Research Article

Opinions of Secondary School Teachers About the EBA Course E-contents:
A Qualitative Study

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Abstract

The EBA Course e-contents taking place within the Educational Information Network (EBA), which is one of the important components of the Enhancing Opportunities and Improving Technology Movement (FATIH) Project, has been presented to the use of teachers and students by the Ministry of National Education. This research aims to reveal the opinions of secondary school teachers about EBA Course e-contents. The research data were collected in the academic year of 2017-2018 by semi-structured interviews from 12 teachers who work in various secondary schools in the city center of Tokat and use e-contents. The data were analyzed using content analysis and the resulting findings were interpreted based on the research questions. Teachers have pointed out that there are no e-contents of many acquisitions in the secondary school curriculum in the system, they have problems with the internet connection when using e-contents during lessons at school and cannot find the e-contents they look for quickly, e-contents have short durations, there are outdated parts and the designs of e-contents are insufficient to attract the attention of the students. Teachers also remarked that rewarding active users of e-contents would increase the frequency of e-content usage in general.

Keywords: Fatih project, EBA (Educational Information Network), EBA course, e-content

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EBA Ders E-içerikleri Hakkında Ortaokul Öğretmenlerinin Görüşleri: Nitel Bir Çalışma

Öz

Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (FATİH) Projesi'nin önemli bileşenlerinden biri olan Eğitim Bilişim Ağı (EBA) içinde yer alan EBA Ders e-içerikleri, Milli Eğitim Bakanlığı tarafından öğretmenler ve öğrencilerin kullanımına sunulmuştur. Bu araştırma, ortaokul öğretmenlerinin EBA Ders e-içerikleri hakkındaki görüşlerini ortaya çıkarmayı amaçlamaktadır. Araştırma verileri 2017-2018 eğitim öğretim yılında Tokat il merkezinde çeşitli ortaokullarda görev yapan ve e-içerikleri kullanan 12 öğretmenden yarı yapılandırılmış görüşmelerle toplanmıştır. Veriler, içerik analizi kullanılarak çözümlenmiş ve elde edilen bulgular araştırma sorularına dayalı olarak yorumlanmıştır. Öğretmenler, sistemde ortaokul müfredatında yer alan birçok kazanıma ait e-içeriklerin olmadığını, e-içerikleri okulda ders esnasında kullanırlarken internet bağlantısı kaynaklı problemler yaşadıklarını, aradıkları e-içerikleri hızlı bir şekilde bulamadıklarını, e-içeriklerin sürelerinin kısa olduğunu, güncel olmayan bölümlerin var olduğunu, e-içeriklerin tasarımlarının öğrencilerin dikkatini çekmekte yetersiz olduğunu belirtmişlerdir. Öğretmenler, ayrıca e-içerikleri aktif kullananların ödüllendirilmesinin, e-içerik kullanım sıklığını genel anlamda arttıracağını söylemişlerdir.

Anahtar Sözcükler: Fatih projesi, EBA (Eğitim Bilişim Ağı), EBA ders, e-içerik.

Introduction

In today's world, the use of Information Technology (IT) has increased noticeably in educational environments as well as in every other field. In many countries, IT-supported projects are carried out to support education and training either locally or nationally. The most comprehensive IT-supported project in our country in this sense is the Enhancing Opportunities and Improving Technology Movement (FATIH) Project. FATIH Project is a national project sponsored by the Ministry of Transport and Communications and carried out by the Ministry of National Education.

FATIH Project, which aims to provide an effective training by using advanced technologies, is an extremely comprehensive initiative (Ekici & Yılmaz, 2013). In order to provide equal opportunity in education, FATIH Project is the most comprehensive project in the world already implemented to enable all students in primary and secondary public schools to access quality education content in IT-supported classrooms or out-of-school time.

FATIH Project will provide economical support for the provision of hardware and software infrastructure in classrooms, delivery of the broadband internet to all classrooms, provision of e-contents related to the courses and establishment of web platforms for content development and similar activities (MEB, 2017). For this reason, it is useful to investigate all phases and all aspects of such a multidimensional project carried out all over the country, in terms of productivity and sustainability one by one.

Within the scope of the FATİH Project, a web based social education platform called Educational Information Network (EBA) has been formed in order to support teaching activities both in the classroom environment at schools and outside the school. There are various sections in EBA such as EBA Course, Content Modules, Competitions and Applications (MEB, 2017). EBA is a system that includes educational content, as well as educational tools that both teachers and students can use. Resources in the form of video narration as well as resources in text, audio and image formats are included in EBA. Uploading files and providing digital space, organizing competitions, tailor-made courses for different

stages, announcements and file sharing by users are some of the features that enrich the EBA system (Aktay & Keskin, 2016).

EBA is a web page where many changes have been made in the design as well as in its content since the beginning of its publication life and many new versions have been published (see Figure 1). One of the latest innovations in EBA is the publication of EBA mobile applications in addition to the EBA web page.
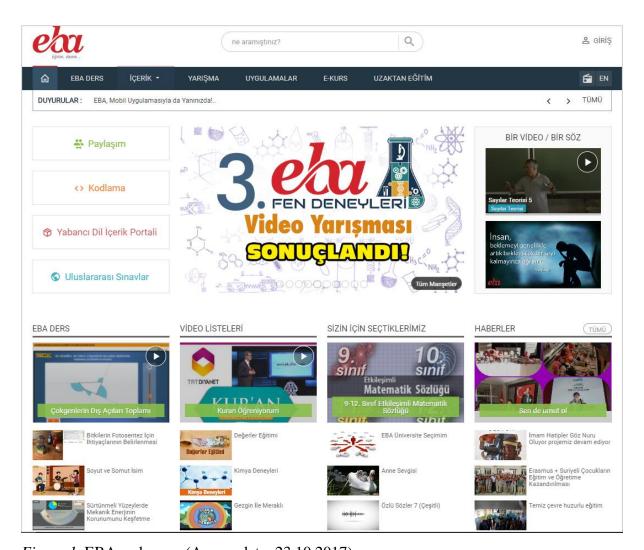

Figure 1. EBA web page (Access date: 23.10.2017)

The EBA Course in EBA is offered for the free use of the students who are studying at state schools affiliated to the Ministry of National Education and the teachers who work in these schools. In this context, teachers and students are required to log in to the system in order to use EBA Course. Teachers can log in to EBA Course with their e-Government Portal

passwords, MEBBİS user information or with their EBAKOD codes which are created for 15 minutes in EBA mobile applications, and students can log in with their e-School student info (see Figure 2).

Figure 2. EBA Course login screen (Access date: 23.10.2017)

There are links to "My Wall", "Courses", "My Classes and Groups", "My Files", "Content Production System" and "Help" in the main page opening for teachers entering EBA Course. Lesson and subject-based e-contents for teachers' use are found under the link "Courses" (see Figure 3). Teachers can perform the following tasks and operations by using these connections:

- They can create groups and classes of students and teachers in their schools. In these groups, they can make educational shares, and they can open a questionnaire or a discussion on any subject.

- They can send the e-contents in EBA Course as an assignment to their students and they can get feedback of the assignments they submitted from the reports section. In addition, teachers can share their activities in the events calendar of the group they choose, or they can view the events calendar of the groups they follow.

- Teachers can also create e-contents with the web 2.0 tools included in EBA Course and share these e-contents with all the students and teachers in their school.
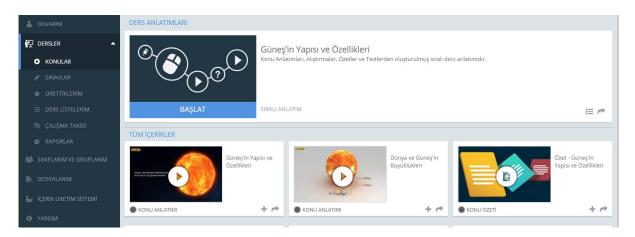
Figure 3. EBA Course teacher e-content page (Access Date: 23.10.2017)

There are links to "My Wall", "Courses", "My Classes and Groups" in the main page opening for students entering EBA Course. Lessons and subject-based e-contents offered for use by teachers and students are available under the link "Courses" (see Figure 4). Students can perform the following tasks and operations by using these connections:

- Students can work and share something with their friends and teachers in the classes and groups they are involved in EBA Course.
- They can follow the assignments submitted by their teachers from here in the events calendar and do them on time.
- They can watch EBA Course e-contents to revise at school or at home whenever they want.
- They can share something on their own wall, and participate in voting and events.

Figure 4. EBA Course student e-content page (Access Date: 23.10.2017)

The e-contents prepared for teachers and students can be grouped as follows:

- Lecture videos,
- Lecture animations,
- Interactive applications,
- E-exams in the form of exercises and subject tests.

In addition, there are e-contents specific for teachers in this section. Teachers can use them during classes or share them with their students in off-school hours.

EBA Course continues to update e-contents in order to cover more topics and acquisitions for teachers and students to use them more frequently and more efficiently. So as to get the feedback of these updates in EBA Course and e-contents, their usage rates by teachers and students are monitored by National Education Administrators in weekly, monthly and three-month periods on "EBA Reports" page. However, according to the EBA usage rates that can be followed by the Provincial/District Directorates of National Education and School Principals, EBA Course and e-contents are not considered to be of interest by teachers and students at an expected level currently. The investigation of reasons for the Course and e-contents of EBA, which is an important component of FATIH Project, not being at the expected level is important for the success of the project.

Teachers, who are considered to be the main practitioners of the project, bear the most substantial responsibility in the implementation of FATIH Project. It is possible to say that teachers play a key role in this process. In order to ensure sustainability of the project in all aspects, it is beneficial to ensure that teachers are actively involved in the implementation process (Akıncı, Kurtoğlu, & Seferoğlu, 2012). It can be said that one of the ways to achieve this is to consult opinions and suggestions of teachers about the project contents that they are using.

When the literature is examined, a lot of researches on the FATİH Project and its components can be found under different headings. Some of their research topics are EBA and EBA Course e-contents. Altın and Kalelioğlu (2015) have tried to find out what the thoughts of teachers and students are about the components of the FATİH Project. At the end of the research, the

students stated that they did not consider EBA as a teaching tool in general and they did not find EBA contents to be sufficiently interesting for their age. Teachers emphasized that they considered EBA useful as a teaching portal but that e-contents are not enough to match the acquisitions of the curriculum, e-contents should be updated and the amount of e-contents should be increased. Tüysüz and Çümen (2016) tried to determine the opinions of secondary school students about EBA Course e-contents. As a result of the research, it was found that the students thought that the e-contents of the EBA Course were interesting and that e-contents were beneficial for reinforcing the subjects they learned. However, they emphasized that while using EBA content e-contents, they experienced problems due to insufficient internet connection and the number of the contents should be increased. Tanrıkulu (2017) investigated the opinions of teachers about the extent to which the e-contents prepared for teaching Turkish Course in EBA covers the course's acquisitions. As a result of the research, based on the opinions of the teachers, it was concluded that EBA e-contents were insufficient in covering the acquisitions of the Turkish Course. Timur, Yılmaz and İşseven (2017), in their study for the opinions of secondary school students about the use of EBA, revealed that EBA e-contents should be improved, increased in number, and games containing interaction should be added. Çakmak and Taşkıran (2017) have tried to reveal the views of Social Studies teachers about EBA. As a result of the study, they stated that EBA e-contents increased the interest of the students in the course, e-contents helped to make the education permanent and provided benefit to the students to reviewing the subject. They stated that EBA e-contents would be useful in teaching all courses. However, they emphasized that EBA e-contents, in their current form, should be enriched and the internet connection in schools needed to be increased to a sufficient level. In conclusion, it can be seen that opinions of teachers and students are frequently used in the studies about EBA and e-contents in the literature. The point to be noted here is that teachers and students have close views about the inadequate quality and quantity of e-contents with the current situation. In this respect, it is important to encourage teachers to use the EBA Course and e-contents specific to EBA, which is one of the components of the FATIH Project, to reinforce learning during or after the class, and to consult teachers' thoughts on EBA Course e-contents. Thus, it is believed that significant feedback will be provided for decision-makers and content providers to improve the quality of e-contents which is an important element of the project, and it is expected to make significant progress in this regard.

The aim of this research is to reveal the opinions and suggestions of the teachers working in the state schools affiliated to the Ministry of National Education about the e-contents of the EBA Course.

Methodology

Research Model

This study, which aims to reveal the opinions of teachers about the e-contents in the EBA Course, which is one of the components of the FATİH project, was carried out according to the case study approach of qualitative research methods. Perceptions and events are tried to be presented naturally in a realistic and holistic way in the qualitative researches. One or more cases are investigated deeply in case studies. (Yıldırım & Şimşek, 2013). In this study, teachers' different opinions about the e-contents of the EBA Course and suggestions about what can be done in the name of more cultivated and efficient use of these contents are taken from teachers who are the practitioners in teaching. In the end, the qualitative research design was used in order to describe the opinions and suggestions of the teachers about the topic in more detail and in depth.

Participants

Participants in the study consist of 12 teachers working in various secondary schools in the city centre of Tokat. An easily accessible case sampling which is a purposive sampling method used in qualitative research was used in the research. This sampling enables the research to be carried out faster and more economically. Because, the sampling is chosen from the ones physically close and easily accessible for the researchers (Yıldırım and Şimşek, 2013). In the survey conducted before the study, since the EBA Course e-contents differed in the secondary school level compared to the high school level in the form of lecturing videos, subject narrative animations, interactive applications, interactive exercises and subject tests, the research was conducted with secondary school branch teachers.

As it can be understood from Table 1, 6 of the participants were female and 6 of them were male. Participants' seniority in the teaching profession changed between 6 and 20 years. At the beginning of the research, EBA Course was examined in detail by the researcher in terms of the completion rate of the e-contents on the basis of branches, and e-contents were seen to be present in Turkish, Mathematics, Science, Social Studies, English and Religion and Ethics. Participants of the study were selected among teachers of branches that of EBA Course e-contents were totally or partly completed and who log in to EBA Course and use the e-contents.

Table 1
Table of Participants' Gender, Teaching Branch, Professional Seniority Info

Participant	Gender	Teaching Branch	Professional Seniority (Year)
Participant 1	Male	Mathematics	12
Participant 2	Male	English	8
Participant 3	Female	Social Studies	20
Participant 4	Female	Science	11
Participant 5	Female	Turkish	8
Participant 6	Male	Religion and Ethics	16
Participant 7	Male	Social Studies	13
Participant 8	Female	Mathematics	11
Participant 9	Female	English	8
Participant 10	Female	Religion and Ethics	6
Participant 11	Male	Science	11
Participant 12	Male	Turkish	12

Data Collection

In order to collect the data in the research, a semi-structured interview form which was formed by the researcher and presented to the expert opinion was used. The research questions were prepared in a certain order and in such a clear and understandable way and excluding directing elements that participants could easily express opinions and suggestions about the topic. In the interview form, there are 5 key questions and probe questions related to them.

Within the scope of the research we tried to find out about teachers;
- In which stage and for what purposes they use EBA Course e-contents,
- What factors can play a role in increasing the frequency of using EBA Course e-contents,

- The problems they encounter when using EBA Course e-contents,

- Whether they are willing to add e-contents to EBA Course and receive a training for e-content creation,

- Whether they use other web-based e-content pages similar to EBA Course e-content web page, if any, to define their advantages comparing to EBA Course.

Appointments were made with the participants for the interviews for appropriate times for them outside school hours. During the interview time, participants were given a few minutes to review the interview form before the interview began. Interviews were carried out in quiet and calm surroundings. Each interview lasted approximately 10-15 minutes and all interviews were recorded with a voice recorder with the permission of the participants. Subsequently, all the interviews were converted to text in the digital environment without any changes in the content. The analysis of the data was carried out on this text.

Data Analysis

Analysis of the data in the research was done by the content analysis method which is a kind of qualitative data analysis. At this stage, themes were formed in a conceptual framework on the digital texts of the interview records and these data were coded. When new themes appeared in the process, they were added to the code list and the old codes were changed according to the newly created codes. The frequency of use of the detailed codes that occurred when the examination of the data was completed was determined and interpreted in this frame.

In the analysis of qualitative data, it is very difficult to remove the individual influences of the researchers while coding the obtained data. In order to eliminate this situation, the same data must be encoded by different encoders and the encoded data set is expected to show similarities between encoders. With this respect, an inter-encoder reliability study was performed on the themes generated as a result of the content analysis of the data obtained from the interviews. The ratio of the opinion body to the total view was calculated when the reliability of each created theme was determined. While analyzing qualitative data, it is considered that reliability should be achieved at the level of at least 70% in cases where more than one researcher is working (Yıldırım & Şimşek, 2013). The reliability for each theme was calculated 82% and

above in the research. In this case, it is accepted that an agreement was achieved for the created themes.

In accordance with the research ethics, the participants were informed about the purpose of the research in the data collection process. In this context, interviews were carried out after obtaining a verbal approval from the participants. Confidentiality of the information obtained from participants was provided within the scientific ethics framework in the research. In this context, codes such as T1, T2 were used when making quotations from the opinions of the teachers participating in the research.

Findings

In this study, where teachers' opinions about EBA Course e-contents were collected, the answers from the participants were analyzed and the most frequently mentioned opinions were turned into tables after being transformed into themes, and interpreted.

Findings about Using EBA Course e-contents in Classes

Within the scope of the research, it has been tried to find out in what stage and for what purposes teachers use EBA Course e-contents. The answers given by teachers were analyzed and the most frequently mentioned opinions have been transformed into themes and shown in Table 2.

Table 2

Categories and Themes Opinions on the Use of the EBA Course E-Contents during Classes

Themes	Related Views	Number of Comments
At the beginning of the class	To attract attention (4)	4
During the course of the class	For exercise purposes (2) For interim evaluation As reinforcement (3) Teaching with fun For concretization	8
At the end of the class	To make it permanent To make a revision (4) To summarise (2) To assign as homework (3)	10

As it can be understood from Table 2, the answers, given by teachers when they were asked in what stage of the class and how much they used EBA Course e-contents in the classroom environment, are gathered in three themes as "to draw attention at the beginning of the class", "during the course of the class" and "at the end of the class". As it can be seen in Table 2, teachers expressed the opinion that they use EBA Course e-contents at the end of the class most frequently. However, the use of EBA course e-contents during the course of the class is seen to be more repeated than at the beginning of the class.

It has been revealed that the teachers, who expressed opinion that they use EBA Course e-contents at the end of the course, do it to make a revision of the topic:

> *"I often use it in order to recall the topic again before distributing tests and to create a template in their minds ... I create a template about topics in their minds before teachings, then I give them a test about it." (T11- Science)*

It was also observed that teachers use EBA Course e-contents to send students assignments for homework at the end of the class: *"... I also send them as homework after the class." (T7- Social Studies)*

Teachers who expressed opinion that they use EBA Course e-contents during the course of the class stated that they do it most frequently to reinforce the students about the topic just taught: *"I use them as reinforcement at the end of the class to make what I just taught concrete and more permanent." (T6-Religion and Ethics)*

All of the teachers who expressed opinion that they use EBA Course e-contents at the beginning of the class say that they do it to draw attention to the topic: *"I use it at the first phase of the class. I use it in the introduction phase of the topic. I mean, I think it attracts attention of the students." (P10- Religion and Ethics)*

Findings about cases that can affect the EBA Course e-content Use Frequency

Within the scope of the research, it was tried to find out what factors could play a role in increasing the frequency of use of EBA Course e-contents by teachers. The answers given by

teachers were analyzed and the most frequently mentioned opinions have been transformed into themes and shown in Table 3.

Table 3
Opinions on Cases that will Contribute to Increasing the Frequency of use of the EBA Course e-Contents

Themes	Related Opinions	Number of Comments
Giving Incentives	Rewarding active use (4) Giving service score Giving certificate of achievement	6
Sample Lesson Presentation	Sample lesson presentation (3)	3
Design and Technical Elements	Offline usage availability Being related to the real life (2) More attractive contents (5) Moe interactive contents (3)	11
Structure of the contents	Prolonged Lecturing (3) Completion of the contents (4) Contents divided into subjects Relating the contents with textbooks	9

Teachers' responses about the change of which situations related to e-contents may result to the increase the EBA Course e-contents use frequency are grouped in four themes as "giving incentives", "sample class presentation", "design and technical elements", "structure of the contents". As it can be seen in the table, teachers have expressed opinion that the increase of the EBA Course e-contents use frequency will be possible with changes in the design and technical aspects of e-contents the most.

Teachers who expressed opinion about the design and technical aspects of EBA Course e-contents stated that it would be possible by enhancing the attractiveness of the contents: *"... Animation style might be more effective. Due to the age group, if there were more remarkable animations, it would be possible." (T9- English)*

Some of the teachers stated that the contents which are related to real life will increase the frequency of e-contents use:

> *"I would prefer to have a documentary sub-structure within the EBA Course. I think it would be useful to have documentary contents for students in terms of linking the issues to real life. This would affect the use in a positive way." (T4- Science)*

It has been emerged that teachers expressing their opinion on the general structure of the EBA Course e-contents stated that it would be possible by completing the contents the most:

> *"There is no separate activity for each acquisition, there are basic activities. If they were more determining, it would be more practical for us. Because, we don't have much chance to search during the classes. It causes time loss." (T12- Turkish)*

It has been observed that most of the teachers who expressed the opinion that the incentives were important as an element to increase the EBA Course e-contents use frequency, stated that it would be possible by awarding the active periods spent in EBA Course the most: *"... Teachers can be awarded after calculating his/her active stay periods in EBA Course." (T2-English)*

Findings Related to the Problems Encountered during the Use of EBA Course E-contents

Within the scope of the research, it was tried to determine the problems faced by teachers while using EBA Course e-contents. The answers given by teachers were analyzed and the most frequently mentioned opinions have been transformed into themes and shown in Table 4

Table 4

Opinions on the Problems Encountered during the Use of EBA E-Contents

Themes	Related Opinions	Number of Comments
Technical Problems	Unable to use without internet Internet speed problems (5) Finding contents takes time (5)	11
Content	Problems in the question contents (3) Lack of parallelism with the textbook (2) Outdated contents (2) Short duration of contents (4) Contents are not in the animation style	12
Design	Difficult usage Limited interaction Not noticeable (2)	4

The opinions expressed by teachers about the problems they encounter during the use of EBA Course e-contents are grouped in three themes as "Technical problems", "Content" and "Design" (see Table 4). As it can be seen in the table, teachers expressed the view that the problem they encounter while using EBA Course e-contents is about their content the most.

Teachers who expressed opinion about the content problems encountered while using e-contents emphasized the short duration of e-contents most frequently: *"... The subject narrations are short, the activities are short, and they finish quickly. They finish in the halfway. It can be enriched a bit more." (T11- Science)*

Some of the teachers used expressions that emphasize that the questions used for practice and evaluation in the e-contents were problematic: *"I see that the questions in the contents are sometimes out of acquisition and above the level of the students." (T1- Mathematics)*

Teachers who expressed opinions about the technical problems encountered when using EBA Course e-contents emphasized that finding the e-content they look for takes time most frequently: *"... I cannot find exactly what I look for in time; it's a waste of time for me." (T7- Social Studies)*

Another issue that teachers emphasize most frequently about the technical problems they encounter when using EBA Course e-contents is the problems with internet speed: *"It just takes a while to open EBA Course, which might sometimes originate from our internet. I think that is because of the internet." (T8- Mathematics)*

Findings Related to Elements to Promote E-content Adding to EBA Course

It has been tried to determine whether the teachers are eager to add e-contents to EBA Course and to receive training to create e-contents or not.

11 of the 12 teachers who participated in the study said that they were willing to prepare e-contents for EBA Course and they would take it if they were offered training for it. In this context, they pointed out that in addition to providing training on adding e-contents, there must be encouraging factors as well. Therefore, the answers given by teachers on the incentive elements were analyzed and the most frequently mentioned opinions have been transformed into themes and shown in Table 5.

Table 5

Opinions on the Elements that Encourage E-Content Adding in EBA Course

Themes	Related Opinions	Number of Comments
Financial incentive	A family holiday Pay (2)	3
Score	Service Score (4)	4
Document	Document for the active stay duration Document for motivation Certificate of appreciation/achievement	3

The opinions expressed by teachers about the elements that will encourage the addition of e-contents to EBA course are grouped in three themes as "Financial Incentive", "Score" and "Document". At this point, it can be seen that teachers emphasized the view of giving teachers scores the most frequently among the incentive elements:

> *"... The teacher who adds 5 contents on a regular basis per month may be given an additional 2 service scores per year. This may be encouraging. Thus, many teachers might carry out works on these issues." (T8- Mathematics)*

Some of the teachers expressed opinion that financial elements would be encouraging to add e-contents:

> *"Teachers can be given financial incentives for adding contents. For instance, teachers who add a certain amount of content in a standardized quality for a year can receive additional increased pay for the extra work." (T5- Turkish)*

Some of the participating teachers have emphasized that documents with reward elements can encourage teachers to add e-contents:

"In the name of motivation, incentives such as a certificate of appreciation or achievement can be given. I believe it is important to appreciate the work done." (T4- Science)

Findings Related to the Advantages of Other Web-based E-content Pages comparing to EBA Course

In the research, it has been tried to determine whether the teachers use other web-based e-content pages or not, if yes, their advantages comparing to EBA Course.

10 out of 12 teachers participating in the study stated that they used one or more web-based e-content pages similar to EBA Course e-content page. 9 of the teachers said they used another web-based e-content website. Three of the teachers stated that they used another web-based e-content website beside EBA Course.

The answers of the teachers about the advantages of the mentioned websites comparing to EBA Course e-content page are analyzed and the most frequently stated opinions have been transformed into themes and presented in Table 6.

The opinions teachers expressed about the advantages of other web-based e-content pages comparing to EBA Course have been grouped in two themes as "Quality Design" and "Wide Content". As it can be seen from the table, teachers emphasized the opinion that the designs of other web-based e-content pages are better quality than EBA Course more frequently.

Table 6
Teachers' Opinions on the Advantages of other Web-Based E-Content Pages Compared to EBA Course

Themes	Related Opinions	Number of Comments
Quality Design	Quality animations (4)	11
	Enjoyable activities (5)	
	Student preference (2)	
Wide Content	Extensive Lecturing (3)	10
	Cover acquisitions (3)	
	More activities (4)	

The opinion teachers emphasize more frequently about the quality elements of other web-based e-content pages is that their activities are more enjoyable: *"... Events and activities (in other e-content web pages) are more enjoyable. Students like them very much." (T3- Social Studies)* Some of the teachers stated that their students wanted them to use other web-based e-content pages:

> *"I think, the other e-content pages have advantages. Because, when I attempt to open EBA Course, they (students) ask me to open an activity from ....or.... (another e-content page). In this sense, I can say that students like especially .....(another e-content page) more." (T5- Turkish)*

As it can be seen in the table, it appears that teachers emphasize the opinion that other web-based e-content pages have wider contents comparing to EBA Course.

The opinion teachers frequently emphasize is that other web-based e-content pages have more activities than EBA Course e-contents:

> *"For their activity content is more. I mean they have more number of activities. As I just said they have more multiple-choice questions and fill in the gaps exercises. Matching questions, right wrong questions, these are a bit more in other e-content pages comparing to EBA, still I do not prefer them anyway."* *(T11- Science)*

Discussion and Conclusion

The research find out the results of the teachers' use of the EBA Course e-contents with the aim to inform students about the subject at the beginning of a lesson and to use them to draw their attention to the subject, reinforce the subject during the lesson and summarize it by repeating the lesson at the end and send them to the students as homework. As a matter of fact, this situation shows parallelism with the research result of Kurtdede Fidan, Erbasan and Kolsuz (2016) that most of the teachers think that the interest and attendance of their students will increase when they use the EBA. In addition, the results of the researches conducted by Çakmak and Taşkıran (2017) and Tüysüz and Çümen (2016) on EBA e-contents, using EBA e-contents during the lesson is increasing the interest of the students, making the education permanent, and making repetition of the subject show similarity with the results obtained in our study.

The research has revealed that for EBA Course e-contents in order to be used more often by teachers, it is necessary to increase the striking elements of the e-contents and be related to real-life and provide more opportunities for student interaction. It has also been noticed that the completion of the contents on course basis and increasing the duration of the lecture parts of the existing contents will increase teachers' use of e-contents. This situation supports the results of the study conducted by Altın and Kalelioğlu (2015) regarding the FATIH Project, in the context of the fact that the contents stated in the study should be updated frequently and the number of materials presented to students in the website is not sufficient. The results of the study are in line with the results of Keleş and Turan (2015) obtained from their research aimed

to reveal teachers' opinions about FATİH Project, saying that teachers use EBA Course e-contents during their classes but find it difficult to find enough contents about the subjects. In addition, the results obtained in different studies in the context that EBA e-contents are not at a sufficient level, the necessity of enriching and increasing their number with the elements that will enable interaction goes in line with the findings obtained from this study (Çakmak & Taşkıran, 2017; Timur, Yılmaz, & İşseven, 2017).

It has been seen that practical demonstration of sample course presentations by teachers or their colleagues about how to use the e-contents would be beneficial for teachers. As a result of the research, it has been argued that rewarding teachers in various forms for active using the e-contents will increase the frequency of e-content usage in general.

The results of the research show that teachers have internet connection-related problems when using EBA Course in particular e-contents during school lessons, they cannot find the e-contents they look for quickly, the durations of e-contents are short, there are outdated sections, there are mistakes in questions presented for evaluation purposes of e-contents and that the designs of the e-content are insufficient to attract the attention of the students. It was observed that the mentioned situation did not change during the past period, coinciding with the result of Kurt, Kuzu, Dursun, Güllüpınar and Gültekin's (2013) research studying the opinions of teachers about FATİH Project, and observing that teachers stating that the course contents did not suffice to meet their needs. In another survey on EBA materials, the result of Erensayın and Güler (2017) finding that branch teachers having difficulties in reaching activities and examples suitable for students' levels, supports the findings of the research. The findings of Tüysüz and Çümen (2016) and Çakmak and Taşkıran (2017) revealing that there are problems with the internet connection during the use of EBA e-contents and the need to correct this situation is similar with the results of this research. In addition, the research findings of Altın and Kalelioğlu (2015), revealing that EBA is not found sufficiently interesting by students, and that e-contents are not in line with the acquisitions in the teaching programmes, therefore they need to be updated, are similar to the findings of this study.

In the current situation, EBA Course e-contents are available for teachers as ready. Participating teachers expressed their willingness to receive in-service training to create e-

contents. Additionally, another result of the research that comes out is that it is important to offer various incentives to teachers to add e-contents to EBA Course.

It has been observed that teachers use different web-based e-content pages in order to increase the effectiveness of teaching and students' interests against the course in their lessons. The e-contents on these web pages being more extensive than the e-contents of the EBA Course, and the higher quality of their designs have resulted in the fact that they make these contents more useful for the teachers.

Suggestions

In the light of the findings obtained from the research, the following suggestions have been made to experts and decision makers about the e-contents of EBA, which is one of the important components of the FATIH Project:

The research findings were obtained from the teachers' opinions and suggestions about EBA Course e-contents, working in the city center of Tokat. This case is one of the limitations of the study. In this regard, it is important that the same research should be conducted in different regions where the views and suggestions of the school administrators, students and parents as well as the teachers are taken, and the comparison of the findings be obtained to reveal healthier and clearer results about the subject.

The research results show that teachers have awareness about EBA Course e-contents at a sufficient level. It is observed that teachers try to use e-contents at every stage of teaching but In the present situation the lack of e-contents for many acquisitions is an obstacle for teachers to use EBA Course and the e-contents. It is thought that this situation may be overcome by increasing the amount and duration of e-contents.

One of other important results of the research is that teachers use different web-based e-content pages as an alternative to EBA Course e-contents. From the opinions of the teachers, it has been concluded that the design and technical elements of EBA Course e-contents cause this

situation. In the course of the process, it will be beneficial to consider that e-contents to be added to EBA Course have more eye-catching designs and enable more student interaction.

It was seen that teachers were willing to take an active role in the creation of e-contents and they can participate voluntarily if in-service training is given. In the declaration of these opinions, it can be thought that the teachers might have seemed to be willing in order not to feel bad. However, we think that instead of directly benefiting from teachers for e-content creation, taking advantage of the teachers' views during the design phase of e-contents will positively affect their quality and usability in teaching environments.

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