| Research Article / Araştırma Makalesi |

An Examination of Views of Teachers, Students, and Parents on Inclusive Practices in Social Studies Lessons During Distance Education

Uzaktan Eğitim Sürecinde Sosyal Bilgiler Dersi Kaynaştırma Uygulamalarına İlişkin Öğretmen, Öğrenci ve Veli Görüşlerinin İncelenmesi[1]

Zeynep BAŞKAN İŞLER[2], Midrabi Cihangir DOĞAN[3], Nurcan ŞENER[4]

Abstract

Purpose: The aim of this study is to examine the views of classroom teachers, fourth-grade inclusion students, and parents regarding inclusive practices implemented in social studies lessons during distance education.

Design/Methodology/Approach: The research design is case study. The data were obtained from a study group consisting of 15 classroom teachers, 15 inclusion students, and 15 parents during the 2020-2021 academic year. The data collected through semi-structured interview forms were analyzed using content analysis.

Findings: As a result of the research, it was seen that most of the classroom teachers did not implement separate practices for inclusion students, using methods such as direct instruction, question-answer, and discussion in social studies lessons. Inclusion students stated that distance education was mostly negative, lacked social interaction, was boring, did not provide an interactive environment, and incomplete learning was experienced. According to the parents' opinions, it was concluded that students did not participate in social studies lessons, had learning gaps, the course was not presented appropriately for the student, teacher did not provide additional support for their children, and distance education caused attention deficits in their children.

Highlights: From all stakeholder perspectives, it was concluded that distance education mostly had negative effects on inclusion students. Additionally, both teachers and parents frequently expressed that the implemented practices during the pandemic were designed according to typically developing students, resulting in inclusion students being neglected.
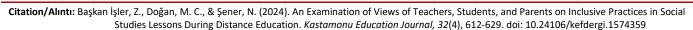
Öz

Çalışmanın amacı: Bu araştırmada uzaktan eğitim sürecinde sosyal bilgiler dersinde uygulanan kaynaştırma uygulamalarına ilişkin sınıf öğretmenlerinin, ilkokul dördüncü sınıf kaynaştırma öğrencilerinin ve kaynaştırma öğrencisi velilerinin görüşlerinin incelenmesi amaçlanmıştır.

Materyal ve Yöntem: Araştırmanın modeli durum çalışmasıdır. 2020-2021 eğitim öğretim yılında Tekirdağ ili Çorlu ilçesinde bulunan MEB'e bağlı okullarda veriler toplanmıştır. Bu okullardan seçilen 15 sınıf öğretmeni, 15 kaynaştırma öğrencisi ve 15 veli ile çalışma grubu oluşturulmuştur. Yarı yapılandırılmış görüşme formları aracılığıyla veriler toplanarak içerik analizi yapılmıştır.

Bulgular: Araştırma sonucunda sınıf öğretmenlerinin çoğunlukla; kaynaştırma öğrencilerine ayrı bir uygulama yapmadığı, sosyal bilgiler dersinde düz anlatım, soru-cevap, tartışma gibi yöntemleri kullandığı, internet ve sistem kaynaklı sorunlar yaşadığı görülmüştür. Kaynaştırma öğrencileri tarafından; uzaktan eğitimin çoğunlukla olumsuz geçtiği, sosyal etkileşimin olmadığı, sıkıcı olduğu, interaktif ortam sunulmadığı, sosyal bilgiler dersinden koptuğu ve verimliliğin düştüğü belirtilmiştir. Veli görüşlerine göre; öğrencilerin sosyal bilgiler dersine katılmak istemediği, öğrencilerde eksik öğrenmeler oluştuğu, dersin öğrenciye uygun olarak sunulmadığını, EBA TV yayınlarının izlenmediği, öğretmenin öğrencisine yönelik ayrıca bir çalışma yapmadığı, çevrimiçi öğrenmenin öğrencide dikkat eksikliği yarattığı sonucuna ulaşılmıştır.

Önemli Vurgular: Tüm paydaş görüşlerden hareketle uzaktan eğitim sürecinin kaynaştırma öğrencileri açısından çoğunlukla olumsuz geçtiği belirlenmiştir. Ayrıca öğretmen ve veliler tarafından, pandemi sürecinde yapılan uygulamaların normal gelişim gösteren öğrenci düzeyine göre yapıldığı ve kaynaştırma öğrencilerinin arka planda kaldığı sıklıkla ifade edilmiştir.

---

[1] This article is derived from the first author's master's thesis.
[2] **Corresponded Author,** Istanbul Medeniyet University, Faculty of Educational Sciences, Basic Education Department, Istanbul, TURKIYE; https://orcid.org/0000-0001-5325-7393
[3] Marmara University, Ataturk Faculty of Education, Basic Education Department, Istanbul, TURKIYE; https://orcid.org/0000-0003-1473-7866
[4] Marmara University, Ataturk Faculty of Education, Basic Education Department, Istanbul, TURKIYE; https://orcid.org/0000-0002-1987-1717

INTRODUCTION

Children are beings who have differences in terms of their character traits and developmental processes. The uniqueness of each child requires services to be provided to them and educational goals to be shaped according to their characteristics. Primary school is an educational environment where many children with different individual characteristics are integrated into the same class. Within the framework of mainstreaming education, children with special needs can also receive education in general education classrooms with their peers by adopting the principle of the least restrictive environment. Inclusive education targets the development of non-academic skills as well as the improvement in the academic achievement of students. One of the most important benefits of inclusive education for students with special needs is to be able to take part in peer environments where their social skills such as communicating, helping, following instructions, and expressing their ideas and feelings will be developed and supported (Özdemir, 2020). In this sense, the social studies lesson is important in developing the academic and social skills of inclusive students. Social studies is a lesson that conveys knowledge and culture from the past to the present and addresses human relations and human interaction with the environment. The social studies lesson, with its wide scope, prepares the appropriate environment for students to identify themselves and their environment, adapt to their environment, and develop their thinking skills. Although students with normal development can obtain these behaviors in life, students with special needs may lag behind in this respect due to their disabilities (Güzel Özmen & Aykut, 2020; Özyürek, 2009). In addition to transferring knowledge and values, the social studies lesson also provides students with many skills that will make them well-equipped citizens. Thus, it can be stated that this lesson is a pioneer in the integration of individuals with special needs into society by providing the opportunity for them to acquire these skills. Teacher and peer factors have an important place in the fulfillment of the objectives of the social studies lesson and the successful sustainability of inclusive education. However, it is thought that the removal of the teacher and peer factors will have a negative impact on the development of social and academic skills of the inclusion students. In 2020, as the Covid-19 virus affected the whole world, and became a pandemic, the teacher and peer factors were carried to the online platform with distance education, which entered the education and training life of many in a mandatory way. It is believed that this situation negatively affects the academic success and social life of students with special needs. It is also believed that this condition leads to deficiencies in the learning outcomes of social studies lessons. For inclusive students, this deficiency may be more extensive due to distance education. This depends on the practices and arrangements that teachers make specifically for inclusive students in the social studies lesson during the distance education period. During distance education, individualized activities for inclusive students have become more important in order not to cut them off from education and to ensure that they improve their skills. Not only the inclusive practices carried out by teachers but also the practices carried out by the Ministry of National Education (MoNE) are very important.

There are many studies on inclusive education in the literature. A review of the studies examining the social studies lessons in inclusive education reveals that inclusion students' achievement in the social studies lessons is not at the sufficient level (Görmez, 2016); teachers try to act in accordance with the principles of inclusion in the social studies lesson, but they do not have sufficient knowledge (Kot et al., 2015). In addition, it was also observed that the social studies lesson has an important place in integrating students with special needs into society (Sarılarhamamı & Demirkaya, 2021), and inclusion students find the social studies lesson necessary and consider that it socializes them and teaches them manners and rules of behavior (Büyükalan & Yaylacı, 2018). While this situation shows the importance of the social studies lesson in inclusive education, it also shows that inclusive education may not always be fully realized due to insufficient knowledge, skills, and practices. On the other hand, in a study examining teachers' views on students with special needs in distance education, it was stated that it is difficult to meet the needs of inclusive students in distance education and that these students, during distance education, cannot maintain many skills gained in face-to-face education (Mengi & Alpdoğan, 2020). The findings of a different study also lend support to the result that students are unable to maintain the skills acquired in face-to-face education in distance education (Aslan et al., 2023). In addition, it was observed that inclusive students could not adapt to the distance education process, experienced distraction and loss of motivation (Yüksel Başar & Gündüz, 2022); they were negatively affected by the process and their literacy skills decreased (Çavdarlı & Karadağ Yılmaz, 2022). In the education of individuals with special needs, each skill is acquired by the student as a result of long efforts. It is as important to maintain and use skills in daily life as it is to acquire them. Besides, forgetting skills that have already been acquired may create negative consequences in the future in the education of students with special needs. Despite the importance of the social studies lesson in inclusive education, to the knowledge of the author, there is no study addressing this lesson for students with special needs in the distance education process. It was also pointed out that there are few studies investigating students with special needs during distance education. For this purpose, this study aims to examine the opinions of fourth-grade inclusive students, classroom teachers of the inclusive students, and parents of the inclusive students regarding the inclusion practices implemented in the social studies lesson during distance education. With this purpose, answers to the following questions were sought:

1. What are the views of the classroom teachers on the inclusion practices implemented in the social studies lesson in the distance education process?
2. What are the views of the inclusive students on the inclusion practices implemented in the social studies lesson in the distance education process?
3. What are the views of the parents of inclusion students regarding the inclusion practices implemented in the social studies lesson in the distance education process?

METHOD/MATERIALS

Research Model

In this study, the case study model, which is one of the qualitative research designs, was used to examine the views of classroom teachers, inclusive students, and parents on the inclusion practices carried out in the social studies lesson during distance education. A case study is a research model that holistically examines one or more phenomena by dealing with the individual or society with which it is related (Yin, 2009). The points that distinguish a case study from other qualitative research methods are that it deals with a current event, examines the subject in the context in which the phenomenon occurs, and uses various data sources (Öztuna Kaplan, 2013). In this study, Yin's (2009) nested single-case design was used. In case studies, there may sometimes be more than one subunit within a single case. In this study, since more than one data analysis is required due to the multiplicity of data, a single nested case design was used (Yıldırım & Şimşek, 2021). To ensure multiplicity, the opinions of teachers, students, and parents were collected, and the opinions were analyzed in subunits using a single nested case design.

Study Group

The study group of the research was formed according to the criterion sampling strategy, one of the purposeful sampling methods. Criterion sampling refers to the selection of participants according to the criteria determined under the objective of the research (Yıldırım & Şimşek, 2021). In this study, the participants were selected according to the criterion of having participated in inclusion practices in social studies lessons during distance education.

The study group comprised 15 classroom teachers teaching fourth-grade inclusion students through distance education, 15 inclusion students, and 15 parents of those students. Participants were chosen from public schools affiliated with the MoNE in Çorlu, Tekirdağ. To ensure the representation of the population, schools were selected from regions with varying socioeconomic levels using the convenience sampling method. Socioeconomic statuses were established through interviews with school management, ensuring diversity in the data. The participants voluntarily participated in the study. The shorthand *T* stands for classroom teachers, *IS* for inclusion students, and *P* for parents.

The majority of classroom teachers, of which 11 are females and four are males, mostly had 12-19 years of teaching experience. Most of the teachers had a bachelor's degree in classroom teaching and had taken courses in inclusive education. The class sizes ranged between 29-35 students, with most classes having only one inclusion student.

Of the 15 students, 10 were female and 5 were male. Seven students had learning disabilities, three experienced attention deficit hyperactivity disorder, two had mild intellectual disability, two were gifted, and one had speech and language difficulties. Furthermore, the majority of students had access to a computer and the Internet at their homes, and most had between 0-2 siblings.

Of the parents who participated in the study, 14 were female and one was male. Most parents were between the ages of 35-41 and had attained varying levels of education, from primary school to university. Additionally, the majority of the parents reported having a middle-level income and having two children.

Data Collection Tools

Although case studies do not have a specific data collection method, interviews, observations, and questionnaires are commonly utilized (Öztuna Kaplan, 2013). For the present research, the interview method was employed to investigate participants' experiences. A semi-structured interview, which provides a flexible structure while maintaining a specific framework, was chosen for this study.

Semi-structured interview forms were developed for the teacher, student, and parent groups in the study. Two experts in classroom teaching, who were academicians, were consulted during the form creation process. The forms were revised according to the feedback provided. The interview forms comprise two distinct sections. The initial section of the form comprises questions pertaining to the descriptive characteristics of the participants. In the second part of the form, questions were posed in relation to the research questions, encompassing topics such as distance education, social studies lesson inclusion practices in distance education, challenges encountered during the process, and the resources provided.

Data Collection and Analysis

The data were gathered in June 2021 at four public schools in Çorlu, Tekirdağ. The interviewer conducted one-on-one semi-structured interviews with each participant on their school premises during their available time periods in an empty classroom or guidance room. The interviews were recorded with the participants' permission and transcribed to ensure accurate data processing.

Content analysis was used to analyze the data in depth. To analyze the data, MAXQDA 2022, a qualitative data analysis program, was utilized. The study used an inductive approach to derive codes and categories from direct data. Related categories were grouped thematically and presented in tables. While presenting the data in the tables, the frequencies of the codes were given. Teachers expressed their opinions separately for each inclusion student in their class. Therefore, even though 15 teachers were interviewed, the total frequency counts could exceed 15.

To ensure the validity and generalizability of the research results to similar settings, the processes of determining the study group and of collecting and analyzing the data were explained in detail. Furthermore, the characteristics of the study group were presented in detail, and efforts were made to ensure a diverse range of participants. To ensure the reliability of the research, the raw data were kept by the researcher and the quotations from the data were shared directly in the findings section without any interpretation. To ensure consensus among the coders, the analyses were examined by an academic expert in the field of classroom teaching, and the consistency between the codes was checked. Using Miles and Huberman's (1994) reliability formula, the inter-coder agreement rate was calculated as 89%. Since the result obtained was more than 80%, it was accepted that the coding was reliable.

FINDINGS

In this section, the findings obtained by analyzing the opinions of classroom teachers, inclusion students, and parents regarding the inclusive practices implemented in the social studies lesson during distance education are presented.

Findings on Classroom Teachers' Opinions Regarding Inclusive Practices Applied in the Social Studies Lessons During Distance Education

In this section, the findings obtained by analyzing the opinions of the classroom teachers in the study group are presented.

Table 1. Classroom teachers' opinions on the practices, methods, techniques, and materials used in the social studies lessons during distance education

Theme	Category	Codes	f
Method, Techniques and Materials	Additional Practices for Inclusion Students	No separate application	8
		Preparing work according to the student	4
		One-to-one work with the student	3
	Methods and Techniques Used in the Lesson	Direct instruction	5
		Question and answer (Q&A)	5
		Discussion	5
		Conducting research	3
		Homework assignment	2
		Learning by doing	1
	Materials Used in the Lesson	Video/movie/documentary	7
		Digital education platforms	7
		Slides	4
		Source books	3
		Educational games	2
		Maps	2
		Earth globe	1

As seen in Table 1, eight of the classroom teachers stated that they did not make any differentiated application for inclusion students, four of them prepared activities according to the student, and three of them did one-to-one work with the student. The statements of the classroom teachers regarding these findings are as follows:

T6: *"I didn't do it. We didn't have the opportunity to do it anyway in terms of duration in distance education. Lesson hours were enough anyway."*

T4: *"I sent it, yes, they were also making it and sending it with photographs, but we did it that way."*

T5: *"We had prepared separate work programmes with them. They sent them to me."*

According to Table 1, in the social studies lessons during distance education, five of the classroom teachers stated that they gave lectures, five of them used the question-answer method, five of them carried out classroom discussions, three of them had students do research, two of them gave homework and one of them employed learning by doing and experiencing strategy. The opinions regarding these findings are as follows:

T2: *"In the social studies lesson, we projected our source books on the screen. I explained the subject a little bit by sharing the subject with the children. We processed it in the form of Q&A."*

T5: *"By doing and experiencing. For example, I was making them do some stuff on the screen, even if it was on the screen, and they were trying to do it. I was assigning homework and showing them how to do it. They did it themselves at home."*

T3: *"Of course, we try to make more visual expression. But I asked them to do research to make them participate in the lesson. They did research and made presentations."*

According to Table 1, seven of the classroom teachers stated that they watched videos, films, and documentaries, seven of them used digital education platforms, four of them used slides, three of them used source books, two of them used educational games, two of them used maps and one of them used the globe model in the social studies lesson during distance education. The opinions regarding these findings are as follows:

T8: "I used Okulistik, Morpa Kampüs instead of lecturing in front of the screen. There are very nice games."

T6: "Lecture, repetition, working with tools, we use materials such as atlas, globe. We couldn't do any excursions, of course nothing happened."

T4: "We finished the textbook. We also benefited from source books."

Table 2. Classroom teachers' opinions on the efficiency of social studies lessons for inclusion students during distance education

Theme	Category	Codes	f
Efficiency of Social Studies Lessons	Positive Feedback	Acquisition of outcomes	7
		Active attendance in the lesson	3
		Course being verbal	1
		Familiarity of the subjects	1
	Negative Feedback	Lack of attendance to the lesson	9
		Non-acquisition of achievements	8
		Lack of one-to-one attention	6
		Intensive subjects	2
		Difficulty in learning	2
		Distraction	1
		Inappropriateness of age group to distance education	1
		The student is not at grade level	1

According to Table 2, seven of the classroom teachers, who expressed positive opinions about the efficiency of the social studies lessons, stated that the achievements were acquired, three of them stated that the students actively participated in the lesson, one of them stated that it was efficient because it was a verbal course and one of them stated that the subjects were familiar. The opinions regarding these findings are as follows:

T5: "I achieved the gains. The gains occurred."

T6: "It was not enough but it was good. I have no problem with mine anyway. It is enough for them, but the lesson time is not enough. They both participated in the lesson."

T3: "Since social studies is a verbal lesson, it was more efficient."

As shown in Table 2, nine of the classroom teachers who expressed negative opinions about the efficiency of the social studies lessons stated that the students did not participate in the lessons, eight of them stated that the gains were not acquired, six of them stated that one-to-one attention could not be shown to the students, two of them stated that the subjects were intense, two of them stated that learning became difficult in this process, one of them stated that attention was distracted in distance education, one of them stated that the age group was not suitable for distance education and one of them stated that the students were not at the class level. The opinions regarding these findings are given below.

T1: "None of the lessons were productive for inclusion students since they are special, they need to be dealt with one-to-one and face-to-face eye contact should be made. Unfortunately, it is not efficient when it is done on computers and screens."

T14: "It was not productive, I think they are the ones who suffer the most in distance education because they do not have certain characteristics. (...) They could not participate in the lessons healthily, one of them was able to participate a little bit after the tablet."

T2: "Since inclusion students already had attention problems, they had difficulty in adapting and concentrating on the screen. (...) Distance education was a problem for children with learning difficulties. It made it more difficult for children to learn. It distracted their attention even more."

Table 3. Classroom teachers' opinions on the participation of inclusion students' parents during distance education

Theme	Category	Codes	f
Parental Participation in the Process	Teacher-Parent Communication Status	Telephone call	14
		No communication	4
	Participation of Parents in the Process	Parent-teacher co-operation	7
		Student support in the process	5
		Non-participation in the process	4
		Providing assistance in lessons	2

As shown in Table 3, classroom teachers stated that they were able to contact 14 parents by phone, while they could not contact four of them. The opinions regarding these findings are as follows:

T1: "I was lucky. My student's parent was a conscious one. We were in constant communication."

T11: "I called her a lot, but you should see the parent though. (...) I mean, sometimes she picks up my phone and sometimes she doesn't."

T12: "I never had any contact with one of them. Whenever I called him, she never returned my calls and never responded to my messages. But with the other one, whenever I called, I reached her and talked to her."

According to Table 3, seven of the classroom teachers stated that parent-teacher co-operation was established, five of them stated that parents supported their students in the process, four of them stated that parents did not participate in the process, and two of them stated that parents helped students in lessons. The opinions regarding these findings are as follows:

T1: "I gave one-to-one summer programmes and we practiced them together during the summer holiday. We were always in contact. She also goes to a special education institution and takes lessons there. We were in constant communication, I can say so. The parent actively participated in the process."

T13: "Without the support of her family, she might have had difficulties in social studies lessons on her own, but her mother was always with her and she never missed a live lesson."

T11: "She is always in the mode of "I don't want to deal with it, let the school deal with it." (...) She is not very co-operative."

Table 4. Classroom teachers' opinions on social studies lessons content provided by MoNE during distance education

Theme	Category	Codes	f
Content Provided by MoNE	Positive Feedback	Utilisation of related websites	8
		Benefiting from source books	5
		Fun activities	1
	Negative Feedback	Resources suitable for inclusion students	10
		Inadequate presentation of lesson content	3
		No face-to-face contact	1
		Causing distraction	1
		Lack of interest	1
		Not suitable for the age group	1

According to Table 4, eight of the classroom teachers who expressed positive opinions about the social studies lessons content provided by the MoNE stated that they used the related websites in the lessons, five of them stated that they benefited from the source books sent, and one of them stated that they found the content entertaining. The opinions regarding these findings are as follows:

T3: "For me, it was very good. I benefited from EBA very much. I also sent it to my students, it was well done. Workbooks were sent and we are doing very well with them even now."

T2: "Not the textbooks distributed at first, but the workbooks were very good. Those books were very good for explaining the subject as a class and applying the studies on that subject. We benefited a lot from it."

T7: I did not watch EBA TV much, but the explanation on the internet is very good. They did it in a fun way without boring the children."

As seen in Table 4, 10 of the classroom teachers who expressed negative opinions about the social studies lessons content provided by MoNE stated that resources suitable for inclusion students were not provided, three of them stated that the lesson content was presented inadequately, one of them stated that there was no face-to-face contact, one of them stated that it caused the distraction, one of them stated that the content was not interesting and one of them stated that the age group was not suitable for this form of education. The opinions regarding these findings are as follows:

T1: "To me, it is not very productive. Neither the television nor the live lessons we do. Unless we make face-to-face contact, you cannot be very productive. Somehow those children get distracted. They have a lot of stimuli at their disposal. They need to have self-control, but these are fourth-grade students. They are kids. There is no such thing, they are a little involved in the games and stuff. So I don't think it is enough in every sense. I also don't think the explanations there, are enough. I don't think the opportunities provided to us are enough. (...) Workbooks were sent. But not for my inclusion students. Workbooks were sent for all students. We learned the lesson through them. There was nothing specifically for inclusion students."

T4: "There is already something like this. Everything is adjusted for normal children. So what about these children? I feel so sad for these children."

T6: "Well. I don't think it is very effective. They are not interesting too. For example, Morpa Kampüs had very good lectures. I liked it more than EBA."

Table 5. Opinions of classroom teachers on the problems experienced by classroom teachers in social studies lessons inclusive practices during distance education

Theme	Category	Codes	f
Problems Experienced in Inclusive Practices	Technical Issues	Internet problems	4
		Operational problems	3
	Problems Arising from Process	Inability to allocate time for inclusion students	5
		Insufficient knowledge on the process	1
		Insufficient knowledge on the special education	1
	Problems Caused by Parents	Interfering in the lesson	2
		Parent apathy	2

According to Table 5, four of the classroom teachers stated that they had internet problems and three of them stated that they had systemic problems. The opinions regarding these findings are as follows:

T1: *"Of course, the connection problem was already a technical problem, we had a lot of technical issues. Logging out of lessons, children can't turn on their microphones, etc. I can't get a response. There was the inadequacy of the infrastructure or internet problem."*

T6: *"Technologically, there was a constant connection problem. Either I could not log in or the children could not. (...) We had more connection problems in EBA anyway."*

T14: *"There are always problems. My husband is a teacher, so am I, and my daughter is a student. The internet slows down, freezes, and disconnects at the same time."*

As seen in Table 5, five of the classroom teachers stated that they could not allocate time for inclusion students, one of them stated that there was insufficient information about the process and one of them stated that they had insufficient knowledge about special education. The opinions regarding these findings are given below.

T3: *"I don't want to say that they are ignored, but they remain in the background. You also want to give him/her a say. For example, you can take care of it while others are doing something, but not in distance education."*

T11: *" Besides, it was like they threw us into the sea all of a sudden. We do not know what EBA is. But they threw us directly into the work. I, for one, did not know Zoom at all."*

T15: *"Recently, autistic students are very common. I worked in Istanbul for 10 years. I have always said that classroom teachers should definitely receive education on this subject. How to treat them and how to integrate them into the class. Yes, we all know something, but we need to learn from the experts."*

According to Table 5, classroom teachers stated that two parents intervened in the lesson and two parents were indifferent. The opinions regarding these findings are as follows:

T4: *"The parent had a baby during the pandemic period. She never attended live classes. She did not go to special education."*

T1: *"The family immediately steps in and supports to protect their child. When I ask a question, the family immediately intervenes and helps him answer."*

T8: *"She is a parent who has problems in her personal life due to personal circumstances. They went through a divorce this year. You know, the children were not very focused."*

Table 6. Classroom teachers' suggestions for increasing the efficiency of social studies lessons inclusive practices during distance education

Theme	Category	Codes	f
Suggestions for Social Studies Lessons	Suggestions for MoNE	Providing one-to-one distance education	5
		Providing face-to-face support education	5
		Printing source books suitable for inclusion students	4

As seen in Table 6, five of the classroom teachers suggested that one-to-one distance education should be provided to inclusion students, five of them suggested that face-to-face support education should be provided to inclusion students and four of them suggested that source books suitable for inclusion students should be published. The opinions regarding these findings are as follows:

T2: *"Different workbooks could have been sent for students with special learning diagnoses. It is oversimplified. (...) Or what can be done? Instead of attending every lesson with the class and doing six lessons with me every day, they can take three individual lessons. One-to-one work can be ensured."*

T3: *"When you look at those, who are inclusion students in distance education, section by section, distance education is not very efficient. Maybe it can be done distance when they are one-to-one."*

T1: "In this process, maybe they could have been taken to face-to-face education, even once a week. Because as I said, inclusion students are special students. You have to make eye contact with that child so that you can communicate. (...) Students should have been taken to one-to-one lessons one day a week."

Findings on Inclusion Students' Opinions Regarding Inclusive Practices Applied in the Social Studies Lessons During Distance Education

In this section, the findings obtained by analyzing the opinions of the inclusion students in the study group are presented.

Table 7. Inclusion students' opinions on distance education

Theme	Category	Codes	f
Views on Distance Education	Positive Feedback	Enjoyable	2
		Away from bullying	2
		Education opportunities	1
		Freedom	1
	Negative Feedback	Social interaction	9
		Boring	4
		Interactive environment	3
		Screen sensitivity	2
		Connection issues	1
		Class management	1
	Education Preference	Face-to-face education	13
		Distance education	2

As seen in Table 7, two of the inclusion students, who expressed positive opinions, stated that distance education offers a pleasant environment, two of them stated that it is a teaching environment away from bullying, one of them stated that it offers educational opportunities and one of them stated that distance education is more free. The opinions regarding these findings are as follows:

IS2: "It is very easy, for example; music lessons, physical education, visual arts, I liked it very much."

IS9: "It is better there (distance education). There are so many fights at school. Sometimes at school, there are things like, "Why aren't you in uniform?"

IS6: "I think it was not that good and not that bad. It was not bad because at least we were not left behind and we could get an education. But we could still fall behind because sometimes EBA crashes and the teacher has to deal with Zoom."

According to Table 7, nine of the inclusion students, who expressed negative opinions, stated that there was a lack of social interaction, four of them found distance education boring, three of them stated that there was no interactive environment, two of them stated that they had screen sensitivity in distance education, one of them stated that they had too many connection problems and one of them stated that the teacher had difficulty in classroom management. The opinions regarding these findings are as follows:

IS2: " Anyway, computers always tire our eyes and head. It is better at school, live lessons are just too boring. I also have difficulty getting up in the morning, I couldn't get used to it."

IS4: "Because I have friends in face-to-face education. Sometimes the teacher may not see when I raise my finger."

IS8: "I mean, it is a good thing to come to school, but it is not better than the tablet. Because I can't see the school, so I can't do anything. Sometimes children miss their teachers and then feel sad. For example, like me."

As seen in Table 7, 13 of the inclusion students prefer face-to-face education while two of them prefer distance education. The opinions regarding these findings are as follows:

IS9: "Distance education is even better, it is better this way. (...) There are a lot of fights at school."

IS2: "I see my good friends at school better. We get to play with them at recess."

IS15: " I used to run away under the table every time I logged in, then I used to play with my toys there while waiting for it to end. (...) It is better if we do it face to face."

Table 8. Inclusion students' opinions on the social studies lessons during distance education

Theme	Category	Codes	f
Social Studies in Distance Education	Lecture Method	Teacher lecture only	10
		Mutual reading	6
		Question solving	4
		Writing	4
		Activities	3
		Watching video	3
		Homework assignment	1
		One-to-one work	1
	Productivity Level	Disengaged from the lesson	10
		Sameness	4
		Achievement of gains	1
	Views on Practices	Face-to-face education preference	6
		Boring	4
		Non-interactivity	2

According to Table 8, 10 of the inclusion students stated that there was only teacher lecturing, six of them stated that there were mutual readings from the textbook, four of them stated that they did question solving, four of them stated that they taught the subject by writing in notebooks, three of them stated that they did activities, three of them stated that they watched supportive videos from various websites, one of them stated that they taught the lesson with the homework given and one of them stated that they worked one-to-one with the teacher. The opinions regarding these findings are as follows:

IS2: "We studied our book. We write in the notebook. (...) For example, s/he makes us read some things. S/he makes us read such things. (...) We did puzzles and stuff from the book."

IS6: "There are many subjects in social studies lessons. When there were too many subjects, I guess the teacher thought that I would not be able to complete it, and she sometimes told us about it. That's why she had to give some subjects for us to study."

IS7: "We listened to Morpa Kampüs, we did the exercises, we read from the book. (...) We do homework sometimes. For example, I go to my teacher. Then s/he gives me homework and I do it."

According to Table 8, 10 of the inclusion students stated that they were disengaged from the lesson, four of them stated that it was the same with face-to-face education and one of them stated that they achieved the outcomes. The opinions regarding these findings are as follows:

IS8: "I forgot all the lessons. (...) Social studies, I mean, science is being done. Something like that. I am not really interested in social studies."

IS4: "I can understand and read in the live lesson just like face-to-face education. Both seemed the same to me."

IS11: "I think I learned. (...) We learn more in online education. We learned a little faster in online education."

According to Table 8, six of the inclusion students stated that this lesson should be conducted with face-to-face education, four of them found the lessons boring, and two of them stated that the lessons were not effective due to lack of interaction. The opinions regarding these findings are as follows:

IS2: "It was not very good. Especially some of my friends had headaches. Breaks are always short. The teacher always lectures. It gets boring. School is a little bit better than that."

IS9: "I mean, I would learn better if I were at school."

IS8: "Before distance education, we were doing it on the board, it was nice to do it, everyone was taking turns. Now we write in the notebook there. The teacher used to ask questions on the board."

Table 9. Inclusion students' opinions on the social studies lessons broadcasted on television during distance education

Theme	Category	Codes	f
Social Studies Lesson Broadcast on Television	Watching Status	Watched	10
		Didn't watch	5
	Positive Feedback	Understandable	4
		Fun	2
		Instructive	2
		Opportunity to repeat	1
		Individuality	1
		Easy access	1
	Negative Feedback	Boring	4
		Lack of interaction	3
		Inability to understand	2
		Non-compliance with the level	1

According to Table 9, 10 of the inclusion students stated that they watched the lesson broadcasted on television, while five of them stated that they did not. The opinions regarding these findings are as follows:

IS1: "I watched it. I also watched it in social studies, but it was bad. It is not good from the TV."

IS9: "No, I did not see them (social studies lesson)."

IS15: "I couldn't watch it much. My brother was born and I couldn't watch it at all."

As seen in Table 9, four of the inclusion students, who expressed positive opinions, stated that the lessons were understandable, two of them stated that they were fun, two of them stated that they were instructive, one of them stated that they offered the opportunity to repeat, one of them stated that they offered an individual learning environment and one of them stated that they provided easy access to education. The opinions regarding these findings are as follows:

IS7: "I mean, it was good, it was nice. It was fun."

IS6: "I think they are fun. (...) They were also very good at social studies. I improved more thanks to the live lesson. You learn there instead of falling behind."

IS10: "It was better because I didn't have any friends and no one raised their fingers, so I wasn't stressed and at the same time I learned the answer to the question. (...) At least the teachers wouldn't get angry. Also, the teachers' internet won't slow down."

According to Table 9, four of the inclusion students, who expressed negative opinions, stated that the lesson was boring, three of them stated that there was no interaction, two of them stated that they could not understand the lessons and one of them stated that the lesson was not suitable for their level. The opinions regarding these findings are as follows:

IS9: "They were a bit good. I didn't listen to them much, I switched them off immediately. (...) I couldn't understand them very well."

IS12: "Of course it is boring. If you add a little more fun, maybe it will be watched. But I think TRT could not achieve this. It is very boring."

IS11: "It is better when my teacher explains it because I can ask questions there. I can learn the answers to the questions I ask."

Table 10. Inclusion students' opinions on the problems experienced in the social studies lessons during distance education

Theme	Category	Codes	f
Problems in Social Studies	Technological Problems	Internet problem	8
		Inability to use the system	6
		Audio and visual problems	2
		Power blackout	2
	Problems Related to the Lessons	Learning by heart	2
		Intensive subjects	2
		Lack of information	1
		Falling behind	1
	Environmental Problems	Inability to attend class	3
		Lack of social environment	1

According to Table 10, eight of the inclusion students stated that they had internet problems, six of them stated that they could not use the system, two of them stated that they had audio and video problems and two of them stated that they had power cuts. The opinions regarding these findings are given below.

IS3: "It was a little bit bad. Because, for example, there are problems with my mum's internet. It also happens sometimes with my teacher. I logged out and sometimes the teacher logged out by mistake. (...) There are also camera and sound problems."

IS6: "Yes, my friends also had problems. I also had problems after my mum went to the lesson. When I stay at home alone, I may not know how to enter, so it's a bit bad."

IS7: "No. But I had a problem while connecting. I logged on to the first lesson, but I couldn't log on to the second lesson, the power went out. The internet went out."

According to Table 10, two of the inclusion students stated that they had problems because the lesson topics were based on rote learning, two of them stated that the topics were intense, one of them stated that there was a lack of knowledge and one of them stated that they could not keep up with the pace of the lesson and fell behind. The opinions regarding these findings are given below.

IS6: "I had a problem with the National Fight for Independence, which is about Atatürk. I have a problem with the dates, but I can't remember the dates. That's why there was a little bit of trouble there."

IS2: "I was able to understand. We also had difficulties. For example, in the live lesson, some of our friends or I could not finish it. Then I started to write fast."

IS15: "I had a little bit of trouble. For example, I know some things wrong and some things right, but mostly because I know wrong, there were problems."

According to Table 10, three of the inclusion students stated that they could not attend the lessons for various reasons and one of them stated that they had a lack of social environment. The opinions regarding these findings are as follows:

IS10: "I am usually a person who does not participate much because I always have stuff going on. I have a course, we go back and forth to Istanbul, and my father goes back and forth. I have a brother and I have to take care of him. I mean, I usually cannot participate because I'm constantly busy."

IS11: "Sometimes I had to do something during the live lesson time."

IS8: "No, I haven't had this problem, but I often can't see my friends. I used to always look behind me when I was in class, now I can't even look behind me. I can only see the lesson on the screen."

Table 11. Inclusion students' suggestions for increasing the efficiency of the social studies lessons during distance education

Theme	Category	Codes	f
Suggestions for Social Studies Lessons	Suggestions for the Lessons	Interactive activities	5
		Educational games	3
		Being fun	3
		Offering different contents	3
		Level appropriate questions	2
		Visual support	2
	Environmental Suggestions	Family & teacher support	1
		Solving the connection problem	1

As seen in Table 11, five of the inclusion students suggested interactive activities, three of them suggested using educational games, three of them suggested making the lesson more fun, three of them suggested presenting different contents in the lessons, two of them suggested asking questions appropriate to the level and two of them suggested supporting the lesson with visuals. The opinions regarding these findings are as follows:

IS3: "You can't make everyone like reading you know, some of us don't even like the social studies. For example, they might like it if it was a little bit fun. (...) Like cut and paste is always in English lessons. If it was like that, we would have liked it way too much."

IS4: "You know, there could be some question-solving like that. I am very interested in pictures. I like figures, let's have them."

IS12: "It would be better if the book included more cultures and fun. It could also include cultural adventures too. (...) I think my teacher could have made it a little more fun."

According to Table 11, one of the inclusion students stated that they needed family and teacher support and one of them stated that connection problems should be solved. The opinions regarding these findings are as follows:

IS8: "I mean, I would like them to help me in the lessons. Though they do help. My mum helps me when I fall short in lessons. Now I am in the fifth grade, but God knows how I did it."

IS10: "For example, he could go to a place with better reception. Because the teacher's internet was constantly going out and I was already starting to not understand."

Findings on Parents of Inclusion Students' Opinions Regarding Inclusive Practices Applied in the Social Studies Lessons During Distance Education

In this section, the findings obtained by analyzing the opinions of the parents of inclusion students in the study group are presented.

Table 12. Parents' opinions on social studies lessons practices during distance education

Theme	Category	Codes	f
Social Studies Lessons Practices	Opinions on Practices in Live Lessons	Unwillingness to participate	7
		Incomplete learning	5
		Inability to focus on the lesson	4
		Failure to present the lesson in accordance with the student level	3
		Acquiring outcomes	2
		Boring	1
		Fun	1
		Crowded class	1
		Associating with current life	1
	Opinions on Television Broadcasts	Did not watch	11
		Watched	4
		Not suitable for student level	2
		Opportunity to repeat	1
		Fun	1
		Topics being ahead	1
		Lack of interaction	1
		Lack of attractiveness	1

According to Table 12, seven of the parents stated that their students did not want to participate in the lessons, five of them stated that their students had incomplete learning, four of them stated that their students could not focus on the lessons, three

of them stated that the lessons were not presented in accordance with the student level, two of them stated that their students acquired the outcomes, one of them stated that it was boring, one of them stated that it was enjoyable, one of them stated that it was inefficient due to the crowded class and one of them stated that the lessons were associated with current life. The opinions regarding these findings are as follows:

P4: "It cannot be efficient in that crowded environment. (...) There was missing information. We had problems in maths and social studies."

P12: "Maybe it contributed, but I don't think it was efficient. I don't think it was as effective as face-to-face education. (...) I think social studies contributed a little bit, you know, how to behave in life."

P2: "Well, maybe the school was not successful, but it was good. It was distance education, but the children still learned. Their exams were also good."

According to Table 12, 11 of the parents stated that their students did not watch the lessons on TV, four of them stated that their students watched the lessons, two of them stated that the content was not suitable for the level of the students, one of them stated that it offered the opportunity to repeat, one of them stated that it was fun, one of them stated that the subjects taught were ahead of the curriculum, one of them stated that there was no interaction between teacher and student, and one of them stated that the content was not remarkable. The opinions regarding these findings are given below.

P5: "She couldn't watch it because there was no TV."

P8: "He never got it from TV. No, I mean he never paid attention. Because the child can't keep up with the narration too. He can't ask questions either."

P3: "Honestly, I like it. I installed TRT on my phone, and in the evenings before going to bed, I tell her to listen to these. She listened to the repetitions on EBA."

Table 13. Parents' opinions regarding the information and support provided by the classroom teacher for the social studies lessons during distance education

Theme	Category	Codes	f
Support provided by the Classroom Teacher	Communication Status with the Teacher in the Process	Telephone call	13
		No call	2
	Information Provided by the Teacher	Material support	1
		Observing the student	1
		Guidance to special education	1
		Guidance on education	1
	Supplementary Work Presented by the Teacher	No study conducted	6
		Homework assignment	6
		No need for one-to-one study	2
		One-to-one study	1

As seen in Table 13, 13 of the parents stated that they had telephone contact with the classroom teacher, while two of them stated that they did not. The opinions regarding these findings are as follows:

P2: "When something happened, we could talk on the phone immediately."

P4: "We were in constant communication with our teacher. I was texting her on WhatsApp."

P14: "We were not much because she did not attend many classes."

According to Table 13, one of the parents stated that the classroom teacher provided material support, one of them stated that observed the student regarding the student's disability, one of them stated that referred the student to special education and one of them stated that provided information about the student's education. The opinions regarding these findings are as follows:

P9: "She always called me during distance education. She was interested in all kinds of children's problems. When we came the other day, she gave books and EBA papers for him again."

P4: "I was texting my teacher on WhatsApp that his medicine has changed and we are using this medicine, but the teacher cannot observe this in distance education. Nevertheless, she was trying to observe it."

P1: "I couldn't pay much attention to her, but I am very satisfied with my teacher, I sent her to the training with her guidance."

According to Table 13, six of the parents stated that no study was done, six of them stated that homework was given, two of them stated that their students did not need one-to-one study and one of them stated that one-to-one study was done. The opinions regarding these findings are as follows:

P13: "Our communication was good. But no extra work was done, she participated in whatever was done with the class."

P8: "Yes, she did the exams separately. She was very interested in my student. She even made him work by being interested in him one-on-one."

P9: "His homework was always extra and different. In a way that could always help him."

Table 14. Parents' opinions on the problems experienced by students in social studies lessons inclusive practices during distance education

Theme	Category	Codes	f
Problems in Social Studies Lessons	Problems Related to the Lessons	Unwillingness	7
		Lack of active participation	4
		Attention deficit	3
		Lack of one-to-one support	2
		Bullying	2
		Miscommunication	2
		Not understanding the lesson	1
		Speaking in unison	1
	Technological Problems	Internet problem	5
		Systemic problems	3
		Lack of technological equipment	2

According to Table 14, seven of the parents stated that the student was reluctant towards the lesson, four of them stated that the practices in the lessons did not provide active participation, three of them stated that the student had attention deficit, two of them stated that the student was not supported in the lessons, two of them stated that the student was bullied by classmates, two of them stated that there was no one-to-one communication between the student and the teacher, one of them stated that the student could not understand the lesson and one of them stated that there was talking in the classroom. The opinions regarding these findings are as follows:

P12: "Our student already has ADHD. We can only force him to attend the lessons. There is no beauty with force. I don't think he learned anything because he didn't pay attention to the lessons."

P3: "In this process, my opinion is that the gains that should be achieved are clear. The materials are also rich, there is only a lack of motivation. (...) It is also due to the classroom environment. For example, his voice was not heard and his classmates immediately made fun of him. He cannot handle these situations. Therefore, he prefers not to participate. He never liked his class."

P10: "It was a difficult process. He is a student who requires special attention in face-to-face education. When he is not addressed directly in front of the screen during distance education, he breaks up."

As seen in Table 14, five of the parents stated that there were problems with internet access, three of them stated that there were problems due to the system and two of them stated that there were problems due to lack of technological equipment. The opinions regarding these findings are as follows:

P2: "Sometimes he could not access EBA for a few lessons, but it was related to the system. We didn't have internet at first, he used to access it from his phone, but then we bought it. We didn't have a computer, we needed it for other children, so we bought that too."

P5: "He cannot do it because of the internet. It is better if it is face-to-face. Distance education is not possible. We had internet and phone problems, we couldn't log in. Sometimes he can't attend two or three lessons."

P9: "When the first distance education started last year, we could not connect to the live lesson in any way except for 2-3 weeks of one semester. It constantly refuses, too busy, too crowded.

Table 15. Parents' opinions on increasing the efficiency of social studies lessons inclusive practices during distance education

Theme	Category	Codes	f
Suggestions for Social Studies Lessons	Suggestions for MoNE	Face-to-face education	9
		Provision of support education	7
		Imposing various sanctions	1
	Suggestions for the Lessons	Use of visual materials	4
		Special care	1

As seen in Table 15, nine of the parents stated that face-to-face education could be provided, seven of them stated that support education should be provided and one of them stated that various sanctions could be applied to those who do not attend the lessons. The opinions regarding these suggestions are as follows:

P10: "I mean, for example, during this process, I wished that only inclusion students went to school. Because maybe we are in a good financial situation, but the students who are in a bad financial situation are completely locked in. I thought that only inclusion students could have a school permit, a teacher, a certain class, and a certain class time."

P12: "I would have preferred it to be face-to-face. Maybe there could have been different sanctions for distance education to be more effective, such as if there are five lessons a day, the grades of students who do not attend one or two of them will be lower or lowered. I think participation would be higher if there could be different sanctions."

P14: "I think support education should have been more. Otherwise, he is just a listener and a spectator next to other students, and he gets bored."

According to Table 15, four of the parents stated that the lessons should be supported with visual materials and one of them stated that special attention should be paid to inclusion students. The opinions regarding these findings are as follows:

P13: "I mean, my student likes more fun stuff and is interested in it. There could be more things like this. His interest could have been attracted by using things like cartoons etc."

P11: "Actually, I think one-to-one teachers should constantly call and ask about these things more closely. Okay, they should also call other students, but these students need to be emphasized more."

P7: "I think it should be more activity-based because they are in primary school but they are seeing social studies for the first time. I think it should not be like reading, telling, memorizing."

DISCUSSION AND CONCLUSION

The research concludes that the majority of classroom teachers did not take inclusive measures for students with disabilities in social studies lessons during distance education. It was found that teachers did not carry out differentiated practices due to several reasons such as time limitations, not knowing the student, and students not needing support. Furthermore, some teachers devised appropriate activities for the students, while others provided individual attention to their students. In the related studies, similar to the findings of this study, it was observed that homework was assigned to students with special needs (Stambekova et al., 2022), homework was given to students with literacy difficulties (Çavdarlı & Karadağ Yılmaz, 2022), and one-to-one online lessons were held in addition to homework (Yüksel Başar & Gündüz, 2022). Additionally, several studies indicated that educational services were not provided during the pandemic and there was a lack of implementation of Individualised Education Plan (IEP) practices (Karasel Ayda et al., 2020; Yazçayır & Gürgür, 2021). This may arise from the prevailing conditions and the teacher's level of attitude and competence.

It was concluded that classroom teachers used a range of methods including, Q&A, discussion, research, homework, and experiential learning in the social studies lessons during distance education. Another finding revealed that teachers also utilized audio-visual aids such as videos, films, documentaries, digital education platforms, slides, resource books, educational games, maps, and globes. This result is in line with the findings of several other studies investigating the issue (Tanta, 2021; Uyar, 2020; Yeşilyurt, 2021) and shows that similar methods, techniques, and materials were used during distance education.

Another result of the study is that classroom teachers predominantly evaluate the effectiveness of the social studies lessons during distance education as unfavorable to inclusion students. The teachers reported a lack of student participation in lessons, failure to achieve learning objectives, insufficient attention given to individual students, excessive subject intensity resulting in difficulties with learning, distractions from attention, difficulty in students' adaptation to distance learning, and insufficient level of education of the student. The study also reveals that classroom teachers evaluate the efficiency of the social studies lessons during distance education as mostly negative in terms of inclusion students. Regarding this, the teachers stated that there was no participation in the lessons, learning outcomes were not achieved, there was no one-to-one attention in the students, the subject was too intense, learning became difficult, the attention of the students was distracted, the age group was not suitable for distance education, and the students were not at the class level. In other studies, teachers similarly stated that there were not enough distance education materials for students with special needs (Karasel Ayda et al., 2020), students with special needs cannot benefit from distance education unless a great deal of support is provided (Scepanovic & Nikolic, 2020), inclusion students face challenges in adapting to the distance education, encountering difficulty when acquiring learning outcomes and losing motivation (Aslan et al., 2023; Mengi & Alpdoğan, 2020; Yüksel Başar & Gündüz, 2022), social studies lessons subjects were challenging for inclusion students (Sarılarhamamı & Demirkaya, 2021).

The research found that communication between teachers and parents primarily occurred via telephone. Co-operation between parents and teachers was ensured and parents supported their students. Conversely, parents who did not communicate with teacher did not actively participate in the process. Mengi and Alpdoğan's (2020) study supports the notion that parents exhibit cooperation with teachers during distance education. However, there are also studies (Çavdarlı & Karadağ Yılmaz, 2022; Stambekova et al., 2022; Yazçayır & Gürgür, 2021; Yüksel Başar & Gündüz, 2022; Yüksel et al., 2021) showing that some parents do not offer support to their children during the education and may remain indifferent. Teachers mostly expressed negative opinions about the content provided by MoNE during distance education. It was determined that there were inadequate resources for inclusion students, the lessons were poorly presented, there was no face-to-face contact, it was distracting, the publications were not interesting, and did not appeal to the age group. On the other hand, it has been observed that the teachers utilizing related websites, use source books and find the activities enjoyable. However, Aslan et al. (2023)'s and Mengi and Alpdoğan (2020)'s investigations determined that the EBA and EBA TV resources were unsuited to students with special needs, that special education content was not provided, and that the materials used were not fit for purpose.

It was concluded that teachers faced challenges with inclusive practices implemented in the social studies lessons, mainly due to the internet and the system used; however, they could not spare time for the included student, had insufficient knowledge about the distance learning process and special education, parents intervened in the lessons and some parents were indifferent. Similar findings were observed in related studies indicating that teachers encountered challenges with internet connectivity, technical issues, infrastructure inadequacies, and lack of parental support during distance education (Akgül & Oran, 2020; Çavdarlı & Karadağ Yılmaz, 2022; Korkut & Memişoğlu, 2021; Uyar, 2020). Additionally, teachers reported difficulty in allocating sufficient time for students with special needs (Yüksel Başar & Gündüz, 2022).

The study determined that inclusion students had mostly negative opinions about distance education. The findings indicate distance learning presents limited prospects for both social interaction and interactive learning, and is rather tedious. The study states that extended screen time led to sensitivity in students. Sirem and Baş (2020) determined that during the pandemic, students experienced distress caused by separation from their peers, resulting in feelings of isolation, loneliness, and boredom during distance education. Conversely, according to students' positive opinions, the distance education was pleasant, free of bullying, offered academic opportunities, and fostered an open atmosphere. Consistent with previous research (Akgül & Oran, 2020; Korkut & Memişoğlu, 2021; Özdoğan & Berkant, 2020), education is carried out in a comfortable environment during distance education.

As per additional findings from the study, most inclusion students prefer face-to-face education to distance education. However, it is a remarkable result that distance education is far from bullying in positive opinions. From this point of view, it can be said that distance education offers students the opportunity to receive education in an environment where they feel safe. To support this finding objectively, Nigmatov and Nasibulov (2015) suggest that the development of distance education technologies will enable students with special needs to receive education tailored to their individual requirements and capabilities, in a safe and secure environment. The study reveals that students have expressed concern in this regard.

According to the opinions of inclusion students in the study, it was concluded that the social studies lessons were mostly taught through teacher lectures and mutual readings. Additionally, it also includes problem-solving, writing assignments, practical exercises, video presentations, and homework assignments, as well as one-on-one work with teachers. It has been noted by educators (Tanta, 2021; Uyar, 2020) that the teaching of social studies during distance education typically relies on lecture and question-answer approaches.

In the study, it was concluded that most of the inclusion students were disconnected from the social studies lessons taught during distance education, and the level of efficiency decreased. Several students stated that the efficiency of the social studies lessons did not change whether it was face-to-face or distance education. It is seen that face-to-face social studies lesson practices are preferred, distance education practices are boring, and mutual interaction is not provided. In this regard, teachers stated that distance education is not sufficient in transferring social studies lessons outcomes (Yeşilyurt, 2021) and that efficiency is lower than face-to-face education (Uyar, 2020).

Most inclusion students watched the social studies lessons broadcasted on television during the distance education. After analyzing the positive opinions regarding the broadcasted lessons, it was determined that the lessons were comprehensible, enjoyable, and informative, providing the chance for repetition, facilitating personalized learning, and presenting ease of access. Conversely, the lessons were criticized for lack of engagement, minimal interactivity, low student comprehension, and unsuitability for the student's level.

During live social studies lessons, inclusion students faced technical difficulties. It was found that students encountered difficulties in connecting to the internet, using the system, and connecting audio and video. Similar findings have been observed in related studies (Akgül & Oran, 2020; Korkut & Memişoğlu, 2021; Özdoğan & Berkant, 2020). Concerning the lesson's difficulties, students reported struggling with the lesson due to heavy reliance on rote memorization, dense content, and a fast pace, resulting in a lack of understanding and falling behind. According to a different study, several students were unable to participate in class due to diverse home environment-related circumstances and faced difficulties with the lack of social interaction during lessons. Furthermore, students without any developmental setbacks noted that distance education's social studies workload was challenging, and they experienced decreased interactions with peers (Korkut & Memişoğlu, 2021).

In the research, most of the parent participants stated that their students did not want to participate in the lessons and that their students had incomplete learning. In addition, it was concluded that the lessons were not presented in accordance with the student level, that they were boring, and that the lessons were inefficient due to the crowded classes. A small number of parents reported that their children made progress, enjoyed the lessons, and found them relevant to their daily lives. It has been concluded in different studies that students' motivation to participate in distance education is low (Akgül & Oran, 2020; Erdem et al., 2021; Özdoğan & Berkant, 2020; Yazçayır & Gürgür, 2021; Yüksel Başar & Gündüz, 2022; Yurtbakan & Akyıldız, 2020), students could not concentrate (Akgül & Oran, 2020; Erdem et al., 2021; Gürbüz, 2022; Yüksel Başar & Gündüz, 2022), and that the lessons are not presented in accordance with the student level (Üresin et al., 2021).

According to the majority of parental opinions, the study concludes that EBA TV broadcasts provided during distance education were not followed by students. The broadcasts were criticized for not being suitable for the level of the students, not providing interaction, and not presenting the topics in an attractive way. According to some parents who reported that their children watched the broadcasts, the broadcasts provided an opportunity to review lessons and were entertaining. Similar statements were confirmed by parents who participated in another study (Üresin et al., 2021).

Most of the parents indicated that they contacted their teachers via telephone. Accordingly, teachers provided material support to parents and students, observed the student in the process, and provided guidance for special education and student's education. The fact that parents were in contact with their teachers during distance education and that the teacher provided information about student education is similar to the results of another study (Erdem et al., 2021; Yurtbakan & Akyıldız, 2020). Based on parental opinions, the majority of teachers did not provide any support for their students with special needs or only assigned homework. Although a few parents reported, that their children did not require individualized attention, and some one-

to-one work was provided. Overall, it appears that there is a lack of individualized studies for inclusion students, in line with the opinions of teachers and students. Some of the parents in Yüksel Başar & Gündüz (2022)'s study also stated that problems were experienced due to teachers' lack of attention.

In the study, parents mostly stated that their students had problems with the lessons. The most frequently recurring problem is the student's reluctance to participate. In addition, not providing active participation in the lessons, creating attention deficit in the students, not providing one-to-one support, exposing the student to bullying, not communicating, the student not understanding the lesson, and all the students in the class talking together are seen as other problems. In several related studies, parents have reported that students lacked interest and were reluctant to engage (Akgül & Oran, 2020; Erdem et al., 2021), could not actively participate (Özdoğan & Berkant, 2020), struggled to communicate with their teacher (Yurtbakan & Akyıldız, 2020), and were easily distracted (Erdem et al., 2021; Gürbüz, 2022). Regarding technical issues, internet problems emerged as the most prevalent, alongside systemic problems and inadequate technological resources. Prior research corroborates these findings (Akgül & Oran, 2020; Erdem et al., 2021; Gürbüz, 2022; Özdoğan & Berkant, 2020; Üresin et al., 2021; Yazçayır & Gürgür, 2021; Yüksel Başar & Gündüz, 2022).

Suggestions for increasing the efficiency of the social studies lessons during distance education were analyzed by considering three stakeholder views. In this context, teachers suggested to MoNE that one-to-one distance education be provided for inclusion students, face-to-face support be given, and resource books suitable for inclusion students be published. Teachers especially stated that students should be provided with distance or face-to-face support education through a teacher to be assigned by MoNE. During distance education, the lack of such support is considered a significant flaw. Similarly, parents have proposed the provision of face-to-face tutoring, support sessions, and measures to be taken against students who miss lessons. Inclusion students, on the other hand, mostly made suggestions for the lessons. Students suggested that interactive activities should be carried out, instructive games should be used, content should be presented in more fun and different styles, questions should be asked in accordance with the level of the student and the lessons should be supported with visuals. Parents, on the other hand, suggested that visual materials should be used in the lessons and teachers should pay special attention to students with special needs. Finally, it was suggested by inclusion students that connection issues should be resolved and that their families and teachers should provide support. Upon analysis of input from all three stakeholders, common suggestions were identified, and shared expectations were noted.

When examining the opinions of all stakeholders on the inclusive practices within distance education social studies lessons, the process appears to have been largely detrimental to inclusion students. In the interviews, teachers and parents frequently stated that the activities made during the pandemic process were made according to the level of students with normal development, so students with special needs remained in the background. In addition, students who did not have sufficient technological facilities were exposed to inequality of opportunity in education. In this case, although there was some unpreparedness for distance education, no changes were made to future practices. Consequently, the participation of inclusion students in education has decreased over time. According to the suggestions of the three stakeholder views, it is concluded that the necessity of one-to-one support in the education of inclusion students is inevitable. One-to-one training with inclusion students during distance education will make a great contribution to the education of the student. However, the fact that teachers and parents suggested face-to-face education suggests that they could not feel the seriousness of the epidemic or that they considered the education of their students more important than the epidemic.

RECOMMENDATIONS

In this study, which investigates practices of including social studies lessons during distance education from the perspectives of classroom teachers, inclusion students, and parents, the following suggestions can be made based on both the views of stakeholders and what the researcher saw in the field:

- Where possible, the needs of students with special needs should also be taken into consideration in the educational content prepared.
- During the pandemic, the MoNE distributed numerous resource books. It is imperative to consider students with special needs in the preparation of these resources. Adequate provisions should be made for them.
- The distance education has created inequality of opportunity for some students due to financial difficulties. In such cases, students in need should be identified and deprivation of education should be prevented.
- Support education services provided to students with special needs in inclusive education should be continued in distance education.
- During the period of distance education, the provision of education in special education and rehabilitation centers, which offer significant advantages for students with special needs, was disrupted. It is necessary to guarantee the continuity of students' newly attained skills by providing online training sessions delivered by special education centers in such circumstances.

- The distance education should not be seen as a tool to be used only during the pandemic period. With the applications to be developed, it can be offered as an additional service to students with special needs.
- To enhance the quality of distance education, teachers could receive in-service training on transferring educational content, methods, and materials to distance education.
- During distance education, parents as well as teachers had effects on students. To increase the efficiency of education, trainings should be organized for parents, and guidance services that can offer solutions to parents' problems should be provided.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, author-ship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The authors confirm contribution to the paper as follows: Study conception and design: Z.B.İ and N.Ş. Data collection, analysis and interpretation of results: Z.B.İ. M.C.D. and N.Ş. encouraged Z.B.İ. to investigate and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

Ethics Committee Approval Information

The implementation of this research was ethically approved by the decision of Marmara University Institute of Educational Sciences Research and Publication Ethics Committee dated 19/03/2021 and numbered 2100082150.

REFERENCES

Akgul, G. & Oran, M. (2020). Views of social studies teachers, of middle school students, and student parents about distance education during the pandemic process. *Journal of New Approaches in Education*, *3*(2), 15–37. Retrieved from https://dergipark.org.tr/en/pub/eyyad/issue/59733/847318

Aslan, I., Aktay, M., Kurul, M. S. & Aruser, S. (2023). Evaluating the opinions of teachers working with special education students on the reflections of distance education practices on special education. *Ulusal Egitim Dergisi*, *3*(2), 243–264. Retrieved from https://uleder.com/index.php/uleder/article/view/190/88

Buyukalan, S. & Yaylaci, Z. (2018). Perceptions of normally developing students and students with special needs regarding the metaphor of social studies concept. *Ankara University Faculty of Educational Sciences Journal of Special Education, 19*(4), 679–697. https://doi.org/10.21565/ozelegitimdergisi.376764

Cavdarli, S. D. & Karadag Yilmaz, R. (2022). Primary school teachers' opinions on the problems of students with reading and writing difficulties in the distance education process and suggestions for solutions. *Western Anatolia Journal of Educational Sciences*, *13*(Special Issue 1), 89–113. Retrieved from https://dergipark.org.tr/en/download/article-file/2561963

Erdem, R., Unay, E. & Cakiroglu, O. (2021). Views of parents about distance education in special education during Covid-19. *The Journal of Buca Faculty of Education*, (52), 465–479. Retrieved from https://dergipark.org.tr/en/download/article-file/1738515

Gormez, E. (2016). The performance level of the inclusion students towards the social studies course. *Mustafa Kemal University Journal of Graduate School of Social Sciences*, *13*(35), 144–158. Retrieved from https://dergipark.org.tr/en/download/article-file/226472

Gurbuz, M. (2022). An investigation of the opinions of the families with special needs children about the distance education process during the epidemic period. *Milli Egitim*, *51*(233), 443–460. https://doi.org/10.37669/milliegitim.788016

Guzel Ozmen, R. & Aykut, C. (2020). Life science and social studies teaching. In I. H. Diken (Ed.), *Inclusion in primary education* (pp. 480–515). Pegem Academy.

Karasel Ayda, N., Bastas, M., Altinay, F., Altinay, Z. & Dagli, G. (2020). Distance education for students with special needs in primary schools in the period of Covid-19 epidemic. *Propositos y Representaciones*, *8*(3), e587. Retrieved from https://eric.ed.gov/?id=EJ1280198

Korkut, S. & Memisoglu, H. (2021). Distance education process according to the opinions social studies teachers and students. *International Journal of Social Sciences Academy*, *3*(7), 1639–1682. https://doi.org/10.47994/usbad.928916

Kot, M., Sonmez, S., Yikmis, A. & Ciftci Tekinarslan, I. (2015). Practices applied by teachers of 4th grade towards the inclusive students with intellectual disability under the scope of social studies. *Abant Izzet Baysal University Journal of Faculty of Education*, *15*(USBES Special Issue I), 231–246.

Mengi, A. & Alpdogan, Y. (2020). Investigation of teacher's opinions about distance education processes of students who receive special education during the Covid-19 pandemic period. *Milli Egitim*, *49*(1), 413–437. https://doi.org/10.37669/milliegitim.776226

Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook* (2. ed.). Sage.

Nigmatov, Z. G. & Nasibulov, R. R. (2015). Study of distance learning opportunities in inclusive education system. *Social Sciences (Pakistan)*, *10*(6), 817–820.

Ozdemir, S. (2020). Promoting social skills and social cohesion. In I. H. Diken (Ed.), *Inclusion in primary education* (pp. 290–321). Pegem Academy.

Ozdogan, A. C. & Berkant, H. G. (2020). The examination of stakeholders' opinions on distance education during the Covid-19 epidemic. *Milli Egitim*, *49*(1), 13–43. https://doi.org/10.37669/milliegitim.788118

Oztuna Kaplan, A. (2013). Case study. In S. Basturk (Ed.), *Scientific research methods* (pp. 197–217). Vize Publishing.

Ozyurek, M. (2009). *To gain to teach cognitive and kinesthetic behaviors*. Daktylos Publisher.

Sarilarhamami, H. & Demirkaya, H. (2021). The place and importance of social studies in training of special required students. *International Journal of Field Education*, *7*(1), 131–155. DOI: 10.32570/ijofe.946326

Scepanovic, M. N. & Nikolic, S. J. (2020). Inclusive education of children with disabilities in the online environment. *Exceptional Children: Education and Treatment*, *2*(3), 275–288. Retrieved from https://rfasper.fasper.bg.ac.rs/handle/123456789/4322

Sirem, O. & Bas, O. (2020). Distance education experiences of elementary school students with reading difficulties in Covid-19 process. *Turkish Studies*, *15*(4), 993–1009. http://dx.doi.org/10.7827/TurkishStudies.43346

Stambekova, A., Zhakipbekova, S., Tussubekova, K., Mazhinov, B., Shmidt, M. & Rymhanova, A. (2022). Education for the disabled in accordance with the quality of inclusive education in the distance education process. *World Journal on Educational Technology: Current Issues*, *14*(1), 316–328. https://doi.org/10.18844/wjet.v14i1.6760

Tanta, A. (2021). *Teacher opinions on social studies lessons in distance education process caused by pandemic*. (Unpublished master thesis). Marmara University Institute of Educational Sciences, Istanbul.

Uyar, E. (2020). Social studies teachers' views on distance education in the process of the Covid-19 pandemic. *Cappadocia Journal of Education*, *1*(2), 15–32. Retrieved from https://dergipark.org.tr/tr/pub/kaped/issue/72749/1182313

Uresin, E., Ilik, S. S., Anil, A. & Alicioglugil, E. (2021). Examinition of distance education during the pandemic according to the views of the parents of students with special needs. *Journal of National Education Special Education and Guidance*, *1*(2), 121–147. Retrieved from https://dergipark.org.tr/tr/pub/ozelegitimrehberlikdergisi/issue/66067/1032316

Yazcayir, G. & Gurgur, H. (2021). Students with special needs in digital classrooms during the COVID-19 pandemic in Turkey. *Pedagogical Research*, *6*(1), 1–10. https://doi.org/10.29333/pr/9356

Yesilyurt, H. (2021). Opinions of social studies teachers on the distance education process of social studies course. *The Journal of International Social Science Education*, *7*(2), 378–399. https://doi.org/10.47615/issej.1030117

Yildirim, A. & Simsek, H. (2021). *Qualitative research methods in social sciences* (12th ed). Seckin Publishing.

Yin, R. K. (2009). *Case study research design and methods*. Sage Publications.

Yurtbakan, E. & Akyildiz, S. (2020). Primary school teachers, primary school students, and parents' views on distance education activities implemented during the COVID-19 isolation period. *Turkish Studies*, *15*(6), 949–977. https://doi.org/10.7827/turkishstudies.43780

Yuksel Basar, A. & Gunduz, Y. (2022). Investigation of the opinions of teachers and families on the distance education experiences of students with special needs during the COVID-19 pandemic process. *International Anatolian Social Sciences Journal*, *6*(2), 643–662. https://doi.org/10.47525/ulasbid.1074457

Yuksel, N., Coban, C. & Yazici, D. N. (2021). Examining the problems faced by students with special needs in the distance education process during the COVID-19 pandemic. *Educational Process: International Journal*, *10*(4), 20–34. https://doi.org/10.22521/edupij.2021.104.2