



Opinions of the Students on Online Danismend Supported Learning

Research Article

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To cite this article: Ocak, G., & Baysal, E. A. (2020). Opinions of the Students on Online Danismend Supported Learning, *International Online Journal of Educational Sciences*, 12(1), 284-298.

ARTICLE INFO

Article History:

Received: 24.05.2019

Available online:
09.03.2020

ABSTRACT

Danismend was used as a name given to the students who were knowledgeable and well-informed and had come to the level of obtaining the degree of acceptance in the Ottoman period. The purpose of danismend is to make the learning processes of the students in the learning process more effective, to contribute to the solution of the problems students encounter during face to face learning, to accelerate their learning, to support them in overcoming the difficulties they face in their learning. In this study, people who help students outside the learning process are called as danismend. For this reason, a group of graduate students receiving traditional training was supported by a non-regular instructor (danismend) outside the normal education process. In other words, in the classroom environment a group of graduate students who took Scientific Research Methods course with the field expert came together with a danismend outside the course time in an e-class and completed their learning deficiencies. In this study, it is aimed to examine the views of the students who received danismend support. The study was designed by qualitative research method, consisting of 15 students continuing their graduate studies in Afyon Kocatepe University in the academic year of 2018-2019. The data were collected by semi-structured interview form and analyzed by descriptive analysis method. The research findings show that the lessons which were organized as a support to the lesson in which students actively participate, facilitated their education process.

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Keywords:

danismend, supported learning, online learning, student opinion

Introduction

The main institution of the education and training system in the Ottoman Empire are madrasas. Madrasa is an educational institution in which transplanted and mental sciences are taught. The first madrasa was opened in 1331 by Orhan Bey in İznik. Later on, madrasas were opened in almost every Ottoman city, such as, Bursa, Edirne and Istanbul. During the reigns of Sultan Mehmet the Conqueror and Suleiman the Magnificent, madrasa education and training reached its highest level. The madrasa consists of three parts, mainly Excluding, Including and Sahn. The student who gives the excluding courses at the

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DOI: <https://doi.org/10.15345/iojes.2020.01.017>

primary school level continues to take classes at secondary level. After completing Including courses at the madrasas, the student continued his education in the Sahn madrasa. The Sahn student studied under the name of danismend or softa (suhte) and graduated with a diploma called the Exemption (Diyanet İslam Ansiklopedisi, 2005).

The madrasas were ruled by the foundation and the trustee. In the form of a complex, the Turkish bath, hospital, public soup-kitchen, mosque and madrasa were built together. In the madrasas, the senior and the worker remain in the same room; he saw the service of the veteran, he would help in the lessons. According to the level of the madrasa, the students are named as Suhte (Softa) or Danismend, and his instructors are named respectively Muderris, Muallim and Muid. Generally, each madrasa had at least one muderris (Ekinci, 2017). The task of Suhte or Danismend was to guide the students who were lower than themselves in line with the information they received from the muderris and to support them in their sciences.

Danismend is a Persian word which means knowledgeable. They were the owners of the madrasa, and those who had a good financial condition had the authority to take their sake with them to see their services. The fact that the word "talebe" instead of "danismend" in the accounting book belonging to the Fatih Complex indicates that these two words were used as synonym in those periods. In addition to the students of the madrasa, in some sources, the staff of science, the professor of science in the profession was also referred to as danismend (Diyanet İslam Ansiklopedisi, 2005).

The status of the danismends were determined in the foundations which included the madrasas they usually study. The danismends were given the right to teach disciplines at the secondary level. Thus, while they were taking lessons from the muderris, on the other hand, they improved their teaching abilities by teaching (Diyanet İslam Ansiklopedisi, 2005).

When it comes to education systems from madrasas to today's systems, it is noteworthy that student-centered teaching methods and techniques still remain important. This task, which was undertaken by the "danismends" in madrasas, is now available in alternative teaching methods and techniques such as "tutor" supported learning. However, the replacement of a concept (danismend) with a concept (tutor) that does not exist in the past of our education system constitutes a contradiction in the effective use of Turkish. For this reason, the word "danismend" is used instead of "tutor". As such, the danismend, as mentioned above, performed an important task during the madrasa period and served as a complement to the education of novice students. The concept (danismend) that exists in our education culture is seen as "tutor" after years and is proposed as a new teaching supporter. Yet centuries ago, danismend had contributed to education.

With danismend supported learning practice, it is aimed that the student's difficulty in understanding the formal teaching process to give him advice on issues related to teaching. This method provides individual teaching support to students in need of help in the learning-teaching process. The purpose of danismend is to make the learning processes of the individuals in the learning process effective, to contribute to the solution of the problems, to accelerate their learning, to support them in overcoming the difficulties they face in their learning.

Danismend supported learning practice is carried out by experts who are appointed as a danismend by the principal person in the course of a teaching process. Danismend support is an activity that aims to help the students who want to help their students to learn and to facilitate their learning. For example, a student who is continuing his undergraduate education does not understand Central Tendency and Distribution Measures in his Assessment and Evaluation course, but he is able to overcome the problems faced with by taking another danismend from another student who is continuing his post-graduate education in Assessment and Evaluation. In this process, the student takes the support of the danismend, participates in a teaching process that he / she will understand, asks questions one by one, determines the level with specific questions

and obtains opportunities to see the learning shortcomings. The danismend does the reinforcement studies on the subject previously mentioned by the expert (course instructor / teacher / examiner) rather than telling the subject, and provides individual help with the questions he / she asks to the student in the unclear subjects.

Danismend supported learning is a teaching technique that supports cooperative learning. In this way, it contributes to the learning process by creating various kinds of relations in the learning environment. In the process of danismend supported learning, the student is not only actively involved in the learning process and but also communicates with both the danismend and the discipline expert. This enables the student both to actively participate in the process-wide learning process and to contribute to the achievement of lifelong learning skills. While gaining these skills, the danismend of the student has the task of bridging both discipline and culture. This task, which the danismend has undertaken, provides a guide on what kind of connections the student has to face during their the education life. Danismend plays an important role in determining the requirements for the solution of the problems that the student faces in the learning environment, eliminating the situations that hinder their learning and continueing their learning activities even if they encounter the negativities. While doing all these things, it is not a force that governs the student, but rather a support force that guides the student, continues the learning process with him, and helps the student to develop his autonomy.

Learning by any of the possible teaching methods is a human interaction activity, whether it occurs with a blackboard or a learning management system. Learning is the result of this communication between people. Unless really adaptable and very intelligent environments can be designed, the human factor is the only element that provides rapid and automatic change in every learning environment (Barajas, Scheuermann & Kikis-Papadakis, 2003; European Teacher Foundation, 2005). The main objective of learning environments is to realize learning through this human interaction. However, it is not always possible to provide this support by bringing individuals together in graduate education. In this case, alternative methods to support the learning of individuals should be considered. This space, especially in postgraduate education, can be closed by danismend supported learning. Danismend supported learning is an important process that supports the student both in discipline, socially and emotionally in the learning process. Moreover, the danismend is a guide and teaching staff who contributes to students' learning while they are in progress in their learning. In the learning environment, the support of the students by a danismend is extremely effective from the acquisition of the lesson objectives to the evaluation of the assessment-evaluation activities.

As students in the younger age group involved in the education process, graduate students sometimes need support to involve them in the learning process and to be motivated. In a physical classroom, students may not be able to make eye contact, ask questions or participate in learning processes due to a number of internal and external reasons such as individual concerns, lack of confidence and motivation problems. In such cases, students need support to compensate for their losses. This support, which is extremely important for the teaching process to be effective, can be provided with danismend supported learning in an online environment.

Online teaching refers to the transfer of the current curriculum and contents of a formal education institution from the campus (home, workplace, etc.) through means of communication. Computers and communication networks, which cover a significant part of information technologies, provide significant advantages, in particular to encourage individual learning and make full use of audiovisual communication (Bayam & Urin, 2002).

In the scope of this study, a group of students who has received master's degree education in Afyon Kocatepe University has been noticed by the lecturer who has difficulty in their scientific research course. On this situation, the students were divided into groups and each group was assigned to a group of students. The danismends and students came together at the determined times and the problems they encountered related

to the aforementioned course were discussed. In this direction, the aim of this study is to reveal the opinions of students who are included in the counseling program. In the framework of the aim of the research, the sub-problems are as follows:

1-What are the opinions of the students who have received danismend support about “organization, content, time management and interaction” of the advisory-assisted teaching process?

2-What are the opinions of the students about the advantages of the Danismend Supported Learning Process?

3-What are the opinions of the students about the difficulties they face during the Danismend Supported Learning Process?

4-What are the opinions of the students about how to make Danismend Supported Learning Process effective?

5-What are the opinions of the students on the implementation of the Danismend Supported Learning Process?

6- What are the opinions of the students about the effects of Danismend Supported Learning on learning?

Method

The research was planned and carried out as a phenomenological study of qualitative research designs. Subjectivity in qualitative data analysis is very useful because it includes special cases such as accessing in-depth information, understanding the message to be given (Bryman & Burgess, 1994). In the case of too many unknowns, starting with qualitative research methods often makes the research more qualified (Patton & Cochran, 2012). Goodson and Walker (2005) describe the acquisition of qualitative data as engaging in life education research. The phenomenology study focuses on the facts that we are aware of but do not have a detailed understanding (Cropley, 2002). According to Creswell (2007); a phenomenology study; explain the experiences of individuals about a concept or phenomenon with a qualitative research approach. In this study, the aim of the interviews is to reveal the experiences of individuals and meanings related to the facts, so the study method is considered as phenomenological study.

Sample

The sample of the study was selected from non-random sampling methods by criterion sampling which is one of the purposeful sampling methods. The aim here is to select rich in knowledge situations in order to conduct a deep research (Büyüköztürk, 2012). The sample of the research consists of 15 postgraduate students who are studying in Afyon Kocatepe University, Institute of Social Sciences, Department of Educational Sciences in 2018-2019 (n=15). This sample group was given danismend support within the scope of Danismend Supported Learning in the course of Scientific Research Methods included in the master's program. The participants met with their danismends in regular intervals to solve the problems they faced during the course. The students continued to receive danismend support until the completion of the Scientific Research Methods course.

Data Collection Tools

Qualitative research methods require qualitative data and qualitative data analysis. Therefore, these three components are important elements of qualitative research and are not independent from each other. In other words, if the correct qualitative research method is not selected, the other steps will not be compatible (Ataseven, 2012). For this reason, according to the research method, data were collected by semi-structured interview forms prepared by the researchers. The interview is one of the most commonly used data collection

tools in qualitative research (Woods, 1986). According to Guba and Lincoln (1982), the interview is perhaps the oldest known way of collecting and acquiring data that researchers can use. In the formation of the form, firstly the relevant field was scanned and the key words and themes that could be encountered during the counseling process were determined. Sub-themes which will provide in-depth data to the related themes were determined, and open-ended and large-scale questions were created about these sub-themes. In order to ensure the construct validity of the questions and to check their suitability for language expression, they were corrected by two Literary Teachers working in Afyonkarahisar Fatih Anatolian High School. In order to examine the relation between the themes and sub-themes with the questions being in the form; in other words, to obtain the validity of the scope, necessary examinations were made by a field specialist and a phd student from Afyon Kocatepe University. In the form of semi-structured interview form, necessary corrections have been made and been ready for pre-application. As a result of the pre-application, the necessary changes were made and the interview form was finalized. The form is composed of two parts: Personal Information and Interview Questions. The interview form consisted of 15 questions related to 15 sub-themes of six basic themes. The following is the process of developing the data collection tool, the table consisting of theme-sub-theme-questions is given below:

Table 1. Interview Questions

Themes	Sub-themes	Interview Quesitons
1-Danismend Supported Learning Process	1a-Organization	1a-By whom and how was the organization of the danismend supported learning process carried out? What were the positive or negative impacts in the organization process?
	1b-Content	1b-By whom and how was the course content determined in the teaching process? Was it effective in determining course content in this way? How did it affect the quality of the course?
	1c-Time Management	1c-How do you evaluate time management in the process of danismend supported learning? By whom were the date and time of the course determined? What are your positive or negative opinions about this issue?
	1d-Interaction	1d-During the danismend supported learning process, how was the student-danismend; dansimend-student interaction? Was it like the distance between the teacher-student relationship, or was it more like a consultant-client relationship? Summarize briefly the conditions that disturb or please you in this interaction.
2-Advantages of Dansimend Supported Learning	2a-Cognitive Level	2a-How would you evaluate the level of convenience and difficulty of the issues discussed in the course? Do the issues covered correspond to the subjects you are trained face to face? How do you think that re-addressing these issues has affected your cognitive level?
	2b-Affective Level	2b-How did danismend supported learning process affect you emotionally? How did you feel when you compare face-to-face education?
3- Difficulties in Danismend Supported Learning Process	3a-Cognitive Level	3a-Have there been any negative impacts on your cognitive level in danismend supported learning process? Was there any confusion in your information after face-to-face education? Are there any other shortcomings in your cognitive status?
	3b-Affective Level	3b-Have there been any negative impacts in dansimend supported learning process that affected you emotionally? What were these negative points? Briefly explain.
	3c-Time Management	3c-Did you encounter technical problems in danismend supported learning process? Have these problems affected your participation in the teaching process? How to fix these problems? Have you ever lost the course process until the problem disappeared, or how were these losses compensated?
	3d-Technical Problems	

4-Making Danismend Supported Learning Enviroment Effective	4a-Content Development 4b-Time Management 4c-Organization	4a-What kind of content arrangements can be made to make consultative support more effective? Should the subject specialist and danismend determine the common content, or should the subject specalist determine a common content on the problematic issues? 4b-How should time management be more effective for danismend supported learning? 4c-What can be done to make danismend supported learning process more effective?
5-Application of Danismend Supported Learning Process	5a-Online Application 5b-Face-to-face Application	5a-What do you think about the online application of danismend supported learning process? 5b-What would you think if danismend supported learning applied face-to-face? Which one do you think would be more effective? Face-to-face or online practice?
6- The Effects of Danismend Supported Learning on Learning	6a-Learning Level	6a-How did dansimend supported learning affect your learning level? Would you use danismend supported learning method in the classes you taught? Explain with reasons.

Data Collection

After the data collection tool to be used in the study was prepared, pilot interviews were conducted with two different participants to ensure the validity and reliability of the questions and the interview form was finalized. The study was tried to ensure the validity of the research by asking the same questions to the participants in the study group (Yıldırım & Şimşek, 2013). Before the data collection process, the participants were determined. The interviews which were performed at the designated time and place were recorded in writing.

Data Analysis

As the data were collected by means of qualitative data collection tools, it was analyzed by qualitative data analysis methods in accordance with the data collection tool. Miles and Huberman (1984) examined the data analysis process as three steps. The first step is to reduce the data. All qualitative data do not consist of the information the researcher is looking for. Therefore, the researcher analyzes the data and chooses the parts that work for him / her. The second step is visualization of the data. Selected data obtained from the first step is made more meaningful by establishing a relationship. The fact that the human mind is inclined to perceive the whole (Gestaltian thought) also supports this. Graphs, tables, diagrams, data interactions as well as visual presentation of the data provides great convenience to understand. The third step is to reach and confirm the result. The researcher decides to remove the data that he / she is interested in in this section (Üzümçü, 2016). In the analysis of qualitative data, descriptive or content analyzes can be used. In the descriptive analysis, the main purpose is to summarize the event as it is, and the quotations are also included (Yıldırım and Şimşek, 2013). Descriptive analysis is evaluated by identifying the findings of the interviewed individuals and trying to define the data through content analysis; the contents of the participants' views are defined systematically. The data obtained in this study were first coded in accordance with the themes and sub-themes determined before the interview and descriptive analysis was performed.

In the analysis of the data, the participants were coded as O1, O2,...O15. The statements of the participants in the interview forms were coded according to the content of the themes and sub-themes. The frequencies were also determined according to the frequency of the encoded statements. In addition to this,

sample expressions from the participant's views were included to facilitate the clarify of the questions in the themes and sub-themes.

Validity and Reliability

Krefting (1991) stated that instead of the validity and reliability expressions used in quantitative research, it would be much more accurate to include expressions such as credibility, correctness of results and competency of the researcher in qualitative research. Similarly, Guba and Lincoln (1982) stated that in qualitative research, such statements as credibility, reliability, validity and transferability should be included. In order to check the accuracy of the findings of one study, it is appropriate to indicate one or more of these strategies (Creswell, 2007). There are many ways to increase credibility. These are long-term interaction, participant confirmation and expert review (Holloway & Wheeler, 1996). In this study, long-term interactions were established with the participants during the courses to ensure credibility.

One of the methods that can be used to ensure the reliability of the data collected in qualitative research is triangulation (Patton, 1987). The triangulation is a comparison of two or more data collection methods, two or more data sources. Thus, one of the weaknesses of the method can be compensated by the strengths of the other method (Mays and Pope, 2000). In this study, it was tried to differentiate the data sources by interviewing different people in the same subject and tried to ensure the reliability of the study. At the same time, in the collection, analysis and interpretation of data, more than one researcher has been involved in researcher diversification.

Findings

The aim of this study is to examine the experiences of the post graduate students who have received danismen supported learning in Afyon Kocatepe University Faculty of Education, Educational Programs and Teaching Department. With this reason, the data obtained after the interviews with the students were analyzed in accordance with the themes and sub-themes determined before the research. In this section, research themes will be discussed respectively. The data for the first sub-problem is in Table 2:

Table 2. Opinions of the Students about Danismend Supported Learning Process

Themes	Sub-themes	Participants	Frequencies
1-Danismend Supported Learning Process	1a-Organization	O1,O2,O3,O4,O5,O7,O8,O9,O10, O11,O12,O13,O14,O15	f(14)
	1b-Content	O1,O2,O3,O4,O6,O7,O8,O9,O10, O11,O12,O13,O14,O15	f(14)
	1c-Time Management	O1,O2,O3,O4,O5,O6,O7,O8,O9,O10, O11,O12,O13,O14,O15	f(15)
	1d- Interaction	O1,O3,O4,O5,O6,O7,O8,O9,O10,O11,O12, O13,O14,O15	f(14)

The quotations about the first sub-problem of the research, "What are the opinions of the students ,who have received the danismend support, about organization, content, time management and interaction of danismend supported learning process?", are given below. In the context of this sub-problem, firstly, the opinions of the students about the organization process of danismend supported learning are as follows:

"During the post-graduate education, scientific research methods and techniques were organized by the lecturer. Doctoral students who have undergone the same processes were assigned to consult us. We were divided into groups of four and we talked about the subjects we studied in the class and the master's process...." (O5)

"The teaching process was planned by the head of the department. 4 groups of students were formed. A danismend was assigned to each group. Then groups and appointed danismends and telephone numbers were announced. As the process was planned professionally, there was no negative situation." (O9)

The students stated that a large number of danismend supported learning processes were organized by the lecturer and during the organization process, they did not experience any problems because the organization was made from a single source. In addition, the students stated that after the general planning, they contacted the danismends and planned their course processes, and that the flexibility in this process enabled the implementation process to be more efficient. Another sub-theme of the first theme is "content". Examples of students' views on this sub-theme are given below:

"The general content was determined by the lecturer, but after talking about the lessons, our danismend answered our questions and told us about the new research in our field. Repeating topics and exchanging ideas increased my interest in the course and strengthened learning. The course was more efficient. Our danismends were effective in the teaching process." (O4)

"During the teaching process, the content of the course was determined according to the opinions of the participants and danismend. Lessons were taken as the basis of the subjects discussed in the previous week. In this way, determining the content of the course was very effective both in defining and reinforcing our deficiencies about the subjects covered and finding solutions to the problems encountered in the research process. In addition, the fact that our danismend shared his experiences in his post-graduate process before, made a great contribution to the research process. With this practice, we were able to find answers to the points we missed in the course or later in the research process." (O12)

It is noteworthy that in the course of danismend supported learning, the content is determined by the students and danismends, the subjects are discussed in the general framework of the Scientific Research Course but they are flexible, the issues that students have difficulty in learning are taught and there are additional readings. It is seen that the students' determination of the subjects themselves will eliminate the problems in their learning. Another sub-theme of the first problem was "time management". Examples of students' views are as follows:

"We have set the time and the date of the lessons according to the group members and danismend all together. From time to time, we did not meet the interview time, and we met each other at the appropriate time. I believe that adjusting the interview times in this way increases the efficiency." (O6)

"First, whatsapp group was formed by group members. Danismend was added to this group. Everyone told me which day and time was appropriate for the course. Both the members of the group and danismend did not have a problem with this case. I would like to thank you very much for giving me priorities for making decisions because I am living in other city." (O10)

When the views of the students in terms of time management are considered, the flexibility of the time management in the teaching process and careful planning taking into account, the views of each student have positively affected the effectiveness of the process. The continuation of danismend supported learning method as an online process enabled students who were outside the city to participate in the process. The fact that the courses were especially in the evening hours ensured the continuity of the students. The last sub-theme of the first sub-problem is the interaction in the advisory-assisted teaching process. Examples of students' views are as follows:

"Our interaction with our danismend was very good, more like a consultant-client process rather than a teacher-student process; the conversations were in the mood of brainstorming, not exchanging an idea in order to teach something. This interaction made me feel more comfortable and express my thoughts. There has never been a situation that has bothered me about the process." (O3)

“There was no problem about communication during danismend supported learning process. I believe that we have had an effective communication process with our danismends. In this process, a consultant-client relationship was more dominant than the teacher-student relationship. During the process, our danismend provided an effective communication environment where we could express ourselves easily with her guiding and supportive attitudes and we could ask all our questions.” (O11)

When the views of students about this sub-theme are examined, it is seen that the students mostly express the relationship between the consultant-client relationship rather than a teacher-student relationship. This shows that the relationship is more constructive, flexible and comfortable. The students turned this situation into an opportunity and tried to make the most of their danismends. They contributed to their arrival by clarifying the points they were afraid to ask during the formal education. The second sub-problem of the research is expressed as “What are the opinions of the students about the advantages of the Danismend Supported Learning process?”. The findings of this sub-problem are given in Table 3:

Table 3. Opinions of the Students about the Advantages of Danismend Supported Learning Process

Themes	Sub-themes	Participants	Frequencies
2-Advantages of Dansimend Supported Learning	2a-Cognitive Level	O1,O2,O3,O4,O5,O6,O7,O8,O9, O10,O11,O12,O13,O14,O15	f(15)
	2b-Affective Level	O1,O2,O3,O4,O5,O6,O7,O8,O9, O10,O11,O12,O13,O14,O15	f(15)

The second sub-problem of the research aims to reveal the views of the students about the advantages of the danismend supported learning process. Examples of students' views on the cognitive level, which is the first sub-theme of this sub-problem, are listed below:

“In the process, the first week was more verbal than the verbal subjects. But then, the statistics were hard. Each week the topics covered in the lesson were repeated in the session. Learning through topics was effective and lasting. After some topics have been repeated, the appropriate summaries are prepared by the danismend along with the members in the form of the word, excel. In addition, the session was recorded and shared with the group members after the session. Danismend made screen sharing during the session and made the issues that were difficult to understand became clearer.” (O14)

“The difficulty of the subjects covered in danismend supported learning process was moderate. Subjects were identified in relation to face to face education. The topics covered in the learning process was supportive. The reconsideration of the subjects increased the persistence of learning and helped me complete the missing points and think about them from different points of views.” (O13)

The students stated that the cognitive level of danismend supported learning process was very positive. They stated that they had an opportunity to correct the wrong learning they encountered during the formal education and stated that they had a positive effect on their cognitive levels. However, they stated that the issues discussed by the lecturer in the formal education process were supported by dansimend and that there was no confusion. Another sub-theme of this sub-problem is the affective level. Examples of students' views on this topic are as follows:

“It affected me positively. It would be much better if you had the opportunity to meet face to face in the same environment. However, I believe that interviews over the Internet have enabled us to achieve the highest level of efficiency, since we are in other cities and face-to-face interviews will cause much more problems in terms of material and time. The positive attitude of our danismend and encouraging us to say our ideas comfortably helped us to increase our self-confidence.” (O2)

“In addition to the face-to-face training process, danismend supported learning process supported me to develop my skills to express myself more easily and plan the process. At first I thought it would be a more difficult process compared to face-to-face training, but seeing that having a more comfortable learning environment over time allowed me to have a more effective learning process.” (O9)

The data obtained from the students indicated that danismend supported learning process supported the students in a highly affective way, and that the students felt comfortable and that they influenced the formal education process. In addition, online application of danismend supported learning supported the students in many ways.

The third sub-problem of the research is expressed as “What are the opinions of the students about the difficulties they face during the Danismend Supported Learning Process?”. The findings of this sub-problem are given in Table 4:

Table 4. Opinions of the Students about the Difficulties Faced in Danismend Supported Learning Process

Themes	Sub-themes	Participants	Frequencies
3-Difficulties in Danismend Supported Learning Process	3a-Cognitive Level	-	f(0)
	3b- Affective Level	O3,O9,O10	f(3)
	3c-Time Management	-	f(0)
	3d-Technical Problems	O1,O2,O3,O4,O5,O6,O7,O8,O9 O10,O11,O12,O13,O14,O15	f(0)

In the third sub-problem of the study, the opinions of the students regarding the difficulties encountered in danismend supported learning process were discussed. The first sub-theme of this sub-problem is the “cognitive level”. Examples of students' opinions are as follows:

“I did not encounter a negative situation, in contrast to the questions in my head during the course.” (O15)

“I did not encounter any situation that negatively affected my cognitive level during the counseling course. There was no confusion in the information I received in face-to-face learning. In contrast, I had the opportunity to rearrange some of the information I had misunderstood in face to face learning.” (O8)

All of the students have expressed their opinions in similar ways, they have said that there has not been a negative effect on their cognitive status. The students stated that they dealt with a number of difficulties encountered during the formal education process and the complexities of meaning thanks to danismend supported learning. Another sub-theme for this sub-problem is the “affective level”. Sample expressions taken from students' opinions are as follows:

“I was not affected negatively by danismend supported learning process.” (O1)

“There was no negative effect on the emotional side.” (O7)

In the course of danismend supported learning process, it was observed that some students experienced problems in terms of affective level while some students didn't. For example, one of the students stated that they had family problems and another said that they were excited. Another sub theme discussed in this section is “time management”. None of the students experienced problems in this section. Sample expressions taken from students' views are as follows:

“There was no time management problem in terms of both the students and danismend.” (O2)

“There was no problem with time management. Everyone was ready at the designated time. We spent about an hour. Everyone was given the opportunity to speak equally. When there were people who didn't talk, the dansimend asked that person's opinion and tried to involve them.” (O8)

All of the students stated that there was no problem in terms of time management in dansimend supported learning process. Danismend supported learning was conducted online because some of the students in the group lived in different provinces and were gathered outside of working hours. For this reason, the problems that students may face in the process were also examined technically and the students were asked their opinions. Samples taken from students' opinions are given below:

"In the first session, there were breaks due to internet connection. Generally, there was a problem with the sound. The second week, the negativity was fixed. The most beautiful connection was the quality course with sessions made from both the phone and the PC via the skype connection. There were no losses until the problems were resolved." (O8)

"There were no major technical problems with the danismend supported learning process. Only in some lessons there were minor problems with sound and connection. However, problems were solved as soon as possible. No loss of course because problems were solved in a short time." (O11)

When the technical problems faced by the students are examined, it is noteworthy that the problems are related to the internet connection. However, the students stated that these problems are very short-lived and resolved. The fourth sub-problem of the study was determined as "What are the opinions of the students about how to make Danismend Supported Learning process effective?". The findings of this sub-problem are given in Table 5:

Table 5. Opinions of the Student about the Effectiveness of Danismend Supported Learning Process

Themes	Sub-themes	Participants	Frequencies
4-Making Danismend Supported Learning Enviroment Effective	4a-Content Development	O1,O2,O3,O4,O5,O6,O7,O8,O9 O10,O11,O12,O13,O14,O15	f(15)
	4b-Time Management	O1,O2,O3,O4,O5,O6,O7,O8,O9 O10,O11,O12,O13,O14,O15	f(15)
	4c-Organization	O1,O3,O4,O5,O6,O7,O8,O9,O10 O11,O12,O13,O14,O15	f(14)

In this sub-problem, the opinions of the students were consulted in order to make clear how the danismend supported learning process be made more effective. For this reason, firstly, students were asked how the content should be considered during the process. Sample statements from student views are as follows:

"Our teaching first began to reinforce the issues in face-to-face learning. We've repeated a subject three times. Then, according to our problems, the course content changed according to us. We worked with our teacher to identify the issues we have been missing and worked on. In this way, our instruction should be determined in this way as it addresses our questions, our deficiencies." (O6)

"I think that the needs of students should be taken into consideration in order to be more effective in counseling. Subjects should be selected from the areas where the students are lacking and having problems. The subject should be determined by the dansimend and the student but the expert's opinion should be taken into considiration." (O12)

When students' opinions were taken into consideration from the context of content, all of the students stated that it would be appropriate to decide together with the subject expert-danismend-student triangle in accordance with the student needs of the content. In particular, the students stated that the determination of the content in line with their own needs and flexibility would contribute to the process. Another sub-theme for this sub-problem is "time management". Examples of students' views on this sub-theme are given below:

"The process we're using is pretty good, because we were able to adjust the time according to our needs, and we didn't have any problems to extend the time and set up extra calls when needed." (O4)

"There was no problem in our courses in time management. When our teacher realized we were tired, he finished his lesson. Education should be continued as long as there is effective teaching. This way, decisions can be made with time management." (O7)

The students stated that time management should be flexible in order to make the danismend supported learning process effective, and that the hours and times of the lessons can be changed at the required times. The last sub-theme for this sub-problem is the organization. Some examples of student views on this sub-theme are as follows:

"Two days a week, half an hour can be taught. When the subject was intense, the lessons were not raised. It was in lessons that did not pass through exhaustion. One more course can be done." (O8)

"The course contents can be planned as a process in which students are pre-shared and deficiencies are completed. Students should internalize this process and come ready. Every student should be actively involved. A communication environment can be created in which the student can express himself / herself freely." (O13)

It is seen that students deal with this sub-theme from different perspectives. Some of the students handled the organization in terms of time and some of them discussed in terms of content. The students stated that on one hand, the organization should be done from a single source, on the other hand, it should be flexible and should be able to make changes where necessary. The fifth sub-problem of the study was determined as "What are the opinions of the students on the implementation of the Danismend Supported Learning Process?". The findings of this sub-problem are given in Table 6:

Table 6. Opinions of the Students about Danismend Supported Learning Process

Themes	Sub-themes	Participants	Frequencies
5-Application of Danismend Supported Learning Process	5a-Online Application	O1,O2,O3,O4,O5,O6,O7,O8,O9 O10,O11,O12,O13,O14,O15	f(15)
	5b-Face-to-face Application	O6,O8,O9,O10,O11,O12,O14,O15	f(8)

In this sub-problem, it is aimed to examine the views of the students about the implementation process of danismend supported learning process. The first sub-theme discussed here is the online application.

"I think it's appropriate for the digital age. In the 21st century, this kind of training is a good practice. In this age, the fastest and most effective way to use the internet in this way is quite effective." (O8)

"I think it is more functional to apply dansimend supported learning as an online course. With this application, students are able to express themselves more easily and save time outside the school environment." (O11)

The vast majority of students stated that the online application process was very efficient. The online danismend supported learning provided the opportunity for all students to participate. They feel more comfortable. They stated that they save time and benefit from technology. Another sub-theme of this sub-problem is face-to-face application. Examples from student views on this sub-theme are given below:

"I think the face-to-face interaction will be much more, but as I mentioned earlier, the participation of students and danismends who work in other cities will be very difficult. I think that the negotiations will be interrupted, as the negotiations we have in the evenings are needed during the day and at a time when everyone can come together." (O6).

"I think that online application of danismend supported learning process is more effective. I think that online education is more functional in our age as it allows students to ask questions at different points, in time saving. I also think that students will be able to express themselves more comfortably and ask their questions more easily." (O1)

The views of the students differ from the face to face application process. While some of the students stated that face-to-face practice was more effective, some students said that online practice was beneficial. On the whole, students stated that there were advantages and limitations in both types of applications. The last sub-problem of the study was determined as "What are the opinions of the students about the effects of Danismend Supported Learning on learning?". The findings of this sub-problem are given in Table 7:

Table 7. Opinions of the Students about the Effects of Danismend Supported Learning on Learning

Themes	Sub-themes	Participants	Frequencies
6-The Effects of Danismend Supported Learning on Learning	6a-Learning Level	O1,O4,O5,O6,O7,O8,O9,O10,O11,O12,O13,O14,O15	f(13)

The sub-theme of this sub-problem is related to the learning level of the students. Although the majority of the students stated that their learning levels had reached a very good level regarding this sub-theme, they stated that they would not use the majority in their own courses. Examples from students' views on this topic are given below:

"Danismend supported learning process positively affected my learning level. I do not prefer danismend supported learning method in the classes I teach. I think that there will be no interest and participation since students' interests and attentions are low in small age groups." (O3)

"First of all, we have affected in a positive way, we have opportunity to fully understand the course content. I prefer using it in the classes I teach. Because it is online, it saves time by collecting students in different locations. As we are in groups, other friends' ideas create new ideas. It gives a different perspective. A highly productive study of technology." (O12)

The students stated that they had a positive effect on the education levels by means of danismend supported learning process. However, some of the students stated that this practice was suitable for higher level students and that students at all levels could not use this practice.

Discussion and Conclusion

Danismend supported learning is the individual learning activity in which students having difficulty in learning, are supported by the danismend to facilitate their learning. In this method, students receive individual help from the danismend assigned to them in relation to the targeted topic. The aim here is not to address the whole of the target, but rather to address the hardships of the course, and to help students overcome the points that hinder their development. In this context, the aim of this study is to examine the views of post-graduate students who support their individual learning in order to overcome their learning difficulties in the context of Scientific Research Methods Course.

Danismend supported learning is not a one-off event, but continues through a process. Danismend supported learning process continues throughout the whole learning process. The aim is not to provide direct information to the student but to support him / her in dealing with the difficulties. During this support, it contains a number of elements. One of them is the organization. Danismend supported learning process should be organized so that the student can get support at any time. Because, before the next learning activity, the student should solve the problems as soon as possible. Another basic component of the counseling process is content. Danismend supported learning process cannot have a definite content. This learning method, which is an individual teaching activity, should have a flexible content that can vary from person to person. It should be designed to meet the different needs of individuals. Gücüyeter, Şeref and Karadoğan (2019), working on tutor supported learning in relation to this subject, stated that this teaching activity, which is seen as having seen personal teaching support about the departments that have difficulty in understanding other than the

subjects learned, is not related to the whole subject. It is based on the comprehension of the chapters that are difficult to understand during teaching. Volunteerism is essential in this activity. Briefly, according to participants' view in this, danismend supported learning can organise individual learning process. It can be organized with participation of danismend and the students. Moreover, if the students and danismend want, they can decide the content of the learning process. During danismend supported learning process, time management is flexible. The students and danismend can decide the suitable time for learning process.

Danismend supported learning used in learning environments contributes to the cognitive levels and affective levels of individuals. Learning problems encountered in real classroom environments cannot be solved from time to time due to emotional problems experienced by students. However, thanks to the virtual environments created by danismends, the students feel more comfortable and can overcome the problems with the support of their danismends. Tan (2005) said, in tutor supported learning, aims to reduce the burden of the teacher. It is of course desirable for the student to ask the teacher about the subjects or questions he does not understand. However, this situation may cause disruption or slowing of the course. The most important thing is that each student does not have the self-confidence or the interest of the course to ask what they do not understand. Therefore; the person who will show his / her deficiencies individually to the student, as a danismend, generally consists of a high-level student who knows the subject well enough or the person who knows the subject adequately.

It can also be mentioned that there will be a positive increase in the academic success of the students as they will overcome the learning deficiencies encountered by the students in the learning process. As a result of this, students will be more active in the courses and it can be said that the student will have a positive effect on socialization. Danismend supported learning allows the student to recognize the level of learning and, as a result, the development of self-assessment and self-regulation. This situation supports students' views on cognitive and affective levels.

Salmon (2003) stated that the learning process supported by an expert or a coach contributed to the students' development in five stages. These areas; motivation, socialization, information exchange, structuring knowledge and development of different skills at each stage. Collison, Erlbaum, Haavind and Tinker (2001) also stated that a guide or moderator involved in the learning process facilitates learning rather than managing with appropriate communication. This situation corresponds with the opinions obtained from the students. In a learning environment supported by danismend supported learning, a danismend may act as a coach, a mentor, or a moderator. The danismend who undertakes this task both contributes to the development of the subject area and supports their social development as well as increasing their motivation and prevents them from moving away from the learning process due to the difficulties they face.

According to students' view, during the danismend supported learning process, they generally don't encounter negative situations in cognitive point of view. They expressed that they have compensated the missing information they had during face to face learning. In addition, students claimed that danismend supported learning hasn't affected the emotional situations of the students. However, in terms of negative sides of danismend supported learning, students expressed that they had had technical problems such as internet connection, volume adjustment.

As a result, as stated by Vlachopoulos (2008), it contributes to the complete completion of the learning process by enabling teachers, facilitators or e-moderators to overcome the problems encountered in the learning process. The online realization of this process saves time or space and brings the advantages of the process to a much better level. The aim of danismend supported learning is to support the student as well as the teacher of the course. Danismend supported learning, one of the student-centered teaching methods, is a method that can be used in all levels of education. If danismend supported learning is organized well, it can support face to face learning environment.

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