

Online Learning Experiences during the Post-Earthquake: A Qualitative Research on Dicle University

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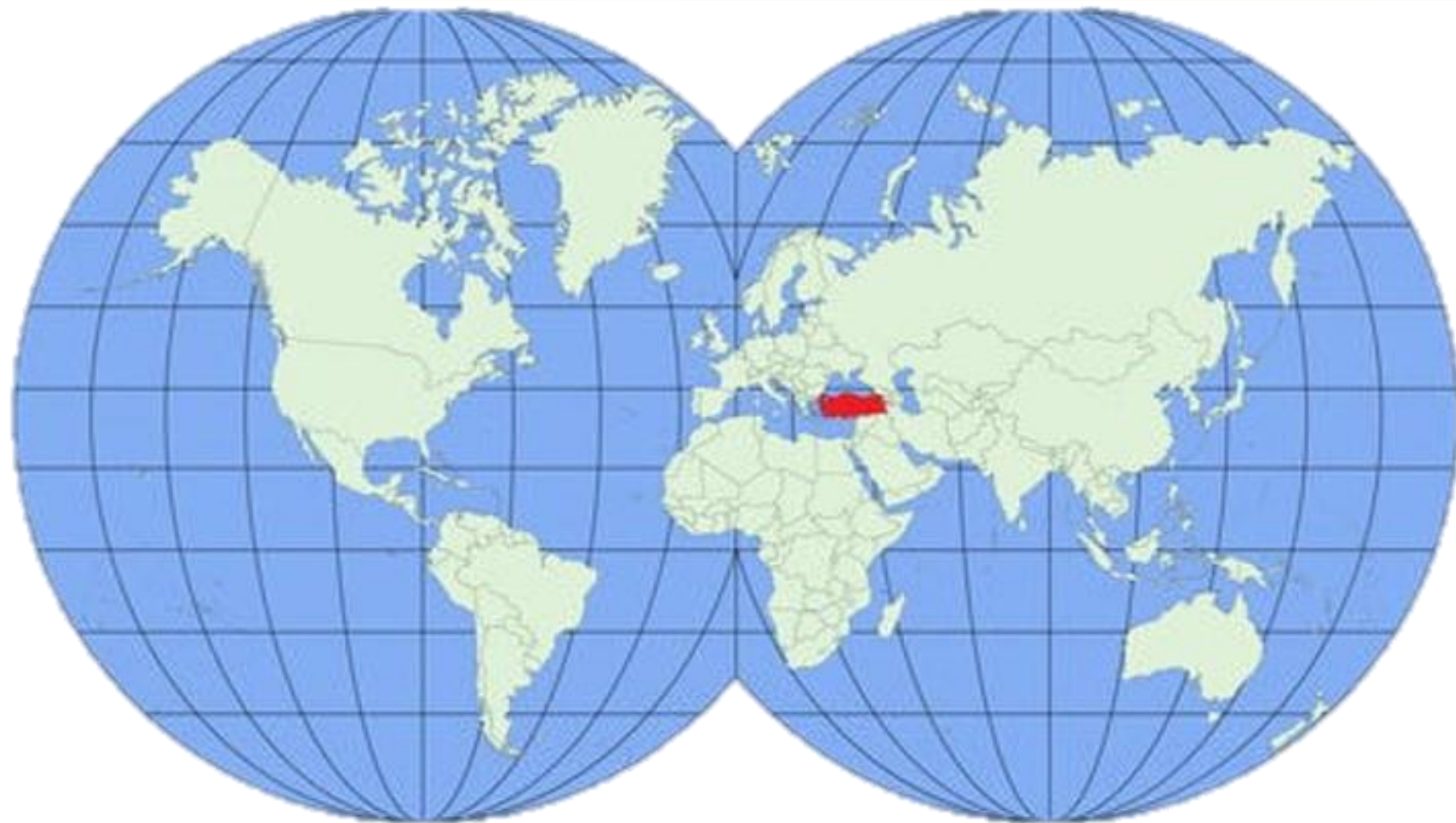
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Dicle University, Türkiye

25 - 27 June 2025 in Florence (Italy)

Türkiye on Maps





Seven Geographical Regions of Türkiye



Presentation Plan



Online Learning Experiences during the Post-Earthquake: A Qualitative Research on Dicle University

- Introduction
 - ✓ Purpose
 - ✓ Research Questions
 - ✓ Importance
 - ✓ Contribution
- Method
 - ✓ Scientific Research Method
 - ✓ Participants
 - ✓ Data Collection
 - ✓ Data Analysis
- Findings
- Conclusion & Recommendations
- References



Online Learning Experiences during the Post-Earthquake: A Qualitative Research on Dicle University

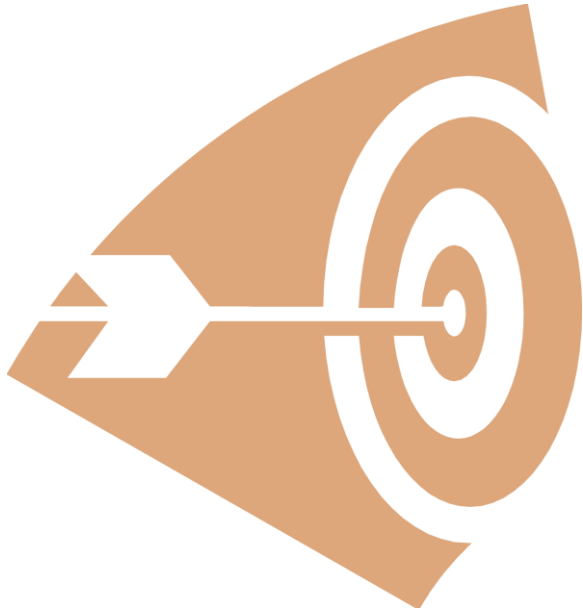
INTRODUCTION

Literature:



- COVID-19,
- Earthquakes,
- Sustainability and Quality,
 - ✓ Participation
 - ✓ Interaction
 - ✓ Technical Competence
 - ✓ Pedagogical Adaptation

Purpose:



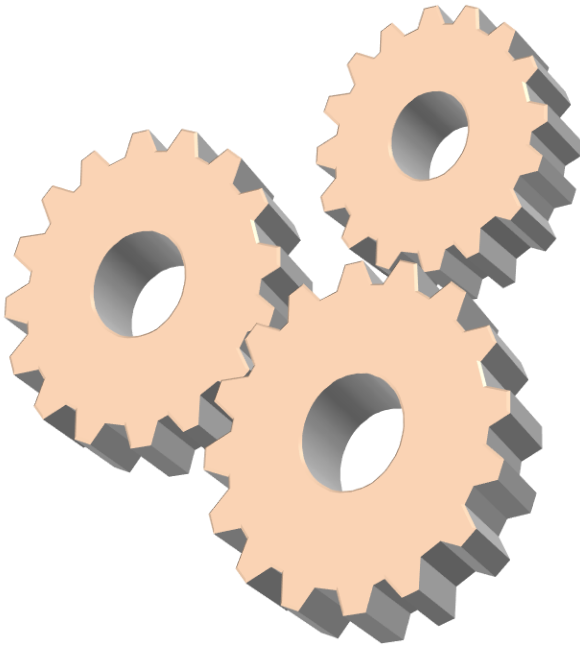
To examine how students experienced online learning after the major earthquakes in Türkiye in 2023.

Research Questions (RQ):



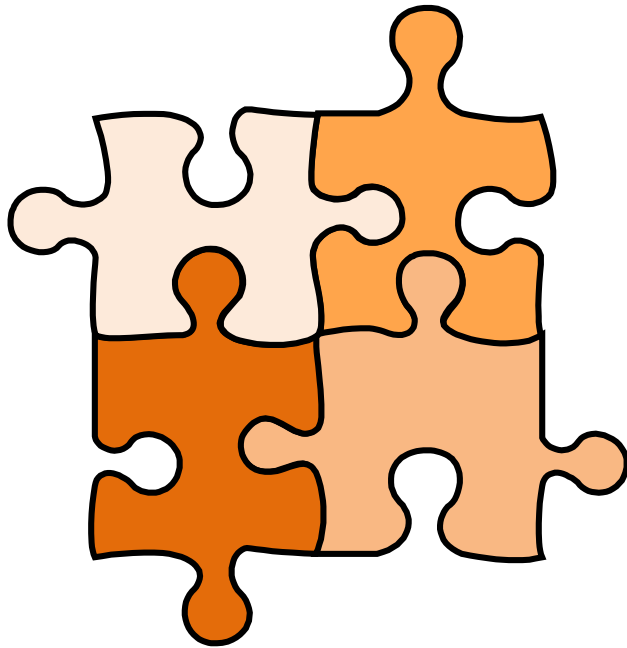
- 1) Students' general approach to online learning, key factors affecting willingness to participate in online learning
- 2) Online learning experiences
- 3) Perceived benefits of online learning,
- 4) Perceived drawbacks of online learning,
- 5) Interest to continue online learning under normal conditions,
- 6) Student suggestions for enhancing future online learning experiences.

Importance:



- How online education systems can be made more efficient,
- How information technologies can be used more effectively,
- How sustainable learning models can be developed in crisis situations,
- To discuss how student participation can be increased,
- To evaluate the difficulties encountered in this process.

Contributions to the Literature:



Under abnormal conditions like disasters (earthquake);

- To provide information on how online education systems can be made more efficient
- To explain how ICT can be used more effectively in education
- To provide information for developing sustainable learning models in crisis situations

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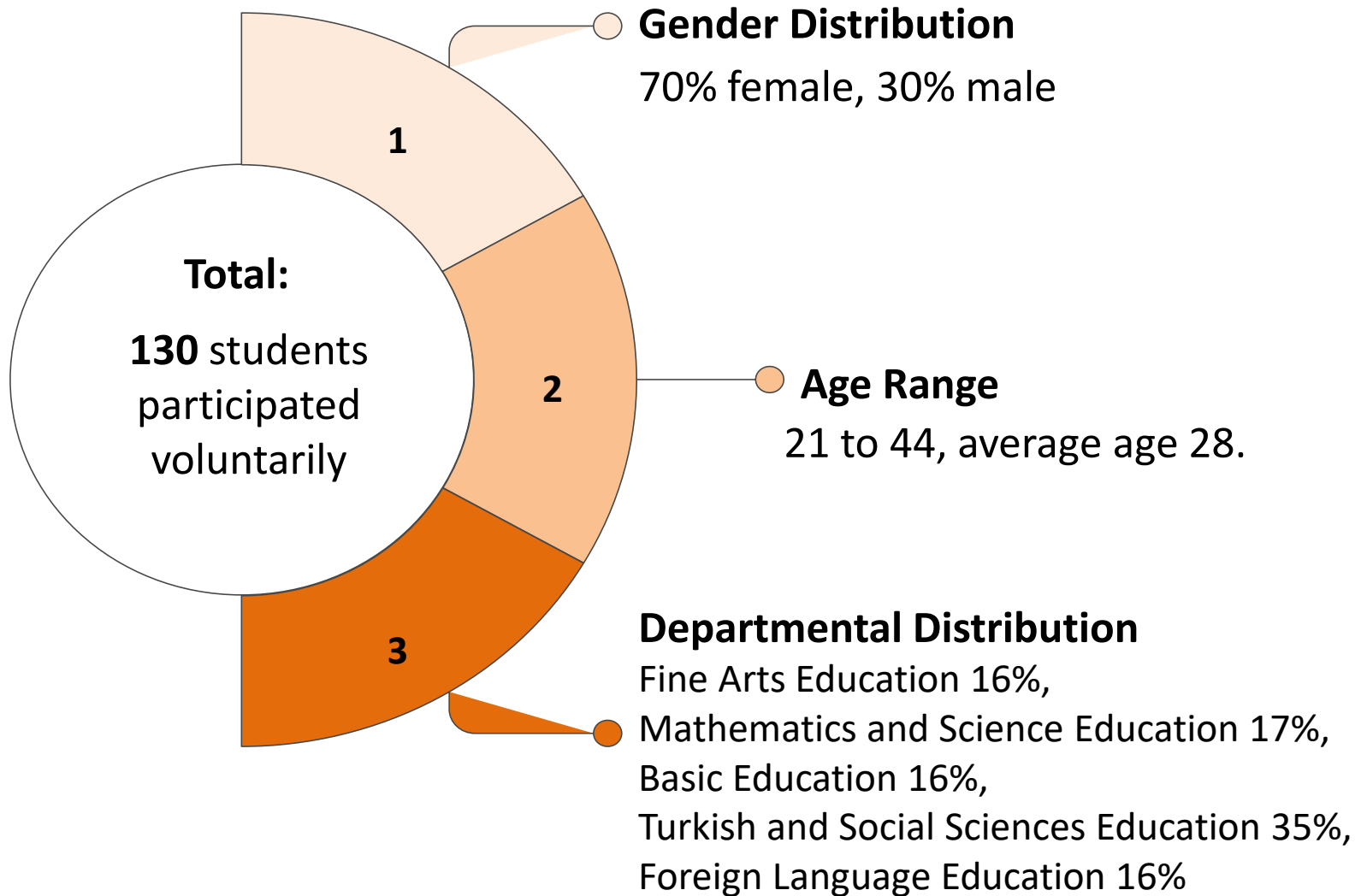
METHOD

The Future of Education

-

7/2/2025

Participants:



Data Collection:

- **Tool:** Semi-structured survey
 - ✓ Likert-type questions
 - ✓ Open-ended questions

- **Process:** Via Online Platforms
 - ✓ Google Forms,
 - ✓ E-mail,
 - ✓ Social media (WhatsApp)



Data Analysis:

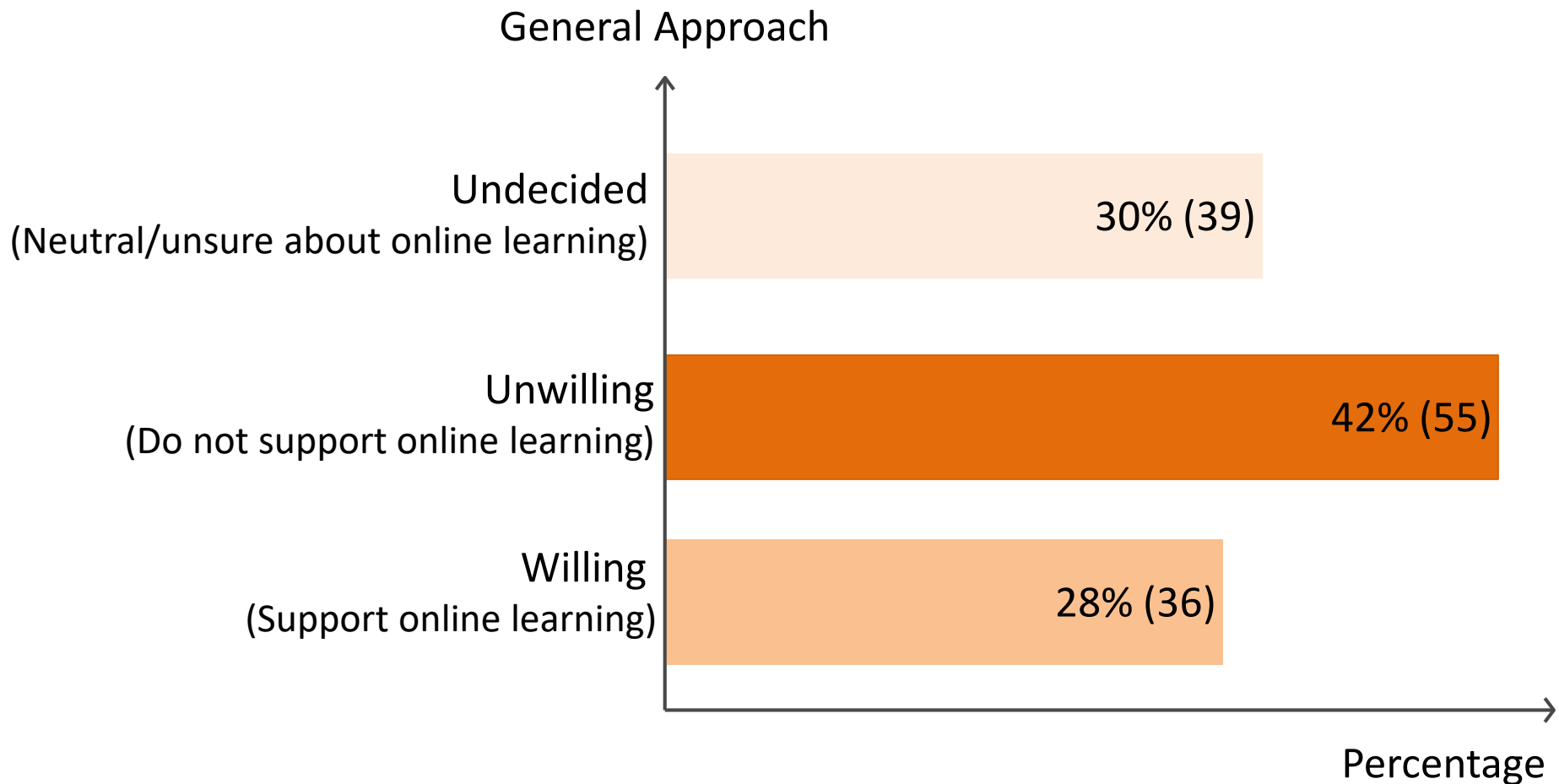
- **Content Analysis:** For open-ended responses.
 - ✓ Coded twice by the researcher at different times
 - ✓ Third coding by AI (ChatGPT)
- **Descriptive statistics:** For Likert-type responses.
 - ✓ Frequency
 - ✓ Percentage



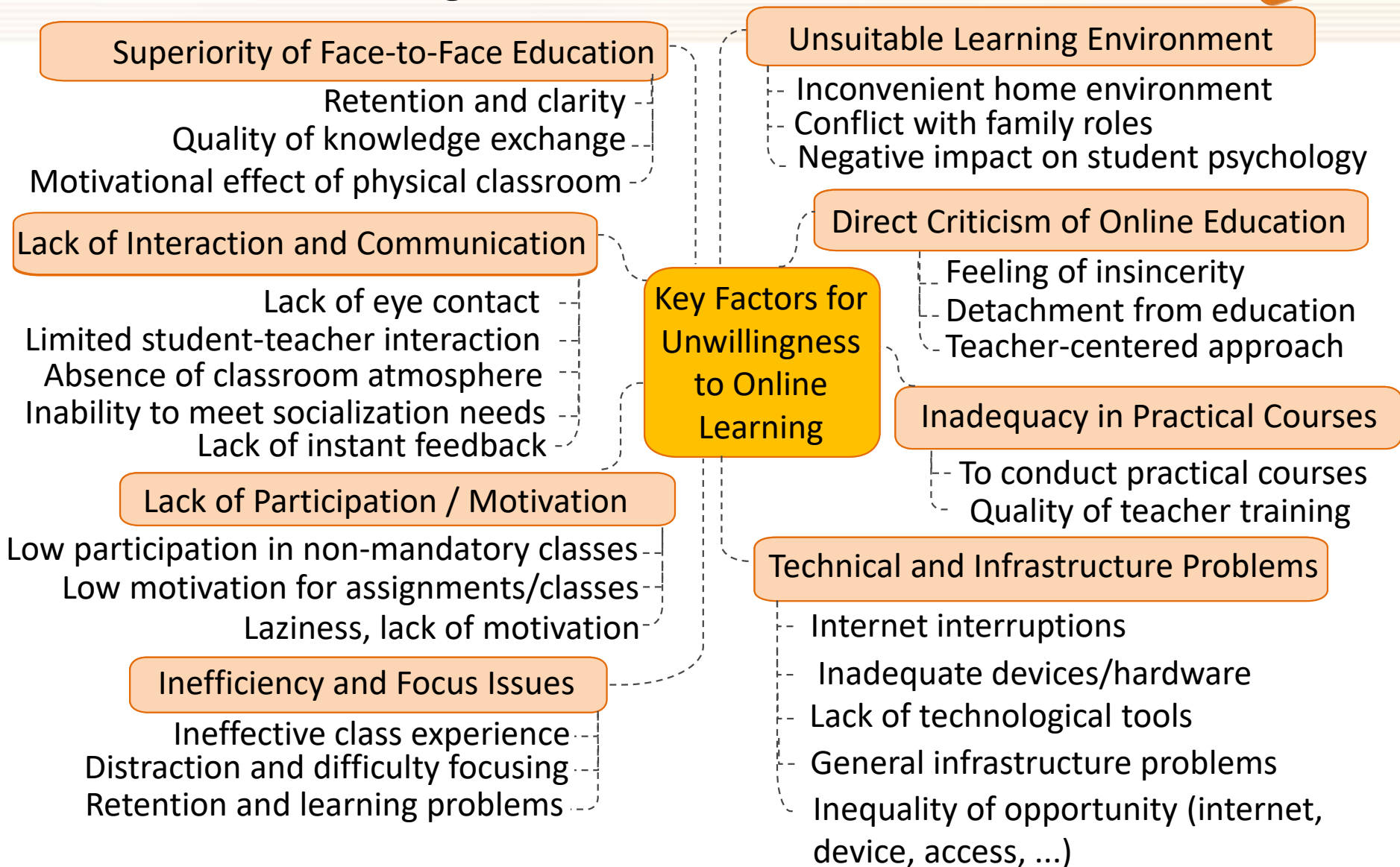
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FINDINGS

RQ1-a. General approach to online learning (N =130)



RQ1-b. Key factors affecting unwillingness to participate in online learning



RQ1-b. Key factors affecting willingness to participate in online learning



Accessibility and Flexibility

Freedom, re-watch, balance work, avoid transport



Safety during Disasters

Safer when buildings damaged



Learning Efficiency and Support

Ask questions, think deeply, own pace (*in asynchronous settings*)



Financial and Logistical Benefits

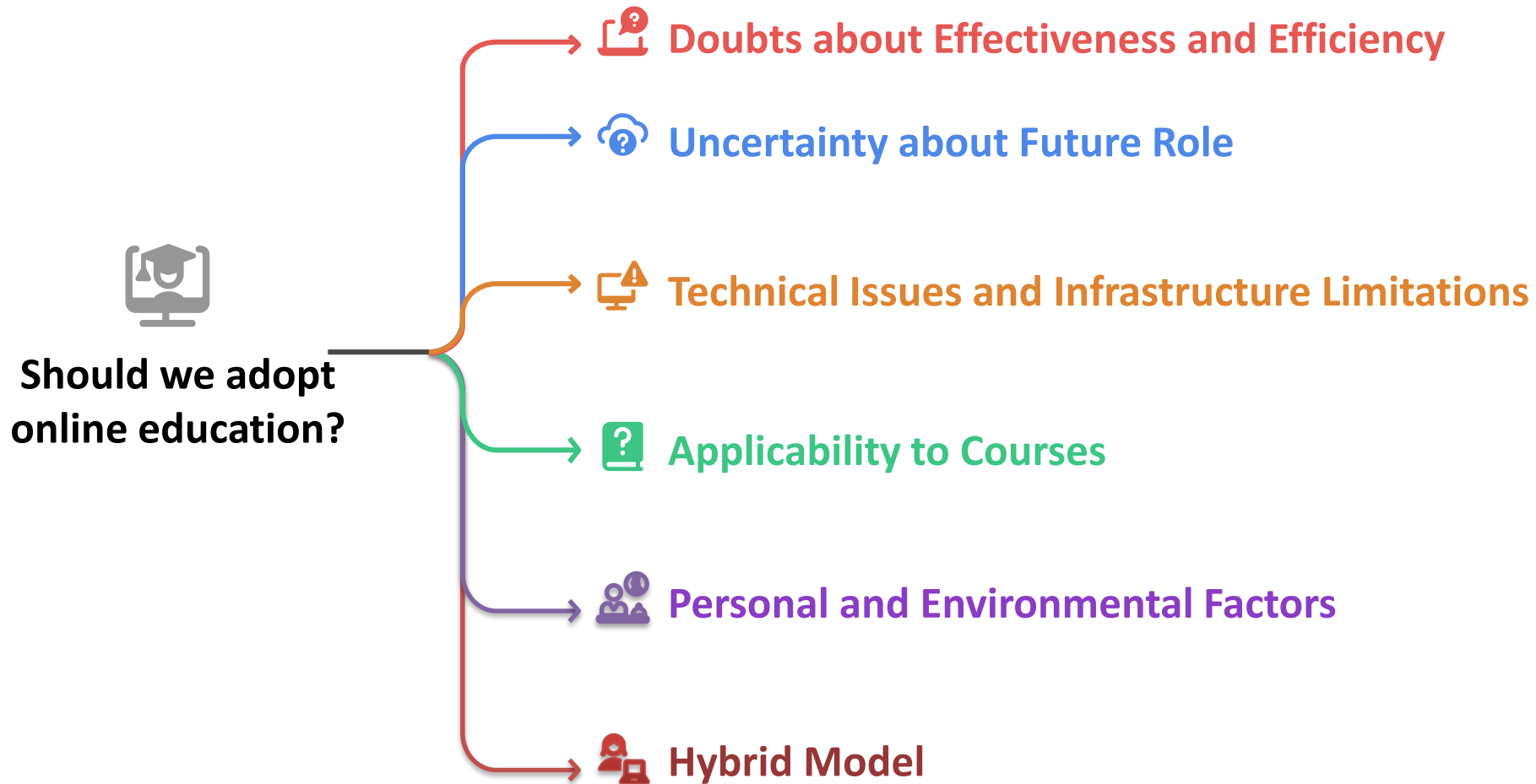
Affordable, savings on expenses



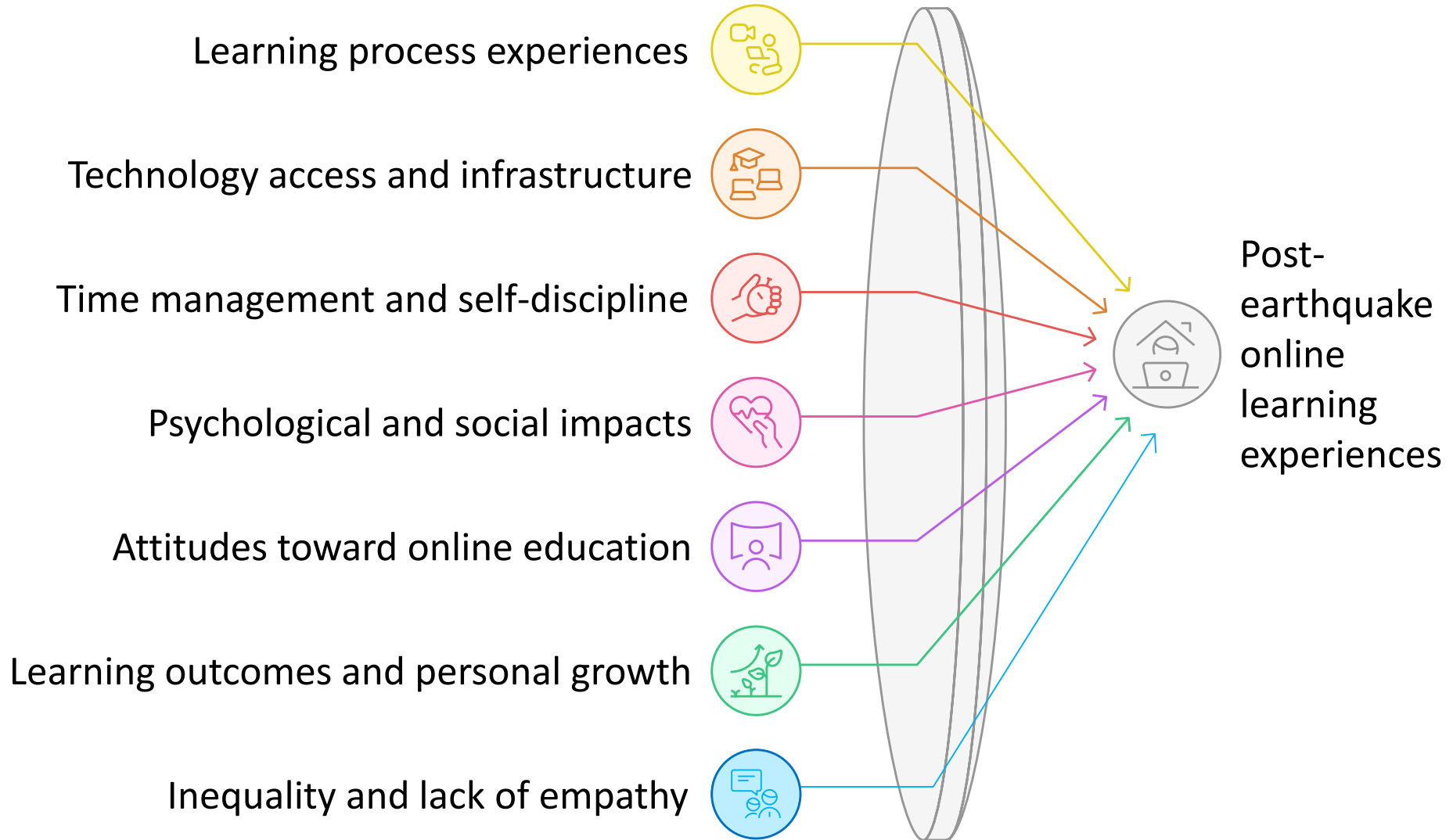
System Stability Preference

Continuity in education

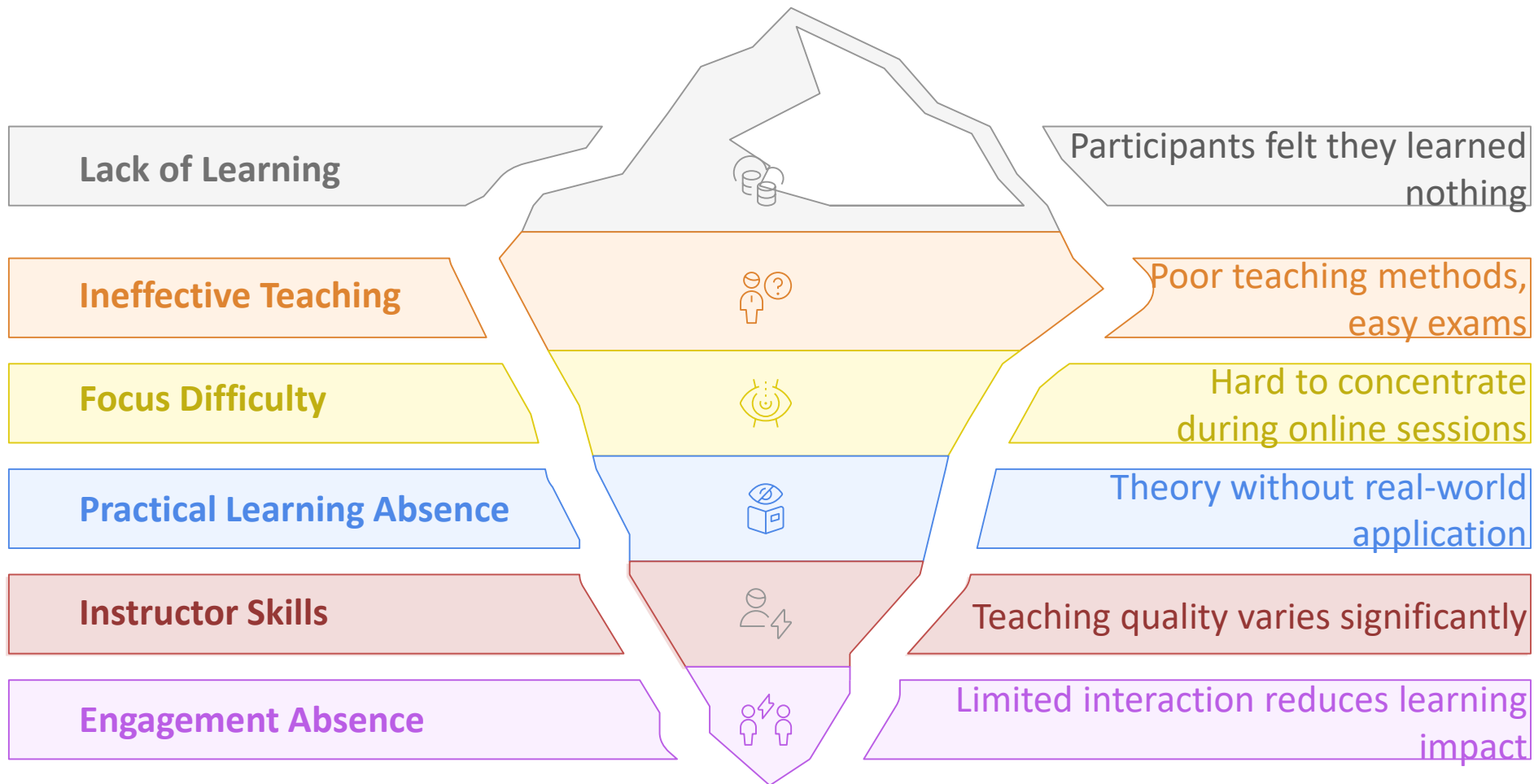
RQ1-b. Key factors affecting undecided to participate in online learning



RQ2. Online learning experiences



RQ2. Online learning experiences (Details: Learning Process Experiences)



RQ2. Online learning experiences (Details: Technology Access and Infrastructure)



Relocation Difficulties

Relocation disrupts tech access and learning.



Infrastructure Problems

Poor internet, system overloads hinder learning.

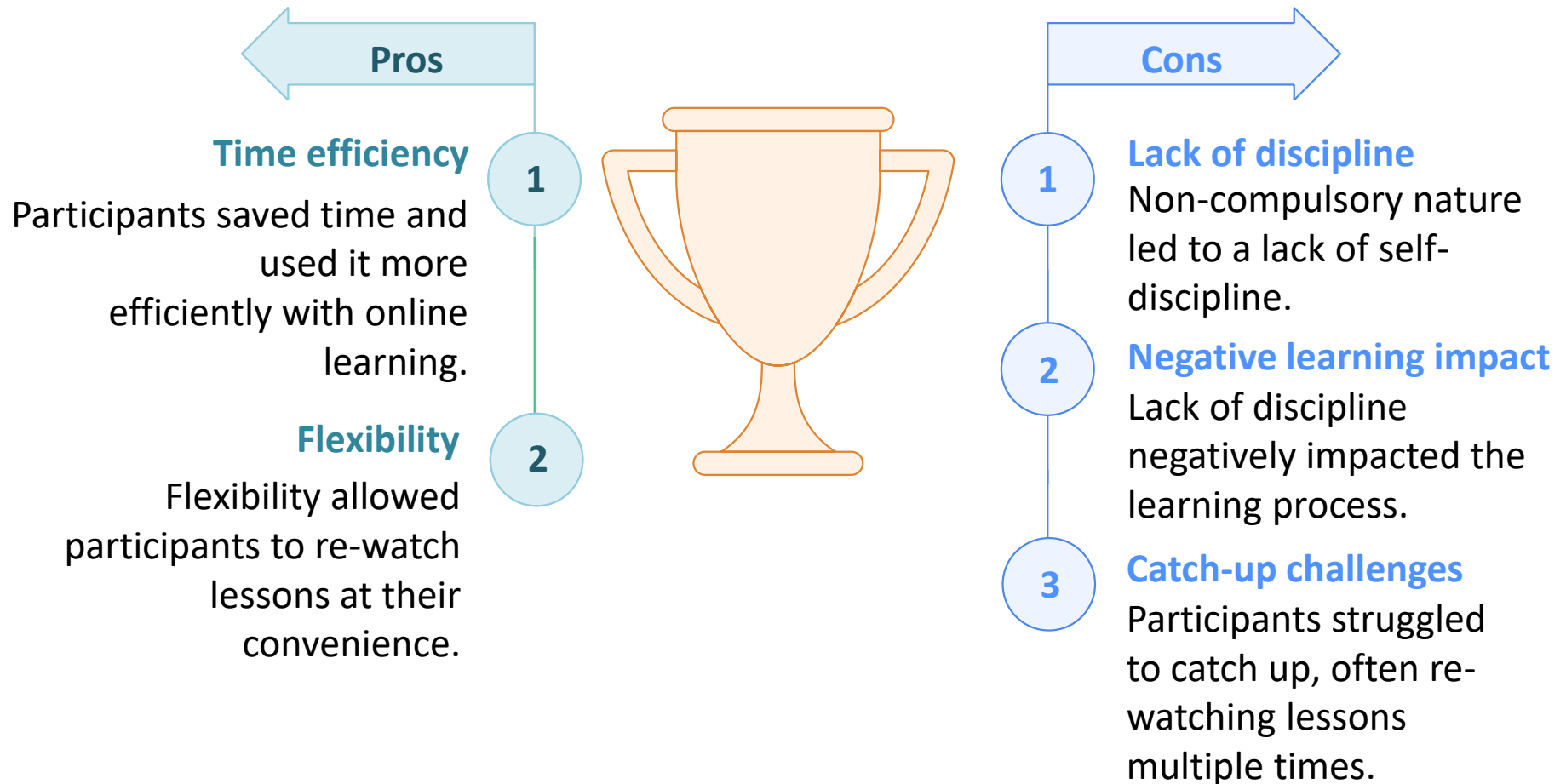


Device Shortage

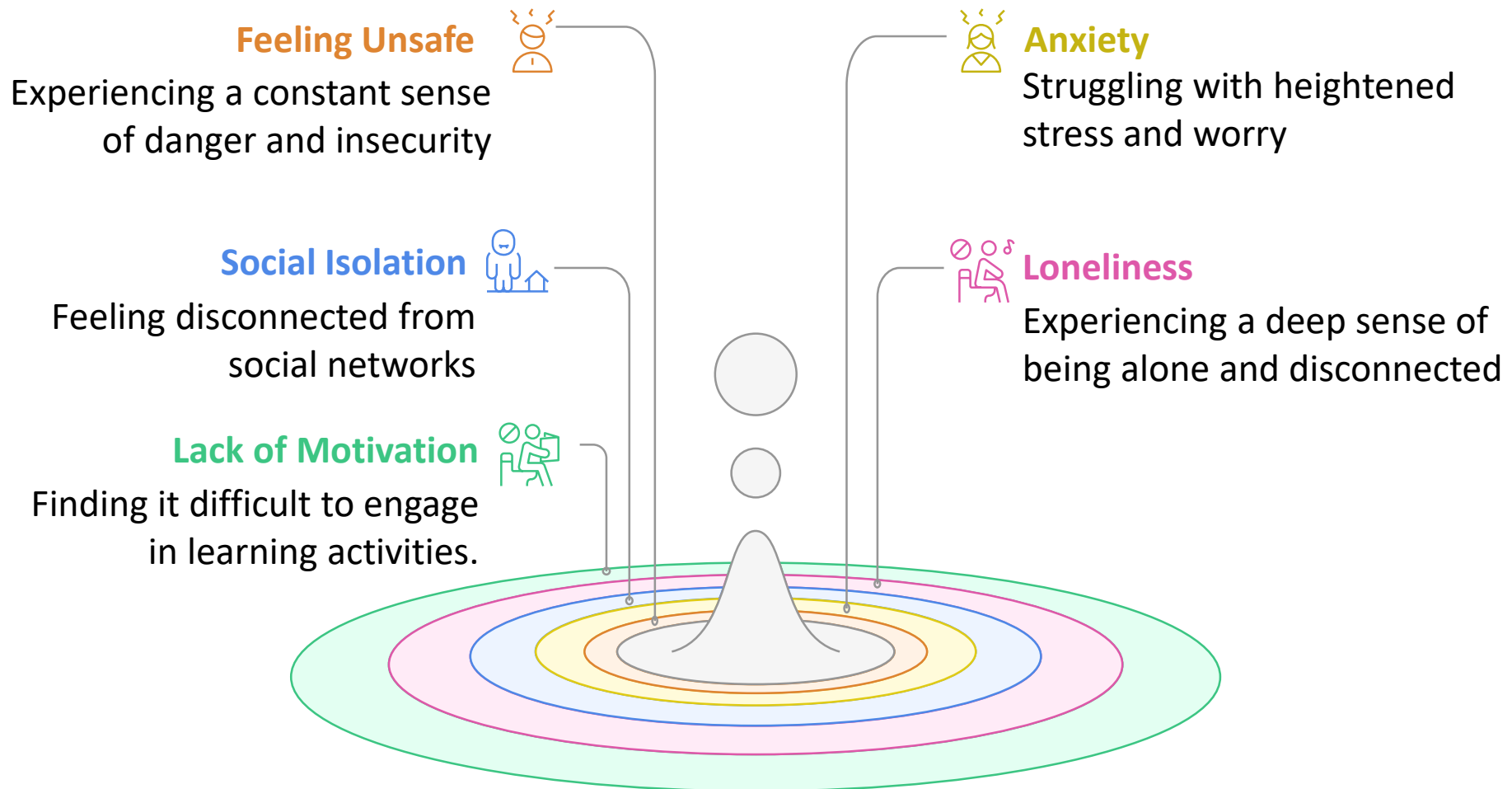
Lack of devices limits digital tool access.



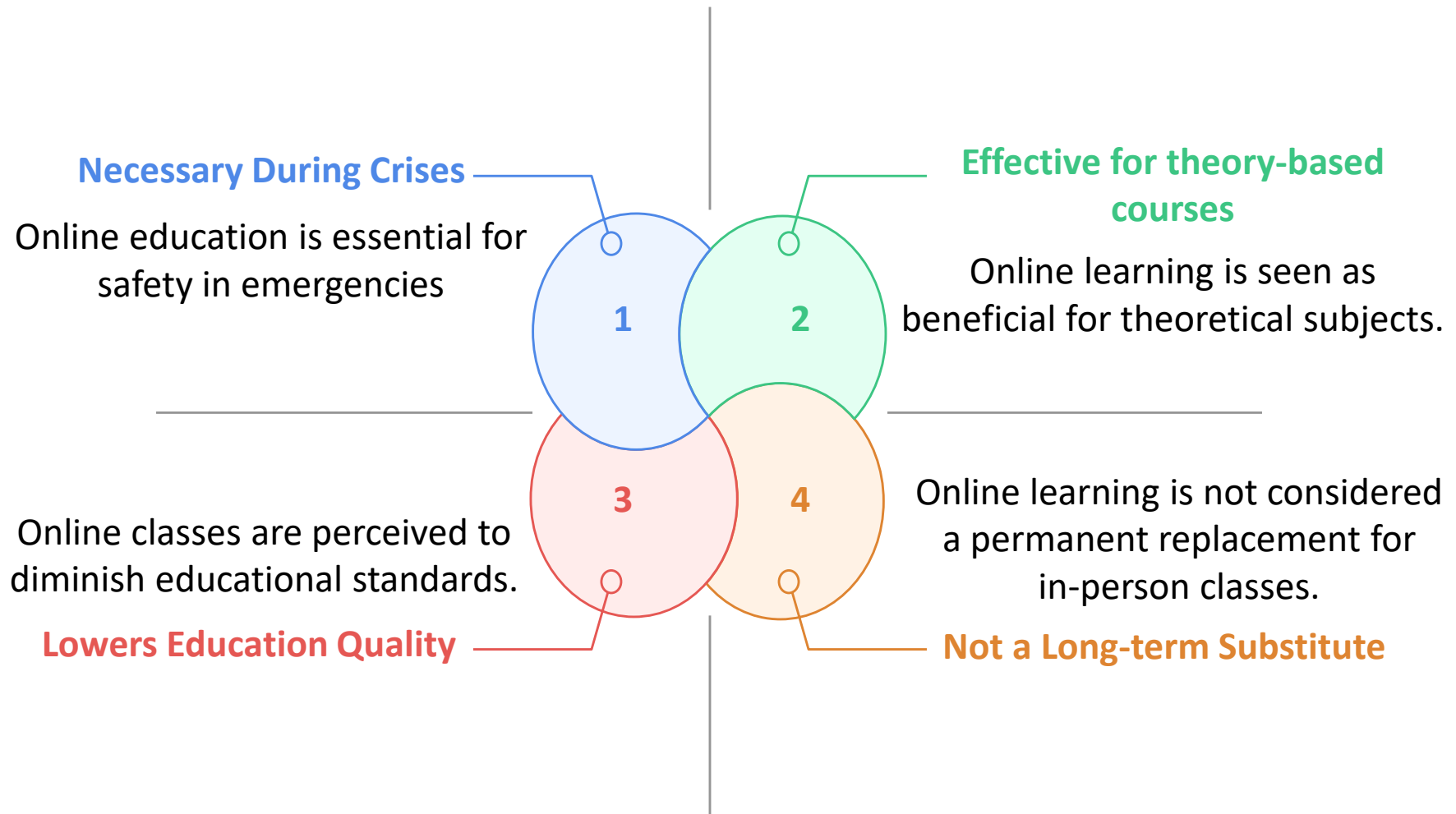
RQ2. Online learning experiences (Details: Time Management and Self-discipline)



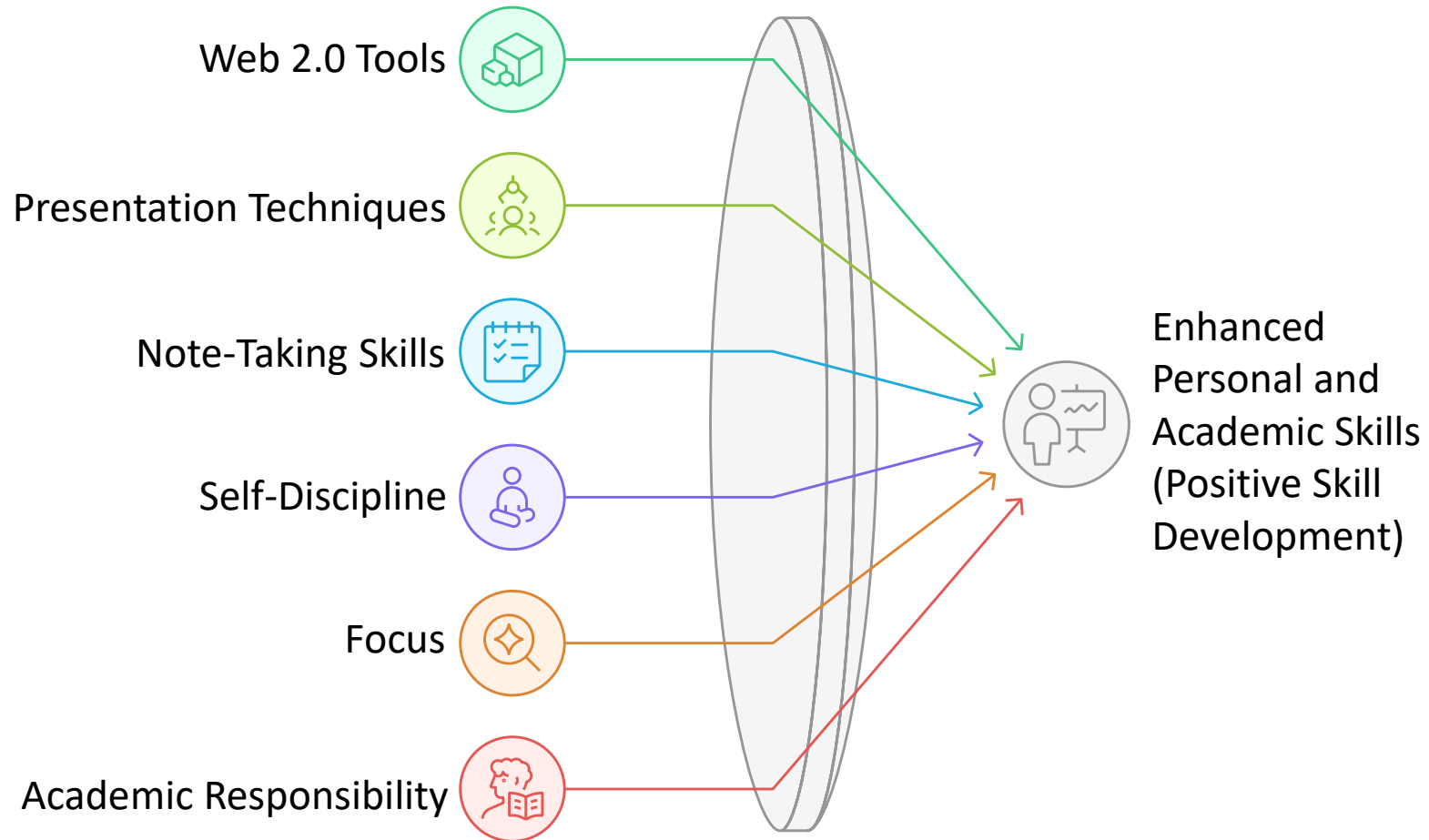
RQ2. Online learning experiences (Details: Psychological and Social Impacts)



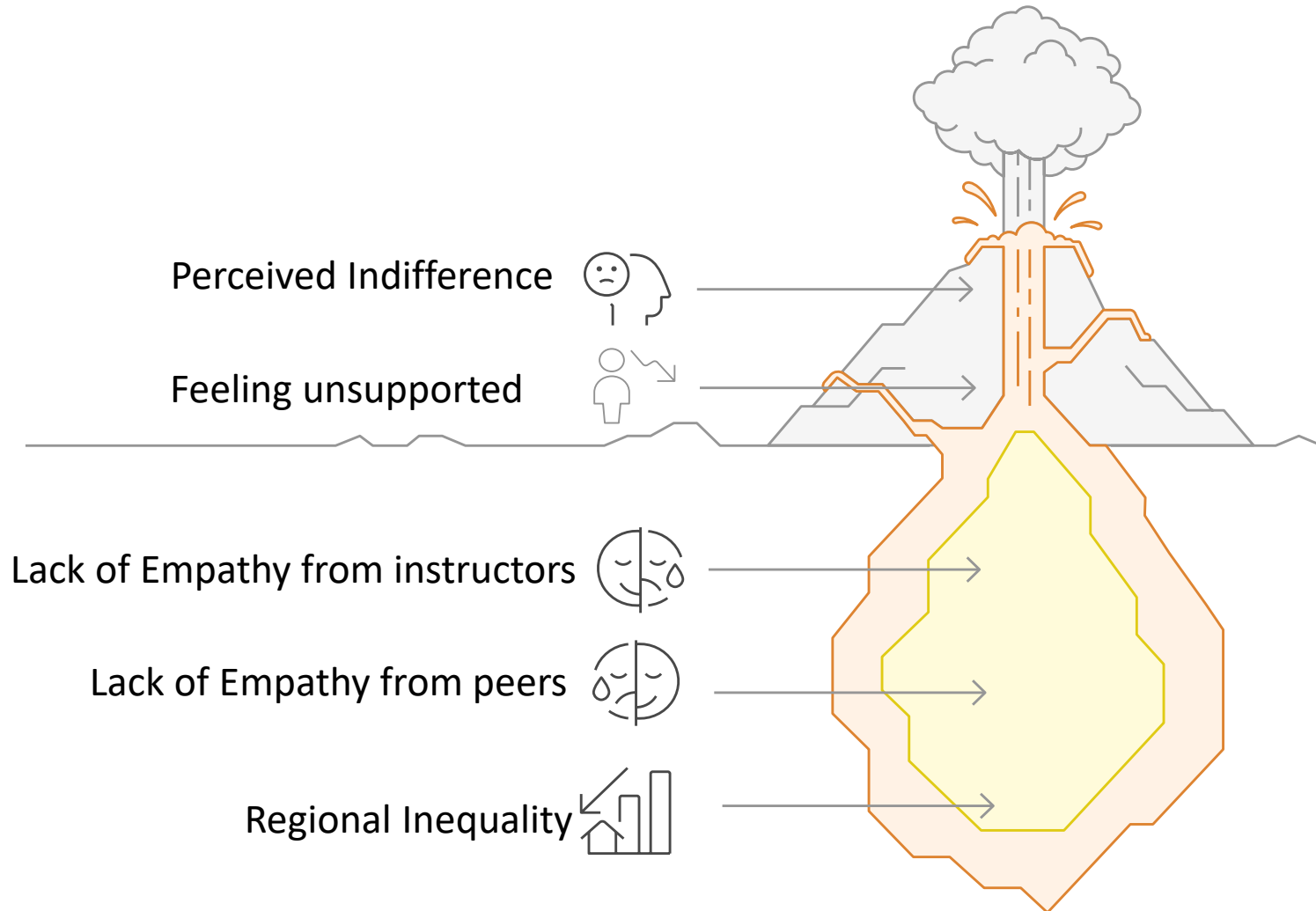
RQ2. Online learning experiences (Details: Attitudes Toward Online Education)



RQ2. Online learning experiences (Details: Learning Outcomes and Personal Growth)



RQ2. Online learning experiences (Details: Inequality and Lack of Empathy)

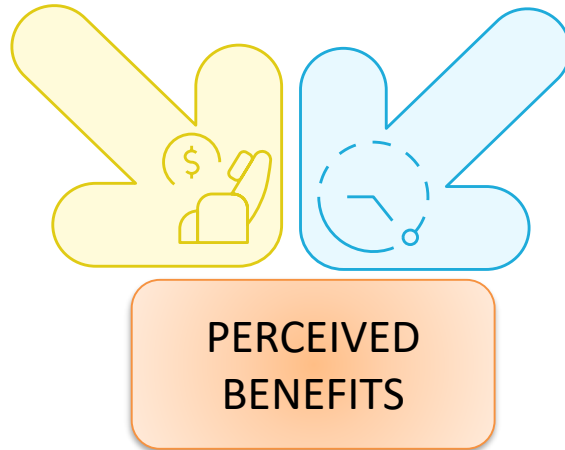


RQ3. Perceived benefits of online learning



Economic & Physical Comfort

- Cost-effectiveness
- Time-efficient
- Learning in a calm and familiar environment
- Better concentration
- More pleasant learning experience



Flexibility & Time Management

- The ability to learn anytime, anywhere
- Fitting individual schedules
- Saving transportation time
- Revisiting content
- Easy make up for missed lessons

Technological & Pedagogical Support

- Learning new web tools, digital tools
- Interactive teaching methods
- Supportive attitude of instructors
- Ease of asking questions during sessions which enhanced interactivity and engagement

Learning Support & Academic Development

- Features like rewatching
- Personalized learning
- Learn at one's own pace
- Note taking strategies
- Encourage independent study
- Boost academic performance
- Ability to review material to reinforce concepts and improve retention

RQ4. Perceived drawbacks of online learning



Social Isolation & Psychological Impact

- Loneliness
- Emotional exhaustion
hopelessness
- Lack of motivation
- Burnout

Lack of Communication and Interaction

- Minimal interaction with teachers
and peers
- Limited feedback
- One-way communication

Technical Issues and Limited Access

- Poor connectivity
- Necessary devices issues
- System failures

Time Management and Self-Discipline Challenges

- Struggled with maintaining a routine
- Procrastination due to recorded lessons
- Poorly scheduled classes
- Making time management difficult

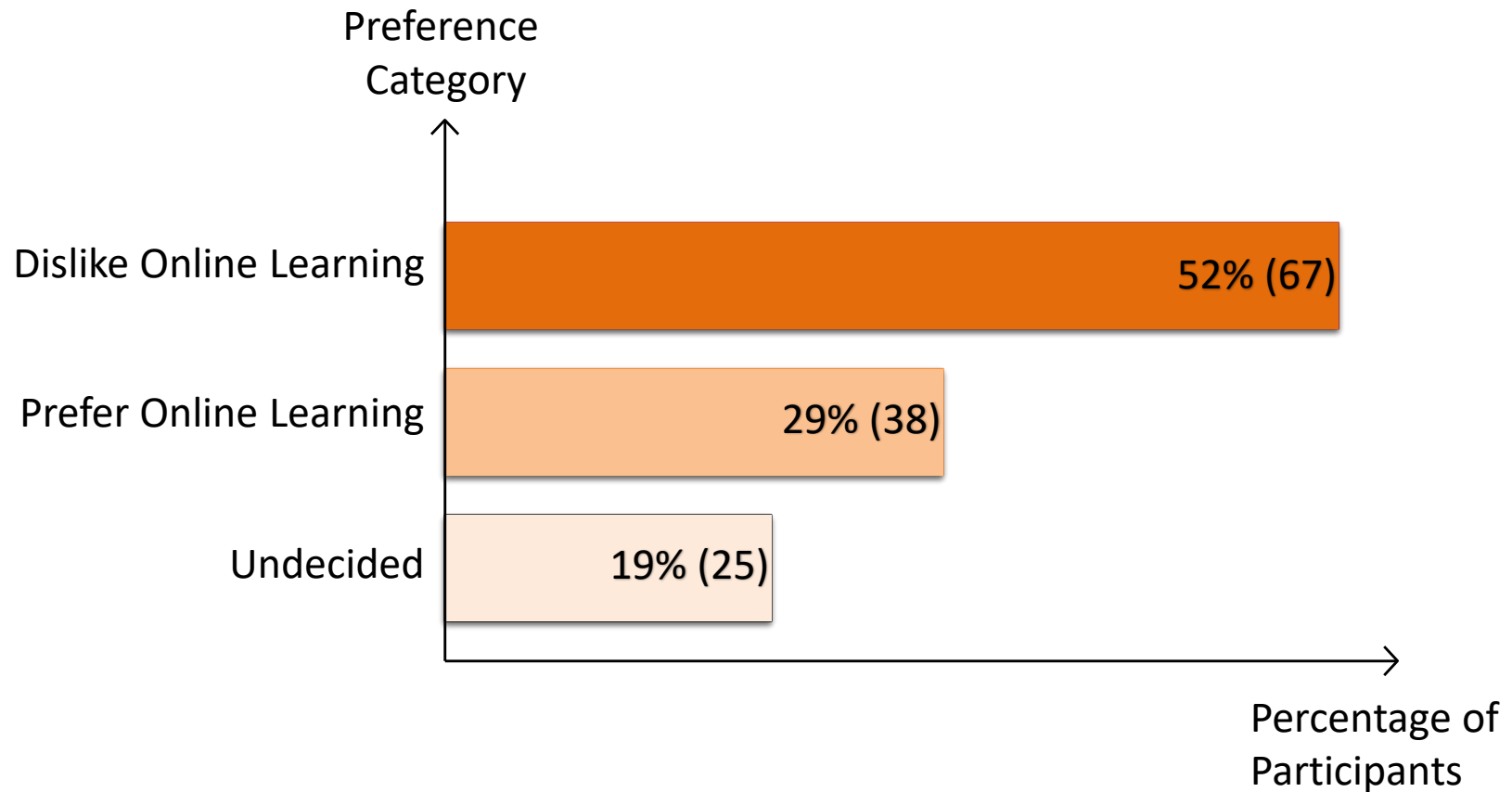
Distractions in the Home Environment

- Hard to concentrate due to noise
- Household responsibilities
- Inadequate study spaces

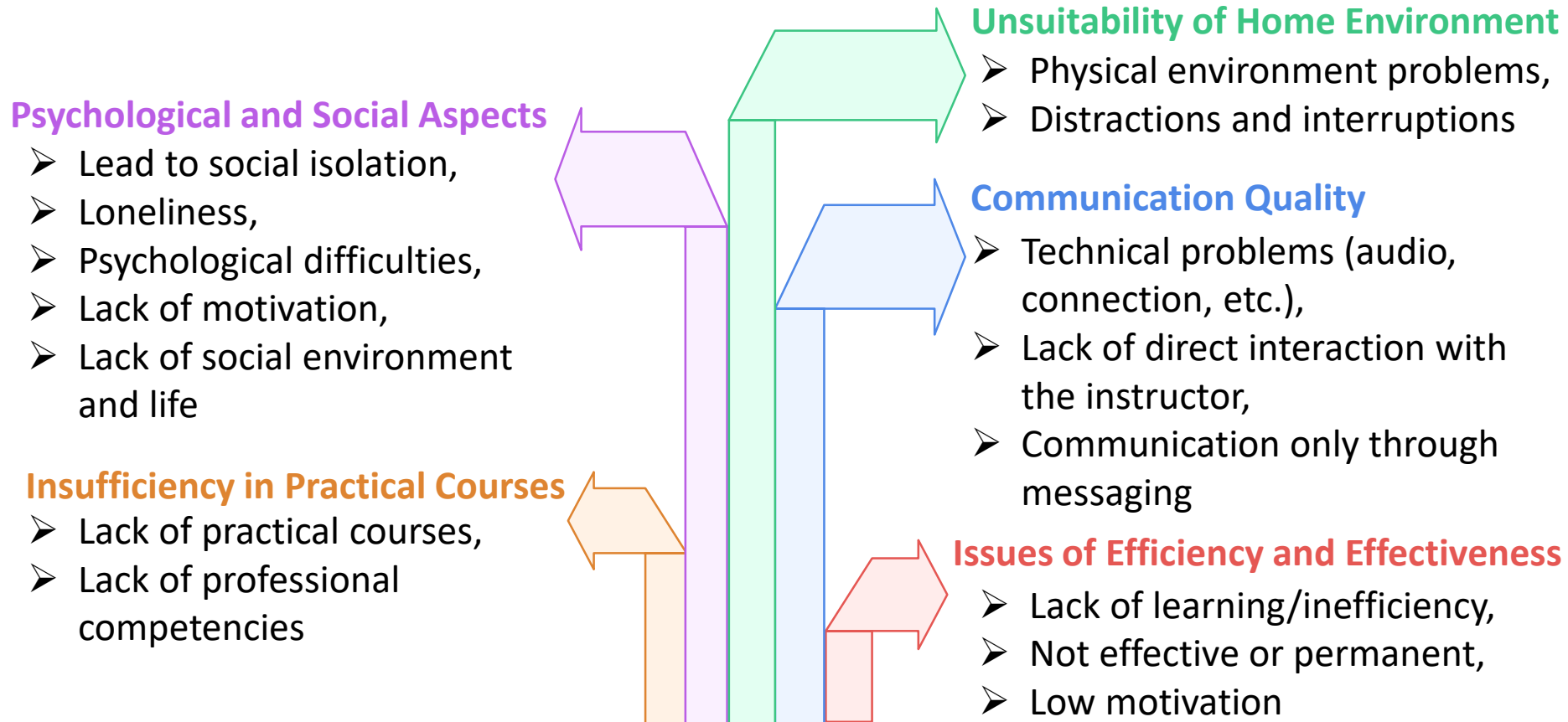
Inefficiency Learning and Academic Difficulties

- Reduced focus and academic
performance
- Memorization-based lessons
- Limited hands-on practice
- Unengaging lessons
- Decreased productivity

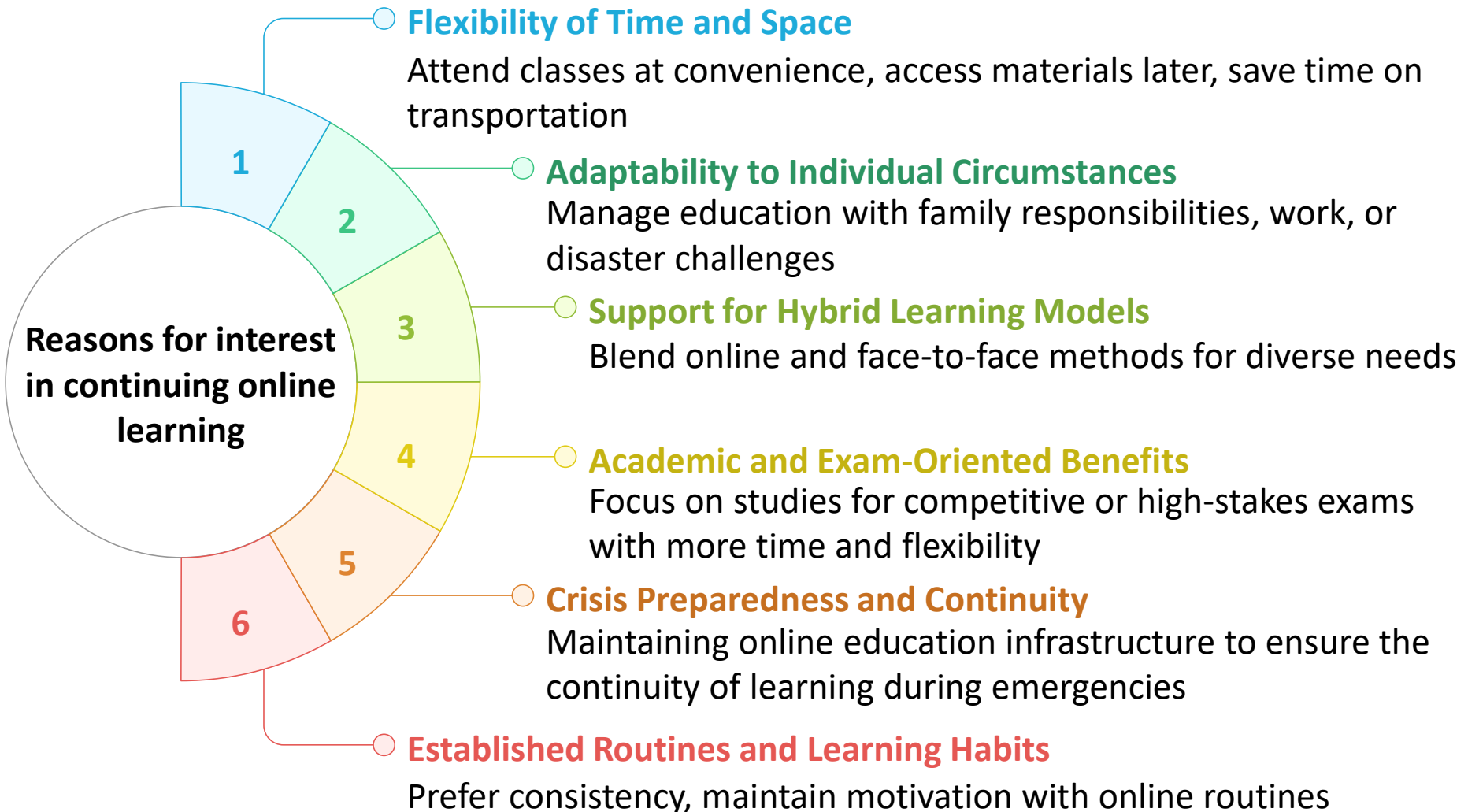
RQ5. Interest to continue online learning under normal conditions



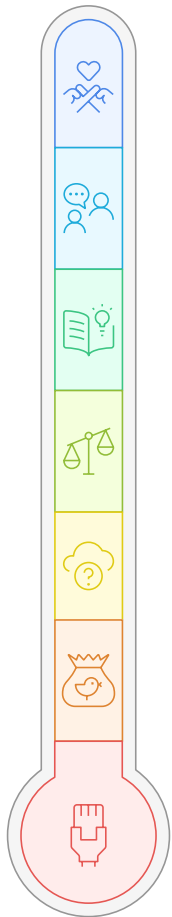
RQ5. Interest to cutting off online learning under normal conditions (Details: Cutting Off)



RQ5. Interest to continue online learning under normal conditions (Details: Going On)



RQ5. Interest to continue online learning under normal conditions (Details: Undecided)



Emotional and Psychological Struggles

Making long-term decisions is difficult

Missing Social and Social Aspects of Learning

Miss face-to-face interactions, hand-on learning and social experiences

Doubts About Educational Quality

Online courses feel superficial or less in-depth

Drawbacks

Neither online nor face-to-face education is perfect

Future Uncertainty

Unsure which learning format will be best in a crisis situation

Economic and Social Pressures

Online learning more flexible and affordable

Technical and Infrastructure Issues

Poor connectivity and technical issues makes online learning unreliable

RQ6. Suggestions for enhancing future online learning experiences



Suggestions	Description
Infrastructure, Technical Support, Equal Access	Stronger internet, reliable platforms, hardware
System Improvements	Upgrade LMS, address login issues, R&D, alternative platforms
Improved Educational Content & Presentation	Dynamic materials, interactive resources, training
Enhanced Teaching Methods & Interaction	Engaging methods, encourage participation
Psychosocial Support & Compassionate Teaching	Understanding, less pressure, support services, reducing workload
Better Time Management and Scheduling	Flexible schedules, convenient times
Learning Model	Face-to-face, hybrid options

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CONCLUSION

The results of this study revealed that:



Key Finding:

- Current online education is inadequate and **needs improvement in technical, pedagogical, and psychosocial areas.**

The results of this study revealed that:



Advantages of Online Education:

- Ensures continuity and sustainability of education
- Offers flexibility, accessibility, safety, and supports self-directed learning.
- Promotes educational equity across diverse socioeconomic and geographic backgrounds.

The results of this study revealed that:



Challenges of Online Education:

- Inadequate technical infrastructure
 - Limited digital literacy among educators
 - Lack of interaction, communication, and engagement
 - Diminished learning experiences
 - Reduced effectiveness in practice-based courses and professional development fields
 - Insufficient psychosocial support
 - Increased social isolation
-
- These challenges negatively affect the quality and fairness of online education.

The results of this study revealed that:



- Furthermore, factors such as;
 - Unstable living conditions,
 - Psychological distress,
 - Concerns about the quality of online education,
 - Economic difficulties

have contributed to the reluctance of some learners to continue with online education.

The results of this study revealed that:



- While a small group of participants supports the continuation of online education post-crisis,
 - There is a general consensus that substantial enhancements are necessary.
- In this context,
 - A **hybrid education model**, blending online and face-to-face learning, is seen as a more effective and sustainable long-term solution.

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RECOMMENDATIONS

A strategic framework for improving online education in higher education during the crisis for quality and sustainability:



- 1) Strengthen Technical Infrastructure and Ensure Equal Access
- 2) Develop Crisis-Ready Digital Learning Strategies
- 3) Integrate Hybrid Learning into Long-Term Planning
- 4) Ensure Flexible Scheduling and Personalized Learning Paths
- 5) Train Faculty in Online and Crisis Pedagogy
- 6) Enhance Student Support Services
- 7) Include Psychosocial Support in Online Learning
- 8) Enhance Engagement with Interactive Learning Tools
- 9) Enrich Course Content and Foster Interaction
- 10) Develop Digital Alternatives for Practical Courses
- 11) Ensure Content is Archived and Re-playable

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Thanks for listening

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