

# Derince Anatolian İmam Hatip High School

REVIEWS WITH SOME  
SCHOOL MEMBERS

EDUCATION IN COVID

2020-2021 ACADEMIC  
YEAR

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NEW WORLD



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# The History of The School

Derince Anatolian  
Imam Hatip High  
School (Girls) was  
opened to education as  
İzmit İmam Hatip  
High School Girls'  
branch within Derince  
İmam Hatip High  
School in 1992/1993  
academic year. With  
25 branches and 1150  
students in December  
1995 while continuing  
education and training,  
Turkey has become  
detached with 72  
branches across the  
İmam-Hatip High  
School.

In 1996, the School  
Construction, Sustenance  
and Protection Association  
started the construction of  
the new building on a  
15,872 square meter plot,  
which is the voluntary  
donations of citizens  
allocated by Derince  
Municipality. Due to the  
damage to the old building  
in the 17 August Marmara  
Earthquake, it was moved  
to a new building whose  
construction has not been  
completed yet. Since the  
2008-2009 academic year,  
our school has opened a  
male boarding house under  
the Ministry of National  
Education.

The capacity of the hostel is 90 people and 40 students benefited from the hostel in the 2008-2009 academic year. In the second semester of the 2016-2017 academic year, Derince İmam Hatip High School (Girls) was divided into two as female and male imam hatip and Derince Anatolian İmam Hatip High School (Girls) moved to its current building, which was built in Derince İbni Sina District, and became an independent school with the name of Derince Anatolian Imam Hatip High School (Girls). It serves with a total of 353 students and 32 staff in the 2018-2019 academic year.



interview was maden  
with Meral ŞAHİN  
GÜNKUT

# Interview

Content of the interview: Education in  
Pandemic

**Interviewer: How many years have you been working as a school administrator?**

**Principal:** I have been a school administrator for 11 years. In this process I have been an assistant principal for 7 years and a principal for 4 years.

**Interviewer: How do you evaluate online education as a school principal during the pandemic?**

**Principal:** It would be more accurate to see the period of the global pandemic we're living in as a worldwide crisis and distancing period. Because when you consider the extremely infectious nature of the virus, the factor of physical distance between people has taken over. Schools have been closed and students have been sent home. In this situation, in order for the students to continue their education without any interruptions, countries of the world have been rapidly looking for a way to find a solution. Online education has started and distance schooling has become the only way. I must admit, the actual problem was the unpreparedness of the education sector against a crisis.

After all, the solution of distance schooling that runs in parallel with technology hasn't progressed in the same way in every country, province and school. Our National Ministry of Education (MEB) has started the crisis management process for our system by taking the necessary precautions which has recieved its share from this crisis. In this process, primarily with the suggestion of the Science committee, on 16 March 2020, schools have taken a hiatus for a week..

And on 23 March 2020, regardless of the level of education, distance schooling has been started. In Turkey, like most of the world, there has been a process of the active usage of distance schooling. MEB has opened 3 TV channels: EBA TV primary school, EBA TV middle school, and EBA TV high school. Also the infrastructure of the Education IT Network (EBA) has been expanded and distance schooling has been started for more than 18 million students. Within the scope of the lessons given in these channels, primary school, middle school and high school broadcasts have been continuing all day. EBA has been providing students with over 1600 lessons and 20 thousand interactive content over eba.gov.tr. In this situation, when the fact that in a lot of countries the inability to access the internet and technological devices are being talked about and being considered, the option of TV broadcasts play a relatively egalitarian role.

**Interviewer: How do you evaluate the role of the teachers in the distance schooling process?**

Principal: In our country, distance schooling has been applied since 23 March 2020. This process we are in is a new situation for everyone from teacher to student, from school administration to parents. The distance schooling system has raised many questions like: “What will the roles and responsibilities of teachers be?”, “How will the education content be plotted?”, “How will the students without access to the internet continue education” and “which digital tools will the teachers use?”. We have begun to look for answers to these questions with teachers. Teachers have been adapting their work and responsibilities on one hand, while preparing students and parents for the process on the other. In the process of the transition to the new education system, there have been difficulties in various things like using EBA and its contents, relations with the school administration, communication with the parents and maintaining education with the students.


A big part of the teachers' shift was spent communicating with the students. Besides these, teachers have been in contact with students about various subjects like homework and lectures, the usage of EBA and the transference of alternative education sources, finding solutions for issues that happen during distance education, playing games, doing activities, and working out and eating healthy at home. Even though the process of distance schooling has been easier for teachers who are literate in technology, most of them have developed solutions using digital tools for the problems they have faced. In this process, teachers have used digital tools and resources and the internet as a communication tool. In short, every teacher's unique teaching method, career, experience and their own initiative is a defining factor in distance schooling just like in normal education.



**Interviewer: How do you evaluate the academic success of students in the process of distance schooling?**

Principal: The epidemic period has affected education negatively like it affects many other areas. Students have been experiencing adaptation problems in distance schooling because they can't continue going to school regularly like in normal education. The lesson times have been decreased to 30 minutes to deal with ADHD problems students have been experiencing during this process. Breaks between lessons have been densified. Even though studying like this and being home is more comfortable, students had problems with working productively. Mainly, studying, taking exams, spending more time with their family and doing all of this in the same environment has been hard on the students.





Of course there have been students who have provided their own self-discipline and who organized correctly, consequently passing the obstacles. The students who couldn't provide this have been experiencing anxiety problems due to the distance schooling process, and avoidance problems like procrastinating and not taking exams. Naturally this has negatively impacted academic success.

**Interviewer:** How do you rate of the DYK courses, which is made face to face, in pandemic?

**Principal:** During this period like as in earlier periods although some of students are willing to attend DYK courses, excessive normal course loads others participate only arbitrarily. Some of our student think that they are not much different from the normal lessons they take, and they do the same things face to face in the same way. They think they are repeating. For this reason, students take unwillingly these DYK courses.

Higher weekday course loads for teachers, too. Due to this, the courses given at DYK were partially closed and completely closed over time.

In fact, the situation of DYK is determined by cost, transportation, time, efficiency, workload and material. It seems that in the current period, when DYK is done face to face it creates a lot of work environment and it is costly with the opening of the school. In addition, technical deficiencies and lack of interactive boards, such as in our school, also restrict our access to rich material in the EBA. Given these factors, a hundred it would be more efficient to provide distance education at DYK instead of face to face training.

**Interviewer:** With the increasing number of cases, some classes have rarified face to face education. What do you think about that?

**Principal:** Since the day of the 12th graders started rarefied education in our school, have been obeyed social distance conditions have been obeyed. The timetable was preapered that certain branches come to the school and teach the lessons in the classroom, while the other branches are the same a lesson program which they can attend classes using the internet from their homes. With the prolongation of the epidemic process and the crest of the cases, the majority of the parents, hesitant to send their children to school. They evaluated to ensure that distance education is sustainable and accessible. Also uninterrupted for sustainable and accessible distance education, the necessity of having a secure and fast internet network was raised. Most families found a solution. Distance education model reveals how much each of the period of the epidemic although it is seen as an alternative in the case, I expect that there will be a decrease in the number of cases in this way.

(with Emine YILDIZ)

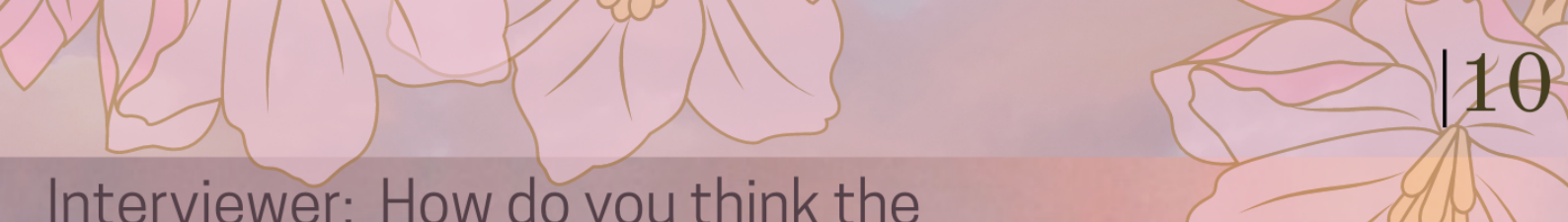


Interviewer:  
Have you discovered something that be more beneficial to students, if you had discovered what are these?

Teacher: Yes, but this was due to the practice of our ministry rather than my person. For distance education, we teach on teamlink chosen by our school. We share a lot of information and documents via phone and computer. I would like to use more visuals in the lessons. I cannot say that I can do what I want yet.

Interviewer:  
What do you think about the students who generally don't join the online classes, why do they do that?

Teacher: It depends on why they don't join. I get angry if they have the opportunity to participate but they don't join. This attitude reflectes in their verbal grade. If they don't join due to the insufficiency of the chars, I evaluate it differently. I support them.



Interviewer: How do you think the habit of reading a book and why should it be gained?

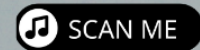
Teacher: It is more correct to say only the habit of reading, not reading. The best thing that works the brain is reading. I cannot imagine what life would be like without reading.

Beautiful texts and books suitable for all ages should be selected and have it read in order to make people love reading books. Now there are many options such as sound recording, video, animation, film, but the taste of reading is different.

Reading should be absolutely essential in education. It should lead to reading habits with good examples, and it should be liked.

Interviewer: Lastly can you say the name of the book that impressed you the most?

Teacher: I'm impressed with every book I read. It's hard for me to make that choice, I think it is unfair. The books I am influenced by change according to my age. I recently have read Iskender Pala's novel called The Confession and liked it very much. Also, in my forties, I had a taste of reading the Quran.



**Interviewer:** What do you do to make online education more beneficial?

**Student:** I generally try to get ready for lessons before the lesson I can understand the lessons more easily in this way. I attend the classes regularly this is the most important factor I think I listen to the teachers carefully and if is necessary I take some notes about the lesson which we have, I revise my notes after the lesson. That's all actually.

**Interviewer:** What has the pandemic taught us?

**Student:** Life is too short to be cancelled and every moment is so precious.

**Interviewer:** Do you expect that the schools will be opened next year as they were before

**Student:** I hope so but i think the schools can't be opened because the level of covid is increasing rapidly so they can't be opened

**Interviewer:** Did you adapt to online education easily?

**Student:** I will say no for this question because in the beggining of this procces I missed the school so much but I got used to day by day.

**Interviewer:** Do you have any suggestions to other students, what are they?

**Student:** Actually, I have some advices, be patient and don't give up because everyone is in the same boat. Don't forget this!

**Interviewer:** Finally, can you share with us the song that you listen most nowadays?

**Student:** Nowadays, the song which i listen so much is Seni Dert Etmeler by Madrigal.

