



# How did teachers feel during the distance education process? Memories and metaphors from virtual classrooms

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## Abstract

*In this study, which was conducted with the qualitative research method, the phenomenology design was used. The study group consists of 107 teachers from various branches who teach in virtual classrooms of schools at different levels during the covid 19 epidemic. The Snowball sampling method, one of the purposive sampling methods, was used in the research. For the snowball sampling method, researchers, who are working in the Ministry of National Education as teachers, contacted the teachers in their environment. The question, “Who else can I talk to about this subject?” was directed to the teachers interviewed. Content analysis was used in the research. Opinions on the items were grouped, converted into tables, and classified under thematic headings through the content analysis technique. In the classification stage, the metaphors were read and reviewed one by one, and each metaphor was analyzed in terms of (1) the subject of the metaphor, (2) the source of the metaphor, (3) the relationship between the subject and the source of the metaphor. The same steps were carried out for memories. It is observed that teachers negatively place the most emphasis on the need for communication. When the metaphors of teachers about giving live lessons in virtual classrooms were examined, it was seen that images were used for useful and useless lessons. It has been determined that metaphors that are related to the unproductiveness of the lessons were used more.*

**Keywords:** Distance education, visual classrooms, teacher, metaphor

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## 1. Introduction

Education is a system that constantly changes, transforms, and trains human resources in accordance with the requirements of the age. The education systems are both affected by the transformation in the world and can affect this transformation. As mentioned in the butterfly effect theory, change in one part of the world spreads in waves and surrounds the whole world. The COVID-19 pandemic has also affected the whole world

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and created a transformation. As part of this transformation, education systems have also produced solutions to ensure the sustainability of education. The spread of distance education is also a step in this transformation. In order to continue education in the world, which must stay at home due to the pandemic, countries have switched from face-to-face education to distance education. Naturally, this sudden circumstance has brought various difficulties with it. The teachers and students have been the most affected by this process. Teachers and students have attempted to adapt to virtual classrooms from their traditional classroom settings.

In the process of closing the schools, the countries' ability to keep their education systems in a working condition depends on their innovations and technology-friendly practices. Continuing education without interruption all over the world has largely been reduced to the level of digital opportunities that that country can provide to its learners (Can, 2020). The lessons held in virtual classrooms, which are implemented with the support of current technologies and are also called by names such as "simultaneous online environment," "webinar," "web conferencing," etc., were expected to replace face-to-face classes in physical classroom environments during the pandemic period (Clark & Kwinn, 2007; Elkins & Pinder, 2015; Arslan & Şumuer, 2020).

It has been envisaged that virtual classrooms will solve both the need for education and training, which cannot be solved in any other way during the pandemic period and the need for interaction, albeit to a certain extent (Moore, 1997). Simultaneous virtual classroom tools are tools that can provide simultaneous video, audio, and data communication between users in an online environment. It can offer learners many opportunities, such as versatile communication opportunities and a collaborative working environment (Yıldırım et al., 2011). Simultaneous virtual classroom tools include an interactive whiteboard, chat, audio and video communication, quiz, desktop, application, file sharing, a common browser window, presentation tools, etc. Thanks to their features, they facilitate distance education for learners (Siemens and Tittenberger, 2009; Yıldırım et al., 2011).

There are various definitions related to distance education and virtual classrooms. Distance education can be defined as the web-based provision of education and training to learners with the contribution of developing internet infrastructure and computers (Newby, Stepich, Lehman, & Russell, 2006). Virtual classrooms are virtual environments in which learning, and teaching activities are carried out interactively in a synchronized (time-dependent) or asynchronous (time- and space-independent) manner with the assistance of some software, without the need for the teachers and learners to be in the same physical environment. The factors such as teacher, learner, content, method-technique, tools, equipment, and success evaluation that are valid for traditional classrooms, are also important in virtual classroom management, but it would be

appropriate to evaluate and manage virtual classroom management in accordance with the special conditions of the process and with additional parameters (Can, 2020). Virtual classrooms are online environments where people in different physical environments come together at the same time (Clark & Kwinn, 2007).

In the literature, the opinion has been expressed that the stages experienced by distance education can be divided into four periods in terms of our country (Bozkurt, 2017; Akyürek, 2020).

1. Period: Discussions and suggestions: Conceptual (1923-1955),
2. Period: By Correspondence: By Letter (1956–1975),
3. Period: With visual and auditory means: Radio and Television (1976-1995),
4. Period: Informatics based: Internet-Web (1996-...).

According to the researcher Moore (1989), who has dealt with the subject at a very early stage, there are three basic interactions in the distance education environment: a) student-content interaction; b) student-teacher interaction; and c) student-student interaction. By "student-content interaction," what is meant is the interaction between the student and the subject or content being studied. The phrase "student-teacher interaction" refers to all interactions between students and those who provide distance education (teachers, academicians, specialists). In student-student interaction, on the other hand, there is an interaction of students individually or as a group, with or without a teacher. The communication between the teacher and the students, whose environments are different in the distance education process, has been moved to a classroom environment where they can share the same virtual space thanks to virtual classroom technologies. The opportunity for people in different places to be in the same environment at the same time has become widespread (Yaşlıca, 2020).

In addition to students, this sudden emergence has revealed that most parents do not have the necessary level and qualifications in digital literacy to be able to support and guide their students. From this point of view, it is emphasized that the sudden implementation of education and training as a result of obligations, without allocating enough time to test applications, brings along various inequalities (lack of device or reliable internet connection, power, and privilege of parents, etc.) (Anderson, 2020; Can, 2020). It is fundamental to correctly determine the resources and opportunities for students to access information, to know what the students are experiencing during this process, and to structure the distance education process (Keskin and Ozer-Kaya, 2020). In addition, the inability of students to acquire their classroom experiences, missing academic discussions and natural social interaction opportunities, or being involved in

these at a minimum level, are among the criticisms of distance education systems (Yildirim et al., 2011).

For the improvement of distance education, several studies have been conducted. One of them is the work of Rice (2006). He has identified learner characteristics, learner support, and affective areas as the areas that need to be focused on. Later, Rice (2009), who made a study at the K–12 level, expanded the areas he identified and focused on the points that should be emphasized in distance education: evaluation of the design and presentation of the course content, determination of best practices, reliability, access, online learners, professional development, quality standards, financial resources, and technology. The necessity of focusing on these areas has also emerged in research on the distance education process implemented due to the pandemic. Can (2020) evaluates virtual classroom management in eight dimensions: teaching environment, management of instruction, management of behavior, interaction, motivation, management of technology, management of students with special needs, and time management. According to Ceylan (2020), the dimensions of virtual classroom management are physical arrangements, plan-program activities, relationship arrangements, behavior arrangements, and time management.

In addition to traditional classroom management practices, virtual classroom practices and strategies that take into account the problems and conditions specific to virtual classrooms should also be considered (Phelps and Vlachopoulos, 2020). In this context, there are recent studies in the literature that reveal the requirements of the conditions. (Abuhammad, 2020; Akyürek, 2020; Arslan and Şumuer, 2020; Aydın and Erol, 2021; Casacchia et al., 2021; Hebecci et al., 2020; Karaca and İlkim, 2021; Pregowska et al., 2021; Sadeghi, 2019; Williamson et al. 2020) In addition, in the literature, there are also studies in which problems such as lack of communication (Akpolat, 2021; Cantürk & Cantürk, 2021; Karakuş & Karacaoğlu, 2021; and Özcelep Karal, 2022; Lestiyawanawati & Widyanoro, 2020), despair (Demirkaynak, Kaba & Ürey, 2022), lack of motivation (Bozkurt, 2020; Fidan, 2020; Lindner, Clemons, Thoron & Lindner, 2020; Niemi and Kousa, 2020), and lack of equipment (Seedlings, 2020; Giannini & Lewis, 2020; Harris 2020; Hazaymeh, 2021; Rakhmanina, et al., 2021) are found in the process-oriented metaphor studies, which are generally focused on a single branch.

In addition to these studies, in their study, the simultaneous virtual classroom tools called Adobe Connect, Big BlueButton, Elluminate Live!, Dimdim, OpenMeetings, and Office Live Meetings were compared (Yıldırım et al., 2011). They evaluated these applications in terms of cooperation, interaction, presentation of course content, and technological infrastructure. In their studies, Kaleliolu, Atan, and Etin (2016) also stated that learners prefer e-learning because of the numerous opportunities it provides. They expressed these opportunities as eliminating the concept of time and space, which is a

reason for the preference for individuals who work and have family responsibilities, all the opportunities provided by the internet are a resource in this learning method, providing convenience in terms of accessibility and richness in terms of material diversity. Activities that improve social communication skills and support learning can now be carried out in virtual classroom environments as well as face-to-face lessons, thanks to advances in computer technology. (Salomon, 2000; Rosen and Salomon, 2007).

The experiences and insights gained from widely used distance education, which has evolved quickly and poorly as a result of the pandemic's effects and mandated regulations, will aid in the global growth of this approach. It is among the predictions that distance education will become the main medium of education, far beyond being an alternative or just a supporter of face-to-face learning processes, by increasing its functionality with the contribution of current technologies and systems in the near future (Telli & Altun, 2020). For this reason, the fact that it has become a part of the transformation in education during the pandemic period also led to the need to think about virtual classrooms. In this context, teachers' memories, and process-oriented metaphors, which are one of the basic elements of the virtual classroom, can be considered a tool for considering the educational life in virtual classrooms from various aspects, understanding what happened in the process, identifying the problems experienced, and developing solution proposals in this direction. The semantic world of teachers can be reached through memories and metaphors. Language is one of the methods of expression of our understanding and perception of the world, our environment, and others. In the process of transferring the information we want to transfer to the other party, memories and metaphors take on the role of a kind of shortcut and add clarity to our message. Metaphors and memories, which are tools that give color and vitality to both speech and writing and are also characterized as literary tools in this respect, facilitate the transmission of meanings. Metaphors are an important element of language and communication; they are a natural part of communication and act as an important bridge between language and learning, which are connected with our consciousness, understanding, and way of thinking (Woollard, 2004). A phenomenon or meaning becomes easier to understand thanks to metaphors as tools that facilitate the understanding of concrete and abstract meanings of complex terminologies. It gives the person the ability to see the situation from different angles (Jensen, 2008; Midgley & Trimmer, 2013; Dönmez and Ađırođlu-Bakır, 2016).

The conditions that make distance education necessary and even mandatory also have great teaching qualities for the educational world. In addition to the effects of the pandemic on physical complaints, psychology, social relations, etc., its effects on the world of education are worth examining, and the results are of a nature to be evaluated in the long term. The period that has been experienced since the outbreak of the pandemic, which can be described as very long and arduous by some of us even though it

is only a few years, is very important in terms of reminding us how valuable teacher-student interaction is, which undermines education and teaching. The issues that should be considered in this context are recognizing the valuable teaching of negativities, determining the roadmap for the next one, learning from mistakes and shortcomings, and developing positive points or efforts. Based on all these conditions, this study aims to obtain and examine teachers' opinions about virtual classroom experiences during the pandemic process with the help of memories and metaphors.

## **2. Method**

### *2.1. Research design*

In this study, which was conducted with the qualitative research method, the phenomenology design was used. In phenomenological studies, an individual's perceptions and reactions to an event are tried to be determined based on experiences (Fraenkel, Wallen, & Hyun, 2011; Yıldırım & Şimşek, 2011). Metaphors can be used effectively in phenomenological studies to reveal cognitive approaches. Because, according to phenomenology, the information in the world is based on our instant experiences (Marton, 2005). In this context, it can be said that the expressions that emerge from the life experiences of the individual allow the collection of data related to the phenomenon. According to Patton (2002), phenomenological studies basically seek an answer to the question of "What is the meaning, structure, and essence of the experience of a person or a group of people regarding any phenomenon?" In the study, in accordance with this pattern, the data was analyzed by obtaining the mental images of teachers in virtual classrooms during the covid 19 process through metaphors and memories of the events that affect them.

### *2.2. Study Group*

The study group consists of 107 teachers from various branches who teach in virtual classrooms of schools at different levels during the covid 19 epidemic. The Snowball sampling method, one of the purposive sampling methods, was used in the research. For the snowball sampling method, researchers, who are working in the Ministry of National Education as teachers, contacted the teachers in their environment. The question, "Who else can I talk to about this subject?" was directed to the teachers interviewed. It was aimed to increase the number and diversity of participants with such questions (Patton, 2002). The teachers' actively carrying out the task of teaching in virtual classrooms and their participation in the study voluntarily are the criteria taken into attention. The purpose of the study was shared in various teacher groups, and the data were collected from volunteer teachers teaching in virtual classrooms. The distribution of the branches of the teachers who constitute the study group is given in Table 1.

Table 1. Branches of the study group

Branch	n (107)
Turkish	36
Literature	11
Maths.	10
Science	8
Music	2
Visual Arts	2
Physical Education	3
English	11
German	1
Physics	1
Biology	1
Geography	3
Social Studies	4
Religious Culture and Moral Knowledge	2
Justice	1
Information Technologies	2
Classroom Teacher	5
Kindergarten Teacher	2
Special Education Teacher	2

### 2.3. Data Collection Tool and Validity-Reliability Studies

The form prepared by the researchers was used in the study. While developing the data collection form, similar metaphor studies were taken as a basis. Internal validity in qualitative research is about whether the researcher can really measure what he wants to measure with the tool or method he uses (Yıldırım & Şimşek, 2011). After the preparation of the form, expert opinion was taken into consideration and a pilot study was conducted by asking two teachers to fill in the form. Since face-to-face meetings could not be realized due to the Covid 19 pandemic, the form was delivered to the participants via e-mail or SMS. Before this process, participants were informed about the purpose of the study, and their voluntariness was confirmed. In qualitative research, the researcher's field experience is among the factors that increase internal validity (credibility) (Bashir, Afzal & Azeem, 2008). It is also important that the researchers gave lectures in virtual classrooms during the period and had realized metaphor studies

before. In the study, teachers were asked to complete the following sentences and answer the question in order to reveal their experiences in virtual classrooms during the Covid 19 epidemic. It has also been explained that the questions are for the virtual classrooms in the distance education process due to the pandemic.

1. I felt like ..... while teaching in the virtual classroom.
2. Teaching in the virtual classroom is look like / like ..... Because .....
3. Do you have a memory that impressed you (surprised, saddened, delighted, etc.) during your teaching period in virtual classrooms? Would you like to explain?

After the analysis of the data, the findings are defined in the study and quotations are included. When citations are expressed, the participants are coded as "T.1.", "T.2.", etc.

In order to increase external reliability, the raw data of the research have been kept for the purpose of giving upon request or for comparison with another research in the future.

#### *2.4. Data Analysis*

In qualitative research, a large amount of data is systematically organized in line with important results by content analysis and turned into an intense and short summary (Erlingsson & Brysiewicz, 2017). Content analysis was used in the research. Opinions on the items were grouped, converted into tables, and classified under thematic headings through the content analysis technique. In the classification stage, the metaphors were read and reviewed one by one, and each metaphor was analyzed in terms of

- (1) the subject of the metaphor,
- (2) the source of the metaphor,
- (3) the relationship between the subject and the source of the metaphor.

The same steps were carried out for memories.

### **3. Findings**

This section contains the findings obtained as a result of the analysis of the research data.

#### *3.1. Metaphors of How Teachers Feel While Teaching in Virtual Classrooms*

The following themes and sub-themes were formed as a result of the analysis of the data collected to understand how the teachers felt while teaching in virtual classrooms. The table covering the metaphors used by the teachers in order to complete the sentence "I felt like ..... while teaching in the virtual classroom" can be seen below.



*Tablo 2. Metaphors and Themes about How Teachers Feel While Teaching in Virtual Classrooms*

Theme	Metaphors	n
	alone	13
	I felt alone, like talking to a brick wall.	10
	robot	7
	inactive	1
	wall	3
	as if talking nonsense	3
	I felt like I was talking to myself	2
	In conference	1
	High and dry	2
	as if lecturing to nobody	1
	Siri	1
	exhausted	1
	Sometimes I feel like I'm shooting a film	1
	Like I am running in circles.	5
	inefficient	5
	In wartime	1
	sometimes like phone scammers	1
	microphone in my hand, as if speaking to the school (students) who did not listen at the ceremony...	1
	exhausted	1
	computer engineer	1
	talking to herself as if crazy	1
	that I am inadequate in reaching my students (especially in getting to know them)	2
	worthless	2
	helpless	2
	as if the children were guests in my house	1
	nervous	2
	as if talking into the void	3
	ungoverned	1
	tired	1
	hopeless	1
	<u>schizophrenic</u>	1
	Total	77

Teachers Feeling Negative Emotions in Virtual Lessons

Teachers Feeling Positive Emotions in Virtual Lessons	beneficial	3
	moderator	1
	More careful	1
	program host	5
	like a youtuber	4
	Media person	2
	in the classroom even if it was virtual.	1
	Sometimes I feel like I'm shooting a video.	1
	radio/tv announcer	4
	energetic	2
	influencer	2
	moderator	4
	Total	30
Final Total		107

In Table 2, metaphors used by teachers who teach in virtual classrooms are grouped under two themes. Accordingly, it is seen that negative metaphors are more numerous. It can be assumed that teachers who use negative metaphors feel the need for communication. Metaphors such as "Alone, robot, talking to herself as if crazy, talking to a brick wall ..." show that teachers are negatively affected by the lack of interaction in virtual classroom environments. It can be said that this situation is due to the fact that the cameras are turned off, the students do not have tools such as microphones, or the students do not prefer to speak. Besides, it can be assumed that teachers' use of metaphors such as "helpless, nervous" is because of a lack of development of digital literacy skills in the process.

On the other hand, there are a small number of teachers who prefer to use positive metaphors. When these metaphors are examined, it is possible to say that teachers who use metaphors such as a "media person, program host, influencer, etc." adapt to the process. The fact that the metaphors used evoke some attention-grabbing people leads to the conclusion that teachers feel good in these lessons.

### 3.2. Teachers' Metaphors About Teaching Period in Virtual Classrooms

The following themes and sub-themes were formed as a result of the analysis of the data collected to understand the teachers' teaching period in virtual classrooms. The table 3 regarding the metaphors that the teachers created by completing the sentence "Teaching in the virtual classroom looks like ..... because ..... is below.

*Tablo 3. Teachers' Metaphors and Themes about Teaching Period in Virtual Classrooms*

Theme	Metaphors	
Statements About the Uselessness of Teaching in Virtual Classrooms	Sometimes it's like paddling upstream. Because we encountered many situations that we could not reach the other side.	7
	It's like being on stage. Because the parents are watching and observing our lesson like the audience.	2
	It's like jumping a camel through a ditch. It's very difficult to communicate.	4
	Similar to conducting an orchestra.	2
	It's like watching a movie without background music and effects.	1
	It's like talking into the void. Because distance education, which can be useful when done for a certain purpose and for a certain period of time, lost all its benefits when it replaced compulsory education and turned into a complete Frankenstein.	1
	Teaching in virtual classes is like giving a recipe on a television screen. Because there is only a passive audience. You cannot cook without entering the kitchen..	1
	It's like giving a conference. Because you are telling, but efficiency or feedback is received depending on the interest, listening, and intelligence of the other party.	2
	It looks like raw fruit. Since you can't communicate with the student, you don't notice the sparkle in their eyes, so you can't taste..	1
	It's like talking when your eyes are closed. Because I can't see my students. Internet infrastructure did not allow this.	1
	Looks like YouTubers without followers. Classroom management is very difficult.	3
	Sometimes it feels like telling the void. Because they do not turn on the camera most of the time, participation is very low.	1
	It's like being a radio DJ. To talk for hours, catch the audience, and keep them there, it's challenging.	2
	It looks like a job done wrong. Because I could not reach all my students during my live lessons.	1
	It's like making a TV program because no matter how hard we try, we cannot catch the sincerity of face-to-face relationships.	5
	A radio programmer... Because you keep talking and it feels weird to have a machine in front of you.	3

It's like whistling in the wind because I have absolutely no idea what the students are doing.	4
It's like moderating a show. Because you have to control many things at the same time.	5
To draw a picture in the air...You can't touch the soul of the student.	1
It's like climbing a mountain. Because it is very tiring and challenging.	1
It's like a monologue, you're talking to yourself.	5
It's like being a moderator, you're in an admin position.	3
It's like wasting time on a formality issue.	1
It's like flogging a dead horse.	4
To torture.	2
To sail at sea without knowing how to swim.	1
To a one-man theater play without an audience.	1
The dish that lacks salt.	1
To shoot video lectures.	2
To talk to a brick wall.	6
To eat candy behind the glass.	1
It takes more than a few buckets of water to turn the water wheel.	3
Since there is no sincere communication, it is an ordinary friendship relationship.	1
To the reflection of the sound in the void when you call from the top of the mountain.	1
Memorizing a poem alone because you keep repeating it to yourself.	1
To look at a view that you can't quite make out from afar and dreaming of reaching there someday.	1
To try to do sports in heavy traffic in the city.	1
Documentation prepared in accordance with the procedure.	1
To have a meeting.	1
Trying to talk to the stone.	3
I feel like artificial intelligence. No emotion, just conveying information. I think I can't pass my feelings to the children through the screen.	2
Like a fruit-bearing tree, but alone. You bear fruit, but there is no beneficiary.	1
Like a cell phone that runs out of battery. Useful but unusable.	1
It's like aimlessly watching television. Whatever you say is wasted.	2
It is like someone who has fallen into the void. Unable to understand where he fell...	1
Just like a university professor who lectures on the podium...	1

	Like the gardener who takes care of her flowers, but this flowers never bloom.	1
	It is like an author whose book is not read and not attracted to attention.	1
	<b>Total</b>	<b>98</b>
Expressions about the Beneficial Teaching Process in Virtual Classrooms	It's like TEDx talks if students attend classes.	1
	It's like presenting a popular program.	2
	Teaching in a visual classroom is like putting on a show... You're on stage. You have the lights and the sound. The stage lights have caught your eyes, and you can't see the audience, and your inner voice, whispers, sneezes, the phone call that the audience forgets sometimes... If you feel happy afterwards, the result is "Applause!"	1
	It's like taking a deep breath, you understand how it makes your students feel what you're teaching.	1
	It was like therapy during the quarantine period. At least I was doing something that made me feel like life goes on.	1
	The new face of education. Because now a new era is beginning in education.	1
	To be able to work in a safe area	
	Like a stand up guy. I am happy when children have fun in class.	1
	<b>Total</b>	<b>9</b>
	<b>Final Total</b>	<b>107</b>

When Table 3 is examined, it is seen that teachers' metaphors about teaching in virtual classrooms are grouped under two themes as "useful" and "useless". It is understood from the metaphors that teachers have difficulties in the teaching process and evaluate this process as useless. As it can be understood from the metaphors such as "beating water in a mortar, rowing against the stream, wasting time, monologue...", which are expressed more frequently, it can be concluded that the lessons are useless due to the fact that the teachers' efforts in virtual classrooms are not rewarded. In addition, it is thought that metaphors such as "The dish that lacks salt, to talk to a brick wall..." emphasizes the inefficiency of the virtual lessons. In addition, it is understood that teachers have negative feelings due to the lack of interaction and communication from metaphors such as "one-man play without an audience, radio DJ, memorizing poetry alone, talking into

the void...". On the other hand, it is seen that metaphors regarding the usefulness of a limited number of processes are also expressed. It is thought that some teachers' imagery of the process with metaphors such as "TEDx speech, performing on stage, taking a deep breath" is an indication of their adaptation to the process.

### 3. 3. Teachers' Memories About Teaching in Virtual Classrooms

Within the scope of the research, the teachers were asked, "Do you have a memory that impressed you (surprised, saddened, delighted, etc.) during your teaching period in virtual classrooms? Would you like to explain?" When the answers to this question were examined, it was seen that teachers' memories were mostly related to communication needs. Later, it is seen that the memories focus on student behaviors and parents' participation in the process. Examples from the memories obtained are given in Table 4.

Table 4. Memories of Teachers and Themes About Teaching in Virtual Classrooms

<i>Themes</i>	<i>Memories</i>
<i>Memories of Communication Needs</i>	<p><i>When I announced that we would have a face-to-face exam at school, a 5th grade student asked to speak. Excitedly, "Teacher, I have never seen our school. What kind of place is it, can you tell me a little bit." She said. It affected me a lot, I felt a bitterness. S7</i></p>
	<p><i>I told all the students once "I missed you all, Can you all open the cameras," and then they filled the screen with hearts, saying that we missed you too. Ö22</i></p>
	<p><i>A 6th-grade boy said "I love you so much" by saying the name of the girl he was fond of. We were in the middle of the lesson, we were all very surprised at first. Then everyone started laughing. Even though we didn't see each other, the wave of happiness on our faces enveloped us all. No one remembers what subject we covered, but the emotion we felt is etched in our memory. S33</i></p>

*Memories of Students'  
Lack of Motivation*

*My student accidentally turn on his camera, I saw that he is sleeping in bed. We couldn't bear to wake him up. S98*

*My students were children who attended classes in previous years and did their homework. However, they started to be reluctant in the distance education process. Their participation in the lesson decreased, and they started not fulfilling their responsibilities. After having private conversations with them, their motivation increased a little more, but they could not catch up with their previous performances. S55*

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*Memories of Lack of  
Equipment*

*I asked one of my students a question to make an introduction to the topic, but her microphone was broken. She wrote in the message section, but after that day she did not actively participate in the lesson. S75*

*I noticed that one of my hardworking and active students, whom I knew from face-to-face classes, did not attend the classes much. When I spoke to his family, he said that he could not attend the classes because he used the computer alternately with his brother at home. I was very upset and informed the school administration. Later, we delivered the tablet that another parent had donated to him. S41*

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*Memories of Parents*

*Students attended the lesson with their mothers and siblings. We did sports together. I also gave notes to our parents. Ö67*

*I asked questions by giving the students the right to speak in order. It's time for one of my students. He read the question. He answered. The answer he gave was not correct. I explained that his answer was wrong. He thought he had muted the microphone and angrily, he asked his mother why she had said the wrong choice. Of course, all the students heard the voice. Everyone laughed. I tried to close the case. S48*

*I ask a question to my student in the lesson and someone behind him is prompting. Then I called the parent. I explained to him that he should not take responsibility for the student. S51*

*During the lesson, the camera was turned on, and one of my student's mother was on the screen in the course. Then I called his mother to warn her. I was angry when I learned that my student's mother had entered the classes instead of the child. S82*

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In order to summarize the study, the metaphors were given below in the form of a word cloud. A word cloud is a type of shape in which the most frequently used concepts stand out and the least frequently used ones are written smaller. In this context, a word cloud was formed according to the frequency of use of the metaphors used in the research. As can be seen in the word cloud that summarizes the study, negative metaphors are the majority.

When teachers' metaphors about how they feel in virtual classrooms were examined, it was seen that they envisaged positive and negative emotions. As a result of the analysis, it was determined that negative metaphors were more commonly used. Similarly, Demirkanak, Kaba, and Urey (2022) also stated that teachers' perceptions were mostly negative in the metaphor study they conducted with teachers in different branches. Kazu, Bađıceci, and Kurtolu-Yalçın (2021) also reached a similar finding in their studies and stated that teachers generated more negative metaphors and that the process was inefficient. Given that the distance education process began unexpectedly and unprepared, it is reasonable to believe that the negative teacher perceptions expressed in the current research and studies conducted with different study groups over a similar period are understandable. Although there were a small number of them, it is observed that some teachers used positive metaphors for the process. It is thought that those who define themselves with metaphors such as "YouTuber, moderator, presenter, etc." adapt more easily to the distance education process and virtual classrooms. The reason may be that they associate it with the concept of a popular phenomenon such as YouTubers or that they feel good about themselves professionally in this process under the analogy of important professionals who address the whole public, such as announcers and presenters. By conducting in-depth research on the relationships of these teachers with their students, the reasons underlying this point of view can be investigated.

It is observed that teachers negatively place the most emphasis on the need for communication. In particular, it can be said that the reason teachers who use metaphors such as "alone, talking to a wall, robot, or schizophrenic" feel unproductive is the interaction problem they are experiencing. The events and situations described in the memoirs revealed the importance of communication and interaction between the teacher and the student in the process. Similarly, Cantürk & Cantürk (2021) revealed that the most obvious finding in their metaphor study with English teachers was the interaction problem. Correspondingly, in their metaphor study with secondary school teachers, Karal and Özcelep (2022) included the finding that teacher and student interaction is limited in distance education lessons. Karakuş & Karacaođlu (2021) stated the lack of communication in distance education as a common finding in their studies in which teachers, students, and parents resorted to their metaphors.

In the metaphor research he carried out with secondary school kids, Akpolat (2021) also provided the findings concerning the absence of contact in the process. The fact that students

also see miscommunication as a problem supports the current research findings. Current research and metaphor studies in the literature reveal that miscommunication is an important problem when the process carried out in virtual classrooms in the distance education process is examined from the point of view of teachers, students, and parents. In addition, Sintema (2020) stated in his study, which was conducted based on participant opinions, that students' inability to communicate qualitatively with teachers will lead to a decrease in their academic performance. Lestiyawati & Widyanoro (2020) emphasized that there are problems in distance education due to the inability to establish effective communication. In contrast to these findings in the literature, Silva and Sousa (2020) concluded in their study, which included teachers' and students' opinions about distance education during the pandemic process, that teachers have a positive view of the process. They associated this discovery with the availability of interactions in the learning environment, such as opportunities for students to express their thoughts, ask questions, and communicate with classmates. In addition to these, it is understood that teachers feel helpless in the process because of metaphors such as "whistling in the wind," "helpless, and "hopeless." This finding coincides with the finding that teachers feel helpless and unhappy in the metaphor study conducted by Demirkinak, Kaba, and Ürey (2022).

When the metaphors of teachers about giving live lessons in virtual classrooms were examined, it was seen that images were used for useful and useless lessons. It has been determined that metaphors that are related to the unproductiveness of the lessons were used more. In particular, the use of metaphors such as "flog a dead horse," "incomplete work," and "be as dull as ditchwater" shows that teachers emphasize the inefficiency of lessons. Metaphors such as "flogging a dead horse," "distaste, cooking recipe with an incomplete application," and "inactive" have also been used in different studies (Cantürk & Cantürk, 2021; Karal & Özcelep, 2022; Kazu et al., 2021), show that teachers in different regions of Turkey have similar perceptions.

Based on the analysis and metaphors made on memories, it is believed that providing motivation in virtual classrooms is important for the healthy execution of the process. It has been seen that there are studies (Fidan, 2020; Bozkurt, 2020; Lindner, Clemons, Thoron, and Lindner, 2020) that support the memories that students have motivation problems, which is the finding of the current research. In their studies, Demirkaya et al. mentioned metaphors that emphasize a lack of motivation, and Karal & Özcelep (2022) emphasized the importance of motivation at the point of willingness to learn. Kazu et al. (2021), who discovered the lack of motivation and infrastructure, stated that these concepts caused the inefficiency of the lessons.

The problem of motivation in distance education and the importance of providing motivation in terms of the educational process were also mentioned in distance education studies conducted before the pandemic. Hartnett (2016) emphasized the importance of motivation in

distance education in his book "Motivation in Online Education," published before the pandemic, and stated that instructional design affects learner motivation. Hobson and Puruhito (2018) emphasized in their study that the intrinsic motivation of students in virtual classrooms is important in terms of the quality of the lesson. In this context, it is understood that students in virtual classrooms experienced motivation problems before and during the pandemic. As indicated in the findings of the current research, eliminating the lack of motivation is very important for both teachers and students, who are stakeholders in the educational process. At this point, it is thought that instructional design should be done, and motivation should be emphasized in the context of classroom management.

The lack of tools and equipment appears as another theme in the memories. It has been concluded that there are problems such as following the lesson and lesson attendance due to a lack of tools and equipment. Metaphor studies (Cantürk & Cantürk, 2021; Demirkanak et al., 2022; Karal & Özcelep, 2022; Kazu et al., 2021) and opinion-based research (Fidan, 2020; Giannini & Lewis, 2020; Harris, 2020; Khazaymeh, 2021; Rakhmanina et al., 2021) yielded similar results. Due to the lack of equipment, lack of motivation emerges as an important problem for both students and teachers. In addition, when the findings on memories are examined, it is seen that parents take on the responsibilities of students. It is understood that the teachers are trying to solve the problems by reaching out to the parents at this point.

It can be said that in this process, teachers teach not only students but also parents. Considering the research results, the negative perception of teachers, who are the most important stakeholders in terms of the sustainability of education in the distance education process, shows the urgency of taking measures for future situations. The unforeseen pandemic process has caused us to open a new page in the education system. The spread of distance education has made it possible to process courses both face-to-face and in virtual classrooms. It is thought that the use of virtual classrooms will be a part of the education system in the near future due to the negative situations that may occur or due to the advantage of time and space independence. In this context, it is necessary to generate solutions to problems by learning from previous experiences and taking precautions. The situation can be understood by revealing what happened in virtual classrooms during the distance education process using metaphors and memories. Also in this context, some recommendations can be made to both practitioners and policymakers, according to the findings of the research, which aims to develop suggestions.

In general, considering that communication and motivation are the two prominent findings of the research and are related to each other, research can be conducted in which these concepts are discussed together. Policymakers can take the lead in preparing the curriculum and content to be applied in distance education in order for education to be hybrid or to take precautions

against emergencies that may occur. The Board of Education can conduct regulatory studies involving the interaction of teaching programs and course materials in a way that provides student motivation. At the same time, starting with the faculties of education, efforts can be made to enable teachers to design effective courses through their in-service activities. Teachers can be trained on the use of alternative communication applications, virtual classroom management, student coaching, etc. in order to increase motivation in virtual classrooms. Action research can be conducted on the topic of motivation in distance education.

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