözlemliyor, benimle sohbet ediyor. İsterse ben

yönlendiriyorum, bunu böyle yapın diyorum. Ama çalışan annenin çocukları ya kendi giriyor ya giremiyor. Çalışan anneler için aynı şeyi söyleyemeyeceğim.

91) Mesela çocuk 2 gün 3 gün hiç gelmemiş. Haftanın sonunda ya da ortasında arandı. İşte böyle böyle nasılsınız, iyi misiniz her şey yolunda mı? Genelde böyle katılmayanlar "çocuğum istemiyor hocam" veya "ben online eğitimin faydalı olduğunu düşünmüyorum." diyor.

92) Evde iki üç çocuk var. Bilgisayar az, iki çocuk büyük olduğu için onlar bilgisayarı kullanıyor okul öncesi biraz arka plana atıldığı için "Hocam bizde bilgisayar yok bağlanamıyoruz, diğer iki çocuk bağlanıyor" gibi şeylerle karşılaştık. O çocuk hiç katılamadı derse.

93) Çocuk evde durmuyor, çok sıkılıyor, ilgilenmiyor, ekran karşısına oturtamıyorum.

94) Ders seçiyordu bazı çocuklar. Şu İngilizce öğretmenin dersine gireceğim, şuna girmeyeceğim gibi ders seçiyordu. Bu tarz zorluklar bence altı yaş grubunda da vardı. Çünkü çocuğun derslere katılmama nedenini açıklayan e-postalar alıyorduk ve ebeveynler bunun nedeninin o derse katılmak istememeleri olduğunu söylüyorlardı. O süreçlerde veliler de zorlandılar. Ders seçmiştir öğrenci. Dediğim gibi oyuncaklarıyla oynamak istiyor. Ekrandan kopup başka şeyler yapmak istiyordu. Aslında anda kalmak istiyor. Kendi anında kalmak istiyor. Bu bir zorluktu hepimiz için.

95) Hani ilk başlarda sınıfın tamamı online derslere hemen hemen katılırken sonlara doğru çocuklar da sıkıldılar. Mesela iki aylık sürecin sonunda çocuklar da artık yavaş yavaş, velilerden şey dönütü almaya başlamıştım "hocam katılmak istemiyor sıkıldı." Çünkü havalar güzelleşmişti, çocuklar bahçeye çıkmak istiyordu.

96) Çocukların dikkat süreleri çok kısıtlıydı orada. Bir de en önemlisi veliler de yeteri kadar konfor alanı oluşturamıyorlardı doğal olarak. Mesela 40 dakika da yaptığım oluyordu, 1 saat yaptığım da oluyordu, 1,5 saat yaptığım da ama yani onun hepsini otururak yapmıyorduk.

97) Çocukların dinlememesiydi sorun. İşte orada böyle daha eğlenceli bilgisayar oyunları falan bulmaya başlamıştık artık. Sayılar verilecekse oradan işte çocuk bir sayı seçiyor. Onu açıyoruz. Altından bir şey çıkıyor. Görsele daha yüklendik. Orada biraz daha rahatladık tabii en başta nasıl yapacağımızın bir kaygısı vardı. 2 saatler çok uzun, saatler uzun olunca çocuk çok sıkılıyor. Öğretmen sıkılıyor, veli sıkılıyor. Hepsi bir sıkılınca korkunç ortama dönüşüyor. Çocuğu internetten soğutmuş oluyorsun. Başta bu kaygılarımız vardı. Ders süreleri mutlaka azaltılmalı, daha uzun süreyle başladık çünkü Çocukların dikkatini arttırmak ve ailelerin endişelerini azaltmak için ders sürelerini kısalttık.

98) Birinci sene şimdi ilk Covidin başladığı süreçten marta kadar öğrencilerimin ve velilerimin hepsini tanıyordum. Zaten öğrencilerim belirli bir seviyeye gelmişlerdi. Aileleri de tanıyordum. Onlarla iletişim kurmamız, iletişimimizi devam ettirmemiz zor olmadı. Ama ondan sonraki grupla hiç tanışmadan hiç okula başlamadan direk Zoom üzerinden tanışarak başladım. O çok zor bir süreçti. Mesela diğer gruptaki

arkadaşımın öğrencileri hani biliyorsunuz okul şey oldu yani 2 gün okula geliyorduk 3 gün evden devam ediyorduk uzaktan eğitim şeklinde. Ama benim öğrencilerimin hiçbiri yüz yüzeye gelmediler. Sağlık problemi olanlar vardı aralarında gelmediler ve ben hep Zoom üzerinden ailelerle toplantı yaptım, Zoom üzerinden çocuklarla tanıştım. Bu şekilde yaptım çok zor bir süreçti. Sonra 3 öğrencim geldi. 3 öğrencim için okula gittim. Onlar da 2 saat kadar kalıyorlardı zaten. O üç öğrenciyi tanıdım ama diğerleriyle o haftanın üç günü Zoom üzerinden karşılaşarak tanıştım.

99) Online eğitimi hiç bilmiyorduk ve kendi kendimize öğrenmek zorunda kalıp vakit kaybettik. Online eğitime geçildiği anda gerekli eğitimler bize ilk başta verilip sonra veliyle iletişime geçseydik daha iyi olurdu. Çünkü bazen rezil olduğumuz şeyler de oldu açıkçası. Mesela bir öğretmen velim bana oradan şey diyor "hocam şuradan sesleri kapatıyorsunuz." falan diye. Biz hâkim değildik. Hep böyle deneye yanıla yapmak zorunda kaldık. Onlar tabi daha çok ders verdikleri için iyice öğrenmişlerdi. Eğitim verilmeden öğretmenlerin böyle bir platforma atılması bence yanlış oldu.

100) Yani adaptasyon süreci benim için çok zordu ve evden eğitim vermek benim için çok zordu çünkü biz 2 çocuklu bir aileyiz 4 kişiyiz 2 kişi öğretmen evde diğer 2 kişi de öğrenci ve herkesin aynı anda eğitim vermesi gerekiyordu ya da eğitim alması gerekiyor. Mesela benim çocuklarım online eğitim yapamadı çünkü biz ders veriyorduk o saatlerde.

101) Ekran başında oturuyorum 3 saat boyunca benim için de yorgunluk, evin işi de kalıyor öyle. Benim de çocuğum var onu da derse sokuyordum o bir de birinci sınıfta. İnanılmaz yorucuydu çünkü sınıftayken sen susarsın onlar etkinlik yapmaya devam eder ama ekran karşısında dinamik tutabilmek için sürekli konuşuyoruz.

102) Ev işlerine yetişemediğinden dolayı çocuğu destekleyemeyen iş birliği kuramayan oldu. Yetişemiyor eve yemek yapacak 3 öğün yemek yapıyor kadın evde. Çocuk öğlen yemeğini okulda yapıyor ama şimdi öyle bir şey oluyor ki 3 öğün yemek temizlik kıyafet yani genel ev işlerinden dolayı çok zaman bulamadı. Hasta olduk hepimiz hasta olduk o dönemde Covid geçirildi sağlık problemlerinden dolayı. Evdeyiz ama çok izole bir ortamdayız sonuçta zaman zaman dışarı çıktığımız şeyler oldu artık marketten geliyorduk ne yapıyorduk dolaba koyabilir yerleştiriliyorduk eşyaları bu sefer poşete kadar yıkadı herkes bu da bir zaman alıyor yani ailenin sürekli bir işi var evin içinde olan bir koşturma var o yüzden yoğunluktan dolayı tabii isyan var katılamamalar zaman zaman oldu.

103) Ya bu en zor ve en kilit noktaydı. Burada çok fazla sağlayamıyorsunuz çünkü şöyle bir şey oluyor. İkiye ayrılıyor bu aslında. Eğer çocuk evde tek çocuksa okay şimdi burada çocuk etkinliği yapıyorsa yanında anne babası aktivitesine etkinliğine destek çıkan olarak dahil olabilir ama eğer bir abi bir abla ya da başka bir kardeş varsa bu genelde şöyle oluyor, bizim yaşadığımız şey çakışmaydı. Çakışma oluyor. Öteki çocuk da tabiki doğal olarak online eğitim yapıyor. Mesela yan odada babalar da çok dahil olmuyorlardı çocuklarının online eğitimine. Özellikle anneler çok yoruluyorlardı. Anne çocuklarına yardım etmek için bir o tarafa gidiyor bir bu tarafa gidiyor ve biz o sayfayı bitirmişiz diyelim, o etkinlik sayfasını, ama daha çocuk o sayfanın yarısını kadar gelebilmiş çünkü duymuyor tabiki de en önemlisi de o, bir sürü sesle bir araya geliyor.

104) 3 tane çocuğu var velinin. Çocuğu koyacak odası yok. Böyle geçmiş koltuğun arkasına perdenin arkasına saklanmış benle öyle ders yapmaya çalışıyor çünkü bebek var, abisi var, ablası var hepsi online ders yapıyor hepsinin sesi bir anda çıkıyor, bir andan bebek ağlıyor anne bağırıyor.

105) Mesela diyorum ki arkadaki sessizliği sağlayabilir misiniz diyorum olmuyor. Tamam hocam tamam diyor ama ister istemez bir şekilde gerçekleşiyor yani. O zaman diyorum sessiz bir odaya geçsin, siz de biliyorsunuz hocam okul öncesinin dikkat süresi çok çok kötü, o yüzden en ufak böyle ben ders anlatırken sınıfa bile biri girmesin diye bakarım. Full focus olmuşlarken ben ona anlatayım bir an önce diye bakarım. Tam o noktaya az çok yaklaşıyorsunuz oradan başka ses geliyor ya da biri geçiyor. Benim bile dikkatimi engelliyor çocuğu bile düşünemiyorum Çocuk başka bir odaya geçemiyordu, yoktu sağlanamıyordu o koşul, maalesef böyleydi. Bu şekilde anlatabilirim.

106) Tabii ki sorunlar yaşandı. Evde şimdi bir tane okul öncesi çocuğu değil 2'ye giden var 6 ya giden var anne de artık şaşırmış durumda telefonu hangi birine verecek eğer tablet yeterli tablet yok maalesef kısıtlı bir bölgedeyseniz özellikle. Bir de evde yeterli bilgisayarın, tabletin maalesef olmaması, alamamaları, İnternet bağlantılarının olmaması da online derslere katılımı zorlaştırdı.

107) Özel günlerin hiçbirini yapamadık online da. Onların hiçbirini yapamadık. Onun dışında etkinlik bazlı olarak düşünmüyorum çünkü etkinlikleri her şekilde yaptık, her şekilde yapabildik materyaller elverdikçe ya da biz ona göre etkinlikler seçtik ama şey yapmadık burada yapılan etkinlikler aileyi de davet eden etkinlikler değildi. Burada aile sadece ikinci roldeydi, yani destek için geldi, normalde senin benim diğer öğretmenlerin sınıfta verdiği desteği sağlamak için geldi. Biz online eğitimlere zaten aileleri davet etmedik.

108) Biz online eğitim döneminde aile katılımıyla ilgili bir planlama yapmadık. Çok ani bir geçiş oldu ve bu ani geçiş olduğunda bizim en büyük şeyimiz bizden beklenen ve vermemiz gereken şey her şeyden önce derslerdi. Ve bu dersleri verdiğimiz için biz önce derslere odaklandık. Sonra derslerden devam ederken baktık ki bir şeyler gidiyor ve birazcık daha bunları eğlenceli hale getirmek için biraz daha etkinlik bazlı çalışmalar yapmaya başladık, hani çok fazla. Hazırlık sınıfları biraz daha okuma yazma ağırlıklı gittiği için biz bunu biraz daha etkinliğe dönüştürdük. Hani böyle bir planlama olmadı açıkçası aileler için. Neden olmadı dediğim gibi beklenti bu değildi, beklenti okulda kaçırılan derslerin aslında ders saatlerinin bir şekilde buradan nasıl yakalanabileceği ve nasıl çocuklara verilebileceğiydi. … Ailelerle etkinliklerin olacağı bir ortam online bir sınıfta tabii ki imkânsız. Yani ne yapacağız, herkesi mute alıp "Evet şimdi Semanur ve annesinin etkinliğine bakalım…" böyle bir şey olmazdı.

109) Zoom zaten zaman dolunca atıyor ya çocuğa bir şeyler vereceğim ya da aileye yönelik bir şeyler yapacağım. Önceliğim çocuklardı açıkçası. Yani onlara bir şeyler verebilmek, onlara faydalı olabilmek. O yüzden aileyi çok eğitime katamadım uzaktan eğitimde. Olmadı yani mümkün değil. Ha günde 5 saat yaparım evet belki aileyle bir şeyler olabilirdi ama günlük 2 saat anasınıfında da biliyorsunuz zaten uzun süreli ders yapılmıyor uzaktan eğitimde.

110) İnternet problemine bir şey yapamıyordum ama Zoom'la alakalı sorun yaşayanlara Zoom'u anlatmaya çalışıyordum. Şu surada, bu burada gibi… Şuradan şunu bulabilirsiniz, ID demek şu demek, join demeniz gerekiyor gibi biraz öğretmeye yönlendirmeye çabalıyordum yani. Meslek deformasyonu, onlara da göstermeye çalışıyordum yani. Bilgisayar sorununu bu şekilde halletmeye çalışıyorduk ama İnternet ve çakışma sorunları biraz zor olabiliyordu.

111) Yani çözüm yolları aradık aslında ne yapabiliriz işte uygun saat dilimleri, şöyle olduğunu hatırlıyorum ben, mesela müdüre ya da müdür yardımcımıza söylediğimiz zaman işte aileler katılamıyor katılım sayımız bu hafta çok az dediğimizde bize şöyle dediklerini hatırlıyorum saatleri değiştirin. Hani eğer mesela sabah dokuzda açıyorsanız 1 de açın ve saat değişikliğiyle zorlukları atlatmaya çalıştık biraz daha. Hani herkesin toplanabileceği bir saat, yani benim ilk aklıma gelen o karşılaştığımız zorluklara. Neden katılamıyor musunuz, neden giremiyorsunuz dediğimizde işte o saati uymadığı için diyorlardı işte kardeşi giriyor diyorlar mesela bizleri farklı saatlerde yapın dediklerini hatırlıyorum. Hani o şekilde herkesin ortak bir şekilde buluşabileceği saatleri biz düzenlemeye çalıştık

112) Şimdi şöyle ben öğretmen olarak diyorum ki hani şu şu malzemeler diyorum ama bazı aileler var benim evde o yok, benim evde bu olmayabiliyor diyor. Oysa çok alternatifi var ama anne onu kural olarak belirliyor. Herhalde öğretmen söylediği için diye o şekilde düşünüyorlar. Ne kadar anlatırsanız anlatın bazen diyorlar ki ama bende o materyal yok. Olmasın onun yerine o değil de başka şey olur yani. Yaprak değil de taş parçacıkları olur, düğme olur, pamuk olur. Birçok şeyden üretebilirsin. Ama hani onlar öğretmen söylüyor diye herhâlde kural olarak düşünüyorlar galiba. Bu tarz ufak şeyler yaşadım. Sonra onlara da izah ettim aslında. Bu sorun da çözüldü zaten.

113) Çok vardı materyal getirmeyen ama şöyle hani biz zaten başta baktık getirmiyorlar sonra biz bunu ders esnasında yapalım oyun olarak alıyorum şimdi derse başlamadan önce diyoruz ki bugünkü malzemeler şunlar. Her biriniz 5'e kadar 10'a kadar sayıyı başlatıyoruz. Sonra herkes dışarıda şunu şunu bulacak ve masasına getirecek şeklinde çocuklara veriyorduk artık o görevi. Gerçekten işte 18 çocuğun ailesinin 10 tanesi yapıyor 8'i yapmıyordu. Baktık böyle gidiyor yine de listeyi paylaşmaya devam ettik. Ama çoğu çocuk getirmediği için de işte hadi şimdi zamanlayıcı açıyoruz, şu kadar koyuyoruz. Siz de bu sırada kırmızı kalemini, makasını, çatalını vs. gibi bildirim veriyorduk. Herkes malzemesini hazırlayınca derse başlayabiliriz diyorduk. O sırada derse hazır olan çocuklarla biz sohbet ediyorduk.

114) Bireysel derslerde eğer veli çok fazla çocuk yerine cevap veriyorsa söylüyordum. "Bu bizim Ahmet'le birebir saatimiz isterseniz tabii ki izleyebilirsiniz ama lütfen sorulara cevap vermeyin çünkü ben not alıyorum. Bu notlar ışığında tekrar başka bir ders planlamamız gerekebilir eksikleri için gibi." Böyle çok kibarca hatırlatıyordum.

115) Online ders esnasında şiddet olayını görünce sınıfın öğretmeni veliyle hemen iletişime geçti ve konuştu ama hemen geri dönüş yapmamız gereken bir konu olduğu için işte bunun çocuğu nasıl incittiğini, arkadaşlarının bunu görmesinin onu nasıl

incittiğini, ailenin böyle bir davranış sergilemesinin asıl çocuğa nasıl etkileri olacağı konuşuldu tabii burada. Ona uygun da bir görüşme yapıldı.

116) Evet başa çıkabildik. Ders yapıyoruz arkada annesi cep telefonunda konuşuyor ya da yan odadan biri bağırıyor. Şey diyorum arkadan noise geliyor lütfen kimin evinden geliyorsa mikrofonunu kapatabilir mi? dedim. Zaten velilerin 5 yaş çocuğu olduğu için anlıyorlardı ya da bir tanesinin ismini söylüyordum. "X in arkasında sanırım biri konuşuyor. Lütfen mikrofonunu kapatır mısın konuşma bitince açarsın." Ya da "anneler babalar soruya cevap verdiğinde desteğiniz için çok teşekkürler ama soruları sadece çocuklar cevaplasın lütfen" diye böyle tatlı bir şekilde söyleyip beklentiyi onlara bildirdik.

117) Çocuk girmek istemiyor ama zaten ben o çocuğu öncesinden tanıdığım için yani bunun sebebini biliyoruz diyoruz ki bir gün mola versin çocuk, hani anneyle ona karar veriyoruz. Olabilir biz de her gün online ders yapmak istemiyoruz, çocukta da bu olabilir diyerek velilerle konuştuk.

118) Velilere seminerler düzenlenebilir ve bence bakanlık okul öncesini detaylı bir şekilde velilere anlatabilir. Göstermeli mi olur uygulamalı mı olur nasıl olur çünkü velilerin aslında çocuğu okula geliyor oynuyor oynuyor eve gidiyor mantığı var. Bunun böyle olmadığının okul öncesinin içeriğinin ne olduğunun, hadi biz anlatıyoruz ama yeterli kaldığını düşünmüyorum. Bence okul öncesine gidecek olan 4-5 yaşında çocuğu olan hazırlık sınıfına gidecek olan velileri tespit edip okul bünyesinde rehberlik öğretmen okul öncesi öğretmeniyle beraber çocukların okula başlamadan önce okul öncesinin detaylandırılarak anlatılması gerekiyor kesinlikle. Çocuk nasıl geliyor ve nasıl gidiyor, okul öncesinde aldığı eğitim nedir? Okul öncesinin mantığı çocuk evden gitsin mantalitesi var. Çocuk evden gitsin aman akşama kadar tabletle telefonla vakit geçirmesin, gitsin arkadaşlarıyla oynasın. Olay oyun değil ki sadece. Tabiki bunu veliler ne zaman kavrıyor, sene sonunda. Çocuklarındaki o yolu ve ilerlemeyi katettikten sonra kavrıyorlar.

119) Bizim onlara siz bizim online eğitimimize geldiğinizde çocuklarda nasıl bir değişim gözlemliyoruz. Neden sizi buraya çağırıyorum adına bilgilendirme eğitimleri yapılabilir. Çünkü sebebini de bilmiyorlar çok fazla Anca ay çocuğumu rahatlatacağım oraya gidersem diye düşünüyor. Zaten benim çocuğum aktif ve sosyal çocuk. O bunu kuvvetlendirdiğinizde çocuktaki etkilerini ve aslında kendilerinin üzerindeki etkilerinin de açıklayabileceğiniz bir destek bir şey olabilirdi. Çünkü önemini anlamaları gerekiyor. Neden orada bulunmaları gerekiyor? Ya da bulunduklarında neler değişiyor, neye fayda sağlıyor? Onun önemi anlatılması gerekirdi.

120) Bir kere bilgi vermek çok şeydi bu anlamda hani bir bülten paylaşıp, yollayıp bu hafta neler yapacağını söylemek bu anlamda önemliydi veliler için. Bu bizim iletişimimizi arttırdı, kolaylaştırdı. Bilgilendirme eksikliği kapatılmalı. Veliyle okulda neler yapıyoruzun bilgilendirilmesi, online neler yapıyorsun bilgilendirilmesi, sık sık aktarılmalı zaten. Ayda bir rehberlikçiler de bence artık daha aktif olmalı okul öncesinde. Her rehberlikçi de olsa işte ayda 1 de olsa bir veli semineri düzenlemeli. Onların ihtiyaç duyduğu konularda yani iyi çalışan bir rehberlikçi sorun durumlarının tespit edip bunlarla ilgili geri bildirim, bir oturum, konferans neyse bunlar yapmalı, aile eğitimleri verilmeli. Sonuçta online eğitim çok ekstrem bir durumdu o zaman

Covid döneminde ama herkes veli anne baba olma rollerini çok iyi bilen veliler değildi. Anne baba olmayı da öğrendiler. Onun üzerine böyle bir süreçte anne baba olmayı, nasıl anne baba olunması gerektiğini öğrendiler belki, nasıl zaman verimli geçirilebilir bunu öğrendiler öğrenmeye çalıştılar, çaba sarf ettiler.

121) Bence aile ve öğretmenlerin aynı anda katılacağı eğitimler olsaydı hani iki tarafa da iki tarafın rolünü gösteren eğitimler bence bu çok faydalı olurdu. Çünkü herkesin ne yapması gerektiğini bilmesi gerekiyor. Çünkü veli de nasıl yardımcı olabileceğini bilmiyor. İstemeden yardımcı olamıyor ama aslında amacı yardımcı olmak. Böyle bir eğitimin böyle bir açıklamanın en başında verilmesi bence yararlı olur kesinlikle." Bunun dışında da bilmiyorum ki her veli şimdi onlar artık çocuk evde olduğu sürece çok veli de değiller. Çocuk evde olduğu sürece aslında anne babalar okulla olan iletişimdeki kişi de değiller artık daha samimi daha açık. Çünkü ben onların evlerinin içindeyim ve onlar da benim evimin içinde. Hani birazcık daha o veli duruşunu, profilini korumaları bence daha yardımcı olurdu her iki tarafa da. Özellikle de daha verimli gitmesi için derslerin. Mesela bir veli okula geldiğinde ne olursa olsun gerçekten çok bir problem yoksa gidip çocuğuna senin önünde bağırmaz azarlamaz çağırmaz. Ama online da artık o senin karşındaki veli duruşunda değil aslında o çocuğun direkt annesi ya da babası olarak orada. Okula aile katılımına geldiğinde ve ben onlara bir etkinlik verdiğimde sen etkinliğini yapmıyorsan senin annen sana benim yanımda bağırma olasılığı belki %1 den bile az. “Öff Semanur niye yapmıyorsun kes diyor öğretmenin sana (bağırarak)” demez sana. Çünkü ben oradayım diğer veliler orada. Ama online da o oluyor artık. Çünkü öbür velilerin izlediğini ya da o ortamda bu konuşmanın başkaları tarafından duyulacağını ya da hareketlerinin görüleceğini aslında farkında değil. Hani bu gerçekten “uygun online ders davranışları” diye bir eğitim bile olabilir.

122) Eğitimi ilginç hale eğlenceli hale getirirsen onlar da katılmak isterler. Mesela şöyle söyleyeyim. O gün ben çocuklarla yoga yapacaksam jimnastik yapacaksam hadi anneleriniz de katılsın birlikte yapın hareketleri dediğim zaman birlikte katılıyorlardı. Ya da bir fen etkinliği yapacaksam o gün hadi annelerimiz bize yardım etsin birlikte yapalım dediğim zaman birlikte katılıyorlardı. Ama onun dışında sen ders anlatacaksan ne bileyim aile onun neresine katılmak isteyecek ki çünkü yaş grubumuz çok küçük sen orada 2+ 3 ü anlatırken 2 tane elmamız var 3 tane daha elmamız oldu hadi bakalım sayalım 5 tane oldu derken kadın orada oturup ne yapacak? Çocuklara öğretilecek şeyler daha böyle cazip hale getirirse veli de katılmaktan mutlu olabilir.

123) Aktif oyunlar var Kahoot falan gibi şeyler var. Aileyi de işin içine katabilecek, çocuk, aile, öğretmenin üçünün hem eğlenip hem öğrenerek yapabileceği programlar geliştirilebilir. İnteraktif videoların ya da interaktif eğitim araçlarının arttırılmasını isterdim. Bir süre sonra motomot oluyor ya eğlenceli ve hareketli bir şeyler katmak istiyorsunuz. Hem çocuğu hem aileyi katacak böyle çarkıfelek gibi oyunların daha çok yaygınlaşmasını isterdim. Önerebileceğim bu. Daha eğlenceli hale getirmek adına programlar ve eğitici yarışmalar.

124) İnsanlar genel anlamda sevdiği ve ilgi duyduğu şeyleri daha çok eğilimleri olduğu için, çocuklar da aynı şekilde sevdikleri ilgi duydukları. Dolayısıyla bence onların hazzından yürümek, onların eğlendikleri, keyif aldıkları, bilgi edindikleri, onların istedikleri eş zamanlı olarak çocukların ailenin istedikleri durumlardan

ilerlemek daha sağlıklı gibi duruyor bana. Onları daha çok sevebileceğini düşünüyorum. Orada onların kendi perspektifinden seçecekleri bir şeyden bahsediyorum. Şu an tamamen uyduruyorum. Mesela bir tanesi spor grubu, bir tanesi münazara gibi bir şey, bir tanesi seramik, bir tanesi sanat atölyesi gibi. Bu şekilde belli saatlerde yapılan grup çalışmalarıyla belki onlar daha keyifle katılır. Daha çok kendilerini var ederler. Daha çok gelmek isterler. Fikirlerini daha rahat ifade ederler gibi geliyor bana. Şu an aklıma böyle bir şey geldi. Onları da bu karar sürecinde dahil etmek çok önemli diye düşünüyorum aile katılımında. Bu anket onlara değer verdiğinizi, onların fikirlerini önemsediğinizi, istediğinizi, önem verdiğinizin bir göstergesi olacaktır gibi bir şey geldi aklıma.

125) Dersin saatini, ben nasıl çalışma saatlerine göre ayarlamaya çabaladım %100 ayarlayabildim diyemem, ama böyle bir şey yapabilir. Şu an olsa bu durum, Zoom'a hâkim olduğum için, ilk önce Zoom üzerinden bütün velilerimle toplantı yapardım. Ardından derdim ki herkesin ortak bir çalışma saati vardır ve herkesin ortak bir ders saati vardır. Benim de ortak bir ders saatim olsun istiyorum. Atıyorum saat 2.30 herkese uygun mu mesela gibi. Herkesin uygun olduğu saatleri söylerdi. Yani %80-90'ının en uygun olduğu saati ayarlamaya çalışırdım şu anki hakimliğim olsa.

126) Koşullar belki düzenlenebilir, çalışan anne babalar için özellikle online bir şekilde. Benim karşılaştığım sorunlar üzerinden gidiyorum ben. Koşullar düzenlenebilir. Avrupa'da var ama anne babaya şu fırsat veriliyor. Senin çocuğun bu saat diliminde online eğitimdeyse sen bu saat diliminde arada ol ve çocuğunla ilgilen deniyor mesela. Çoğu Avrupa ülkesinde var bu ama Türkiye standartlarında hiç yok bu. Belki Avrupa ayağı olan bir şirket yapabilirse yapar bunu.

127) Hiç kimseye böyle huzursuz edecek mutsuz edecek hiçbir şeye hani zor malzeme, ücreti çok olan hiçbir şeye girmedim hep evdeki olan var olan "hocam karton alalım çocuklara falan" dendiğinde isterseniz alabilirsiniz dedim. Kimseyi sıkmadan böyle evdeki malzemelerle, oyunlarla, kalemlerle var olan A4 kağıtlarımızla bir şeyler yapmaya çalıştım. Duyuyordum veliler söylüyordu bazı hocalar bir liste falan artık malzemeler, kartonlar falan filan hani böyle şeylere girmedim. Binlerce alışveriş yapan insan vardı yani bu torba torba.

128) Online eğitim avantaj sağladı diyebiliriz çünkü bazı veliler yüz yüze eğitim sürecinde aile katılımı hakkında hiçbir haberi yokken ve aile katılımı takvimini takip etmiyorlardı fakat evde olunca dersler de evde işlenince çocuğun hangi dersi yaptı, ne öğrendi, ne öğrenmedi ona daha çok hakim oldu.

129) Online eğitim avantaj sağladı. Çünkü normalde bazen veliler kendi çocuklarını ya çok iyi ya çok kötü zannedebiliyor. Hani biz her ne kadar çok çok iyi herkesten iyi olduğunu zannediyor fakat orada online ders yaptığımız zaman aslında normal seviye de olduğunu görebiliyorlar ya da bazen çok kötü hiç anlamıyor yapamıyor. Fakat biz bunu ebeveynlere söylememize rağmen yine de hiç inandırıcı olmuyordu onlar için. Bu online ders sırasında çocuklarının ne kadar neye hâkim olduğunu, sınıfın genel bir düzeninde ne aşamada olduğunu kendileri görebildiler.

130) Ya ebeveyn çocuğuyla daha çok ilgilenmek zorunda kaldı. Tabii o saatlerde düşünsene 8'de okula göndermiş 1'e kadar çocuk evde yok, çocuğunu yok sayıyordu. Ama evde olunca ilgilenmek zorunda kaldı ve eğitime bir şekilde dahil oldu.

"Tamam kitabın kalemin yanında mı aman!" "Boyaların yanında mı tamam çocuğum getiriyorum.", "Anne suyum döküldü", "Tamam getiriyorum." Hani sürekli biz o gün ne yapıyorsak onunla birlikte eğitime dahil olmuş oldu. O gün neler yaptığımızı hani canlı canlı gözleriyle görmüş oldu. Okuldayken sadece yapılmış ürünü görüyordu. "Aa bugün sulu boya çalışması yapmışlar" mesela sadece ürünü görüyor. Sürecin içine dahil olmaya mecbur kaldı.

131) Ebeveyn çocuğuyla birlikte bir şeyler yaptı. Mesela belki çocuğuyla hiç resim yapmayan annemiz vardı bizim ya da hiç çocuğuyla oyun hamuru oynamayan velimiz vardı. Şimdi biz hani biraz böyle sosyoekonomik durumu iyi olan velileri belki görüyoruz ilk zamanlar ama eğer sen kısıtlı bir bölgede çalışırsan ileride göreceksin ki çocuğuyla hiç oyun oynamayan ya da çocuğun eline hiç kalem vermeyen anneler oluyor bilmiyor bilinçsizliğinden dolayı ya da hiç yapboz yapmamış onunla birlikte ama ne oldu Zoom üzerinden öğretmen ona rehberlik ettiği için anne yanına oturdu bu da bir aile katılımı oldu yani annesiyle birlikte o gün mesela hatırlıyorum kek çırptık diyelim anne ve çocuk birlikte çırptı bu keki değil mi bu da bir aile katılımı oldu yani annesiyle birlikte katıldı ve küçük kardeşi varsa o da biraz karbonat kabartma tozu döktü yani bir aradaydılar. Anneler aslında, belki birkaç anne, çocuğunun öğrenme sürecine dahil oldu diyebiliriz. Bu yönden faydalı oldu.

132) Yani öğretmenle velinin daha sık görüşmesi avantaj oldu. Çünkü normalde kolay görüşmüyoruz doğal olarak. Akşam çocuklarını kapıdan alıyorlar ya da günün başında bırakıyorlar. İlişkimiz o. Ya da işte veli toplantısı var. O da birinci dönem bir tane, ikinci dönem bir tane şeklinde çok az oluyordu. Veli mesela "bugün ona sormayın modu çok kötü. Bugün konuşmayın üstüne gelmeyin olur mu?" diye yazıyordu veya arıyordu. Bu iletişim çok iyi bence. Normalde bugün belki çocuk evde bir şey yaşayarak geldi ama onu anlatmıyorlar bize. Sen öğrenmeye çalışıyorsun. Ama burada öyle bir şey yok böyle. Veli direkt diyor ki "hocam bugün şöyle şöyle oldu. Sizce ne yapalım?" Bu yüzden kolay iletişim kurduk ve iş birliği içerisinde olduk hep. O yandan iyi oldu mesela.

133) Yine her zamanki gibi anneler önden önden gidiyor toplantılara. Fakat veli toplantılarında zaten evde olduğumuz için, babanın da katılımını neredeyse zorunlu kılar gibi oldu. Özellikle anne baba beraber yaptık, anne, baba, öğretmen…Veli toplantılarında anne baba katılımını çok önemsiyorum, beraber olmalarını. Yüz yüze de şöyle durumlar olabiliyordu. Anne gelecek, evet eşinizi de dahil ediyorum. Mail atıyorum, telefonda konuşuyordum. Evet, tamam gelecek diyorlardı. Bir de bakıyordum ki anne tek başına gelmiş ve eşinin işi çıkmış oluyordu. İşte, yolda, trafikte tamam şöyle oldu, gelemiyor gibi pek çok nedenleri olabiliyordu. Zoom üzerinden olduğunda, bu olmadı. Tam net bir zaman beraber seçildi, beraber karar verdik. Anne baba birlikte katılım sağlandı. Bu anlamda babaların da katılımının arttığını görmek bana da çok iyi geldi. Bunu söyleyebilirim. Yine tüm etkinlikler mesela tören, karne vs. bunlarda tüm veliler anında katılabilecekleri şekildeydi. Hani şu an tam olarak sayı hatırlayamıyorum, yüzde veremiyorum ama tabi katılım çok daha fazlaydı.

134) Hem iletişimi etkiledi hem de bence öğretmene karşı saygısını arttırdı. Çünkü öğretmenin de o dersi ne kadar güzel işlediğini kontrolü ne kadar güzel sağladığını görüp gerçekten. Çünkü normalde bilmiyor dersi nasıl yapıyoruz, çocuklarla

iletişimimiz nasıl, konuşma şeklimiz nasıl? İngilizcemiz nasıl? Hepsini… Çok fazla tanımadıkları için bizi. Hani o dersi görerek hem kendi İngilizcemizi hem çocuklarla konuşma şeklimizi dersin içeriği, neler öğrettiğimizi, onları nasıl organize ettiğimizi, sorun çıktığında nasıl başa çıktığımızı, hepsini görüp öğretmenlere karşı bence saygısı arttı. Hem öğretmene hem de programa karşı.

135) Bir de mesela okul öncesi eğitiminin bu kadar önemli olduğunu düşünmüyorlardı. Öğretilen şeyi gördükçe okul öncesine olan bence bakış açıları da değişti. Olumlu anlamda değişti çünkü bazı veli mesela yüz yüze hiç çocuğunun ne yaptığından haberdar olmadan sadece "aman gitsin başımdan" ya da vakit geçirsin orada diye okula gönderiyor ya bu süreçte mecburen dersin işleyişiyle ilgili haberdar oldular ve bence okul öncesinin ne olduğunu da görmüş oldular. Hani bir avantaj olarak sayabiliriz onu. (Elif, Appendix H, no).

136) Mesela toplantılarımızı falan bazen online yapıyoruz. Geçen sene öyle yaptık. Yüz yüze olabildiği halde uzaktan yaptık veli toplantılarımızı. Herkesin işini kolaylaştırmak ve rahat olması adına. Mesela şimdi toplantı yapacağım. Okulda toplantı yapsam herkesin ulaşımı sıkıntı, gelmesi sıkıntı çalışan ailelerin. Ama akşam şu saatte Zoom üzerinden toplantı yapacağız dediğim de gayet rahat hepimiz görüşebiliyoruz. Katılımı daha çok arttırıyor. Çünkü öbür türlü okula gelemeyecek, çalışıyor mesafesi uzak, çalıştığı yer uzak, gelmesi gitmesi problem. Ama akşam herkes saat 9'da Zoom üzerinden toplantı yapalım dediğimizde katılım daha çok oluyor. Herkese ulaşabiliyorum yani o an. Öbür türlü toplantıya katılmayanlara tekrar özelden arayarak ulaşmak zorunda kalıyorum.

137) Aile katılımı olarak… Düşünüyorum… Hani belki şey olabilir işte evde yaptıkları bir şeylerin resmini de çekip bize göndermeleri hani bu birazcık belki curriculum a bağlı bir etkinlik de olmayabilir yani sadece haberdar olmak için. Mesela sınıfta bir şey yapıyorsun işte mesela patterning yapıyorsun bunu yaptık diye Friday Letter'da şey yazıyoruz ya hafta sonu şunu yapabilirsiniz diyoruz ama eğer çocuk gerçekten bunu iyice öğrendiyse ya da bunu gerçekten çok zevkli bir şekilde evde devam ettiriyorsa mesela isterim bir öğretmen olarak bunu bilmek. Hani pazartesi günü okula geldim ya da ertesi gün okula geldiğimde velinin bana böyle bir resim paylaşması beni mutlu eder. Eğitimin eve yansıması belki de bu. Bu yansımadan benim de haberdar olmam beni mutlu eder bir öğretmen olarak.

138) Vakalar azalmasına rağmen, yüz yüze eğitimde aileler okula giremedikleri için aileleri online olarak derse kattık. İşte kitap okumayı bütün sınıfa yansıtıldı ve veli oradan bize dahil oldu. Ya da çalıştığı yeri oradan gösterdi. Bu çok kolay oldu. Sınıfa gelmek istemeyen veli ya da vakti olmayan veli için bu çok kolay oldu kullanılabilir aslında düşününce şimdi. Çocukların mesela hepsini götürmeyeceksem ben çok güzel hani velinin bize yardımcı olabileceği bir ortamdadır ama ben buradan şuraya götüremeyeceğim. Belki yurtdışında belki uzak bir şehirde biz online olarak katılıp bize destek olabilir mesela. Bu böyle bir avantaja dönüştürülebilir.

139) Çok büyük deneyimlerimiz olmadı yani. Çok büyük deneyimlerimiz olmadığı için de değerlendirilebilir ya da hayata geçirilebilir çok büyük şeyler de değiller bence.

140) Bununla ilgili hiçbir eğitim almadık. Yani ne Millî Eğitim Bakanlığı'ndan bir sunum gönderildi ne bir seminer programı hazırlandı. Tamamen bu konunun içine biz böyle bodoslama düştük diyebiliriz sana. Hiçbir fikrimiz yoktu. Daha öncesinde de Zoom toplantıları hiç yapılmamıştı.

141) Zoom'u pandemi döneminde keşfettik. Daha önceden kullandığımız eğitim materyalleri vardı ve bunlar interaktifti. Burada öğrendiğimiz programlardan eğitim geliştiriyorduk. Zoom kullanacağımızı öğrendiğimiz zaman bir danışmandan eğitim aldık. Ve bu eğitimi çok detaylı aldık. Aksaklıklarda bize destek veren teknik bir ekip vardı. Zoom programı nasıl kullanılır; mesela odacıklar nasıl oluşturulur, id'ler nasıl tanımlanır ve öğrenciler ve velilere ulaştırılabilir, hem de Zoom üzerinden öğrencimize nasıl daha rahat ulaşırız, onları orada nasıl aktif tutabiliriz. Yüz yüze yaptığımız eğitimlerde olduğu gibi nasıl verimli kalırız gibi hem teknolojik anlamda hem eğitimsel anlamında eğitimler aldık.

142) Çok fazla eğitim aldık biz o süreçte. Fakat şöyle bir eğitime katıldığımızı hatırlıyorum. Pandemi döneminde duygusal süreçlerin aile ve çocuk üzerinde etkisi gibi. Bu tarz, duygusal süreçlerle ilgili eğitimlere katıldık bu eğitimde öğrendiklerimizi online eğitimde ailelerle iletişime geçerken uygulamaya çalıştık.

143) Eğitim almadım ama o sene ben yüksek lisans yaptığım için Zoom'un her şeyini öğrenmiştim mecburen sunum yaptığımız için. Açıkçası, kendi kendime öğrenerek, biraz YouTube'daki videoları izleyerek bilmediğim şeyleri o şekilde öğrendim. EBA'nın kullanımını bile Youtube'dan öğrenmek zorunda kaldık. Deneye yanıla öğrendik.

144) Okulumuzun İngilizce öğretmeni bu konuda çok yardımcı oldu sağ olsun. Zoom o zaman yabancıydı daha sonra Türkçeye çevirdiler. Yabancıyken tabiki zorlandık anlayamadık. Nasıl girilecek, nereden girilecek, ders nasıl tanımlanacak, linki nasıl yükleyeceğiz derken okulumuzun İngilizce öğretmeni vardı sağ olsun bütün okula yardımcı oldu o konuda o yüzden kolay öğrendik.Sora sora öğrendik. Okulumuzun İngilizce öğretmeni o konuda çok faydalı oldu yani çünkü yabancı olduğu için Zoom programı. O öğretmenin faydasını çok gördük.

145) Eğitim almadım o dönem, öyle bir eğitime katılmadım ama biz okul olarak birbirimize öğrendiğimiz her şeyi dile getiriyorduk. Bir okul grubumuz var o grupta yazıyorduk mesela A kişisi diyordu ki "Arkadaşlar ben bugün şöyle şöyle bir etkinlik yaptırdım. Üzerine de şunu şunu okudum yansıttım Zoom'dan. Çok verim aldım, çok güzel geçti." diyordu. Bize atıyordu linkini biz de yapıyorduk onu. Bu da bize mesleki açıdan katkı sağlıyordu, biz de onu yapıyorduk. Çünkü o zaman online dan bir şey bulmak çok zordu. Bir kitabın pdf halini bulmak bile zordu yani. İngilizcesini buluyordum ben mesela yabancı kaynaklardan. İngilizcesini çevirerek okuyordum çocuğa.

146) Ben hatırlamıyorum yani şöyle biz ayrı bir eğitim almadık. Sadece toplantılarımızda, müdürümüz, müdür yardımcımız, psikolojik danışmanımız onlar da gelirdi. Grup toplantılarında orada yaşadığımız sorunları anlatırdık. Onlar kendini şöyle yapın ya da partneriniz belki başka meslektaşımız ama ben şunu yaptım, şu işe yaradı gibi kendi aramızdaki sohbetlerden bir şeyler çıkardık. Ayrıca bir eğitim,

online eğitimde veli desteği gibi almadık ama veliler aldı. Velilere ayrıca online eğitimde nasıl davranılır, neler yapılır desteği aldılar.

147) Bir eğitim almak istemezdim. Bir de onunla uğraşmak istemezdim. Ne bileyim istemezdim ya zaten sıkılmıştım o dönem. Bir de kendim gidip eğitim alacağım biraz daha ekrana böyle bakacağım. 3 saatin sonunda zaten diyorum ya kafam şişmiş, baş ağrısıyla Allah'ım bir bitse de bir kahve içsem falan moduna geliyor. Her gün yapıyordum ben. Hiç kimse her gün yapmadı diyorum. Haftada bir ne yapıyorsunuz iyi misiniz diye sorup kapatanlar, hiç yapmayanlar var bak şimdi totale baktığın zaman şöyle yelpazeyi geniş tutup benimki zaten çok büyük bir performans yani her gün 3 saat.

148) EBA'nın nasıl kullanacağına dair bir eğitim de verilmeliydi. Oradaki ödevler nasıl verilecek ya da videolar nasıl izlenilecek gibi bir eğitim de görmek isterdim. Hep biz sor sora ya da İnternette bulduğumuz kadarıyla öğrenmeye çalıştık kendi çabalarımızla. Böyle bir eğitim almak iyi olurdu.

149) Eğitim almak isterdim aile katılımı üzerine. Üniversiteden mezun olduktan sonra şunu gördüm aslında biz hep çocuk için eğitim almışız fakat aile iletişimi üzerine bir eğitim almamışız. Aileye de eğitim verilmesi gerekiyor sonuçta aileye bu eğitimi vermek için eğitilmemişiz.

150) Biz de kitleniyorduk çünkü biz sadece sınıf içine bağlamıştık aile katılımı işini. Online da velilere ne gibi şeyler verilebilir şeklinde bize bir kapı açılabilirdi. Yani orada beyin jimnastiği yapabilirdik aslında. Belki de biz pek yapmıyorduk. Ya da yapıyorduk ama yeteri kadar iyi gelmiyordu belki de. Aslında bence ucu açık, ufku açık bir şey o, üzerine çalışmak gerekir. Aile katılımını veliye nasıl katabiliriz, ne yapmalıyız, neler olabilir, nasıl daha farklı bir şekilde aileyi katabileceğimizin methodları neler gibi … Bunun üzerine olabilirdi eğitimlerimiz."

151) Aileyi daha nasıl aktif edebiliriz, neler yapılabilir uzaktan eğitimde neler olabilir aileyle yapılabilecek bunlarla ilgili örneklemler verilebilirdi. Yüz yüze eğitimde yapıyoruz ama uzaktan eğitimde sıkıntı olabiliyor. Çünkü herkesin evinde bir de malzeme olmuyor ve veliye de bir şey verirken onu da düşünüyorsun açıkçası. Ekonomik olarak da zorlamak istemiyorsun, evinde olanlarla bir şeyler yapsın istiyorsun ama şey olabilir evde olan artık materyallerle ilgili aileler yapabilir? gibi.

152) Onlara etkinlik hazırlama programları oluyor ya onların öğrenmelerini sağlama olabilir. Ailelerin etkinlik hazırlamalarına yardımcı olabilecek tarzda bir eğitim vermek isterdim ben. Çünkü çok sıkıntı yaşadılar dediler ki o ilk başlangıçta hocam kitap alamıyoruz, mesela o köye giden aile ya da dışarıya çıkmakta zorlanan aile. Büyük şehirdekiler daha çok internetten şuradan buradan sipariş verdiler çocuklarının oyalanabileceği bir şeyler yapması konusunda ya da hani onların bir kas gelişimini güçlendirmek için, ilkokula hazırlamak için internetten falan sipariş verdiler ama ben isterdim ki buna imkânı olmayıp evde kendi kendine etkinlik hazırlama programları olsa ailelere onları anlatsak kendileri böyle bir şey programlasalar mesela. Maddi manevi onları da desteklemiş olurdum. Çünkü gerçekten alım gücü olmayan insanlar var. Onun yerine kendi kendine etkinlikler üretebilmeleri için öyle bir eğitim vermek isterdim. Ben de eğitim alıp onlara vermek isterdim yani.

153) Ben aileyi rahatlatmak adına ihtiyaç duydum. Onların stresini gördüğüm için mesela o özel ihtiyacı olan çocukların aileleri çok fazla zorlanıyordu. Onları nasıl daha sakinleştirebiliriz? Onlar için neler yapılabilir? İşte ben aileyi nasıl sınıfa dahil edebilirim. Zaten aile gelmek istemiyor. Ne yapsam gelmek ister, ne yapsam da burada bulunmak ister ve onun da hoşuna gider ve katılır dahil olur. Bunu öğrenmek isterdim.

154) Dediğim gibi öğretmenin rolü, online derslerde öğretmenin görevi ve öğretmenden beklenenler ve aynı şekilde ve dinleyen rolü, benim veliden beklentim ve velinin yapması gerekenler üzerine eğitim alabilirdik. Aynı şekilde veliler de bu eğitimleri almalıydı. Çünkü oluyordu online derslerle, bak şimdi aklıma geldi mesela işte bir etkinlik yapıyoruz bir şey kesiyoruz bazı veliler şey yapıyordu "Miss Selin, Miss Selinnn bizimki küçük mü oldu?" bunu yapmamalısın online eğitimde. Çok basit şeyler ama "Aaa sorabiliyor muyuz, Miss Selin bizimkilerde bakar mısınız o zaman" böyle şeyler olmamalı. Hani mesela böyle bir eğitim olsaydı şu anda sadece hayal ediyorum mesela bence hem eğlenceli olurdu her iki taraf için hem veli ve öğretmeni biraz daha birbirine yaklaştırırdı. Böyle bir örneğin mesela bir toplantıda verilmesi herkese gösterirdi ne yapılması gerektiğini.

155) Herkes yeni deneyimliyordu bu süreci o yüzden de zaman zaman işte etkinlik anlamında, etkinlik çıkmıyor çünkü evde yapabileceğin online da yapabileceğin bu yaş grubuyla yapabileceğin şeyler çok kısıtlı. O yüzden de nasıl yönlendiren gerektiğini nasıl dersi daha heyecanlı, verimli, etkileşimli geçireceğini çoğaltan bakış açılarına ihtiyaç duyuyorsun o nedenle bu anlamda eğitim anlamak isterdim.

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