

“OUR LIFE HAS CHANGED SO MUCH”:
RESEARCHING COVID-19 PHENOMENON WITH FIRST GRADE CHILDREN

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“OUR LIFE HAS CHANGED SO MUCH”:
RESEARCHING COVID-19 PHENOMENON WITH FIRST GRADE CHILDREN

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DECLARATION OF ORIGINALITY

I, Elif Kevser Dereli Özengen, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date

ABSTRACT

“Our Life Has Changed so Much”:

Researching COVID-19 Phenomenon with First Grade Children.

This study attempts to investigate children's experiences with the COVID-19 pandemic. It is also aimed to be an intermediary for children to underline their competencies and make their voices heard with minimal adult interference by using the research with children method. Fourteen first-grade students in a private primary school in Istanbul, Turkey directed the study by working as co-researchers. The study is designed as a phenomenological case study. Since phenomenology studies aim to convey the experiences of individuals through their perspectives, the data consists of children's drawings, photographs, and individual and group interviews. The data is analyzed through thematic content analysis. As a result of the research, various findings are obtained about what children know about the COVID-19 phenomenon, the impact of the pandemic on their own and others' lives, their online and face-to-face education experiences, the factors that increase their resilience while staying at home, and their expectations from the authorities.

ÖZET

“Hayatımız Çok Değişti”:

COVID-19 Olgusunun Birinci Sınıf Çocuklarıyla Araştırılması

Bu çalışma çocukların COVID-19 pandemisiyle ilgili deneyimlerini anlamayı amaçlamaktadır. Aynı zamanda çocukla araştırma yöntemi kullanılarak, çocukların yetkinliklerini öne çıkarıp, en az yetişkin müdahalesi ile seslerini duyurmaları için aracı olma hedeflenmiştir. Çocuklar, araştırmacı ile ortak şekilde çalışarak araştırma sorularına ve kullanılacak yöntemlere karar vermişlerdir. Araştırma, Türkiye’nin İstanbul ilinde, özel bir ilkokulda birinci sınıfta öğrenim gören 14 öğrenciyle gerçekleştirilmiştir. Çalışma fenomenolojik (olgu bilim) örnek olay incelemesi olarak tasarlanmıştır. Fenomenoloji çalışmaları bireylerin deneyimlerini onların gözünden aktarmayı hedeflediğinden, veriler çocukların çizimleri, çektikleri fotoğraflar, bireysel görüşmeler ve grup görüşmelerinden oluşmaktadır. Veriler tematik içerik analiz ile incelenmiştir. Araştırma sonucunda çocukların COVID-19 fenomeni hakkında bildikleri, pandeminin kendi ve başkalarının hayatlarına etkisi, online ve yüz yüze eğitim deneyimleri, evde kaldıkları sürede dayanıklılıklarını arttıran unsurlar ve otoritelerden beklentileri hakkında çeşitli bulgular elde edilmiştir.

*To my little bird,
fluttering to grow inside me...*

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CHAPTER 1

INTRODUCTION TO THE STUDY

Since the beginning of humanity's struggle with the COVID-19, various studies have been done about the impact of the pandemic from different perspectives, such as people's physical and mental health, relationships, and the economics of countries. When it comes to children, it is observed that the infection percentage is very low when compared to adults. They show mild indications or do not indicate any symptoms (Idoiaga, Berasategi, Eiguren, & Picaza, 2020). Therefore, it is assumed that children are less vulnerable to COVID-19 than adults. However, because of the low level of symptoms, they were considered a risk of spreading the infection (Pavone, Giallongo, La Rocca, Ceccarelli, & Nunnari, 2020). As a result, schools, where too many children come together, were the first place that came to mind. Schools have closed their doors in most countries to decrease physical contact and spread of the disease (United Nations Educational Scientific and Cultural Organization [UNESCO], 2020). Efforts to contain the virus have affected not only schools but also entertainment centers, libraries, parks, and many places where children benefit. Thus, the social lives of children have been disrupted (Masten & Motti-Stefanidi, 2020). On top of all these, issues such as curfews, changes in the socio-economic status of the families, staying in quarantine or losing relatives caused children to be vulnerable during this period.

While children's lives have changed from top to bottom with the pandemic, few studies focus on children's lives in this specific condition. Issues like children's perspectives about the pandemic, not being able to go to school, lockdowns, changes

in their lives, or other issues that they have experienced but that we cannot predict were not considered.

This research is conducted with different goals. First of all, this study is built on the assumption that children's lives are affected in various ways during the pandemic. It aims to understand children's thoughts and experiences about COVID-19. The main goal is understanding their perceptions about the pandemic, ideas about face-to-face and online education, changes in their lives, and protective factors during lockdowns in the beginning.

Secondly, the research has an intermediary role for children who have limited expression chance to make their voices heard by other people, especially by the authorities, since their voices are almost never heard in this process. While doing this, instead of applying a scale to children or their parents to reach quantitative results, it aims to make children's honest thoughts and experiences be heard and understood by using the research with children method. Thus, this research is also considered as a tool for child participation.

The research design is determined as a qualitative phenomenological case study considering previous purposes. Thanks to phenomenology, it is tried to make sense of children's thoughts and experiences about the COVID-19 phenomenon. Different groups of society have been affected differently by the pandemic. More specifically, the case was decided as a classroom in a private school with fourteen first-grade children with similar experiences.

We conducted the study with children as co-researchers. Children decided what they wanted to talk about or search about the pandemic, and we placed these topics on the concept map in our classroom. We worked together on these issues using various data collection methods. While I guided children about what we could

make to go deeper on the topics, they sometimes guided me to work on things that I had not thought of initially

I tried to keep in mind that this is a qualitative study instead of focusing only on the questions at the beginning of the study. It should be open to alterations that will emerge in the process. Therefore, the final versions of the research questions are obtained after data collection and analysis (Maxwell, 2012, p.86).

While the central question is “What do children experience during COVID-19?” the following subheading questions help me deepen the subject.

- i. What are the children’s experiences with face-to-face and online education?
 - a. How do they list the positive and negative aspects of each?
- ii. What are their resources (protective factors) during their stay at home?
- iii. What has changed in their social life, and how do they evaluate these changes?

Regarding the first two questions, I asked what I was curious about to children, but the responses were not received only through question and answer. Children’s ideas were supported with various data collection methods such as circle time discussions, one-on-one meetings or by looking at their photographs.

The third question has changed over time. Children preferred to talk about the changes in their lives in various ways, but they did not directly describe it as “social life.”

The research questions generated by children were as follows:

- iv. What kind of virus image do children have?
- v. What do they know about the coronavirus?
- vi. In what ways has corona changed their lives?
- vii. How were the lives of others affected by the pandemic?

- a. Healthcare workers
- b. Elderly people

Finally, our question, which is among mine and as well as the children's proposal, is as follows:

viii. What are the children's requests from the decision makers and suggestions?

There are different significances of this research. First, when we look at the literature, although the COVID-19 pandemic is a new research area, it is seen that the number of studies and reports about children's opinions and experiences increases day by day. However, these studies are often done with parents or teachers to reach wider audiences, preventing us from learning children's ideas without intermediaries. In this study, as a teacher-researcher, I have the opportunity to work with children about their experiences directly for an extended period.

Another point is the methodology of the research. Unfortunately, although the importance of research with children has increased globally, it is still not frequently used by researchers in Turkey. In most of these studies, it is seen that children are generally bigger than eight years old (because they are better at reading and writing), and questionnaires and interviews obtain the data. However, this study allowed us to work with children 6 or 7. For the most part, they actively managed the process. We got the data through different methods like drawings, circle time discussions, and photos rather than just by interviews.

Furthermore, the research aims to be a tool for children to make their voices heard. This study is significant in a world where children are seen as inadequate and immature. It makes it visible that children are interested in what is going on around them and think about "adult issues." They can produce solutions and make

suggestions to the decision makers. I hope that another importance of the research will be giving an idea to future research.

Finally, the study's generalizability is limited because it was conducted with a small group of children. Therefore, similar research can be conducted to learn about children's perceptions from various representations. Furthermore, the epidemic has occasionally limited research opportunities. Some of the children were unable to participate in certain aspects of the study because they could not come to school when their parents had corona.

The structural outline of the research is as follows:

- Chapter one gives information about the current study's content, purpose, importance, design, research questions, and limitations.
- In chapter two, the related literature has been reviewed in parallel with the research topic. This chapter will present studies about the COVID-19 pandemic, ecological systems theory, risk- resilience, social representation theory, and research with children.
- In chapter three, issues have been mentioned about the role of the researcher, design of the study, underlying reasons of phenomenological case study, pilot study and its results, the process, ethical considerations, and credibility of the research.
- The data analysis steps are explained in detail in chapter four.
- In chapter five, the research findings have been conveyed to the readers through examples of children's conversations, drawings, and photographs.

In chapter six, findings have been discussed together with the information obtained from the literature and the researcher's comments.

CHAPTER 2

LITERATURE REVIEW

Since the onset of pandemic, there has been few but some research, which tried to elaborate on children's experiences of COVID-19 in terms of children's leisure time activities at home, perspectives and feelings about the coronavirus and the experiences about online education. These recent studies have been reviewed to shed light on the current research. Moreover, considering the theoretical framework, the pandemic underlined the continuing need to discuss the phenomenon of ecological systems theory, risk, and resilience, social representation theory and research with children in related literature.

2.1 Recent research on children's views and online education during COVID-19

“Another School is Possible Association” (BBOM, 2020) in Turkey conducts a study to learn about children's feelings, needs, and experiences aged 7-12 during their stay-at-home times. Children were reached through an online questionnaire. In the results of this study, which was attended by 18 different cities in Turkey, children stated that they spent most of their time by themselves, with people at home, using television and tablets, and helping with housework, respectively. Their favorite activities during the day were spending time with their family or by themselves, playing games, and following lessons on television and tablet. The answers to the children's questions about the things they missed mainly were spending time with their friends, going out (playing on the street, going to the park, cinema, beach, etc.), and going to school. In open-ended questions, the children stated that they missed taking breaks at school,

learning through face-to-face lessons, doing activities with friends in the classroom, and playing games (BBOM, 2020).

In another study in which children's voices were heard, children aged 3-12 were reached through their parents and completed a questionnaire (Idoiaga et al., 2020). It was found out that the children saw the virus as "contagious and hostile and a terrible thing." Moreover, doctors and health workers have been described as heroes and most affected by this situation. It has been observed that children between the ages of 6-12 are more worried about the virus's contagiousness. Children expressed their fear, anxiety, and sadness while talking about the coronavirus. They also worried about transmitting the disease to their elderly relatives rather than infecting themselves. Although the children stated that they felt safe and cheerful at home thanks to spending more time with their parents and siblings and playing games, they were bored at the house and felt negative emotions such as anger, depression, loneliness, and tiredness.

Another study used an art-based approach to examine the well-being of children throughout the pandemic (Abdulah, Abdulla, & Liamputtong, 2020). Children between the ages of 6 and 13 participated in this study. During the lockdowns, researchers went to children's homes and asked children to draw their feelings and thoughts about COVID-19. According to the findings of this research, most of the children stated that they were afraid of being infected by a coronavirus. They drew pictures showing that they would be sick if they went out of their houses. Like the results of previous studies, participants also referred to their homes as protected areas where they felt safe. Children talked about their relationships with their friends in their pictures. They said that they played video games during stay-at-home while they used to play outside before the pandemic (Abdulah et al., 2020).

Moreover, it is noteworthy that the illustrations (such as virus figures, lines that separate the page as before and after pandemic, broken hearts, and viruses waiting outside the house) in two studies are quite similar to each other.

Lastly, The National Institute of Mental Health and Neuroscience in India has organized an exhibition online during the lockdowns about "being at home." In the study (Amrutha, Sadh, & Murthy, 2021), the pictures of 43 of the children aged 9-11 who sent photos to this exhibition were evaluated. More than half of the children mentioned positive thoughts about being at home, such as spending time with family and grandparents, having fun in online classes, painting, growing their vegetables, etc. About the negative expressions of the children, the topics such as people getting sick, closing the restaurants, boredom at home, being away from their relatives and loved ones, decreasing personal life, missing school days, teachers, regular classes, having fun with friends, and playing at the park came to the fore. Finally, participants claimed that their lives had changed drastically with the epidemic.

Although the number of studies that directly ask children's opinions is still low, these studies are essential to mirror what children think about the pandemic. The most important features that themselves as researchers. Also, rather than one-time responses from the children, more than one data gathering method was employed and it was completed over a long period of time. use more distinguish this research from the others are that the children conduct the process than one data collection method, and complete it over a long period, rather than one-shot responses of children. Next, you will find the parts from literature about the technological changes, the transition from traditional education to online education, and their impact on children during the pandemic.

We all know what the COVID-19 pandemic has changed and what kind of impact it has on our lives. However, I will briefly remind the process for future readers with hoping that what we have gone through is a thing of the past. Coronavirus disease 2019 (COVID-19), which was first seen in China in December 2019, showed a tremendous effect in a short time. The World Health Organization declared a pandemic because it affected the whole world (WHO, 2020). Moreover, there is no definitive treatment against the COVID-19 (Özdoğan & Berkant, 2020), which shows its effect with different variants. This deadlocked situation led governments to take unprecedented decisions like lockdowns, reduced social interactions, and social distance in order to control public health crises (O'Sullivan, McGrane, Clark, & Marshall, 2020). This situation has brought significant challenges and changes in people's daily life (Özdoğan & Berkant, 2020).

Even though children are an unimportant percentage of COVID-19 cases, health authorities and politicians believe that children have an essential role in spreading the virus because of their low level of symptom formation (Idoiaga et al., 2020). Therefore, the first solution that comes to mind was keeping children away from each other. As in many countries, traditional education has shifted to distance education for preschools, elementary and high schools, and universities from March 23, 2020, to the end of the school year with the decision taken by MEB (Ministry of Education) and YÖK (Council of Higher Education) in Turkey. Quick solutions were considered to keep up with these changes across the country. Distance education was generally provided through EBA (Education Information Network) and TRT EBA TV from kindergarten to high school. Moreover, different online meeting applications like Zoom, Google Classroom, and Microsoft Teams were used where internet access was available by everyone and especially in the private schools.

Naturally, the use of technology in education has become widespread during the pandemic (Yıldız & Vural, 2020). Although the majority of today's children have been surrounded by technological tools like smartphones, tablets, televisions, and the internet since birth (Iivari, Sharma, & Ventä-Olkkonen, 2020), this sudden change has not been easy for everyone. With the increasing importance of education and technology in COVID-19, a “digital gap” has emerged between those who could access technological facilities and not (Yıldız & Vural, 2020). The use of technology in education can facilitate the access of disadvantaged groups to education within the framework of social justice and equality. Moreover, when the technology use skills of teachers and students are improved, it can strengthen learning. However, when there is no equal access to technology, it can increase inequality between those who use it and those who cannot (Yıldız & Vural, 2020). Statistics can be analyzed to understand whether distance education creates a digital gap or not in Turkey.

Although we do not have price data on students' access to technological tools and distance learning applications in Turkey, the Household Information Technologies Usage Survey results can be used to get an idea about internet access rate of the country. According to TUIK data, in households in Turkey (TUIK, 2019):

- Internet access rate is 88.3%
- Desktop presence rate is 17.6%
- The portable computer presence rate is 37.9%
- Tablet PC availability rate is 26.7%
- The mobile phone (including smartphone) presence rate is 98.7%.

However, this data covers all households in Turkey, whether they are students or not. For this reason, it would not be right to make a clear inference about the technological opportunities of students (TEDMEM, 2020). The results of the PISA

2018 survey can give us a clearer view of the facilities available at students' homes. According to the effects of the research, which includes 6,890 students from 15 different age groups, the rate of the students who do not have an internet connection at home is 24.1%. The rate of students who do not have a computer to study is 33.3%. Also, 13% of the students stated that there is no quiet place at their homes. Finally, the rate of students who do not have a television at home is 0.8% (TEDMEM, 2020).

A closer look at the statistics of the COVID-19 process, according to the statement of MEB, more than 1.5 of 3.5 million students in rural areas do not have access to the internet (Köse, 2020). These children only can attend the classes given on national television channels. Since there is no teacher-student interaction and individual differences cannot be considered in the lessons through TV, serious learning problems are likely to occur (Yıldız & Vural, 2020). Another study conducted in Istanbul demonstrates that 57.8% of children cannot follow the lessons in distance education among the participants. The main reasons for absenteeism are the lack of technological equipment, internet connection, domestic adult support, information, willingness, and participation in the workforce (Kıyıcı, 2021). Although these studies do not give enough data to reach a clear conclusion about all students in Turkey, it is adequate to say that the distance learning opportunities are not equal for everyone.

Another widening the gap factor in the Turkish education system is private schools and their opportunities to students, parents, and teachers. Most private schools have announced that they offer their digital education content only for their students in addition to EBA and EBA TV opportunities provided by the state (TEDMEM, 2020). Students continue regular lessons via online platforms like

Zoom, Google Classroom, and Microsoft Teams. Distance learning opportunities and facilities of private schools also differ within themselves. While some schools have limited online classes to a few hours, others have scheduled lessons (six to eight hours) to equate to the time children normally attend school. Despite the fact that several private school parents are happy with the long lesson hours offered through internet, the time children spending in front of the screen has drastically increased. It demonstrates that spending more time online leads to adverse habits such as lowered outdoor activities and sleep quality, elevated anxiety symptoms, and unhealthy eating patterns (UNICEF, 2021). Besides, both instructors and learners experienced "digital fatigue" (Kıyıcı, 2021) because online meetings necessitate better attention to verbal and non - verbal responses from others, eye contact, and controlling facial expressions (Kumar et al., 2021).

Furthermore, it would be unrealistic to examine educational reforms solely through the eyes of students and schools. Parents had to adapt to this change suddenly. They had to acquire various technological skills, competencies, and resources and it placed a significant burden on them (Iivari et al., 2020). Some parents struggled to acquire technological skills and competencies, as well as the ability to use these tools for learning and teaching purposes. Moreover, research shows that children need parental support to take part in education life. Parental involvement is critical for children, particularly in distance education. However, some parents were unable to provide adequate support for their children due to various elements including parental competence, education level, other children, older family members, loss of job, working from home, or depression as a result of the pandemic. (Iivari et al., 2020).

Research explores the attitudes and experiences of parents about online education in light of the evaluations of online education throughout the epidemic (Dong, Cao, & Li, 2020; Garbe, Ogurlu, Logan, & Cook, 2020). Unfortunately, there are not many studies that ask students for their firsthand experiences. In a study conducted with university students, 65% stated that they learned better in face-to-face education. Although the students appreciated the different methods used to support online education, they reported that distance learning was very stressful. Also, it had an impact on their social life (Chakraborty, Mittal, Gupta, Yadav & Arora, 2021). A study conducted in 2015 also has similar results with current studies. The majority of students preferred face-to-face learning to distance classes. They pointed to lack of social interaction with their peers, especially with professors during online classes, as the cause (Tichavsky, Hunt, Driscoll, & Jicha, 2015). Another study which was carried out with primary school students and their parents during the pandemic period showed that 91% of the students were eager to attend online classes. However, as the time spent in online education increased, it was observed that positive evaluations, on-time homework submissions, and overall satisfaction rates decreased. When comparing grades, it was reported that first graders were the children who expressed the least satisfaction, after sixth graders. The transition period after kindergarten, as well as the increase in cognitive pressure, were identified as causes for this condition (Cui et al., 2021). Finally, a study was conducted in Turkey in which parents of first-grade students evaluated online education (Bozkurt & Duran, 2021). Parents expressed that children had to stay away from their friends, had difficulties focusing on classes, were bored, and reluctant to attend online classes. Moreover, not having tablets, computers, and access to the internet, and technical difficulties are also seen as challenges during the pandemic.

In conclusion, the COVID-19 pandemic ignited the fuse of unexpected and broad digital transformation in society. It forced education to be transformed from a traditional classroom-based system to a distant and digitalized one. Even internet access became a compulsory need, like owning paper, pencils, and books to proceed with education (Goldschmidt, 2020). To keep up with these changes, not only students but also teachers, school administrations, families, and the whole society made a huge effort. However, the impact of the COVID-19 pandemic on children cannot be examined only from a technological point of view. We know that the pandemic influences children's lives academically, socially, physically, psychologically, and even economically. These variables will be mentioned considering Bronfenbrenner's ecological systems theory.

2.2 Theoretical framework of the study

First and foremost, how children are influenced by changes in their surroundings throughout the pandemic, from the closest to the farthest, will be investigated within the framework of ecological systems theory. Then, because the pandemic itself is a risk factor for children, what detrimental impacts COVID-19 has on children's lives and what protective factors may children have will be highlighted. It will be attempted to understand what kinds of processes children go through when trying to make sense of the COVID-19 phenomenon with using social representation theory. Finally, it will be discussed whether the research with children differs from with adults it, if it is different, in what ways it differs, and which criteria are met in this research.

2.2.1 Ecological systems theory

Urie Bronfenbrenner (1992)'s ecological systems theory focuses on the interdependence of living things to each other. He believes that child development is a complex system of relationships influenced by different levels of the surrounding environment, from family and school to values, laws, and customs (Guy-Evans, 2020). The theory includes four central systems covering each other and system interactions on an individual placed in the center (Haleemunnissa, Didel, Swami, Singh, & Vyas, 2021). Systems are called microsystem, mesosystem, exosystem, and macrosystem from the center to the periphery. Below, you can see the ecological system theory diagram, which I have prepared for this research (Figure 1). It includes the factors that I will talk about the effects on children one by one.

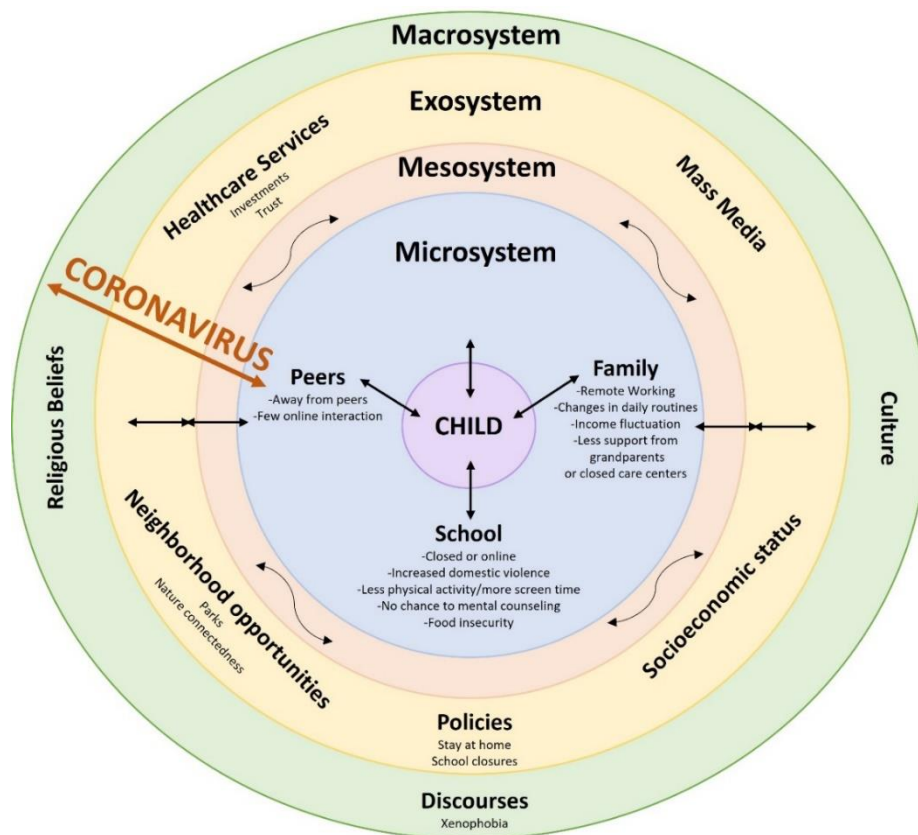


Figure 1. Ecological systems theory model for the COVID-19 pandemic

2.2.1.1 Microsystem

Children's microsystem, which includes immediate family, friends, and school, is the most crucial supporting system for them, especially in times of crisis (Haleemunnissa et al., 2021). When focusing on how the pandemic affects children's microsystems directly or indirectly, it's best to start with their families.

As already known, parents had to deal with several changes in their daily routines. Many workplaces preferred the remote working model to reduce contact between employees. Because of closed care centers and decreased support from grandparents, parents were left alone caring for children. At the same time, with the school closures, most parents had to take full-time responsibility for their children's educational progress. Unfortunately, the change in the working lives of families was not only a transition to remote working. Many studies have shown that the income of the parents is positively related to children's early childhood development (Katrine, 2010). During the pandemic, many families faced income fluctuation. They lost their jobs or were employed with less salary. As an inevitable consequence, these changes became a stress factor for the parents (Zhen, 2020). By virtue of these challenges, parents had to manage their personal, professional, and children's educational responsibilities at the same time without any help. This blurring boundaries between work and family roles increased the risk of parents' distress and negative emotions. Consequently, these situations endangered the well-being of adults, and of course, their children's well-being (Cusinato et al., 2020; Spinelli, Lionetti, Pastore, & Fasolo, 2020).

At the same time, some COVID-19 measures have caused the sudden interruptions of safe and positive relationships of children in their schools, extended families, or the community. As stated in the Convention on the Rights of the Child,

children's rights to be safe and protected are threatened (The Alliance for Child Protection in Humanitarian Action, End Violence Against Children, UNICEF, & WHO, 2020). Unfortunately, domestic violence and abuse rates may rise in accordance with the amount of time children spend at home (Judge Baker Children's Center, 2020). For instance, schools may be an escape from homes where children suffer from abuse and neglect. Also, children can take mental health counseling at school (Lin et al., 2021). Previous studies also supported that child abuse becomes more common when children are away from schools, such as during holidays, summer breaks, or natural disasters (Caron, Plancq, Tourneux, Gouron, & Klein, 2020). In these times, the arguments between family members are more likely to escalate and the reasons might be related to financial and food insecurity, absence of nutritious meals provided by schools, inability to access education and social support services, and increased alcohol or substance use by caregivers (The Alliance for Child Protection in Humanitarian Action et al., 2020; Judge Baker Children's Center, 2020). Although maltreatment is short-lived, its effects on children can be long-lasting. Child abuse and neglect may cause different long-term results such as mental and physical health disorders, sexually transmitted infections, early pregnancies and, substance abuse (Norman et al., 2012).

Besides all these negative possibilities, studies concluded that the pandemic could also have some positive consequences. In a survey conducted in South Korea, there was no change in the quality of relationships between parents and children. Even 20% of participants expressed a positive change in their relationships (Haleemunnissa et al., 2021). UK researchers reported another positive finding. Despite the difficulties of remote working and school closures, 80% percent of parents said they have stronger family relationships thanks to the longer time they

spent together. Lastly, in Turkey, similar results were obtained. Participants said that restrictions gave a chance to improve their family relations and marriage (O'Sullivan et al., 2020). These results give us hope that increasing stay-at-home time due to the lockdowns provides an opportunity to strengthen the family bond (Haleemunnissa et al., 2021).

Secondly, considering the changes in school and peer interaction during the pandemic, which have an important place in children's microsystem, children have been significantly deprived of these two critical supports. Because children had to stay at home, they could not take the opportunities for responsive care and developmentally appropriate resources provided mainly by schools like books, toys, educational materials, outdoor plays, peer communication, socialization, and supervision. These opportunities have an undeniable impact on children's development, well-being, and learning (Zhen, 2020). Moreover, studies have proven that when children are out of school, they have less physical activity and healthy diets, increased screen time and irregular sleep schedules, causing several health problems and, results could be worse in the pandemic due to limited interaction with peers and outdoor activities (Zhen, 2020). Research conducted in Italy showed that only three weeks after lockdowns, children and adolescents started to spend significantly less time with sports and more time with screens (Lin et al., 2021). As well as the physical results, prolonged exposure to stress factors such as fear of infection, frustration and boredom, inadequate information, and lack of face-to-face contact with friends and teachers, and lack of personal space in the home may cause permanent psychological problems in children (Akoğlu & Karaaslan, 2020).

2.2.1.2 Mesosystem

Mesosystem contains interactions between two or more components in microsystems of children (Bronfenbrenner, 1992). It is where a person's microsystems are related and influence each other, such as the relationship between children's parents and teachers, peers, and siblings can be part of this system. For example, if parents communicate with their children's teachers, this interaction can influence children's academic development (Guy-Evans, 2020). I mentioned that family members, schools and their opportunities, and peers were the most critical elements for children. A breakdown in communication among schools and families was possible during the pandemic. Regular face-to-face parent meetings could not be held, and parents could not meet with the teacher to get information about their children's progress. This flow of information was usually provided via messages or online meetings. These alterations in communication may have resulted in a lack of efficient flow of information among caregivers, instructors, and children.

Changes in interactions between children's parents and friends can be another example for the mesosystem. With the social distancing measures of families, children could not visit each other to socialize. Evidence shows that various relationships with different qualities provide different functions in children's lives. These different interactions may have a unique impact on children's adjustment (Stocker, 1994). Previously, children had the opportunity to invite their friends and build relationships with family members. Sometimes these relationships were established among families. Children were able to socialize with their friends in the family environment outside of school. However, during the pandemic, families could only know and communicate with their children's friends through the screens. Not

only children's friendships in their microsystems, but the settings in which they socialized as families outside of school suffered.

2.2.1.3 Exosystem

The exosystem includes formal and informal social structures such as mass media, policies, socioeconomic status, healthcare services in the country, opportunities in neighborhoods, and parents' social networks. Even though children are not part of these environments directly, they are influenced since they affect a child's microsystem (Guy-Evans, 2020). I will try to mention some of the aspects of the exosystem. Because the changes in the work-life of parents became an inevitable result of the pandemic, and it affected almost everyone, work-life changes mentioned under the microsystem. However, the same effects can take part here due to changes in the exosystem.

Considering the mass media, conversations were dominated by the news about epidemic and children had been exposed them too often (Zengin, Yayan, & Vicnelioğlu, 2021). Although adults avoid addressing unfavorable news and events to protect children, even very young children are aware of changes in their surroundings (Dalton, Rapa, & Stein, 2020). Results of an international research in which Turkey has also participated with other forty-one countries most of the children said that they do not want to see, hear, or read anything about the coronavirus (Götz et al., 2020). They are tired of the news about the pandemic. Moreover, four out of ten children said they avoided watching the news because it made them feel more anxious. As a result, apart from the time children spend in front of the screens, children's exposure to excessive information spoken by the adults around them may cause high levels of stress and anxiety (Dalton et al., 2020).

Furthermore, since the beginning of the pandemic, the decisions like "stay at home" calls, restrictions, and school closures received by authorities were part of policies in the exosystem. These decisions affected the families and eventually, "the child" was also influenced. As mentioned earlier, due to these changes, parents had to cope with economic, mental and health problems without any external support (Rodriguez, Lee, Ward, & Pu, 2021).

Examining how socioeconomic status affects families during the pandemic, evidence shows that "stay" or "not stay at home" decision is not an arbitrary choice but mostly an indicator of people's economic situation (Ariboğan & Aydın-Öztürk, 2021). For example, people in the lower socioeconomic class often work as waiters, factory workers, or shop assistants. Unlike white-collar people, they did not have the opportunity to work online. They had to be physically in their workplaces, work under strict constraints (Tang & Li, 2021). With the impact of the pandemic on the economy, many blue-collar people suffered from sharp pay cuts or layoffs. As a result, when a disaster, crisis, or pandemic occurs, primarily low-income, manual labor workers or marginalized people in the society have difficulties accessing the resources, and they tend to be neglected by the authorities. This situation makes it difficult to minimize or recover the adverse effects of the crisis (Tang & Li, 2021). However, as we know, these negative consequences transcend economic problems, eventually affecting people's well-being, social life, and mental health and, indirectly, their children (Ariboğan & Aydın-Öztürk, 2021).

Also, studies show that countries' situations during the COVID-19 pandemic were affected by the healthcare system and learnings from past epidemics. Even though some researchers believe that learning from the past may not be helpful in pandemics due to the demoded solutions, others state that existing experiences may

provide a rapid adaptation process by shortening the response time (Sharma, Borah, & Moses, 2021). Moreover, investment in the healthcare services of a country can be crucial during pandemics. For instance, citizens who trust less the country's healthcare system may think that it cannot handle the crisis or even their access to health care is not guaranteed (Chan et al., 2020). The increased uncertainty may rise people's anxiety. Furthermore, the results of a study focusing on citizen's confidence in health care systems and their influences (Chan et al., 2020) reveal that people in the regions with higher healthcare confidence tend to stay at home to reduce mobility when government imposes a curfew compared to citizens with low confidence. Considering that the investments made in healthcare systems or the trust of people in that system affect the course of the pandemic, it will influence the lower cycles and indirectly the child's life in the center according to ecological systems theory.

Along with the pandemic, people's socialization opportunities and thoughts have also changed. For instance, while going to shopping malls, traveling by car, and sitting in a café were the best options to socialize before; open-air places in neighborhoods became first preference due to the fear of getting sick and restrictions during the epidemic. The importance of outdoor places such as quiet streets, back/front yards, and local parks (where the entrance is allowed) in the neighborhood became vital first time for many (Mitra et al., 2020).

However, as the number of positive cases rises, some Turkish provinces have banned children from using neighborhood playgrounds, which may be their only opportunity to socialize (Anadolu Ajansı, 2021; Korkusuz, 2020; DHA 2020) (see Figure 2 and Figure 3).

Due to such restrictions, outdoor activities, and the time that children spend in green spaces have narrowed. However, growing literature from various study fields

proves that, apart from its positive effects on physical health, blue-green spaces positively affect people's emotional well-being and mental health (Bratman et al., 2019; Pouso, 2020).



Figure 2. Closed parks during the pandemic



Figure 3. Closed parks during the pandemic-2

Moreover, according to the findings of a UK study including over 20.000 participants, people should spend more than two hours per week outside to improve their well-being (Pouso, 2020). In another study in the US, 45% of people stated that visiting green spaces like parks helped them deal with pandemics (Mental Health Foundation, 2021). When the importance is considered for children specifically, research finds that increased self-discipline and cognition, better test scores, decreased behavioral problems, and symptoms of ADHD (Attention-Deficit/Hyperactivity Disorder) are relevant with being in or near green places (Seltenrich, 2015). Unfortunately, many children maintained their relationship with outside for a long time just by looking out the window due to restrictions and insufficient facilities in their neighborhoods during the COVID-19.

On top of that, the majority of the children were not lucky with the scenery. They usually saw concrete jungles in crowded cities. Evidence shows that even having a window with a view of nature is positively correlated with patients' better mental and physical health in healthcare settings (Raanaas, Patil, & Hartig, 2012). It is possible to say that children's opportunities in their neighborhoods (living in a housing estate vs. an apartment, rural vs. urban areas, having wide open-green

spaces, etc.) as a part of the exosystem have influence on their well-being and mental and physical health.

The good news is that although people usually think of "nature" like plants, landscapes, animals, and waterscapes, from wild areas to small parks in the cities and the backyards, places that are the product of human activities also represent nature (Mental Health Foundation, 2021). Even researchers believe that our personal experiences influence how we define the nature. Growing plants in the kitchen, listening to birds from the window, looking at nature photos, and feeling the breeze can be examples of how a person interacts with nature (Bratman et al., 2019). That is, people's "nature connectedness" depends on how they experience nature and relate to it. It is confirmed that people are happier and experience lower levels of depression and anxiety as their nature connection increases (Mental Health Foundation, 2021). In the light of all these indicators, people's connections with the nature in their communities or homes were once again highlighted under the pandemic conditions.

2.2.1.4 Macrosystem

This layer is a part of ecological systems theory that focuses on how a society's cultural elements influence a child. The culture that individuals are a part of may affect their beliefs and perceptions about the events that occur in life. Macrosystem differs from previous systems because it refers not to a child's specific environment but to the already established society and culture in which the child develops. The socioeconomic situation, ethnicity, ideologies, and geographic location of a culture can be parts of this system (Guy-Evans, 2020).

Although the same virus has spread to almost all countries of the world in just a few months, the outbreak in different countries varies in how it affects

communities, and today, all countries are facing their COVID-19 pandemic (Van Damme et al., 2020). One of the reasons for these differences is the culture of the societies. Generally, culture is divided into two categories as collectivist and individualistic. For example, people primarily focus on being together and acting as a unit in collectivistic societies. The importance of group rules, cooperation, and harmony are emphasized. Commitment to family is encouraged in these cultures. However, people focus on individuality and independence in individualistic cultures on the other side of the spectrum. Individual choices are seen as personal rights. Group views have less impact on people's lives (Mayhew, 2018).

Considering the effect of different social structures on the course of the pandemic, the choice of using a mask can be a good example. Research (Lu, Jin, & English, 2021) shows that although masks cause discomfort and inconvenience, people are more willing to tolerate personal comforts and wear masks due to the importance of collective welfare in collectivist cultures. On the other hand, people in individualistic cultures may become less willing to wear masks due to prioritizing their comforts and thinking of an infringement on their personal choice and freedom. In a study conducted in twenty-six countries, investigators predicted that as people in collectivist cultures gave special importance to care for others, they would face fewer negative psychological consequences of quarantine. Also, they believed that stress levels would be higher in individual cultures. However, results show that stress levels are similar in both groups. As for the reasons, collectivism makes people feel more obligated to other people. When people living in traditional families experience financial difficulties, they may regret seeking help and feel more stressed. In individual cultures, people may perceive this situation as an obstacle to their free expressions and needs (Kowal et al., 2020).

Moreover, people in different cultures can give different meanings to illnesses and their causes. Religious beliefs of people are one of these factors affecting their attitudes. For example, in Islam, health is whole well-being for Muslims and is considered the greatest blessing God gives. Diseases can be seen as a test of Allah. It is thought that the person might be purified from his sins during this time (Attum, Hafiz, Malik, & Shamoon, 2021). Christians often believe that pain, including illness, can originate from the weakening of faith, personal sin, testing, and punishment from God (Ting, Aw Yong, Tan, & Yap, 2021). In times of crisis, such as epidemics, earthquakes, and floods, people have more tendency to make religious attributions or believe in conspiracy theories to make sense of reasons for the happenings (Kaplan, Sevinç, & İşbilen, 2020). It is thought that there are some reasons for giving religious meanings to events, especially during extraordinary situations. These can be the inability of the person to make sense of the factors that cause the emergence during crises or to make a scientific explanation for these factors, the level of development of the geography in which people live; the effect of the news and publications in social media; discourses of some religious communities or groups (Kalgı, 2021).

In addition, in many studies, it has been stated that people experience an increase in religious and spiritual tendencies during disasters, and it has been determined that this rapprochement contributes positively to the well-being of many people (Counted, Pargament, Bechara, Joynt, & Cowden, 2020; Mahamid & Bdier, 2021; Thomas & Barbato, 2020). For example, a study examining the methods of people coping with stress during the pandemic in Turkey showed that praying and worshiping was the first (Kaplan et al., 2020). As seen here, while religious beliefs in a society can push people to wrong measures with a fatalistic belief by getting ahead

of scientific findings, it can also contribute to people's well-being as a strategy to cope with stress.

Finally, for this subject, discourses used against ethnic groups or immigrants may influence people's and children's well-being. Previous studies showed that people's negative attitudes toward immigrants and marginal groups in a society tended to become severe during the hardships (Citrin, Green, Muste, & Wong, 1997). The literature and results of a study conducted by Dhanani and Franz (2020) on prejudice and xenophobia in the USA during the pandemic, reveal that the stigmatizing language used to describe the virus by public health officials, government leaders, and media has increased prejudice and xenophobia. While some leaders and scientists want to continue discussing the virus using its scientific name and origin, some have constantly focused on the Chinese origin. Different monikers, such as "Chinese virus, Wuhan virus, and Kung flu," are used to increase the connection between the virus and Chinese people. Such discourses and monikers may include blaming a particular group member for the epidemic. Also, the message is that certain cultural practices have a higher risk of transmitting illnesses. Participants in the same research expressed more negative opinions about Asian people, and they believe that the COVID-19 resources should be allocated to their citizens rather than immigrants in their country. More surprisingly, discrimination and prejudice do not only increase for Asians but also for other minorities, especially immigrants and people perceived as foreigners (Dhanani & Franz, 2020).

When we consider Turkey, it is possible to say that Asian origin people such as Kyrgyz, Tatar or Uzbek living in the country may be affected by these prejudices even because of their physical appearance. Also, considering that there are many refugees and children from different ethnic groups in Turkey, such biased statements

may increase prejudice and xenophobia. Finally, these negative attitudes may trigger the risk of children's exclusion from society, exposure to maltreatment, and increased anxiety.

Although the least affected people are children in terms of their physical health, they are the most affected individuals by the decisions that profoundly alter their social life, such as "stay at home" calls, lockdowns, and school closures. It is seen that children are not out of this process as it is supposed, and they are influenced in many ways. As a result, children's lives were affected from the closest changes in their families and schools to distant factors such as socioeconomic status and improvements in healthcare systems in their countries during the COVID-19 pandemic.

2.2.2 Risk and resilience during the pandemic

Researchers' studies about the effects of disasters on children date back when they started working on risk and resilience (Garmezy, 1985). These studies were carried out with the participation of very few people (such as during the Buffalo Creek disaster and World War II) at the beginning of the 21st century. They started to be more exciting topics for researchers due to increased disaster-related concerns (such as terrorism, flu pandemic, or natural or human-designed disasters) (Masten & Osofsky, 2010).

Even though natural calamities (hurricane or earthquake) come to mind when "disaster" is mentioned in some studies, the definition of the disasters differs in the literature. Even so, most definitions include the basic idea of conditions that cause large-scale deterioration threatening people's lives (Masten & Motti-Stefanidi, 2020). Aldrich (2012) believes that disaster is "the event that suspends normal activities and

threatens or causes severe, community-wide damage" with a broader perspective. In 2019, with the COVID-19 pandemic, people's lives, communities, economies, and societies were dramatically affected (Masten & Motti-Stefanidi, 2020), and we found ourselves in a worldwide catastrophe. Due to these effects, the COVID-19 pandemic is also included in disaster literature in the context of risk and resilience.

2.2.2.1 Risk

Disasters and events that cause social trauma are accepted as risk factors for individuals (Gizir, 2007). If we define the risk factors, they are the effects that will increase the likelihood of an adverse event or will cause a possible problem to continue (Kirby & Fraser, 1997). In other words, risk factors are used to describe the characteristic of a particular group of individuals, especially children and young people, that increase the likelihood of experiencing harmful and undesirable consequences such as committing a crime or dropping out of school (Masten, 1994). Risk factors may include genetic, biological, sociocultural, and demographic conditions or characteristics. Other than disasters, some risk factors may become premature birth, chronic illness, divorce or death of parents, low socioeconomic status, economic hardship, child abuse, and community violence (Gizir, 2007).

We know that, especially for some children, risk factors such as economic hardship, loss of parents, illness, and maltreatment come together during the pandemic. According to studies, risk tends to cluster (Fraser, Kirby & Smokowski, 2004). For example, the death of a parent will very likely bring economic difficulties and affect the caregiver's well-being. As in this example, children who experience two or more risk factors together will have a higher rate of having other risk factors as "bundling" (Fraser et al., 2004). Moreover, the situation in which various risk

mechanisms or processes interact and contribute to developing problems is also called the "risk chain" (Sandau-Beckler, Devall & de La Rosa, 2002). Considering the possible risk factors that may affect the lives of children with COVID-19, the risk chain on the road to substance use may be as in Figure 4.

If we take a closer look at the possible risk factors and how they will affect children, you can see the similarity with the changes and effects that encounter in each layer in ecological system theory.

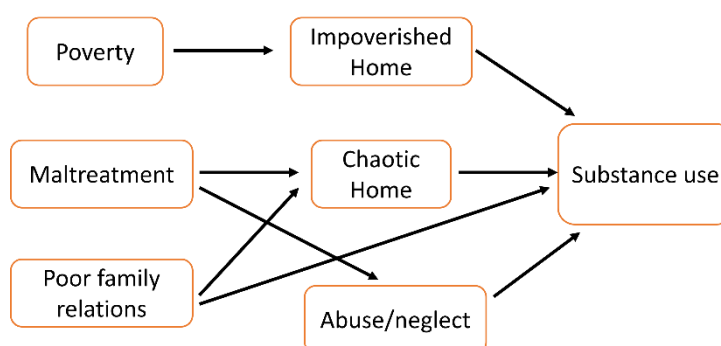


Figure 4. Risk chain example for the pandemic

When it comes to common risk factors, environmental risk factors can be addressed first. Children inevitably suffer when environmental facilities (schools, religious groups, workplaces, and healthcare services) deteriorate. Studies show that limited or blocked opportunities in these places put the development of children at risk (Fraser et al., 2004). Regarding the pandemic process, we can see how similar the scenario is. Especially in rural areas or in public schools, children's risk increased because of restrictions to going to school (as well as not receiving online support), less benefit from health services, and postponing religious rituals and national day celebrations. As a result of the conditions of the schools and unfavorable neighborhoods, children had less chance to acquire the skills necessary for their development and presence in society. This less competency situation may return to children as disappointment and

anger. At the end of the risk chain, these negative feelings increase the likelihood of children being pushed into crime (Fraser et al., 2004).

Although poverty and low socioeconomic status differ slightly from each other, it has been observed that they both produce similar results as a risk factor. Therefore, the results presented here are applicable to both. According to Bradley et al. (1994), there are at least three reasons why poverty is a common and important risk factor.

The first is that resources such as food, clothing, shelter, or other basic needs owned by the family are directly affected by poverty. People are fired or returned to part-time work during the pandemic period. The uncertain and unbalanced earnings show the increasing risk of economic difficulties for families to meet such basic needs. Secondly, poverty prevents children from accessing health services. These children often receive health care services in the most critical situations at emergency services instead of preventive ones. During the pandemic, using these services for these people becomes even more limited because many hospitals turn to intensive care units and people are reluctant to go to the hospital. Finally, poverty also has an influence on the situation at home. Chaotic and unsupportive home environments are directly related to poverty (Bradley et al., 1994). When we think of families already living in poverty or impoverished by the pandemic, it becomes difficult for parents to provide an environment in the home where there is adequate support to children.

In addition to the poverty experienced by the families, the neighborhood disadvantage may become another risk factor (Fraser et al., 2004). Facilities in the neighborhood such as libraries, museums, and schools offer opportunities to contribute to the development of children's academic performance (McCoy, Connors, Morris, Yoshikawa & Friedman-Krauss, 2015). Even children who have these

opportunities could not benefit from them during the pandemic due to the strict controls and prohibitions. Here, we can see that the issue is not only "closing a building" but also hindering the development of people and causing risk factors to increase in unfavorable situations. Going to school becomes the most important and single opportunity for the children who do not already have these opportunities in their neighbors. However, with the long-term closure of schools, children had to spend all their time at unsupportive homes or in an unqualified environment.

Together with environmental risk factors, there are some family risk factors such as child maltreatment, interparental conflict, and harsh parenting. Neglect, physical, sexual, and mental abuse are forms of child maltreatment, and all of them put children at risk. Children exposed to such treatment have a greater risk for psychosocial and mental disorders such as drug use, low GPA, running away from home, and early pregnancy (Fraser et al., 2004). Again, studies show that high-level conflicts between parents cause psychological difficulties such as conflicts with teachers and friends at school and antisocial and aggressive behaviors (McCloskey & Stuewig, 2001). Moreover, children tend to be exposed to environmental situations and negative peer influence more quickly since the lack of effective parenting at home (Fraser et al., 2004). Children have been exposed to adverse behaviors more than ever before because of the situations in families during the COVID-19 times. While the possibility of conflict increased because of the difficulties experienced by the parents, opportunities such as school, teachers and peers, which can be a supportive escape for children, are also severely restricted.

2.2.2.2 Resilience

“Resilience emerges from the everyday magic of ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities” (Masten, 2001, p.235).

Despite all the negativities we mentioned above, some children were able to maintain their well-being in life despite encountering stressful living conditions, and this situation revealed resilience studies (Garmezy, 1985). Simply, "resilient" has been used to describe children who can achieve positive results despite encountering a risk situation (Fraser et al., 2004). In recent years, resilience has been defined as the successful adaptation to challenges that threaten a dynamic system's survival or development (Masten & Motti-Stefanidi, 2020).

It would be wrong to say that resilient children are resistant to stress or invulnerable in all cases. Conversely, these children are also affected by stress. However, they are more successful in the recovery process than their peers. (Fraser et al., 2004). Ann Masten (2001) expresses that this is not a superpower that the child has, but the magic of ordinary resources in daily life. Although there is debate about how to call these ordinary resources, they are often defined as "protective factors." According to Sameroff and Fiese, protective factors are perceived as the positive pole of risk factors in many cases (Fraser et al., 2004).

Regarding the positive pole, regardless of the personality traits of individuals, people's attitudes, skills, and psychosocial resources give support to reduce the effects of risk factors, soften the degree of difficulty and reduce or eliminate the adverse effects of the situation against all the negative effects (Masten, 1994). Thus, identifying protective factors of individuals and the resources that make them strong has tremendous importance at risk (Gizir, 2007).

As in risk factors, protective factors also have cumulative effects. For example, research shows that having three or more protective factors in the family enables children to become more resilient than their peers at risk (Sandau-Beckler et al., 2002). From here on, I will explain what kind of protective factors children have and the effects of these factors on them during the pandemic.

As risk factors increase in situations where access to education and employment opportunities for adults is limited, these criteria become a protective factor for children when the situation is reversed. If we start here with the environmental protective factors, children and youth with various opportunities for education, job opportunities, growth, and success are more willing to realize their hopes and aspirations instead of experiencing anger and disappointment and rejecting the values in the society (Fraser et al., 2004). Among these opportunities, school is one of the essential elements in supporting the resilience of children and protecting them from danger through education and socialization (Masten & Motti-Stefanidi, 2020).

Another environmental factor emerges as the neighborhood in which the person lives. It is argued that the child's development does not depend only on family, but on a neighborhood where s/he can receive support in case of need, and their shared values, beliefs, and expectations. Studies show that supportive people in the environment promote positive developmental outcomes even in the face of poverty or other risks (Fraser et al., 2004). Furthermore, services in the community (after school and summer activities, libraries, hospitals, etc.) support families in many ways. That is, the resiliency of the families depends on communities, just as the resilience of children depends on families (Masten & Motti-Stefanidi, 2020).

Finally, the presence of at least one caring adult in the child's immediate environment and taking support from him become a protective factor. Moreover, this person does not have to be a parent. The grandparent, other relatives, a teacher, or a volunteer could be the person who provides support to the child. These people can model pro-social skills and behaviors, help them to develop their self-esteem, and acquire knowledge. Thus, they may become a protective factor against environmental stress factors (Masten, 1994).

When we consider all these environmental protective factors within the framework of the pandemic, the importance of children's access to education is evitable, even if it is online or a few days in a week. Meeting with their friends or teachers will ensure communication with people who can be a protective factor for them. Despite the fact that neighborhood culture and unity are not commonly evident in today's mega cities, we can say that children living in little towns or villages, neighborhoods close to relatives, or housing estate that try to keep this culture alive in the city seem luckier than others. Finally, as we have mentioned in many places before, the existence and quality of social activities and facilities in the neighborhood will also contribute to the resiliency of children by ensuring that families receive support from these institutions.

Protective factors may become, of course, the parents themselves. Positive child-parent relationships and effective parenting promote resiliency. Studies show that a quarter of children who have a good relationship with one parent experience behavioral difficulties. It is determined that three quarters of those who does not have a positive relationship have these problems (Fraser et al., 2004). Effective parenting, that is, the parent's closeness, warmth, clear and supportive instructions, involvement, and limits, also affect children's developmental outcomes. It is seen that

these qualities of parents reduce behavioral problems, increase academic success, and contribute to the child establishing positive social relationships (Masten & Coatsworth, 1998). Although I have briefly mentioned here, parents have crucial importance on children's resiliency as they are the nearest source. It is possible to say that children who have the chance to spend more time with their families during the pandemic period, are less affected by the harmful effects of the pandemic.

Siblings as a protective factor should be examined separately from the family. Children often see parents and caregivers as a safe haven when they experience adverse events. On the other hand, siblings are mostly seen as people who enable children to socialize and mediate for fun rather than support (Cicirelli, 1995). However, many children spend more time with their siblings than with other family members. Studies have shown that warmth, closeness, problem-solving, agreement, and less conflict among siblings are associated with better psychological adjustment during childhood and adolescence (Davies, Parry, Bascoe, Martin, & Cummings, 2019). From the perspective of resilience, the research conducted by Gass, Jenkins, & Dunn (2007) showed that a relationship with the sibling could be a protective factor between challenging life events and emotional problems. Instead of evaluating the relationship with siblings only as a means of entertainment, it is necessary to evaluate the positive relationship between them as a protective factor. Especially in the pandemic, considering the increase in parents' workload at home and the decrease in chance of socializing with peers, it is inevitable for siblings to be protective factor for each other.

Finally, if we think about what children's psychological protective factors may be in the pandemic, self-efficacy and self-esteem may become our topics. Bandura believes that the child's success in any developmental area increases the

view that s/he is effective. Thus, the motivation in other areas of development also increases positively. Therefore, it is thought that self-efficacy supports children's adaptation, coping, and success skills (Fraser et al., 2004). Self-esteem is one of the most crucial protective factors for children under risk, such as maltreatment and social and health problems (Garmezy, 1985). Being aware of the competencies and values that individuals have, struggling with difficulties instead of escaping, making a difference, drawing inferences from success and failure, and behaving respectfully to oneself and others are seen as the characteristics of self-esteem skills. The development in this skill is also affected by the presence of other protective factors such as having a hobby, helping with housework, and being successful at school (Fraser et al., 2004).

We see that children's self-efficacy in one developmental area supports their process in other areas and increases their ability to cope with difficulties. In terms of the epidemic times, we see how vital noticing, observing, and supporting these skills of children by a caregiver or teacher. Even if children are not aware of their self-efficacy and self-esteem skills, especially in risk circumstances, it may become beneficial to make them realize and support.

All in all, adverse life conditions such as disasters, diseases, economic difficulties, and social traumas are considered risk factors affecting children and adolescents (Gizir, 2007). Although these risk factors do not directly influence people, they may result in the emergence of an adverse event in the future or cause a problem to continue for a long time (Kirby & Fraser, 1997). Fortunately, some environmental, parental, and personal factors enable us to be resilient against all negativities. While there are situations that increase the risk factors of individuals, families, and societies, there are also factors that increase their resilience. A person's

resilience depends on the environment s/he lives in, personality traits, social and financial status, and family. Moreover, the resilience of families depends on the resilience of people in the family, support from other families, and community support. Finally, the resilience of societies depends on the resilience of the state, government, and NGOs (Masten & Motti-Stefanidi, 2020).

2.2.3 Social representation theory (SRT)

Although there is research about what adults think about an epidemic or sudden social event, it is seen that there are few studies on what children think and how they name these unfamiliar happenings (Myant & Williams, 2005). Even though some studies investigate children's thoughts about the disease, most of them are based on only the Piaget's developmental theory. These cognitive studies show that children have different perceptions about diseases according to their age and stage of development. However, they failed to discuss how children understand the illness and their emotional coping strategies (Idoiaga et al., 2020).

Children's perceptions about uncertainties and their coping strategies during adverse events can be understood with the support of the Social Representation Theory. Social Representation Theory (SRT; Moscovici, 1984) is a way to make familiar new or unfamiliar things to individuals (Galli & Nigro, 1987). There is no clear definition of SR, but according to Moscovici, one of the definitions is (Höijer, 2011);

A social representation is a system of values, ideas, and practices with a twofold function: first, to establish an order which will enable individuals to orientate themselves in their material and social world and to master it; and secondly to enable communication to take place among members of a community by providing them with a code for social exchange and a code for

naming and classifying unambiguously the various aspects of their world and their individual group history.

Social representations inform individuals about what others think about their specific experiences. Thus, SR enables people to name, classify, and discuss social reality. Shared representations help individuals understand each other and shape beliefs, ideas, and attitudes to give meaning to objects. As a result, individuals reconstruct reality during communication and regulate their behavior according to the jointly reconstructed reality (Cirhinlioğlu, Aktaş, & Özkan, 2006).

The phenomena and events that concern us and the things that lead us to create a theory can be a suitable topic of SR. Because health, disease, illness, and risk behaviors concern all humanity, research on these subjects is the most relevant with SR studies (Aim, Goussé, Apostolidis, & Dany, 2017). Because the COVID-19 epidemic is a new and frightening topic for people, particularly children, it appears suitable to use social representation theory to focus on it.

There are two stages in the process of making the unfamiliar familiar. The first step is anchoring. The aim here is to transform the unfamiliar thing into a familiar context and fix it there. The second is objectification. It transforms an abstract phenomenon into something almost concrete (Cirhinlioğlu et al., 2006). If we take a closer look, in the anchoring process, when people do not have any idea about a subject or phenomenon, they tend to associate that phenomenon with a familiar concept. For example, when AIDS first appeared, people believed that this disease was "a punishment from God." AIDS, which is unknown with its anchoring mechanism, is explained through the concepts of God and punishment. The anchoring mechanism includes classification and naming processes (Wagner et al., 1999). Things that remain unclassified and nameless are disturbing. If we can name

something or someone, talk and make judgments about it, and communicate about that phenomenon, we begin to represent the unfamiliar in our familiar world.

Classification means assigning a positive or negative value to something or someone and placing it relative to existing prototypes to create a relationship. In short, when the unclassifiable thing is categorized, when the unnamable is named, we can form an image of it or describe it (Galli & Nigro, 1987).

Abstract thoughts, images, and concepts transformed into a concrete and objective reality with objectification. This phenomenon can be evaluated as people's tendency to simplify complex information. For instance, the concretization of the concept of "God" with the phenomenon of "father" in Christian societies can be seen as an example (Öner, 2002). All in all, social representations begin to emerge when unknowns start to be explained and discussed with known things. As a result, people regulate their behavior according to these social realities (representations) that they accept as physical realities (Cırhınlıoğlu et al., 2006).

In a study investigating children's social representations about radioactivity just two weeks after the Chernobyl disaster (Galli & Nigro, 1987), it was observed that a long time was not necessarily required to form a social representation, and those thoughts could quickly turn into representations. In this study, children paired radioactivity with a more familiar image, a cloud. Later, the cloud was described with emotional meanings as threatening, poisonous, and mortal. Children said that radioactivity affected everyone and was associated with death. It was impossible to defend themselves against it. Generally, social representation was shaped around the causes and consequences of radioactivity.

In this research, within the framework of social representation theory, we have a chance to see how a phenomenon such as pandemic and virus that are

unknown to children become familiar over time. It will be tried to understand what happens in the process of fixing and objectifying abstract concepts thanks to social representation theory.

2.2.4 Research with children

The definition of "research with children" may be understood as the research should be conducted differently with children than adults and it requires separate procedures. However, are they different from each other? Samantha Punch (2002) addressed those dilemmas and explained why the research with children differed with several points.

The first issue is that researchers should not impose their thoughts while researching with adults and children. The difference between research with children and those with adults is that although all adults were children in the past, it is impossible to understand the child's perspective fully. To enable children to express their ideas and increase their participation in society, the researcher should find appropriate, child-friendly ways of data collection.

However, if we accept that children are socially competent, why is there a need to develop child-friendly research methods while researching with children? (Punch, 2002). Researchers may think that children may become more successful with entertaining ways due to their short attention span. It may also be assumed that children may have difficulty communicating one-on-one with unfamiliar individuals. However, it should be kept in mind that these assumptions are not valid for all children but may also be pertinent for some adults. Various methods can be used together with methods used with adults, such as observations and interviews, not because children are less competent, but to make them feel more comfortable

(Punch, 2002). Moreover, it should be noted that these techniques are not inherently "child-friendly." It would be more accurate to call these methods "participant-friendly" because studies with adults have also been shown to have highly motivational effects (Clark, Flewitt, Hammersley, & Robb, 2013, p. 48).

Considering methods that will enable people to participate actively in the research process, the Mosaic approach developed by Alison Clark and Peter Moss comes to mind. She states that while children are very good at communicating, the main difficulty is that adults do not know how to adapt to the tone of children (Clark, 2001). The mosaic approach is a framework for listening and understanding children's ideas, especially those under five. The term "listening" is not interrogating children to reveal the truth but understanding and interpreting their thoughts. The mosaic approach is formed by using more than one data collection method together (Clark, 2005).

In parallel with traditional methods like observation and interview, creative methods such as drawings, photographs, tours, mapping, and drama can be used together. Each technique forms part of a mosaic. These pieces are then put together with the practitioner's comments. As a result, both youngsters and adults have collaborated to create the mosaic (Clark, 2001). In our study, we built pieces of the mosaic with one-on-one and group interviews, drawings, and photographs. Finally, we brought together all the pieces with the researcher's comments and studies in the literature.

Going back to Punch's (2002) criteria with children and adults, she addressed the second point as validity and reliability issues. When researching with children, there is a prejudice that children may lie or be unable to distinguish between reality and fantasy. Of course, children can lie to the researcher for various reasons, or they

may be inclined to say what the researcher wants to hear, just like adults. Differently, in an adult-dominated society, children may feel that they have to please adults and get a backlash against what they say. However, if the researcher establishes a trusting relationship with children as with adults, the probability of encountering these negative consequences will decrease. In our study, knowing children for a long time, not only as a researcher but also as a classroom teacher, was a crucial factor to establish a secure relationship. In this manner, I think that they expressed their thoughts freely, rather than just saying the answers researcher wants to hear. This relationship history has also become an advantage while building rapport with children and their families.

Finally, the last item is the selection and interpretation of the data. These are the tasks of the adult researcher. Regardless of how involved children are in the data evaluation process, comments may be needed to explain children's social status and structural positioning. However, this is also similar while researching with adults. Although the participants express their comments during the analysis process, it is the researcher's responsibility to establish the connections of the data with the previous theories and scientific data (Punch, 2002). In our research, some children voluntarily prepared a newsletter summarizing the process. It provided an opportunity to see how children interpreted the research process and the data. However, one of the inabilities of this study can be not being able to involve children in the data analysis process. Beginning of the summer vacation and decreased communication reduced the chance of getting children's interpretations for the data. Even so, efforts have been made to ensure that children's voices are heard primarily and directly, using different data collection methods and involving them in all processes as much as possible.

Furthermore, the importance of ethical guidelines in research with children is well acknowledged. Under methodology chapter, what has been done with ethical considerations is given in detail. However, the issue to be discussed here is whether listening to children more is hearing more, whether a study is done just to have "research with a child" in its name, or whether the potential risks of doing a study with children outweigh the benefits. These ethical dilemmas will be tried to be answered with some of questions determined by Alderson (Christensen & James, 2017, p. 147-148):

- If research findings benefit some children, who are they, and how can they benefit?

The findings of this study were mainly what children experienced during the pandemic period and what they expected from adults accordingly. For this reason, research findings can be a guide for the future steps of parents, teachers, schools, and authorities. Thus, children, especially ones in Turkey, can benefit from study results.

- Could the research pose a risk to children rather than benefit because it takes their time, cause them to feel uncomfortable, embarrassed, strained, anxious, or violates their privacy?

While conducting the research, we were together with the children in a regular classroom setting. Most of the time, they brought the topic to conversations about research during circle times. They also expressed their delight at the prospect of conducting research. For this reason, I think we used the time beneficially.

Sometimes, there were children who did not want to participate in that part of the research (for example, they did not want to draw, and they wanted to continue to play or read). At such times, I wanted to eliminate the possibility of children not

participating in the activity when they did not prefer to draw, and for this, I offered them another option. However, I did not force children to participate if there was something else, they wanted to do with saying they could join any time.

- Were some children excluded from the study for various reasons? Or was there a reason if they stayed out?

No child was consciously excluded from the study. However, sometimes children could not come to school due to illness and quarantine. Therefore, children could not participate fully at each phase of the research. Nevertheless, if they are interested and want to join when they return, we have made up for the issues they missed.

- Did the children and/or their parents contribute to planning and interpretation when reviewing research objectives and methods?

Parents were not involved in the stages of the research. However, from the beginning of the research, children have made plans about data collection ways, the topics they want to be studied, and evaluations about the studies carried out.

- Will the main findings be shared with the children and adults involved in the study?

After the research process are completed, the findings will be shared with the children, their families, and the school administration to see the result of a process where children took time and effort.

As a result, this study was carried out by using the research with children method, with paying attention to the ethics and privacy of children, using participant friendly methods, and considering the differences and similarities of researching with adults and children.

CHAPTER 3

METHODOLOGY

This study conducted as qualitative research and the design was determined as phenomenological case study. Children's perceptions about the COVID-19 phenomena were investigated. The case was the classroom of researcher with fourteen first-grade children. Although the pilot study employed a question-and-answer procedure with children, the current research was conducted jointly with children to be an intermediary for children to make their voices heard. Circle time conversations, drawings, photos, and one-to-one interviews formed the data of the study. In compliance with ethical guidelines, careful consideration was given to children's participation in research. To increase the trustworthiness of the study, credibility, transferability, dependability, and confirmability issues were handled one by one.

3.1 Personal narrative and role of the researcher

Before I started taking courses in the preschool education department at university, topics such as “children’s rights, child perspective, child participation” were not things I heard or thought about. However, in the lessons we took, I started to understand the importance of seeing children as individuals and respecting their thoughts. After graduation, I started to feel more and more how important it was to understand children in my classes. When children were more visible and their voices were heard better, I saw the classroom atmosphere began to change. After these experiences, I was sure that the subject of my thesis should be an opportunity for children to express their thoughts. Based on my observations, contrary to popular

belief, children are aware of the agendas in their country, school, and families as adults. They also enjoy talking about it among themselves or as a group when the opportunity is provided. The COVID-19 pandemic has become a perfect topic for the research at this point.

The pandemic that suddenly appeared in our lives had changed everything from head to toe in a single day. Different decisions were made every day and we as citizens just tried to follow what new restrictions would come from press briefings. Of course, in this process, almost nobody cared about the ideas of the children or the difficulties they experienced while making decisions. However, children have been subject to more changes and restrictions than any of us in this time. They could not go to their schools, had no opportunities to socialize, and had curfews applied only to them. We were all drifting towards a place where we did not know the end, as if in a flood, not knowing what would come our way. As a teacher, I have personally witnessed the difficulties experienced by children on the screen together. This time they were trying to learn to read and write, to meet academic expectations no matter what. At the same time, they made an effort to establish relationships with their friends, play games and socialize in front of the screen where they were always restrained before. Observing all these increased my curiosity and I wondered what they really felt and experienced during the pandemic process. Thus, I decided to study on this subject.

It was great to work about children. But would I work on children, or work with children? If this study was not to be carried out with them, it would be no different than superficial research where you went and asked children a few questions and then made inferences on their behalf. If this was the case, I would not have been able to go one step further to make the voices of children heard, make

them visible and strengthened which I had been curious about from the very beginning. At this point, with the support of my advisor, I decided that our research should be conducted with children. From this point on, my predisposition towards the stages we have seen in the standard research for years, my desire to control the whole process as an adult, and my role with children as an “authority figure” in the classroom made me have a hard time during the process. Sometimes I was drifting between my thoughts and had ideas such as “if I ask this question to children, I will get these answers, I can make that comparison with these responses”. Sometimes, when I asked children some questions, I realized that I was preparing myself for an answer, waiting for them to give answers that would fit the schemas in my mind. One of the hardest parts of the research was trying to get rid of my desire to control everything. I was so accustomed to it as an adult, a teacher, or just personally. When I was experiencing these dilemmas, my advisor always stopped me and reminded me to take a breath, think and let the children guide me. Our aim is not to reach a clear answer. We had not fit into a certain mold.

Another dilemma was being a teacher-researcher. I can say that along with many advantages, there were also some challenges that I tried to eliminate as possible. Some of my advantages were being familiar with the classroom climate, knowing the children already, being able to understand if they were doing something willingly or not, not being a foreigner and saying what they wanted more sincerely. We also did not spend a limited amount of time together compared to other researchers. We were able to turn to our research suddenly according to their ideas and suggestions.

However, at the same time, knowing children in advance could sometimes have led to a more prejudiced view. It could be easier to make inferences among

some incidences. For example, I was able to connect a child's words to a situation that I know s/he was living in. Of course, children's past experiences have an impact on who they are today. However, I tried to prevent myself from making these inferences, and if they showed it as a reason, then I took this into consideration more.

Moreover, since I had "teaching responsibility" in the classroom, sometimes the urge to do duties took precedence over ideas about the research. I was afraid of "falling behind the curriculum" when we spent too long time on research. When I had such anxiety, I thought that this research also was an active learning opportunity, and I talked with my partner to check our curriculum plans. All in all, we tried to complete the process by keeping the time we allotted to research in balance, without rushing children, by providing as much time as they wanted.

As for the language I used in research, I utilize first-person pronouns or I used my own name, Elif, in conversations but I avoided using it as a dominant language. I preferred to use "we" especially in the parts that we took steps with children. Instead of looking the research objectively from the outside by isolating myself; I considered myself as a part of the study and contributed self-reflexively (Grbich, 2012, p.114).

At the point we have reached today, I do not know how I could leave myself and my desire for control out. However, at every time I reminded myself that we did this work with the children and that they could guide me as an adult research partner when they wanted. Of course, since I worked with children as co-researcher, I gave them ideas about the process, got them to think about new things with questions, and made suggestions about methods. In the end, it was my responsibility to provide opportunities for them to do what they thought, or to make use of what we had. But I think we did them mutually too. They also preferred to focus on topics or research methods that I had never thought of, and they shaped our research in this

direction. While I had different questions in my mind at the beginning, they opt to deal with different aspects of the pandemic. In this way, I had a chance to remind myself every time that the things did not go the way as in my mind or in adult world.

Thanks to this research, I saw that children were excited about taking an active role in decision-making processes and had desire to complete a job. They were quite able to make decisions by discussing with their friends and defended their opinions. Also, I saw the happiness and proud in the eyes of the children when I told them that our research would be published, and it was thanks to them. I am very happy that we were able to conduct and develop our research with children in this way, despite the difficulties I experienced inside myself and the intense desire for control. I would like to take this opportunity to thank once again to my fourteen valuable and unique research partners.

3.2 Why qualitative and phenomenological research?

This study was designed as qualitative research because of several reasons. First of all, although different frameworks were presented for phenomenological studies, I adopted Creswell's (2013) thoughts in this study. There are many different definitions of phenomenology and reasons to choose it. One of them is because qualitative research interested in research problems that deal with the meaning individuals or groups attribute to a social or humanitarian problem. Just like in this definition, this research aims to try to understand how a group of children give meaning to the reality of COVID-19, which has been in their lives for a while.

Secondly, we conducted our research with children in their regular classrooms with interaction over time as in the nature of qualitative studies. We had a chance to use multiple sources of the data. We had one-to-one interviews, circle time

discussions, photos, drawings rather than depending on a single data source. Moreover, focusing on participants' meanings about the problem or issue is more important than what the researcher or writers from literature think. Here, while I think about the meaning that children give to the happenings, I tried to focus on children's meanings rather than what adults said before. Even though I had a different plan when I started, as we worked on the research with children, things happened in a way that I did not anticipate, so the study was built on their ideas and suggestions. Therefore, the necessity of emergent design is another reason for the qualitative and phenomenological research.

The last reason why the qualitative method preferred is the aim of empowering people to talk about their stories and hearing their voices and reducing the power relationship between investigator and participants in qualitative studies (Creswell, 2013, p.48). At this point, I tried to make my research partners' voices heard by deciding together how our research process will continue, how we can collect the data, and supporting them to express their ideas as they wish instead of getting information about the topic just by a questionnaire or asking their experiences to adults.

Among various types of qualitative research designs, phenomenological case study was determined as the most appropriate way for this. The reasons will be discussed in detail in the following paragraphs.

First, the purpose of the study is to understand children's experiences and ideas about COVID-19 phenomenon. The phenomenology method allows the researchers to focus on individuals to make sense of their experiences, to define the essence of life, to explain what and how the person experiences events (Patton, 2002, p.107). Secondly, due to the critical importance of the context, phenomenology

offers significant tools for defining, explaining, and interpreting children's own experiences about the pandemic. Finally, the phenomenology approach provides flexibility to researchers to modify and change the direction of the study (Creswell, 2013, p.80).

According to Creswell (2013, p.78) most phenomenological studies should have the following features. Considering listed features, you will see the reasons for choosing the phenomenology design for this research. For example:

- There should be a phenomenon to be discovered which is phrased in terms of a single idea. The phenomenon emphasized in our study is based on COVID-19 and children's experiences of this concept.
- Exploration should be done with a group of people who experienced the phenomenon. This research includes 14 children who share similar experiences during the pandemic.
- Generally, data collection conducted with interviews who experienced the phenomenon and different sources of data such as observations, documents, and poems can be included in the phenomenological studies. Here, data collection involves group and individual interviews, and documents like pictures and photos.
- Data analysis begins with the horizontalization process which highlights "significant statements", sentences, or quotes that allow the researcher to understand how individuals experienced the phenomenon. Then, the researcher creates clusters from these "significant statements", and these turn to themes. Finally, there will be a detailed description of "what" people have experienced and "how" they have experienced it. In this study, data analysis started with narrow units from significant expressions

of children, then broad themes were created according to these expressions. In the end, we will know what do children experience about our phenomenon and how do they experience it?

The present research, aside from following the phenomenological study traditions, is also a case study. There exist different definitions of case study made by different researchers such as a choice of what to study, comprehensive research strategy, or methodology (Creswell, 2013; Denzin & Lincoln, 2005). Furthermore, Merriam and Tisdell (2016, p.38) say that they have reached a concluding description, “the single most defining characteristic of case studies is delimiting the object of the study: the case”. This limitation is similar to fence the garden which represents what you are going to study. Moreover, the case study is not only about the focus of the study as in other qualitative methods, but it is also related to “units of analysis” (Merriam & Tisdell, 2016, p.39). Due to this difference, the case study can be used together with other types of research as in our phenomenological case study.

In this research, if we think about all children affected by COVID-19, we must consider a huge garden or even an endless forest because we know that children have been exposed to different practices and restrictions in different parts of the world. In the same country, whether children are living in a city or village, attending a private or public school, having access to distance education opportunities or not made this experience completely different for every child. Even children in the same school or class had different experiences according to their age, technology usage, precautions taken by their families, having a healthcare worker parent or a relative who is a COVID-19 patient, etc.

3.3 Education following the onset of the COVID-19 in Turkey

Before describing the case of the children in this study, I want to present a summary of the process in Turkey, with the emergence of the first COVID-19 patient on March 16, 2020. As an initial precaution, face-to-face education has been paused for a week across country. After that, a nationwide lockdown is extended several times and returning classrooms could not be actualized for a long time. Then, all schools had to switch to the online education system on March 23, until the summer break on June 19. With the beginning of the new school year on September 21, 2020, different grades started school step by step. Preschools and 1st grades were the priority. After this decision, we know that schools made some changes according to their opportunities. Therefore, I will continue to mention specifically about the process of my first-grade students as their classroom teacher that experience the whole process together.

We continued education in a hybrid method (face-to-face at school for 3 days, online at home for 2 days) until November 23. Due to the excessive COVID-19 positive cases nationwide, authorities decided to return online education for all grades. Children were away from their schools for a long time with the merger of the winter holiday. On March 1st, gradual normalization started, and it was decided to start face-to-face education at schools in all preschool education institutions, primary schools, 8th, and 12th grades across the country (MEB, 2021, February 2). We continued for 2 days at school and 3 days at online education. Unfortunately, this meeting did not last long. Due to the partial closure on April 14, all grades, except preschools, 8th, and 12th, returned to five days of online education (TRT Haber, 2021). This process continued until June 1, from this date on, children came to school two days a week again (MEB, 2021, May 31). According to the MEB

(Republic of Turkey Ministry of National Education) calendar, students took their report cards on June 18. After this date, parents optionally sent children to make-up programs at schools (MEB, 2021, June 17).

Even though the number of days which children ought to go to school between March 16, 2020, and March 2, 2021, is 175, first-graders in public schools could come to school for just 15 days (Kıyğı, 2021). We, on the other hand, had the chance to be together at school for 46 days as our class. They were lucky ones compared to other primary and middle school children. Of course, this number was slightly higher in private schools, it is still possible to see that it was far from the number of days they should be together at school.

The phases in primary education after the start of the pandemic until now were briefly explained in Figure 5. Even though online education came into children's lives suddenly, they have experienced "online education" for more than one year.

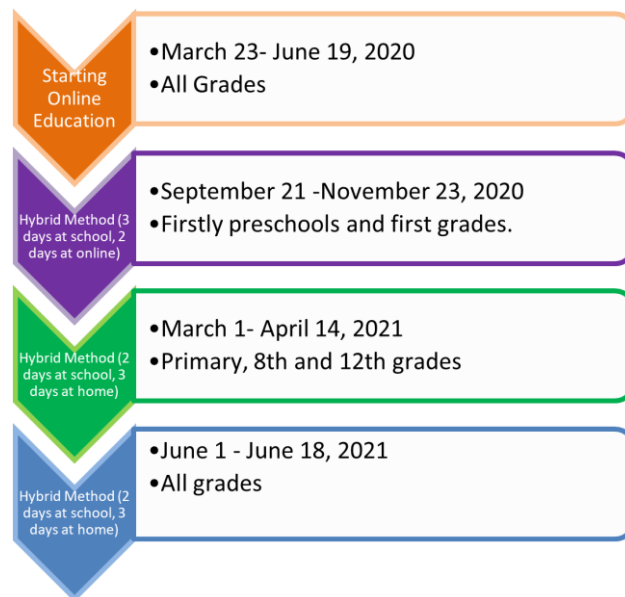


Figure 5. Timeline of primary education during the pandemic

All this time, schools and teachers tried to keep in touch with children as possible as they could. Online education turned into a competition for children who attend private schools with 7-8 hours of online lesson plans. On the other hand, in public schools, the system was dependent on many factors like the opportunities that teachers and students have in their home and the teacher's adaptation time to the new normal.

When children were away from schools, which are the most important places for socialization, they were also locked down in homes many times with different decisions of the states. In many of the speeches, authorities never even mentioned children, although they were the most affected individuals from the lockdowns. Children who stayed at home with the closure of schools also could not go out all between April 4 and May 13 due to restrictions in Turkey. From this date on, they were allowed to go outside for four hours once a week (Sözcü, 2020). Then the children were able to go out at certain times for two days a week (Habertürk, 2020). Although the days and hours that children are allowed to go out are increased over time, they always had limited time. However, as we know that, children should socialize with their peers or neighbors, and learn in a group for supporting their social and emotional development. Considering the time children were exposed to media, and conversations of their parents while staying at home, it is obvious that they had many confusing thoughts about the pandemic. All these facts inevitably caused anxiety and it became difficult to get out of it over time.

3.4 Our fenced garden: The case

Together with all the implementations in the country, I will explain more the close circle of children that we will work with as co-researcher in this study. Our study

was conducted in a private school in Istanbul, Turkey. Generally, families at the school are from upper-middle classes of society. The current average annual primary school fee is 30.000 TL, around \$3500. Generally, both parents are college graduates and only one parent works for reasons such as having a newborn baby in half of the families in our classroom.

While the Montessori system is applied with mixed-age classes in the kindergarten level of the school, the philosophy is tried to be implemented in separate-aged classrooms in primary school. Our class had fourteen 6- or 7-years old children, two Montessori-trained teachers, and special materials. Most of the children (ten out of fourteen) are familiar with the Montessori methodology when they begin to first grade as they graduate from kindergarten at the same school. The fact that children's familiarity with the Montessori's special and concrete materials can play an important role when we try to understand children's comparisons with face-to-face and online education.

Although the weekly schedules of children change very frequently due to the measures taken in the country depend on the increasing number of positive cases, we conducted most of the research when they come to school for two days between March – July 2021. Children had a total of 16 lesson hours in two days (09:00 a.m. to 03:35 p.m.). Each lesson lasted for 35 minutes. We were together as classroom teachers in 10 of these lessons. The rest of the time, there were other classes like physical education, music, or philosophy. During the distance learning (09:00 a.m. - 02:00 p.m.), the children had a total of 18 lessons in three days and we were together in 9 of these lessons. The children were with other subject teachers at the rest of the time. I did not have a specific visiting or observation time as a researcher since I was the classroom teacher, the topic could suddenly come to a research-related place, this

kind of situation was happening spontaneously. Sometimes at the lunch, in the garden, or in the circle time, our topic could be their experiences about the pandemic, and we were chatting about it. When it came to the COVID-19, I was starting the audio recording or taking notes and the kids were used to it and knew it was for our research. When we were at school, we spent one hour a week discussing and evaluating the progress of our research likewise. Similarly, we were talking about any COVID-19 experience in online education when they want to share. When our time was up, I was taking notes and re-raising the issue again.

3.5 Pilot study

I had started in a more classical way before this research took its final form and I worked with the children as a co-researcher. Interviewing the children, I asked some questions and waited for answers. Later this experience remained as the pilot part of the research and allowed the study to evolve in different directions. Thanks to the pilot study, I had a chance to see how children felt about the topic and reacted to be in research as a participant.

During the online education process (January 2021), I invited five of them to the school to spend one-on-one time together in our classroom. Then, I asked some questions (What do you do at home when we don't come to school? What do you think about online education? etc.) to children as a semi-structured interview while they are interested in educational material. Although some children answered the questions as a daily talk, some of them were not comfortable and preferred to give short answers. I understood that interviews were not the best method for every child. It was possible that children could not say or did not know how to define themselves

with their words. Also, children may have hesitated to express their actual ideas because of the feeling of being questioned by an adult.

In parallel with this observation, Moscovici supports that using a single method in SR studies cannot be sufficient because it aims to be holistic. Even though interviews are used widely in SR studies especially when research is conducted by the people that participants are familiar with teachers, parents, etc., it is not a comprehensive way of working with children (Aim et al., 2017). Moreover, Moscovici believes that regarding the methodology, the creativity of the researcher is more important than the recipes (Aim et al. 2017). Through reasons and observations in the pilot study, I decided that we should have not work “on” children but work “with” children. Thanks to this partnership, they could have the opportunity to share their experience in a natural way rather than trying to give the “expected” answers to an adult’s questions. By this way, children’s voices can be heard and understood better.

I will explain how we followed a path together at “3.7 How we conducted our study?”. However, first, I would like to introduce my research partners.

3.6 Participants as co-researchers

Fourteen researchers set the tone and decided what they wanted to do in many steps of the study. Thirteen girls (Asya, Zehra, Duygu, Kalp, Gül, Ela, Melike, Damla, Menekşe, Buse, Mira, Ayşe, and Emilia), a boy (Emre) and me are partners. Children chose their pseudonyms for our research. They are first-grade students aged six and seven in a private school in Istanbul. Average month of all children is 83.7. Researchers also chose a pseudonym for the school, “Çocuk Koleji”, which means Children’s College. Children knew that they were part of a study throughout the

whole process, and they got involved voluntarily. When there was a child who did not want to participate in a particular part of the study, s/he did not. I will inform you about ethical issues in detail under the “Ethical Considerations” part.

All children had attended a kindergarten at the previous year. We were in the same kindergarten classroom with seven of them. Asya, Menekşe, Mira, and Ayşe were new students of the school, and met their friends and Montessori philosophy for the first time. Ten of the children could read and write when they started first grade.

All children live with their both parents. Except for Duygu, Kalp, and Damla, children had at least one sibling. All of them are the first child of their families apart from Buse. Although most mothers normally had a job like a dentist, nurse, or dietitian, at the time we did our research, ten of mothers did not have an active working life due to the reasons such as having a baby or COVID-19 restrictions. All children get the support of a parent at home, except for Kalp, who was accompanied by a person who helped her attend classes and do her homework during online education.

In our classroom, we worked together with teacher Z. She is a classroom teacher with eight years of experience. She was often not present in the lessons we would specifically talk about study so that children were less affected by authority, and the adult interference was minimized.

3.7 How did we conduct our research?

In our first circle time that we specifically talked about our research, I began with questions like what research meant, what would they want to work on if they were a researcher, and who was called a researcher, to get into the subject and hear children’s opinions. I told them I am wondering about their experiences during

COVID-19. I gave some details about what research was, why I am doing this study, and they can join or leave whenever they want. Then I offered to work together on this research. Children loved this idea and were excited to work together as a researcher. In the next circle time (March 2021), we met for our research, I told the children that we will work on their experiences about the pandemic. Since they know best what has changed and what they want to share, they will determine specific titles.

Some headlines popped up after brainstorming with children. I tried to gather some thoughts together and came up with certain categories to facilitate the management of the process to see the map (Figure 6) drawn in the classroom. In the end, I told children that they can mark the titles they think they have completed, and they can make changes if they want to add new topics over time.

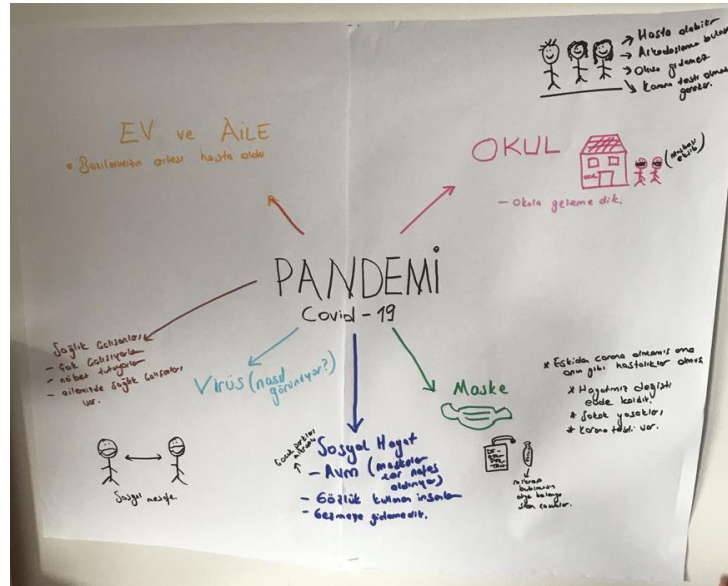


Figure 6. Initial concept map

The topics that children wanted to talk about were as follows how the virus looks like, what do they know about the pandemic, changes in their lives and the lives of health care professionals and elderly people. For example, children said

“Coronavirus came from China, and it spread everywhere”, “Corona changed our plays”, “How many layers of masks do healthcare workers wear?”. Thereby, our first concept map has emerged. Later, children wanted to examine some of these topics in more detail. They added new topics or did not touch on some of them.

After determining the main topics, I talked with my partners about how they wanted to study these subjects specifically. Over time, they offered different suggestions. Sometimes, I gave ideas to children about various data collection methods and what we could do with the opportunities we had. For example, about the health care providers topic, children talked about their observations. They said, “They worked hard, they became night doctors and had a hard time”. Then, they said they had questions to ask healthcare professionals. I offered to invite a health worker to our lesson so that they could ask her their questions. They liked this idea and took notes of the questions they were curious about and made pictures (Figure 7 & Figure 8)

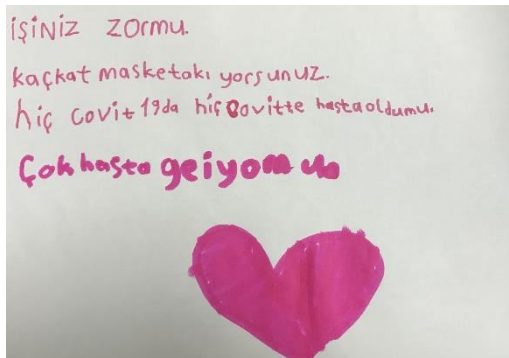


Figure 7. What I want to ask healthcare professionals (Melike)

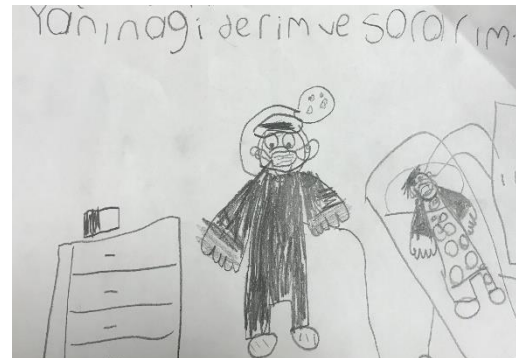


Figure 8. I go to the doctor and ask... (Gül)

After a while, we invited a health professional to an online lesson, and researchers asked their questions. Usually, when children were satisfied with the topic they chose and said they were ready to move on to another subject, we would switch to a different one with different data collection ways. If I categorized the

methods we used, there would be three main data collection ways, and these will be explained in detail in the next part.

3.7.1 Our circle time conversations

In general, group interviews with children are used when they became familiar with each other. Because group interviews were related to interactions, children had a chance to discuss questions, remind themselves about details and think about the answers. They also had the advantage of asking their questions to others (Einarsdóttir, 2007). Moreover, while talking with an adult, children feel stronger and relaxed if they are together with peers (Graue & Walsh, 1998, p.114). In our study, we took the advantage of the fact that we knew each other before, and the children were already accustomed to discussing certain issues with each other during circle times.

We discussed various topics with children in our circle meetings and online classes. Some of these meetings were mainly on their experiences about the pandemic from different angles. Also, in some of them, although this was not our purpose when starting the conversation, the subject could come to an experience or thought about COVID-19. In short, group interviews were often more like conversations than structured interviews. From time to time, I asked the children some questions to help them remember the concept map and to organize their thoughts during these discussions.

Even though we have had countless talks about the pandemic at different times, one of the specific topics of our circle was “Where did the coronavirus come from?” Children shared the information they heard from the news and families with

each other. Information about virus spreading from China, caused by bats, vaccines, and differences among them and so on were among the topics they mentioned

In another circle, the topic was the transition to online education. Children attended school for 3 days and online education for 2 days for a while. However, with the increasing number of positive cases, there happened a sudden shift to online education on April 14. Here, children shared their feelings, frustrations, difficulties during online education and solution offers.

(During the morning circle, I was talking about that we have shifted to online education again and everyone will be at home until May 17).

Asya: I will not attend any online lessons [angry tone].

Duygu: I'm not going to join any of the lessons either, enough is enough. I'm tired [angry tone].

Asya: Teacher, I can't learn in online classes.

Gül: We are learning, but it is very difficult to learn. We cannot understand some things.

Damla: Sometimes, even some people can't see the screen.

Duygu: It's so hard to understand.

Duygu: Teacher, you understand us, don't you?

There are many other issues that we talked about in our circles and online lessons such as each topic from our concept map, evaluating concept map after being immersed in issues, feelings about being at school, changes in children's play, evaluation of the research process, and their suggestions to research title. All these issues will continue to be discussed in detail.

All group interviews in circles were voice recorded over the phone and online classes were recorded over the computer with the permission of the children. There are more than 300 minutes of voice recordings just from the circle times of children. All audio recordings were decoded by me.

3.7.2 Children's drawings and interviews as their reflections

Drawings, especially children's drawings, have been applied to understand their views and experiences (Clark, 2005). There are some advantages of using drawings as a data collection method such as children's familiarity with drawing, providing non-verbal expressions, and enabling creative work. Also, it is important to value what children tell about their pictures and listening to them rather than trying to analyze paintings from an adult perspective (Einarsdóttir, 2007).

In this study, children made drawings about different topics. One of the topics was "What does the virus look like?" When we formed the concept map, they told me they wanted to draw their virus pictures. All children drew the coronavirus in their minds at the same time in the classroom. Just after the day the pictures were drawn, I interviewed with them one-to-one about their drawings. Interviews lasted two days. Questions were semi-structured to provide the main issues of inquiry that were pursued during the conversations (Aim et al., 2017). A guide list of questions and issues were used. The list included some questions but flexible on the wording of them. The aim was to know how they imagined the coronavirus and what they mentioned about it. The questions designed for this part were as follows; Would you tell me about your picture? What is happening in your picture? Does the virus have a feeling? How did you draw the virus? All interviews were recorded on the phone, and I had approximately 21 minutes of audio recordings for this part. Each interview was transcribed by me. I transcribed exactly what the children said (including broken, missing sentences or pauses) so as not to miss important words (for a short example see Appendix A). It took a long time to do transcriptions, but it allowed me to fully immerse myself in the data. At the same time, I made the necessary minor adjustments when translating my required transcripts into English to make it easier

understanding the meaning and to prevent misunderstandings that might occur due to language errors.

Another topic that children wanted to talk was the changes in their “play”. They did not mention about “play” issue when we first drew our concept map, but they said that the games have changed in the pandemic, and they wanted to talk about it in more detail. They also made the changes on the map. Children drew what kind of games they played before and after COVID-19 on a piece of paper divided in half (Figure 9 & Figure 10). I interviewed them about their drawings. Interviews lasted for one day, on June 9, 2021.



Figure 9. Changes in play (Menekşe)

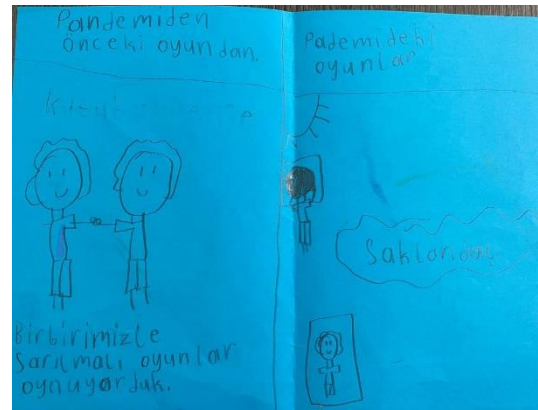


Figure 10. Changes in play (Damla)

Here, interview questions were semi-structured again. The questions designed for this part were as follows; Would you tell me about your picture? Is there any difference before and after the pandemic? How do these characters feel? (If s/he has drawn and has a facial expression). What games do you prefer? Why? Is there any change in games you play in school? All interviews were recorded on the phone. I had approximately 28 minutes of audio recordings for this part, and I decoded them.

3.7.3 Photos from the frame of children and interviews

Using the photo elicitation technique provides different perspectives of children and has many advantages. It supports children's power because it gives chance to decide what they photograph. Moreover, children often show an interest in taking photos which helps them stay interested in a longer time on the subject. By seeing a concrete product, children internalize the work. Although the passage of time, the photographs can be looked at and discussed again by children (Einarsdóttir, 2007).

In our research, children wanted to focus on experiences in their homes during the pandemic. While talking in our circles about how these changes happened, I told them we could include cameras in our research process, and they could take pictures from home. This idea got them very excited. Then we talked about what kind of photos they could take at home. Because one of the research questions is What are the resources of children at home? I told them they could shoot what they liked or did not like during their stay at home. Children started giving examples from their homes and said that they wanted to use the camera in this way. There were three cameras that I bought for the research, and they were easy to use by children so that three co-researchers could take them their homes every week. Each of them used the camera at home for a week.

After talking to my partners, I made a phone call one by one to get parents' permission and explain the purpose of camera use at home. I told parents that we were conducting a study together and children would bring the camera home to use for our research. I mentioned to parents that they would specifically take photos of what they enjoyed or did not like to do during the pandemic. All allowed to use cameras at home.

After the photos were taken, I transferred them to my computer and cleaned the camera before giving them to the next child to ensure confidentiality. After each child's photo shooting process was completed, I talked to each of them privately via video talk at Zoom. These interviews were recorded with the permission of the children and were transcribed by me. In these meetings, I showed to children their photos one by one. Before starting, I said that if there was a photo they did not want to talk about, I could skip it, or if there was something they wanted to tell, even if it was not among the photos, I could listen. Again, these interviews were planned as semi-structured and changed according to children's photographs and stories. For each photo, I asked them "Why did you take this photo? How did you feel when you doing this? What were you doing with the thing in the photo? Is there anything else you want to talk about in this photo? Do you have other things that you enjoy doing at home?" Children often took pictures related to our research subject. Sometimes, they also said that they took some of the photos just because they wanted to do without any reason. I told them it was also acceptable, and we talked about each photo one by one. They explained why and how they took that photo (Figure 11 & Figure 12).



Figure 11. Photos taken by children (Kalp)

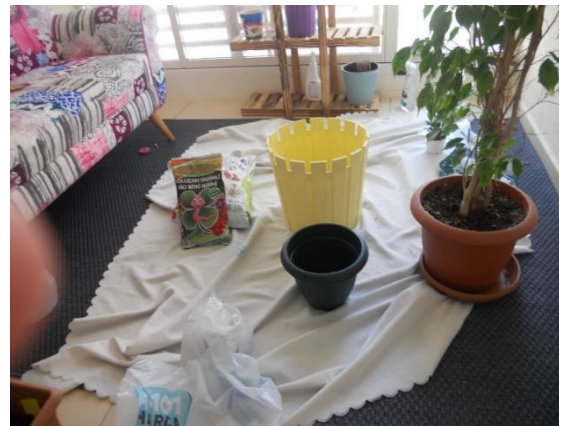


Figure 12. Photos taken by children (Gül)

When photos were completed, I thanked the child and ended the recording. On average, it took half an hour to interview each child. These interviews lasted approximately 423 minutes in total.

3.8 Partnership with families

Although my partners in this inquiry were children, it was very crucial gaining support and permission from parents. From the beginning of the process, I officially sent an informed consent form to parents (Appendix B). However, with using the advantage of being a classroom teacher-researcher, I had a chance to inform parents at the different stages of the study. I transparently conveyed to parents how we would work with children, what the research purpose was, and the security of children's information when we met at school or with phone calls. Especially when children were going to use the camera at home, I called each family to get their approval before sending. I reminded them that the photos would only be used for research and children's faces and identities would not be shared. Because families knew me and they listened to all explanations, they supported children's participation in each phase of the research. Moreover, I learned from many families that children talked about research at home with pleasure, especially using the camera made them very excited. Since children's enthusiasm, parents happily accepted the requests from the pilot study to the end of the research.

3.9 Ethical considerations

Before the start of the study with children, I applied to the Ethics Committee of Boğaziçi University with a detailed document describing how the process would work, what the possible research questions would be, the sensitivity I would show,

how the parents would be informed and the methodology of the study. After getting official approval from (Appendix C) committee, we have started working with children.

Ethical matters need for special attention when the research conducted with children compared to adult participants (Fine & Sandstrom, 1988). In the present study, an informed consent from parents (Appendix B) and verbal consent from the children were obtained. I invited children to conduct research together in easily understood language. I informed them their right to withdraw whenever they would want and their role as a co-researcher in the study. Children was informed in each interview about recording their voices to not to forget what they said afterwards, and their permission was also obtained. After a while, children were used to this procedure and they sometimes warned me like “Teacher, do not forget to start recording”.

As we know, there is more unequal power relationship between researcher and children than other age groups. This inequality can be cause of age, experience, and status (Einarsdóttir, 2007). Although it is difficult to exclude unequal relationship, still some methods have been used to minimize it. In this research, it was tried to strengthen the children and minimize power differences by using child-friendly data collection research methods (Eder & Fingerson, 2003) as I mentioned before. Moreover, this study has been conducted in the children’s own classroom with their friends. Thanks to this familiarity, children were in a place they knew well, and they were more comfortable with their classmates. Finally, I also benefitted from many advantages of being teacher-researcher who has known children closely for a long time. I have known half of the children for almost two years. Knowing each other’s characteristics helped us in different points of the research. It was much

easier for me to understand the time that they wanted to continue or were not at the good mood to talk about research topic. They were also able to express their wishes and thought without hesitations thanks to our relationship.

Lastly, since I have been always in contact with parents as classroom teacher, I knew about the cases or deaths around children. When a child had a vulnerable condition, s/he was not included in the study. Besides, at the time, child has difficulty or worries to talk about the pandemic, the support of the school counselor will be requested, and the research will not continue with that child.

Throughout the study, children's names were changed with pseudonym which they choose themselves to assure confidentiality. I explained the purpose of using fictitious names to children in one of our circle times and asked them to choose a name for themselves. I tried to ensure that the collected data or results would not follow back to any children after data collection and during publication. Even though I used children's real names in my notes to make remembering and organizing easier, I changed all names during transcriptions.

3.10 Trustworthiness of the study

Trustworthiness of a qualitative study point to confidence in data, interpretation, and methods that used to assure the quality of the research. Although discussions about what trustworthiness features have been going for a long time, most of the researchers agree on its' necessity (Connelly, 2016). During the last years, thanks to growing consensus on the importance of using appropriate and different methods for the goals, questions, and problems rather than abiding to one single approach, the heated of the debate began to wane (Patton, 2002, p.571-572). In this study, the issue of trustworthiness will be examined in terms of Lincoln and Guba's (1985) standards

in Naturalistic Inquiry. Instead of strictly applying standards as a rule when considering how good research is; it will be useful when questioning quality of the research (Sandsetter, 2010). Lincoln and Guba (1985, p.290) mentioned four main issues from trustworthiness and authenticity of the qualitative research. These characteristics are credibility (internal validity), transferability (generalizability), dependability (reliability), and confirmability (objectivity). Reflexivity will be mentioned separately because it covers these four methods and has a wide application area (Lincoln & Guba, 1985, p. 327). Under credibility, it will be discussed prolonged engagement, persistent observation, triangulation, peer debriefing and member-checking criteria one by one.

3.10.1 Credibility (Internal Validity)

One of the key criteria of trustworthiness is credibility of the study. It is concerned itself with the question of what degree the results of the study make sense or are credible to readers (Lincoln & Guba, 1985, p.290). There are specific characteristics that increase credibility. Prolonged engagement, persistent observation, triangulation, peer debriefing, member-checking methods were used in this phenomenological case study.

Prolonged engagement: Shenton (2004) suggests prolonged engagement to create a trust relationship between researcher and participants. Also, it is important for researcher to better understand the setting. On the other hand, If the researcher spends too much time and has too many requests from the staff, institutions may refuse to cooperate. In this study, I had the opportunity to spend long time (11 months) with children as a classroom teacher to observe and talk about what they experienced about the research topic instead of spending only certain times with

them as a guest. I think that we have established a bond as the teacher with whom children share their daily problems, ideas, and feelings they see almost every day. Thus, I believe that they share what they really feel and experience throughout the whole process without any hesitation. Moreover, I did not have the risk of ending the research permission as I was conducting the study in the school that I work for two years and with the parents that I met and talked to regularly. However, considering that parents were sufficiently overwhelmed at home and their responsibilities increased during the pandemic, I was careful not to disturb them too much for the research and not to make demand that would force them.

Persistent observation: It means the long-term observations of the participants in a study. This helps the researcher to understand what is relevant or not with the research (Kennedy-Clark, 2012). As a mentioned in prolonged engagement, while I had the opportunity to observe half of the children from the beginning of COVID-19 pandemic, we have been together with the other half for the eleven months. In other words, since I was the teacher of the children previous year at the preschool, my observation time varies between 10-16 months. Specifically, we worked together for about 5 months (March-July) on our research. Thus, our data collection process was spread over time instead of taking place in one-time visits or short talks.

Triangulation: It provides viewing events from multiple perspectives to researchers. Lincoln and Guba (1985) state that triangulation includes several categories like different data, methods, and investigators (p.306-307). I used method triangulation where I have used multiple techniques within the same methodological approach. As it was show in methodology more detailed, interviews, children's drawings and photo elicitation created origin of the data and supported each other. Also, complementary body of data was ensured by using different methods that

provided different experiences and views of children (Darbyshire, MacDougall, & Shiller, 2005) about pandemic. Although data were not collected from participants of different ages or status, it is thought that data triangulation was obtained with 14 different children in this study.

Peer debriefing: Peer debriefing for solo researcher as in this research is to create an ongoing peer-review process with few researchers that can provide insight in research process and alternative interpretations of the data (Kennedy-Clark, 2012). I have a friend who is a PhD student in the same workplace and interested in qualitative research. We always talk with her about my research and how it works in the whole process. I asked her opinion on various points and got idea from her, because she knows the process and has knowledge about qualitative research. Although my colleague does not know the research in detail, she gave me different perspectives. When I explained the things, I planned to suggest to children to her, she was able to make various objective comments about whether they were reasonable. Also, we were discussing whether this would be an adult interference to children's research process.

Member-checking: Member checking is the most important technique to criticize the credibility of the study. This is the technique that interpretations, categories, or themes are questioned with asking participants who created the data. Since these confirmations can be provided during normal conversations, it can be done by formal or informal ways. However, there are some debates about this technique among researchers over the years (Lincoln & Guba, 1985, p. 314-315). Silverman (2006) mentions that there may be many reasons that may cause the participants to make misguided statements, and new experiences in the intervening time may cause confusion. Also, participants may not remember exactly what they

said. From an interpretive perspective, there is no objective truth or reality to compare with the statements of the participants.

Children in this study were active researchers rather than participants. The pandemic process has been naturally full of changes. The children's perspectives on it have been changing based on the ever-changing adjustments of decisions and limitations. The end of the data collecting process, even if I did not ask children "Did you mean this? Can we reach this conclusion?", they criticized their previous ideas while we were evaluating on the concept map. For instance, although they said that their plays had changed, after time passed, they did their own check by saying "No, actually it hasn't changed much." Although I did not directly confirm what they said, they made evaluations with their own ways.

3.10.2 Transferability (Generalizability)

Transferability means the generalizability of the study in qualitative research, and it is only possible to case-to-case transfers. Because the readers cannot know the characteristics of setting, they want to transfer, researcher should give "thick descriptions" (Shenton, 2004). Thanks to these rich descriptions, the readers can understand better whether they can adapt current study to their environment.

Information about the case and the process of the study has been mentioned in methodology. Also, the characteristics of children that are important for the research are mentioned in detail to better understand the condition. Lastly, I have also tried to include nonverbal communication data that researchers have paid attention to in recent years to present thick descriptions (Denham & Onwuegbuzie, 2013). Especially, I tried to mention children's facial expressions, voice tones during the conversations as you can see in findings chapter.

3.10.3 Dependability (Reliability)

Dependability is the situation of whether similar results will be obtained if the study is repeated in the same context, methods, and participants (Kennedy-Clark, 2012). It is often not an easy criterion for qualitative research that does not rely on numerical data. However, researchers have mentioned some criteria that might be useful in this process. Clarity of research questions and appropriateness of the methods to questions are some of these criteria (Miles & Huberman, 1994, p.278)

In our research, general questions were “what are the experiences of children during the pandemic?”, “Have there been any changes in their life?”, “If so, what has changed?”, “What do children think about changes in their lives?”, “What are their perspectives about what happened?”. To work on these questions, I worked with children who had personal experience and tried to validate their answers with using different data collection methods. We spend long time on our research to better understand the experiences, changes, and perspectives instead of using questionnaires or asking questions to their parents.

Researchers can provide to the readers a logical, clear, and observable documentation of the process. When readers have a chance to examine the research process, they can make better assessment of dependability in the study. One way to do this evaluation is “audit trail”. It is the transparent reporting and explanation of all stages of the research from the beginning to the end (Lincoln & Guba, 1985, p. 318).

In this research, I tried to take notes and to record my own feelings and experiences with the advice of my advisor. Especially, I attempted to take notes of current situation, the confusions in my mind, and my prejudices. From time to time, I left voice notes for myself in order not to forget the instant situations. Besides all these, I have already explained the process in the methodology chapter. Also, you

can see how the analysis was done, what stages went through and what kind of diagrams were formed during data analysis process.

3.10.4 Confirmability (Objectivity)

Confirmability is a criterion corresponding to objectivity in quantitative studies.

However, it is based on the presumption that it can never be fully realized (Lincoln & Guba, 1986) because qualitative research supposes that each investigator brings a unique perspective to the study (Trochim, n.d.). Thus, it refers to the degree which results are approved or supported by others. There are some strategies for checking confirmability too. Providing appropriately credibility, transferability and dependability in the research is one of the criteria according to Lincoln and Guba (1986). Other strategies are audit trails and triangulation which I have mentioned in dependability and credibility.

3.10.5 Reflexivity

Lastly, reflexivity is accepted as a way for enhancing confirmability. In the literature, reflexivity is occasionally stated under the confirmability. According to Merriam and Tisdell (2016, p.64), reflexivity of the study means that how the researcher affects or is affected by the process. Researcher should explain his or her biases, tendencies, assumptions, or worldviews about the research to be better understood by readers. The main reason for doing this is not to ignore the researcher's thoughts, but rather to understand how researcher's values and expectations influence the progress and outcome of the research.

During the research, I tried to watch myself carefully about my prejudices or thoughts driving the study. The conversations we made with my advisor were

particularly impressive. While talking to her, I became more aware of my own thoughts, and she were always advising me to think and write about these ideas. Especially after these meetings, I took notes about my experiences, prejudices, and their effects on the process in my notebook that I have been using since the beginning. Then I looked back at what I wrote before taking new steps. For example, thanks to her questions, I recognized that my aim was to go towards getting information from children and reaching the “only truth” by asking questions to them during the pilot study. After these meetings and reminding myself that the research was not just about understanding children’s experiences, I recognized again that it was also about giving children opportunity to make their voices heard and conducting the research with them. With this point, research started to move in a different direction. I continued to take notes of the process.

Moreover, as an adult, I thought I could anticipate what has been impacted in children’s lives due to the pandemic. They could not come to school, they stayed at home, their social life was affected. At the beginning, I thought they would talk about these issues. I realized that I was trying to pull the children in that direction. When I realized this, I stopped and left the control to them. I saw that their real points of interest were different from ours, they were interested in different subject than I expected such as changes in their play and life of healthcare workers.

Also, when I started to transcript the data, I saw that I sometimes asked guiding questions to get the answers I wanted to hear according to the schema in my mind. Each time I noticed this, I kept memos about them and was more careful in other interviews.

All in all, subjectivity is an undeniable issue in the process from determination of the subject of the research to the conclusion in qualitative studies

(Glesne, 2011, p.150). My aim was not to isolate completely my existence and to ensure the objectivity of the research while doing things that I mentioned before. On the contrary, understanding my own thoughts and experiences, realizing what to do and how to use them were useful for the benefit of research.

CHAPTER 4

DATA ANALYSIS

Data analysis in qualitative research can be summarized as the classification and interpretation of the obtained material to gain meaning (Merriam & Tisdell, 2016). Although almost no part of the qualitative research has clear preferences or recommendations, most researchers suggest doing data analysis simultaneously with the data collection. As recommended, after we started to talk with children about our research, I listened to the audio recordings again before time passed. I remembered the conversations and the specific topics and then started transcribing. While doing this, I noted the things that I should be more careful about in the following interviews, the biases I noticed or the directed questions I asked unconsciously. When I look all the data, I transcribed and listened again approximately 11 hours of audio recordings. After deciphering conversations, I transferred documents to the MAXQDA 2020 which I used throughout the research analysis process.

Different methods are used in qualitative data analysis, and inductive thematic analysis was used in this study. Thematic analysis is a method for identifying, analyzing, and reporting the themes in the data. In an inductive or bottom-up approach, the themes are strongly linked to the data (Patton, 2002, p.454), not to the previous codes. These methods were used in this study because of the appropriateness of the research questions, the flexibility it provides, and the analysis process, which is more suitable when doing research with children. In addition, without trying to comply with the previous codes in the literature, the research proceeded with the codes and themes formed within the research itself, inductively.

If we look at the stages of thematic analysis according to the study of Braun and Clarke (2006), and the process in our research, firstly, the researcher should be familiar with the data. This can be provided by transcribing the verbal data or re-reading all the data. As I mentioned in the previous paragraph, transcribing all the data, re-reading these documents, and taking notes helped me be immersed in the data. It was easier to visualize the process in my mind as I did not start analysis after collecting all the data.

The second phase begins with creating a list of the first ideas that stand out and the generation of codes (Braun & Clarke, 2006). After talking with children about a specific topic or question and transcribing that conversation, I started coding the things they were talking about, which might change later but caught my eye at first glance. There are three different methods for coding in thematic analysis. This study used two different coding types (theory-driven and data-driven coding). Since two types of coding are used intertwined, it can be said that a hybrid coding method is used (Boyatzis, 1998).

Theory-driven coding: In this coding method, the researcher has a theory or hypothesis and looks for indicators to prove it in the data. Themes are formed by reading and reflecting on previous research findings (Boyatzis, 1998, p.33-36). Although most of the themes were created by children in the research; there was also a part where I asked the children questions and mostly gave direction to the conversations. For example, considering the studies comparing online and face-to-face education in the literature, I was also curious about the comparisons of children's online and face-to-face education experiences. The codes were generated according to that contrast. Likewise, based on the studies about resilience, I asked children various questions by focusing on their photos at home, as I was curious

about their protective factors and resources. I compared the findings in the literature and the results of this research in the discussion chapter.

A hybrid model with the data-driven coding: Data-driven coding was used as a hybrid model, along with the other method, where children led the research. Data-driven codes consist entirely of raw data, and the responsibility of the researcher here is to interpret the meanings and results. Moreover, concentrating on raw data increases the appreciation of the information obtained. Thanks to this method, the researcher has the chance to highlight the thoughts and perspectives that were not reflected before (Boyatzis, 1998, p.30). Since the research was carried out in partnership with children, I also coded parts without being bound by any theory. In the part where children led the research, the codes and categories consisted entirely of raw data. For example, some of the first codes after our conversations and the pictures children drew about “What kind of virus image do they have?” was like in Figure 13 without based on any previous theory.

Code	Frequency
angry	12
surprised	7
unhappy	1
happy	2
can shout	1
blue colored	1
in the vein	1
size	1
black colored	3
can be seen	3
can not be seen	3
having crowns	9
having eyes and mouth	14

Figure 13. Example of first coding

However, one of the most critical steps in data-driven coding is subsample selection and comparison. The researcher determines two samples between their

coding and compares them, and thus dependent-independent variables are obtained. If there is no criterion variable due to methodological preferences or the nature of the phenomenon, a comparison of subsamples is not needed. The researcher uses a hybrid model (combination of theory and data-driven coding) in such cases. In the hybrid approach, thoughts, ideas, and perceptions are considered more since the comparison is out of the context (Boyatzis, 1998). In this study, coding was done with the hybrid model. It would be unnecessary to compare the children's responses, or it was unnecessary to find any dependent or independent variable.

As a result, I believe that one of the strengths of this research is using different coding types. In this study, not only did all the data not have to be based on a theory, but no attempt was made to put children's ideas under specific categories and compare them. It allowed children's thoughts and perceptions to be transferred directly to the reader.

After coding, the next step is searching for themes. This stage includes embedding different codes into potential themes and collecting all codes under defined themes. At this stage, some of the themes may remain as the central theme, while others may become sub-themes or be excluded from the analysis in the next steps (Braun & Clarke, 2006). If we continue with the same example, there are some sub-themes of physical properties of virus-like size and visibility, color, and having eyes and mouth (Figure 14).

In the fourth and fifth stages, the themes are reviewed, simplified, and new themes are formed if necessary. If a consistent theme map has been reached at this stage, the researcher can define and name the themes. The researcher should provide a detailed analysis and explanation for each resulting theme.

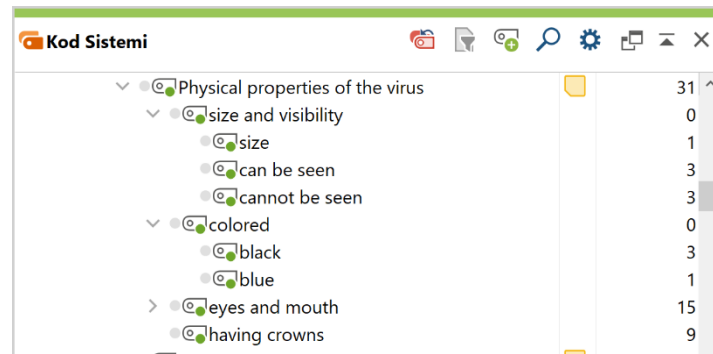


Figure 14. Example of subthemes

It is also essential to talk about its place in the research based on the research questions (Braun & Clarke, 2006). Regarding these parts of the analysis, I also re-evaluated the themes for the reasons mentioned above and made the necessary changes at this point. Writing the results part of the thesis helped me see where the themes overlap or have gaps. In such cases, I stopped and evaluated the themes and codes and continued to make the necessary changes. Even though the children determined the main themes, I tried to decide under which titles they could be gathered by analyzing what they talked about under these themes. In the same example, themes such as physical properties and the emotional states of the virus occurred after sub-themes, as shown in Figure 15.

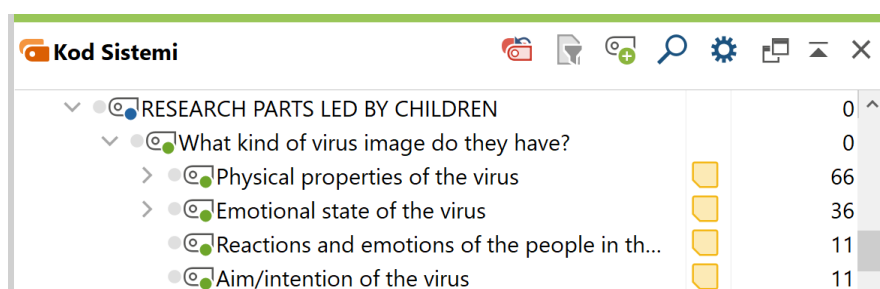


Figure 15. Example of themes

Moreover, you can reach the final theme, sub-theme model at Appendix D and E.

At the final step, namely the reporting part of the analysis, it is crucial to present sufficient evidence regarding the themes in the report. With this evidence, the researcher is expected to present an opinion on the research problem and to insert these examples into the narrative (Braun & Clarke, 2006). Under the findings of the thesis, I gave examples from conversations, photographs, or drawings of children about themes and categories. I made careful choices not to repeat myself or leave an exciting example behind. I also tried to talk about my inferences in each theme but discussed the connection of the results with the literature in more detail in the discussion.

CHAPTER 5

FINDINGS

The present study is a product of a joint effort during which the children and I took turns leading the research. Children as researchers had their own driving questions and so had I. In addition, the children and I also came up with research questions which were specifically of interest to us all. Therefore, the findings in the current chapter are presented accordingly.

The concept map on the classroom wall (Figure 16), which altered and developed throughout time, functioned as our guide in our research with children. I hung the map on the classroom wall so that children could see and participate concretely the research process. Over time, children added their ideas which they were interested in and wished to work on or marked the topics they thought they had completed on the map. I also placed the subjects I was curious about on this map.

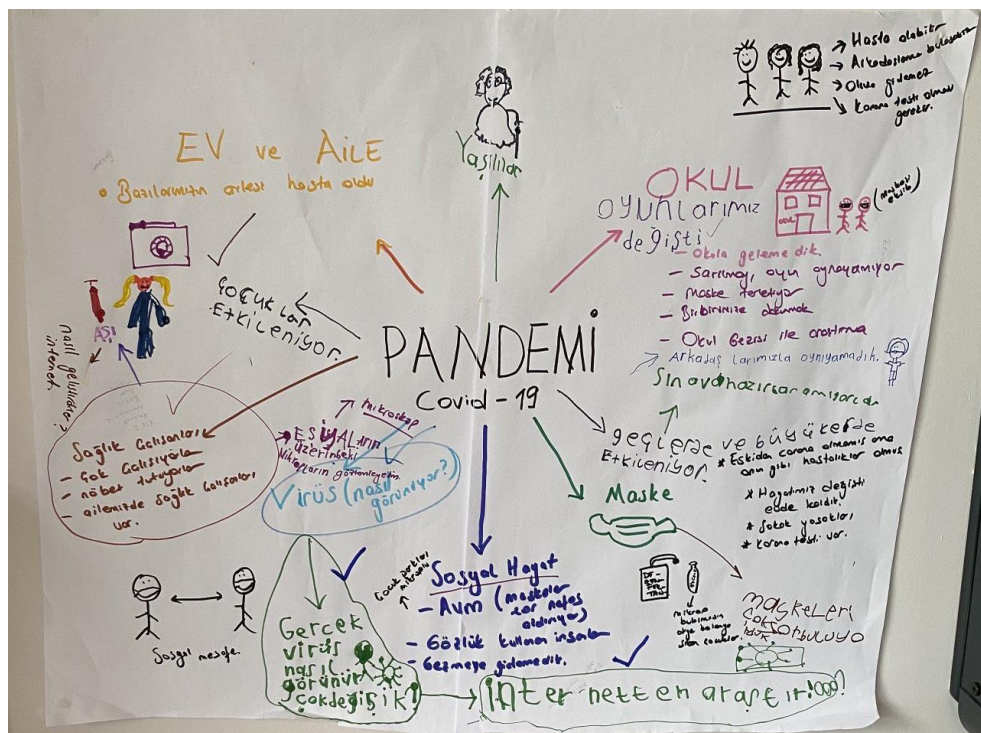


Figure 16. Final form of concept map

5.1 In search for children's questions

From the beginning of the research process children were very curious about the virus itself and they wanted to know more about its physical features and emotions, its purpose in mind and the reactions of the people around it. They tried to extend their knowledge about the COVID-19 through their drawings and conversations about their drawings.

5.1.1 What is the virus like?

Children began to describe the image of “coronavirus” in their minds while we were planning our map and said they wanted to talk about it in more detail. I had offered them to draw pictures to talk about each one's ideas. After children drew pictures, I had one-on-one interviews with them and asked them to describe what happened in their pictures. Then, they hung their drawings around the map in the classroom and exhibited them to other friends.

5.1.1.1 Physical properties of the virus (organs, the “crowns,” colors, visibility)

All the children gave place to the specific physical features of the virus in their drawings. Although children did not specifically mention “I drew the mouth and eyes of the virus,” almost all of the children included features such as eyes, mouth, nose, or eyebrows in their drawings (such as Figure 18, 19, 20, 21, 22, 23, & 24). As a different example, in Figure 19, although Asya drew the virus inside of the human body much closer to reality, she still preferred to draw eyes and mouth by personifying the virus.

Kalp: This is corona. I forgot to make corona's eyes.
Elif: Do you think coronavirus has eyes?

Kalp: No but that's what I do (laughs) (Figure 17)

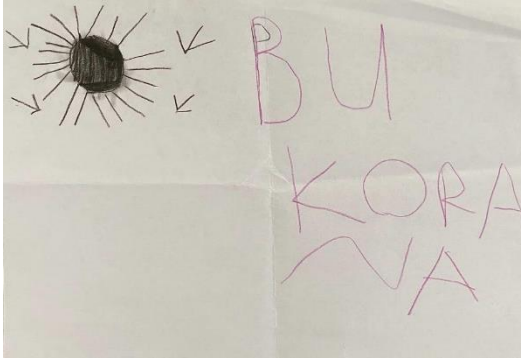


Figure 17. Drawing of the virus (Kalp)



Figure 18. Drawing of the virus (Gül)

Gül: First, I painted the virus. Then I drew eyes and mouths. (Figure 18)

Asya: Teacher, this virus is in the vein. It has spread many viruses into our veins now. I made blood and there are viruses on it. Look, these are blood (the red places), these are meat (the orange places) (Figure 19)

Damla: This is how I imagine the virus (Figure 20)



Figure 19. Drawing of the virus (Asya)

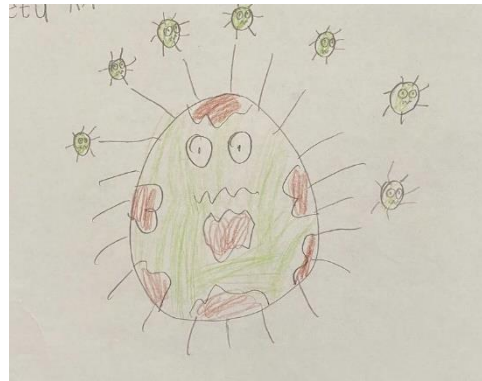


Figure 20. Drawing of the virus (Damla)

Again, as a physical feature, although they do not precisely depict why they drew, all used “the extensions” in their paintings, which caused the virus to be named corona, meaning “crown” in Latin (Figure 17, 18, 19, 20, 21, 22, 23 & 24)

Buse: Whoever touches these tentacles gets corona. (Figure 21)

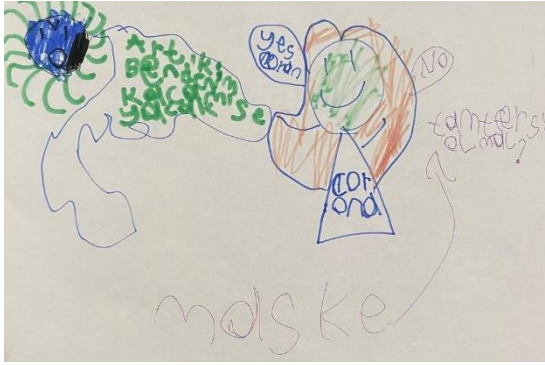


Figure 21. Drawing of the virus (Buse)



Figure 22. Drawing of the virus (Emre)

Also, two children talked especially about the colors of the virus and the emotions that colors represented. Buse said it can change color according to different emotions:

Buse: “Why was the color of the coronavirus being blue? Because color turned blue in surprise when it could not infect anyone. Then suddenly it turned black, and it said, ‘no one will be able to escape from me anymore.’” (Figure 21)

Kalp: I think the virus is black. It is angry right now. (Figure 17)

There are different statements about whether coronavirus is visible to the naked eye. Zehra describes her drawing in Figure 23, and she states that while people cannot take some of the precautions since they cannot see the virus, a person with “special skills” can. She is aware that this situation can only happen fictionally.

Zehra: Look, coronavirus will enter the school, but the door is not open. It is waiting for the door to open. I asked what we are going to do. What can we do?

Elif: What can we do?

Zehra: We can take our precautions; we may not open the door, we can stay at quarantine, but we cannot take those precautions because we do not see them.

Elif: Well...

Zehra: Then, there is another corona. Since this person is unique, s/he can see the virus. S/he says “ruun!”.

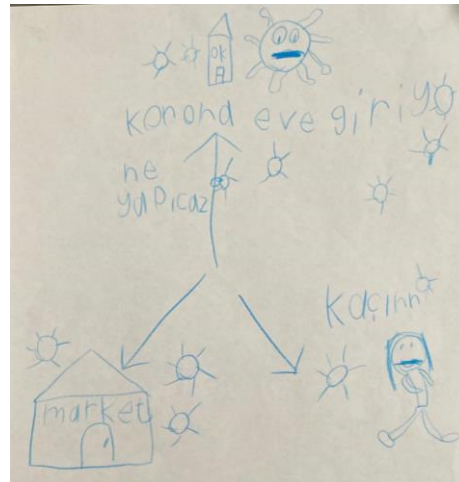


Figure 23. Drawing of the virus (Zehra)

In another drawing (Figure 21), Buse also says that the virus is visible:

Buse: Coronavirus is both angry and a little confused because it cannot infect anyone.

Elif: Why could not it infect anyone?

Buse: Because just as the virus was coming, everyone saw it and ran away.

Buse: This girl, when she was crossing the road, turned around and saw the corona. Then, she touched it, and her face became green like this because she got corona.

While we are searching the things they wonder about the coronavirus on the internet via smart board in the classroom, there is a debate among children about whether the virus can be seen or not. They are talking about an object they saw in the schoolyard:

Mira: Teacher, we saw the virus on the road with Ayşe.

Emre: I do not understand how it can be seen.

Mira: It had thorns, and it was white.

Elif: Did you see its picture? Or did you see a real one?

Mira & Ayşe: We saw the actual virus.

Ela: It is not a virus teacher; it was a white thing...

Elif: Let's see if the coronavirus can be seen with the naked eye? Let's explore it too.

Mira: (She shouts very excitedly and shows a picture from the screen)
Here is the virus I see.
Ayşe: But ours was white.
Emre: Virus cannot be seen! (With an angry voice)
Kalp: Yes, it can be seen with microscopes.
Zehra: I swear, I saw a green virus.
(We watched some videos and read information about the visibility of viruses)

Ayşe: Then what was the thing that we saw?
Elif: Have you seen pollen flying in the air?
Ayşe: Is it white pollen? But it seemed to have thorns. It was like a bit of ball (showing a round shape with thumb and forefinger)
Emre: Is there a virus like a ball? Look, there is a virus everywhere, but we cannot see it.
(After a while)

Mira: Okey, I know, teacher, it was not a virus. It was a tiny dandelion. We also had them in our garden.
Elif: Yesss, maybe!
Mira: One had been cut off. One was going so slowly in the wind because it had been blown.

As a result, it is reasonable to conclude that the majority of children are aware that viruses are too small to be seen. However, children may be confused if they encounter an object that looks like the coronavirus that they see on posters, televisions, or the internet.

5.1.1.2 The emotional state of the virus

In addition to the physical features of the coronavirus, nine children talked about the feelings of the viruses and why they felt like this. The most frequently expressed emotions are anger, surprise, and happiness.

- i. Anger: children express that virus is angry for different reasons.

Kalp: Shall I tell you why the virus is angry? Because it cannot enter someone else's body.

Elif: Why can't it enter someone else's body?

Kalp: Because, umm, her nose is closed like mine (she is showing her mask at that movement). It was angry because it could not reach the woman's body.

Elif: So how exactly does the virus feel? (I am asking because of the frown eyebrows)

Gül: Mad...

Elif: Why is the virus angry?

Gül: Ummm... Because they(people) found the vaccine (laughs). It thinks that it will not infect anyone anymore.

Elif: You made the face of the virus-like this; does it mean something?

Emre: It is angry.

Elif: Why?

Emre: Corona says, "the boy almost saw me," and that is why it is angry.

Buse: I mean... because it could not infect anyone, it is both angry and a little confused.

(While we are working on the concept map for the first time in the circle, Mira comes up with the idea of drawing a virus on the map and describes the virus in her mind.)

Mira: Teacher, I think you should make the virus angry. Make its eyes and mouth angry too.

From these different expressions, we understand that children think the virus wants to make them sick and they get angry when they cannot do it.

ii. Surprise:

Menekşe: Virus is surprised.

Elif: Why do you think it feels like this?

Menekşe: Because it thinks that how this child will feel.

Buse: Corona turned blue with surprise because it could not infect anyone.

iii. Happiness:

Emilia: The virus is happy to infect the girl with the virus. (Figure 24)

Although children express three different emotions of viruses in their drawings, it is possible to see that the emotions are related to the “intention” of the virus.



Figure 24. Drawing of the virus (Emilia)

Children generally express that the virus is eager to infect characters in the picture, and they are angry, upset, or surprised when they are unable to do. At the same time, from Gül's statement, thinking that the vaccine will prevent the transmission of the virus and getting angry about it may indicate what children know about the effects of the vaccines.

5.1.1.3 Aim/intention of the virus

Children mostly stated that the purpose of the virus was to infect people and make them sick (Figure 25 & Figure 26).

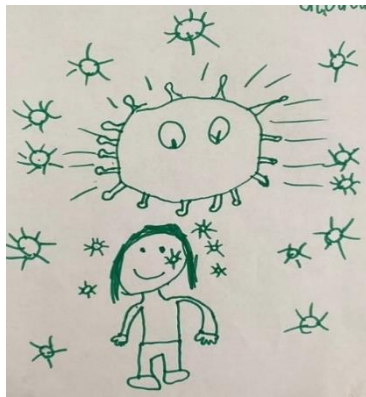


Figure 25. Drawing of the virus (Zehra)



Figure 26. Drawing of the virus (Mira)

Zehra: Here, coronavirus directs the assistants to that person to paste.
(Figure 25)

Mira: Look, this virus says, “This time I’m going to infect you.”
(Figure 26)

Damla: They(viruses) always think of making us sick.

Gül: It thinks that it will no longer transmit because there is a vaccine.

Buse: Virus says, “I will make everyone who comes sick with corona,” and says, “No one can escape from me anymore.

5.1.1.4 Reactions and emotions of the people in the drawings

Some of the children explain how the characters feel.

Elif: So... this kid looks happy?

Zehra: Because she did not know that she had corona disease. (Figure 25)

Elif: How does this child feel right now?

Emre: He feels happy not seeing that tiny corona. Because she cannot see it.

Kalp: For example, this girl is not wearing a mask. These arrows point to her.

Elif: She is not wearing a mask and smiling. Right?

Kalp: She thinks there is no pandemic. Thus, she is not wearing a mask.

(a few seconds later)

Kalp: Look... this girl is me. Once I did not wear my mask outside. I left it in the car.

We observe people who continue to live happily thanks to not seeing coronavirus in Zehra and Emre's stories. This could indicate that, despite its numerous detrimental impacts, children are better able to ignore the corona when they do not view it directly.

In Kalp’s statements, a girl does not wear a mask because she does not know that they are in a pandemic. Then, a confession takes place. The artist says that she

did not wear a mask once, and the character is herself. We can see how the children could have reflected on themselves in their drawings, especially in this case.

In the last example, we see a character who, unlike others, loves the corona and accepts its existence. She tries to establish a relationship with the virus. Even Buse thinks the girl should not like it; the character wants to touch it and finally gets corona.

As a result, when we look at these drawings, the state of knowing whether people have corona or not and the visibility of the virus affect the current emotional state of the characters.

5.1.1.5 Other elements besides the virus in the drawings

- Masks, distance, hygiene, and vaccine:

In addition to drawings of the viruses, some children preferred to draw the precautions they often heard during this period, closely related to the fight against the virus.

Duygu: I tried to explain what happened in corona times in this drawing. There are children with masks here. They wear masks and follow the social distance rules... So much has changed during corona... we used disinfectants, wore masks, followed the rules, we could not go out, curfews came. So, I did something like this to tell you about it (Figure 27).

Melike: Here, the vaccine became important. There is a microbe in our life. Then the mask is important. Disinfectant, cologne, and distance are important (Figure 28)



Figure 27. Drawing of the virus (Duygu)

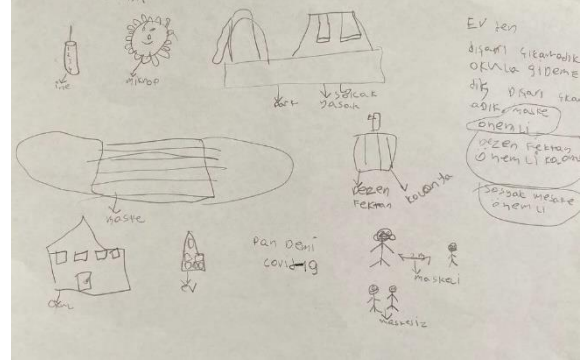


Figure 28. Drawing of the virus (Melike)

Gül: For example, this child says, “We are already in a shopping mall, put something on”. Then she wants from another child to wear a mask, but he does not want to wear it. She wanted him to wear gloves; he did not want to wear them either. So, this child obeys the rules and the other does not.

Mira: This girl got corona because she never wore a mask. Also, other girls are distant and wear masks. Corona goes back like this (showing with her hand on the paper). It cannot go anywhere... Here, the days of... corona have passed... the virus is gone (reading the text on the paper)

Elif: What happens in your painting when the coronavirus is gone?

Mira: Masks are not worn. We do not feel uncomfortable. We come to school without wearing our masks.

Ela: The child gets the coronavirus vaccine. (Figure 29)

From the beginning of the COVID-19 epidemic in Turkey, masks, distance, and hygiene, the most the most essential three precautions were brought together in many advertisements and posters. Children probably have met with masks and disinfectants with the pandemic. For this reason, it is quite natural for them to talk about these elements in a drawing whose subject is a coronavirus. At the same time, it is impressive that children talk about the importance of the vaccine and drew a vaccinated person; although the vaccine was not very common in Turkey at that time they were working on these drawings (March 2021). Moreover, since children

mentioned these materials while creating our concept map, they might have designed their pictures as a map and wanted to discuss this issue from a broader perspective.



Figure 29. Drawing of the virus (Ela)

5.1.2 Conversations about what they know about the virus

We had numerous circle times during the research where we talked and discussed the epidemic. Through our conversations, children transferred what they know about the virus or what they heard from their surroundings. They discussed what they knew about where the virus originated, how it spread, prior infectious diseases, and vaccines.

5.1.2.1 Where did the virus come from and how did it spread?

Children express their ideas about where the virus originated, how it spread, and similarities to previous diseases in circle time or one to one conversation or through drawings they made at different times.

Emilia: Chinese people started the virus. Now, coronavirus is everywhere, but there is no virus in China.

Elif: Isn't it in China anymore?

Melike: There is also in China.

Emre: Yes, there are 10 billion of them.

Duygu: It started with one person, but even if it is one person, it spreads to the whole world.

Emilia: (stands up and goes to the middle of the circle) For example, let's say I'm a coronavirus. We're all in a circle, think of it as the World. I'm in the middle and I can infect everyone.

Duygu: (she goes next to the Emilia) Yes, let's say you are coronavirus, even if it is one person, it goes to everyone in the world.

Emilia: I touched you and everyone got corona.

Melike: Teacher, for example, The Chinese people have animals, even if animal have this disease, they can come around the illness. Since we are not animals and it is transmitted from animals, it is not easy to get over for us. If one person is corona in China, it is transmitted to other Chinese people. While these people go to other places, they are spreading the corona because they have corona.

Emre: For example, tourist come to our county. They are examining our history. Most tourists come to our country.

(After a while the topic comes back again to where the virus came from)

Ayşe: actually, virus came from factories

Elif: Why do you think like this? Can you tell us?

Ayşe: My mom told me that.

Emre: No, the Chinese people ate bats. That's how corona started (with an excited voice)

Melike: Yes, it came from animals.

Gül: Yes.

Melike: Coronavirus came from bats.

Gül: Yes, from bats.

Elif: If you want, ask your mother when you get home. Then you can tell us?

Ayşe: I mean, she says that it actually come from a factory in another country and the germs is infected in Turkey.

Emre: It's not... That's just another microbe Ayşe.

Emre: Why is there no ban to eating animal in China?

Elif: Maybe because there are too many people, or it may not be a problem to eat these animals in Chinese culture.

Melike: Teacher, I saw a bat once, but Chinese eat bats... Why?

Buse: There is so much good food. Why are they eating bats?

Emre: They have very nice pasta.

Elif: Shall we investigate this topic?

Duygu: I know, I know (excited). Because there was no food there. My mom told me.

Mira: I'm going to say something... you said they eat bats, I feel nauseous.

In another day we talked about the change in their plays during the pandemic. Gül explains why she included "China" (Çin) in her painting.

Gül: I wrote China (Çin) all over it. Because it's because of China. I wrote "Bad things happened because of China". (Figure 30)

Duygu describes how the virus started and spread:

"Chinese people began to eat insects and bats. Then a person became corona. That person encountered other people. Then, it spread to everyone."

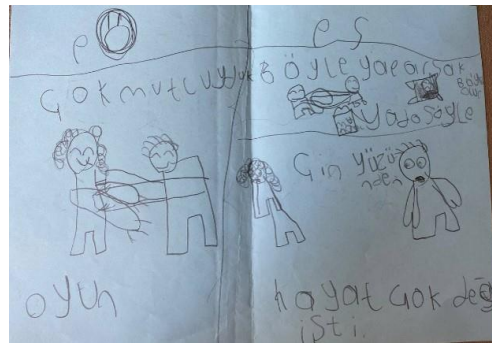


Figure 30. Drawings of the virus (Gül)

While we are making a general assessment at the end of the research, Melike says if we were to choose another topic, which topic she would like to work on:

"Teacher, if we had a different subject, I would choose why Chinese eat animals. I wonder why they are eating animals. I wonder. Why? Bats can beat diseases because they are animals. Let's say an insect gets sick and they eat it. Because we don't have insect disease in our body, we may have to wear masks like this"

It is possible to understand from these conversations that most of the children know that the coronavirus originated in China and spread to world, and they relay this information to each other. They reject one of their friends who says that virus came from a factory. Other children seem confident and believe that they know the right information on this topic.

Also, they know that even if one person has coronavirus, it spreads to whole world by infecting each other. At the same time, many mentioned that the virus emerged because of humans who ate bats. Although some say and admit that people have reasons like having no other foods for eating bats, it is possible to see that some children have confusions, question this situation, or say that they want to work more on this issue.

5.1.2.2 Previous diseases like COVID-19

Some of the coresearchers mention that there are epidemics in the world before just like coronavirus.

Duygu: I will say something. There wasn't corona in the past, but there were diseases like corona.

Damla: I guess so...

Melike: For example, there was a swine flu.

Duygu: Swine disease... Yes.

Asya: What is swine disease? (a surprised voice)

Ela: Do pigs get sick too?

Melike: İı-ııh. Swine disease...

Damla: Yes. There is even a swine disease vaccine. They vaccinate people who touch pigs.

Children know that there have been different infectious diseases before COVID-19. Also, they can give the “swine flu” as an example even if this virus was effective long before they were born. This may show us that children know some in-dept knowledge and are sensitive to related information they get from their environment.

5.1.2.3 Vaccines

Some of the children talked about the importance of the vaccines and one of them included a child who had been vaccinated. Here, we can see their thoughts about particularly the “Chinese Vaccine” during a circle time conversation.

Emilia: Teacher... one of the ministers was saying “Don’t get the Chinese vaccine”. They didn’t make that vaccine to the Chinese people, then they sent them to a lot of places. But they don’t make them to Chinese people.

Elif: Really? Where did you get this information?

Emilia: I don’t know. My mom heard it.

Menekşe: Why did they do that?

Emilia: The Chinese vaccine is not safe.

Mira: I did not understand what happened.

While listening coronavirus experiences about their families in a small group in another day, there is a short talk about the vaccines.

(Melike talks about her grandmother’s corona experiences and getting over it heavily.)

Elif: Oh. Was your grandmother vaccinated?

Melike: She was vaccinated with other people’s vaccines. She did not have our own vaccine.

Gül: Chinese vaccine...

Again, in the same talk, Gül talks about her knowledge and confusion about vaccination sequencing.

Gül: Do the elderly get vaccinated first or last?

Elif: Elderly people were vaccinated first because they might be most affected by the virus.

Gül: But my grandparents got vaccinated after my mom and dad.

Elif: Hım... Since your father and mother are health workers, they may have been the first.

Gül: I mean... I always confuse who is first, but my parents always say.

Finally, when it comes to vaccines, some of the children are aware of the existence of them, as well as the ones with different names or attributed to some countries. They talked about Chinese vaccine, “our vaccine” or differences according to what they heard with other friends. Also, some of them are further away from the subject. There is also a child who thinks about and questions the “vaccination order”.

Although we see these issues as “adult talks”, we can understand that children are interested in and have an idea about the details of the events happening around them.

5.1.3 “Corona changed our lives”

“Can I also express my own opinion? Our life has also changed.”
(Ela)

“Many things have changed in corona, and we have changed in corona” (Duygu)

“We are very affected by the coronavirus. It has greatly affected our lives.” (Duygu)

“I wrote ‘Life has changed a lot’ on my picture” (Gül)

While creating our concept map, one of the children said that “our life has changed”. After that conversation, I asked the other children if whether they agreed on this idea or not. One by one, they began to describe what they believe has changed as a result of the pandemic. We noted these points on the map. Then we focused on these issues in time. The following frequency graph was created using all of the children's expressions (Figure 31). Of course, how often children are mentioned about specific topic is not crucial for a qualitative study or the frequencies are not calculated statistically. However, the aim here is to enable readers to see visually the topics children refer.

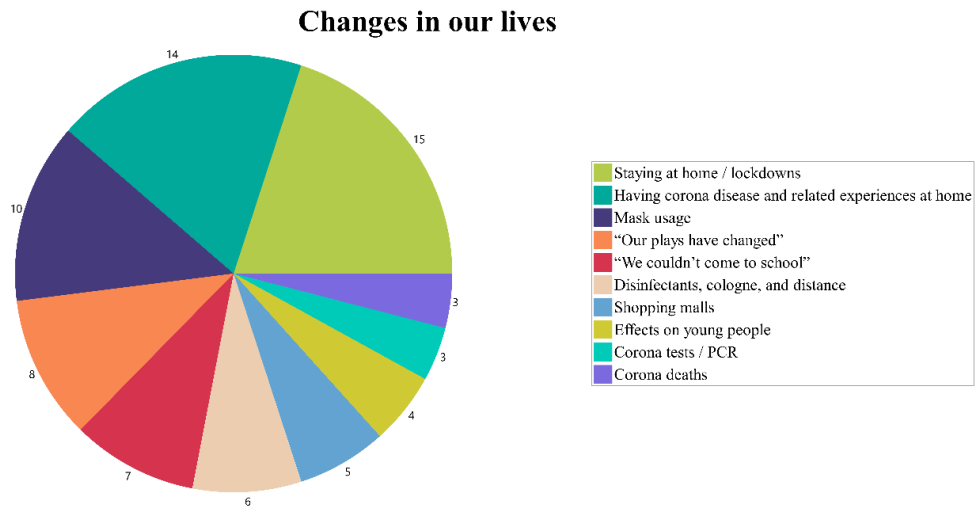


Figure 31. Changes in children's lives

5.1.3.1 "We had to stay at home"

Children expressed the inability to go out as one of the changes in their lives. Not only with verbal expression, but also with the help of photographs they show us their ideas via shooting out the window, the door, and their emotions.

Ela: Our life has also changed. We stayed at home most days, there were lockdowns at most days.

Damla: There was a ban on going out. We couldn't go to such places, take a trip or something. We always had to stay at home.

Duygu: Everything has changed. We could never go outside.

Zehra: The months when we could not go out the door, even years... I stayed at home in the first months when corona started. I had never been outside. (Figure 32)

Damla: I meant here that we couldn't leave the house. We always stayed at home. We couldn't play outside. We were bored at home all the time. We couldn't see outside. We watched everything from the window. (Figure 33)



Figure 32. Photos of children (Zehra)



Figure 33. Photos of children (Damla)

Damla: Here, I was unhappy because I stayed at home. We couldn't play games. I couldn't do anything. (Figure 34)

Melike: You know, we couldn't go outside anymore, that's why I took this photo (Figure 35)



Figure 34. Photos of children (Damla)

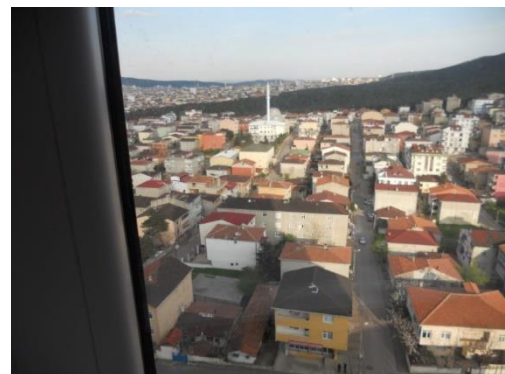


Figure 35. Photos of children (Melike)

5.1.3.2 "My mom got corona"

While children were talking about the changes, they mentioned from having corona and experiences of their families.

Duygu: Coronavirus is transmitted from hospitals. For example, we always get corona, and we have to be treated.

Mira: Teacher, if he gets the corona, he has to go to bed. He never can go to school. He can go when his illness is over. (She is talking about the child they drew on the map)

Kalp: My mom and dad had corona too, but I didn't. I mean, I got little corona but what kind of corona should I say about mine? It's not like corona as we know. I was coughing, coughing, sneezing. Then my nose was running. It was like flue. When my parents were corona, I used to go out of my room with a mask.

... My grandma and grandpa got corona too. They were very scared.

... My aunt Selma and uncle Yusuf both got corona. A relative of my uncle stayed at hospital for 25 days.

Duygu: Zeynep teacher and my cousin got corona. Asya's family and my aunt became too.

Melike: My uncle had corona. One of his friends had corona first, they didn't have a mask in the same room. They sat together without a mask. Then my uncle had corona.

Asya, whose mother had corona, talks about what they are experiencing home in this process with her little siblings.

Asya: My mom got corona.

Elif: So, how was the house when your mom got corona?

Asya: Do you know how it was, teacher? Look, my mom made herself a cage in her room. She was lying in bed. She was sleeping all the time. She never got up.

Elif: What did you do with your siblings at those times?

Asya: My father was going to work. We stayed with my sister and brother in my aunts for three nights. Azra was with us, of course. Normally, she loves my mother very much. She is a child who cannot live without breastfeeding. That's why my mother was putting her milk in the bottle so that Azra wouldn't get sick too. My mom was pouring her milk into a bottle, and we were taking it with gloves. We were feeding the Azra with the milk. Those were very difficult times.

Kalp: When my parents were corona, I used to go out of my room with a mask.

Elif: Did your parents wear it too?

Kalp: Yes.

Elif: So, what else happened in your home?

Kalp: One evening, I was scared. My father was also corona and I wanted to sleep in his seat. He told me to sleep in another place. So, I did.

Elif: So, you had to stay apart?

Kalp: (she shakes her head with an unhappy face) My mother was locked in a stuffy room. Because my mother was always locked in the

room, my father put me to bed. He changed my clothes and met my needs.

Elif: Did you ever have a chance to help your mother?

Kalp: I couldn't because the doctor said that I should not have gone into her room. To the room of someone with corona.

Elif: You are right. How did you give food to your mother?

Kalp: Our relatives, my aunt and my aunt's husband sent food us.

Elif: Can you tell us a little bit, what happened at home when your family got corona?

Emre: We couldn't go out. We always had to stay at home. My mom and dad were sleeping all the time. We were playing with my sister. We were bored.

Elif: Do you know why your parents were sleeping too much?

Emre: To get over the corona...Unfortunately, we were ordering food from outside because my mother didn't have the strength to cook.

Asya, Kalp and Emre who have experienced the corona in their families told us what they went through in a circle. Their expressions such as “my mom made herself a cage” and “my mother was locked in a stuffy room” help us better understand how lockdown is viewed by them. They also stated that corona affected the daily routines. They talked about things that happened outside of life routine such as going to stay with another relative, bringing food by relatives, ordering food outside and adults' sleeping most of the time. In addition, Asya mentioned about her little sister's problem about nutrition and separation from her mother. She is aware that she is experiencing different things because of her age. Describing her experiences as “those were very difficult times” may help us to understand that children were at the center of happenings. Even if they did not have physical symptoms of the corona, they were influenced by social and emotional effects of it.

5.1.3.3 Concepts that came with COVID-19

The children described the use of masks, disinfectants, and colognes, as well as corona testing and deaths, as things that came into their life as a result of the corona.

“We started wearing masks”:

While talking with children about what they want to write and focus on the concept map, one of the most common things that said was “Let’s draw a mask”, “Teacher, let’s write mask.” Although we did not focus on the effect of masks on their lives with a specific method, it is possible to see what their opinions about the use of the masks from different conversations.

Zehra: Now, we can’t breathe while wearing masks, so we sweat so much.

Melike: We used to not wear masks when there was no corona. We started wearing them when the corona came out.

Kalp: For example, I sweat a lot at school because I wear mask.

Buse: We never wore masks before the corona. When corona first started, we rarely found the mask that’s why we couldn’t wear it. But it’s too much now, it appears in front of our eyes everywhere.

Mira: I hate corona. Why? I don’t like wearing masks.

Emre: Teacher, why is there such a thing as coronavirus? I don’t want to wear mask at all.

Duygu: We used to play games without masks before. For example, I’m sweating with mask even now while I’m telling you this. That’s why everyone hate this coronavirus (with a high and angry voice). There is not a single person who does not hate.

Asya: (while showing the figures on the map) Teacher, these are the children who do not wear masks. Let’s think, what would their friends say to them?

Zehra: They can say that you may be sick, don’t do it.

Damla: They may become sick; they may become corona.

Ela: They can also infect their friends.

We see that children generally have complaints about the masks and one of the reasons for this is the physical discomfort. They say that they sweat a lot with the

masks and cannot breathe. Considering children's high activity level at school or in the garden while playing games or riding bicycles, they may be more disturbed than adults. On the other hand, even it is disturbing, we see their awareness about that they can get sick when they do not use it. Finally, Buse talks about the changes in the situation of masks since the beginning of the pandemic. She emphasizes that it was very rare when corona first started, but now it has become very common. I think it is surprising that this caught the attention of a child, and she did not forget what happened long time ago.

“We started using disinfectants and colognes”:

Children see disinfectants and colognes that have entered our lives with the coronavirus as another part of changes. They wanted to draw them on our map or in their own paintings. Also, there were places where they emphasized that the characters in the drawings should have been socially distanced.

Duygu: A lot has changed in corona. We used disinfectants...”

Duygu: Teacher, I'm telling you right now. Draw a disinfectant. Then draw two children but with social distance and this sign between them (talking about outing arrows among them)

Melike: From these arrows, you can write 2 meters among them (pointing the arrows)

Duygu: and draw a disinfectant...

Damla: Teacher, let's draw a cologne too.

Mira: I think it should be small

Damla: Also, draw two children, just like here and write under it that children who spraying cologne as not to get infected.

As a result, children may want to include these hygiene materials that they have to carry with them or see around since it is a concrete example of the change during pandemic.

“Now there are corona tests”:

Children remarked that if people were sick before the corona, no tests were done but now a test is being used.

Melike: Also, when there was no corona, some patients, namely those who were sick, were not tested at all, but now there are corona tests

Asya: Teacher, these are the children who do not wear masks (showing the drawing on the map). Let's think. What would his friends say to them? I want to say answer later.

Mira: If they become infected, they will never be able to go to school. They can go whenever illness is over.

Melike: And they have to have corona test.

Asya: You're right. They should have corona test. That's the right answer.

“People started to die because of corona”:

Despite the fact that corona has been discussed in a variety of ways, it has been observed that children do not mention much about death. Children shared some news about persons they knew.

Asya: Also, very different things happened during the corona period, people started to die. For example, there was a person we knew died. A relative of our next-door neighbor died, I don't know what his name was, but he died. Our neighbor's relative had fainted. When they got to the hospital, they said he died.

Emre: Teacher, some people passed away due to the corona.

Kalp: Do you know? My mother's aunt, Melek, had a contagious disease and died due to the corona.

5.1.3.4 “Our plays have changed”

While children were thinking about what changed in their lives due to the pandemic, they referred to changes in their play. First of all, they expressed their ideas in circle time.

Gül: I will say something that changed. Our games have changed.
Elif: In what sense did your games change?
Gül: We can't play so close and cuddling games.
Elif: Okey. Let's note this issue on our map.
Damla: Teacher, we can't even hug and play games with each other anymore.
Elif: Well, what kind of games were you playing before the pandemic?
Gül: We were able to play closer games.
Duygu: Now our games have changed, everything has changed. We couldn't play games, then we became so close, we got sick, we got tired of it, we couldn't play games. We couldn't go out and play, we were always masked.

Then, they drew their pictures to show and talk about what they thought about this issue individually. They usually divided the paper into two parts and painted them as before and after the pandemic. The children discussed changes in the settings where they played, the use of masks, the distance between friends, and the kind of games. Afterwards, children's discussion about the change of play, ideas about the difference of emotions in drawings and play preferences will be placed.

First and foremost, children highlighted changes in their play settings. They discussed how they used to play outside with their friends before the epidemic, but they played their games mostly at home, on the computer with the pandemic. In addition, one of the biggest differences they stated is the use of masks during their games and the discomfort they felt about it.

Menekşe: Before the pandemic, we could go out and play. Pandemic has come, we can't play outside. That's why there is a child here. (Shows the child she drew inside the house) (Figure 37)

Buse: There are girls here. Before the pandemic, these girls were playing in the park. They are really good friends. (Figure 39)

Emre: Here, I was playing in the garden with my sister before the pandemic. After, we always do some work on computers, we have works. Still sometimes can play in the garden. (Figure 41)

Zehra: In my painting, we are playing in the garden before the pandemic.” (Figure 42)

Duygu: We were playing without wearing any masks. We used to go some places and play games. Now, we always play with masks. We are getting bored. For example, while playing games, I always see in our estate, children sometimes take off their masks while they hold a match. (Figure 36)

Buse: We went out without masks as we wanted before the pandemic. Our games were outside, unmasked and fun. Now, we are masked. The games are at home without masks and with looking at computer. (Figure 39)

Asya: For example, we started going down with masks. (Figure 38)

Secondly, children discussed how the distance between them, and their friends altered while they were playing. They mostly said that “we couldn’t play by hugging or touching each other”. Consequently, the games they play have transformed. They noted that they were unable to play some of their favorite traditional games that they chose “ebe” who was assigned to “tag” others by touching.

Damla: We used to be able to play by hugging each other, but now we can play hide and seek during coronavirus. Because we can’t touch or tag someone. (Figure 43)

Gül: We had to stay away, we had different games. For example, we couldn’t play high from ground (a game requires touching each other) anymore. We couldn’t play touch games like this. So now, we must play hopscotch or something. We can jump rope or run race. Things like that... (Figure 40)

Buse: They used to play close together like this. Now the child plays alone. They are playing away.” (Buse- showing the distance between the children she draws with the pencil) For example, when I play with my friends in the park, we play with distance. (Figure 39)

Ela: The games have changed. We can no longer play games with “ebe”. The games before the pandemic were high from ground, hide and seek, blindman’s buff and playing tag.

Asya: With the pandemic, we started to stand apart while playing games. (Figure 38)

Duygu: Now, sometimes we can't play games with touching. The games have changed. Everyone has changed. Everyone played computer games. (Figure 36)

After we talked with children about the changes in their games and completed the drawings, in one of our circle times, the subject came back to the change in play again. The children started arguing among themselves whether the play had changed as they had pointed out previously. Some of them claimed that their games had not changed significantly. Then we looked at why they believed this way and what caused them to change their minds.

Gül: We did this research, but we did not do what we said in this research (she refers specifically to the part we are working on play)

Elif: Why do you think so?

Gül: Well... We play as if our games have never changed.

Elif: Okey. Let's talk about it together. Why do you think it hasn't changed?

Gül: Our games have never changed. Everyone is playing with hugging and touching. We almost never complied with this research.

Elif: I understand, so I guess you are still playing games without distance.

Gül: Yes.

Elif: But you are wearing a mask while playing for example, isn't that something different?

Gül: Yes, we are wearing masks but some of us are not.

Emre: I don't wear masks while playing because I sweat a lot.

Gül: So, some of us didn't

Mira & Ayşe: I think it changed.

Zehra: We always play the same games.

Damla: We say it has changed, but we still play close games or with hugging.

Zehra: We are wearing masks. It is a change, but the games haven't changed.

Ela: Teacher, I agree with Gül. The games have not changed at all.

Damla: I agree with what everyone said. Also, we never paid attention to our social distance. Sometimes we got very close to each other in the circle. For example, I love Kalp very much. I sit close to her but because of the corona the virus can transfer. Maybe I have coronavirus...

I believe the reason for this difference is that children see that they have different degrees of sensitivity with some of their peers after they start school. While some of them never took off their masks during the day; some lost their masks frequently and received warnings from their teachers and friends. Even if children generally think that there is a change in play, this conversation could be a way to express their complaints about attitudes of others. In any case, it was impressive and unexpected for me that children did not just say what they wanted to be heard, but they made their self-criticism over time and admitted that they did not do what they said.

Furthermore, children included some characters and their emotions in their paintings. Despite the fact that the children did not claim that the emotions of the figures they drew in the photos changed, it was obvious that there was a distinction. Thus, I asked them about the feelings of the people. In most of the drawings, while children were happy before, they were unhappy during the pandemic.

Duygu: This is my booklet, look, these children are very happy here. They are on TV before the pandemic, and they are very happy.

Elif: What do you mean by being on TV?

Duygu: Well... in the past, children were very happy in the televisions (talking about the children that she sees in the TV programs or news). Everyone sees their happiness. While there is coronavirus, children are very sad. This is so bad. We used to play games without masks before. For example, I'm sweating with mask even now while I'm telling you this. That's why everyone hates this coronavirus (with a high and angry voice). There is not a single person who does not hate. (Figure 36)

Menekşe: Children are very happy here as there is no pandemic (left side of the paper); but here children are very upset because of the pandemic. (Figure 37)

Asya: Teacher, look... There is a happy girl here and there is an unhappy girl. Shall I tell you why? This is me when there is no coronavirus disease (showing the happy girl). When there is coronavirus, I am also sad like this (showing the sad one). (Figure 38)

Buse: There are girls here. Before the pandemic, they were playing in the park. They were saying strange things with enjoy. Here (right) the child is playing alone.

Elif: Does the alone girl have a mask?

Buse: Yes. Also, there is a heart here (showing left side) because there is no corona there.

Elif: Well... I can't see because of the mask. How this girl feels?

Buse: I did it happy at first but then she wore a mask. That's why she is afraid now. (Figure 39)

Gül: We were so happy here before the pandemic (left side), I tried to show a game.

Elif: What kind of game is this?

Gül: Something like tagging but then bad things happened. I wrote "because of China." (Figure 40)

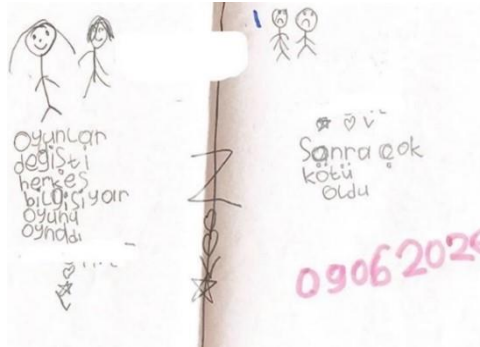


Figure 36. Changes in play (Duygu)



Figure 37. Changes in play (Menekşe)



Figure 38. Changes in play (Asya)



Figure 39. Changes in play (Buse)



Figure 40. Changes in play (Gül)

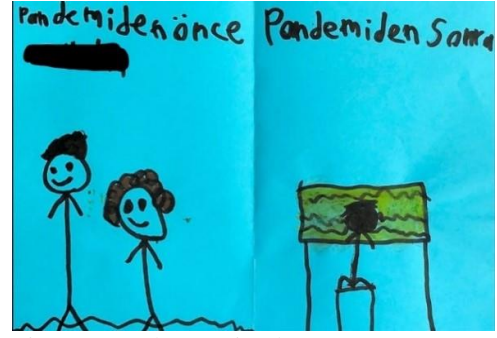


Figure 41. Changes in play (Emre)



Figure 42. Changes in play (Zehra)



Figure 43. Changes in play (Damla)

Lastly, I asked children which game they preferred or which one they liked most according to the comparisons they made in their drawings. They mostly prefer to play outside with their friends.

Zehra: I prefer this (showing playing at garden in her drawing) because there is nothing garden that can hurt our eyes. Now, some of them have bad eyes because of the pandemic. It was rare for eyes to deteriorate from the screen before. I prefer this. Everyone should prefer it.

Buse: I love both, both playing outside and with computer.”

Damla: My favorites are hide and seek, playing at outside with my friends and drawing pictures.

Emre: I prefer playing at outside because we are riding our scooter.

5.1.3.5 “We could not come to school”

Another change expressed by children was the situation of not going to school.

Considering that a large part of children’s lives is associated with school, it will be possible to understand the impact of this sudden change in the education system on their lives during the pandemic.

Children expressed their ideas in various places such as in circle times, one-to-one interviews, or photographs. When I asked what kind of change happened after children said, “our life has changed,” the answers related to school were as follows:

Ela: We couldn’t come to school, that’s how our life has changed.

Duygu: We didn’t come to school. Everything changed, we couldn’t come to school. Schools were on holiday. ... Our schools were on holiday. We couldn’t go to school, so our handwriting got worse.

Damla: For example, we couldn’t come to school. We couldn’t travel, we couldn’t go anywhere. We couldn’t come to school; we did online education.

Menekşe: Since there is corona here, I took a photo of the online lessons. Because we couldn’t come to school in the time of corona. (Figure 44)

Melike: I took this photo because it was very boring being in online education. Because we couldn’t go to school, and it was homeschooling. (Figure 45)

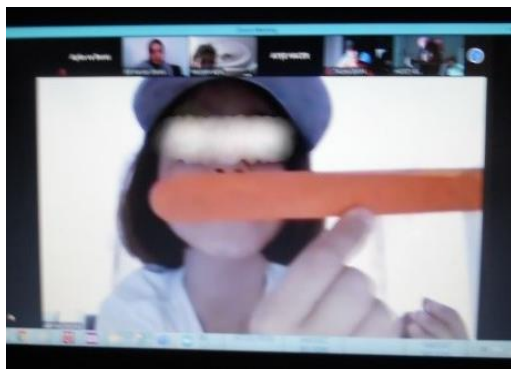


Figure 44. Photos from online education (Menekşe)

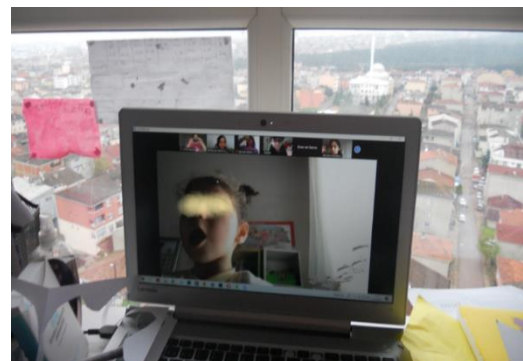


Figure 45. Photos from online education (Melike)

As we can see from the children's speeches, not being able to come to school is one of the changes. They had to continue their school life from home. They showed this change by including images from online education. In later chapters, we'll also see data where children compare their experiences of both.

5.1.3.6 “Shopping malls have changed”

Children wanted to add to the map “the shopping malls have changed” and they said:

Gül: The pandemic has also changed the shopping malls and such places like that...

Ela: Teacher, I think we should be careful when entering shopping malls.

Mira: For example, there are playgrounds in shopping malls. There are germs in there. Since my aunt's children entered there, my aunt became ill and infected.

(She talks about her Smurfs toys)

Elif: Are these toys a gift to you from somewhere Emilia?

Emilia: From Burger King. We used to go to the mall when there was no corona.

Elif: Don't you ever go to the mall now?

Emilia: We are not going at all.

Elif: Did you miss?

Emilia: I missed there so much (with sad voice). I missed the Ring (the name of mall). There was a thing with a bee. Bee slide...

Considering that shopping malls have an important place in terms of socialization before the pandemic, it will be easier for us to understand that children count this place among the changes. At the same time, children emphasize that shopping malls are dangerous in terms of transmission of the virus due to the information they hear from their surroundings.

5.1.3.8 “Other people were also affected”

The children expressed that corona harmed persons other than themselves at different times of the research. They highlighted how corona affected young individuals and persons who used glasses.

The children discussed the changes in young people's lives in the sense that they too could be seriously affected by the corona and not be well prepared for their exams.

Melike: Teacher, Can I say something? Young people are also affected. For example, my uncle is young. I told about him this morning. He is 29 years old. He also got corona from his friend. Adults and children can have coronavirus, and teenagers can too.

Gül: I mean, you know... How can I say? People who are 19 years old or something have to prepare for the exams, but what if the schools are closed? How will they prepare?

Ayşe: They can't prepare for such exams. It becomes very difficult.

Emre: But the mayor opens the schools for the exam.

Although there is only a short talk about youths, children show us here that they have concerns about them. They are aware that the virus is also dangerous for young people and that they can also be infected. At the same time, children think that there is a reality of exam that young people need to prepare for, and the closure of schools may affect their success. The reason they expressed this situation may be their older sisters and brothers, but it is still remarkable that they think about and emphasize older people and their problems.

Moreover, we see another example of the children's empathy with the difficulties experienced by people who wear glasses. Although Melike does not wear glasses, she emphasizes that wearing a mask is more difficult for people wearing glasses according to her observations.

Melike: Also, people who wear glasses cover their nose while breathing and then their glasses become steam. They can't see.

Although the difficulty experienced by people who wear glasses is a small detail for adults, it is meaningful that it is noticed and highlighted by children.

5.1.4 “Doctor, your job is very difficult”: Meeting with a healthcare professional

Children were more interested in and wanted to search the experiences of healthcare workers from the very beginning. Some of the children were experiencing difficulties together with a healthcare worker in the same home and wanted to talk about their lives. Others were also curious about these changes. First of all, researchers suggested working on healthcare workers, and we started to talk about them during our circle.

Zehra: Teacher, I will write another idea here (showing the concept map). It's about our healthcare workers.

Elif: Nice. Let's write it.

Ela: They wear double masks, actually.

Elif: What do you want to write about them Zehra?

Zehra: They work really hard and have night watch.

Gül: My father sometimes comes at midnight.

Elif: Are there any healthcare workers in your family?

Zehra: No, but my mother was a nurse.

Emilia: My uncle is always on night watch. He sells medicines and his friends also are on night watch every day.

Elif: Okey. There are workers in your families, let's write it too.

Melike: Teacher, I have three. My uncle, aunt, and father.

I told them they could write their questions down on a piece of paper and plan they are curious about and then ask healthcare workers at home or around them to share their answers in the classroom with us. Some of them wanted to do this. Some of them told me their questions and I noted them. However, later I suggested another idea as it would not be easy for everyone to access a healthcare worker.

Ela: Is your job difficult?
How many layers of mask do you wear?
Have you ever been covid patient?
Do many patients come? (Figure 46)

Buse: I will ask to my mother's doctor:
How do you do this?
How do you look after so many patients?
Don't you ever get tired?
Don't you ever get sick?



Figure 46. Questions to healthcare workers (Ela)



Figure 47. Questions to healthcare workers (Duygu)

Duygu: I will search in Internet:
“Doctor, your job is very difficult”
How do healthcare workers do such difficult things?
How do you wear so many masks?
Are the things you do too difficult? (Figure 47)

Damla: How do healthcare professionals work when there are many patients?
How many masks do healthcare workers wear? (Figure 48)

Gül: I will ask my mother or father: I will go to near and ask, “Can you breathe?” (Figure 49)



Figure 48. Questions to healthcare workers (Damla)

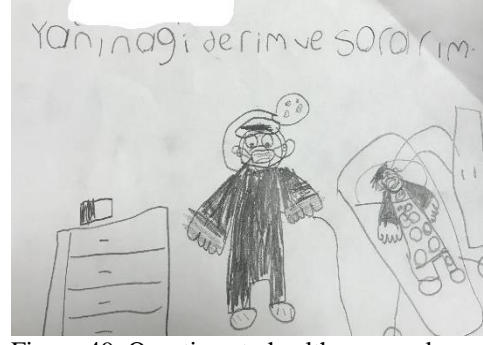


Figure 49. Questions to healthcare workers (Gül)

Emilia: I will ask to my aunt, Emel:
How is my aunt wearing so many masks?
Is the mask safe or unsafe?
Why are we wearing masks?
What do you want to say people who don't like masks? (Figure 50)

Emre: I will ask to my dentist: How do you stand with so many masks? (Figure 51)

Ayşe: I will search in Internet: Is it possible to wear three masks? (Figure)

Menekşe: I will search in Internet: How do doctors not get sick? (Figure)

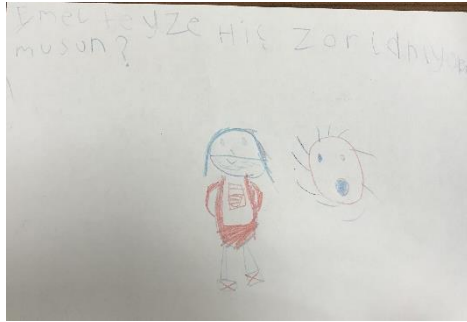


Figure 50. Questions to healthcare workers (Emilia)

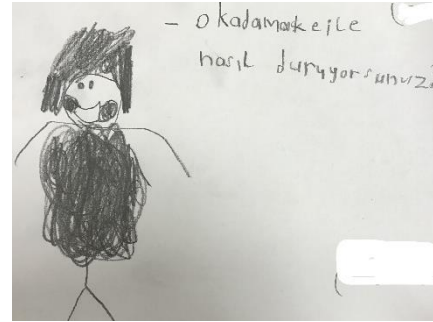


Figure 51. Questions to healthcare workers (Emre)

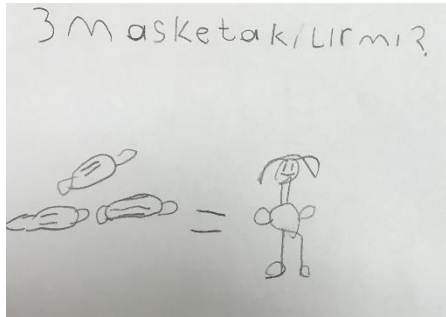


Figure 52. Questions to healthcare workers (Ayşe)



Figure 53. Questions to healthcare workers (Menekşe)

Kalp: I will ask to my mother or father:
“If were the minister of health, I would say why are you having difficulty?”
If I, were you, what would I do?
What works do you have trouble with?
I want to be like to you too.

Sometime after these questions were determined, some researchers said they could not ask questions to someone or had some problems. I offered to invite a healthcare worker to one of our online classes to ask their questions and get information from her. They happily accepted this suggestion. I contacted a pediatrician, Dr. Bahar, and invited her to our lecture. Children both listened to the profession of Dr. Bahar and asked their questions that came to their minds in about one hour. They asked what they were curious about without depending on their prepared questions because time had passed. In general, the questions they asked were about their baby siblings since she is a pediatrician or about wearing masks during the pandemic.

(After Dr. Bahar talked about premature babies)

Emilia: My brother is now one year old. He was born late. I wonder what happens when you're born late. (She confuses, means premature birth).

Dr. Bahar: There is no such thing as late-born dear Emilia. Normal babies are born at 37 weeks or later.

Emilia: Oh, I mixed up again.

Dr. Bahar: Premature babies are not fully mature in their mothers' wombs, so they need to receive special care in the hospital for a while. Whenever they grow up and can suckle milk from their mothers, we give it to their mothers.

Duygu: Are you treating these babies at birth?

Dr. Bahar: If they are born prematurely, yes. If they need treatment, yes. Some of them can't get enough milk when they are born, some of them can't breathe easily, we do the treatments for them. When it's done, we give it to their mothers.

Zehra: My brother vomits so much that we can hardly hold him. He is almost three months old.

Dr. Bahar: Up to 9 months, babies' stomachs are like a vase. Also, because they drink milk, they may have a lot of gas, so they can vomit, this is perfectly normal. Don't worry Zehra.

Zehra: Okey.

Gül: My father also a doctor. He was dentist first. Then, when coronavirus came, he became coronavirus doctor. He is disturbing medicine now because of coronavirus increase.

Dr. Bahar: Thank you so much to your father. He is also a doctor who works for us.

Gül: I'm so bored of Covid...

Ayşe: I'm wondering if we can wear three masks while we're out. Three or two maybe?

Dr. Bahar: No, no, no. No need to wear so many masks. You know, there are surgical masks, if you wear even one of those surgical masks sold in such boxes, fit your nose well, and pass it through your ears, this is enough to protect you. When you go out in public, it is enough to wear a surgical mask.

Buse: What happens if you get covid from just one mask? How many we can wear if we become corona?

Dr. Bahar: One mask is enough Buse. One mask is enough for you.

Buse: Okey.

Dr. Bahar: But if you wear it nicely, if you wear it in a way that covers your nose and mouth, don't touch your masks, don't worry.

Menekşe: So, like this? We will never touch our mask and is it enough if we wear one mask?

Dr. Bahar: Yes, you understood very well. One mask protects us.

Melike: What if the virus enters from our eyes?

Dr. Bahar: This is very unlikely because everyone is wearing masks now. For it to enter from our eyes, someone must sneeze, cough in front of us without a mask, somehow coincide with our eyes, and speak with saliva at a shorter distance than social distance. Which is currently not allowed. Everyone wears masks, you know.

Emre: So, how you can stand with so many masks? Don't you sweat a lot?

Dr. Bahar: Yes. We sweat a lot Emre. Thank you very much. (She is showing after mask photo again). Our face is always lined like here. We're getting red noses. It is very difficult, so it's really hard for doctor at this time but we have to do this in order to heal our patients and protect ourselves.

Asya: I will say something. You wear a layered mask, so I wear a three-layer mask when I go out to the garden. Of course, I shouldn't wear it that much, but there are those thick masks, now I wear those thick masks. As you said, it is very difficult. If I go to the mall for such a long time, if I do not return until the evening, I also have too many scars. Then there are marks on my cheeks.

Asya: I have a question. Why do babies get sick huh? May I ask? For example, my bother has a fever now.

Dr. Bahar: Get well soon. Babies, humans, and adults alike can get sick from germs. There are many types of bacteria and viruses, they all have different ways of transmission (she explains more)

Damla: Teacher, how did we eat food when we were in our mother's womb?

Dr. Bahar: There are veins that feed us in our beautiful mother's belly, and those veins feed and grow us as if they were a part of our mother. Everything that our mother ate, drank, and circulated in her blood makes us grow. Babies don't even need to breathe in the womb. Our mother does everything.

Mira: Let me tell you something. We go out wearing a mask all the time. For example, I wear a mask at home (she laughs and wears a mask)

Dr. Bahar: Put it on your nose Mira. Look, there will be a stick-on top of I, place it on your nose. It's so beautiful, sweetie. Thank you for showing us.

Mira: And I don't get close to anyone.

Dr. Bahar: Very nice, well done to you.

Ela: So why didn't you go to work now?

Dr. Bahar: Yes, I normally have to be at the hospital right now, but since I can't meet you at the hospital well, we have taken the day off when I am off so that I can talk to you comfortably without a mask. Otherwise, I won't have time to talk to you while I'm working at the hospital. We have patients, we cannot take care of them.

Ela: And I wonder how it was, I mean, maybe in the corona period, maybe the virus will enter from another place, if we take off the mask.

Dr. Bahar: We know what the coronavirus is, we also know how it is transmitted. We know what kind of virus it is. So, if we take these precautions, it prevents contamination. So don't worry. If you wear the mask, maintain social distance, and pay attention to hand hygiene, you know how to protect yourself from this disease.

Ela: This is what happens to me sometimes. Most people... I'm trying to stay away from them, so I don't see masked people, some of them even in crowded places.

Dr. Bahar: Yes, you should not go to those crowded places. It is necessary to spend time at home strictly for a while. You should not go out, you already know, now the restrictions have come. We will spend a short time at home. Those who are sick in the environment will recover during this period so that when they go out later, they will no longer be able to transmit the disease. That's the purpose of quarantine.

(Emilia shows her cloth mash and face shield)

Emilia: While we're talking about it... Is it okay if we put this on our mask?

Dr. Bahar: We still need to choose a surgical mask as a mask. This protective shield we wear on our face also protects us extra. For example, some children do not wear masks when they go to the playground. Of course, you can wear this face shield for better protection from them.

In this interview, children got some of the answers from what Dr. Bahar told them, without need to ask such as “Is your job difficult?” “Don’t you ever get tired?” “How you wear so many masks?” “Are the things you do too difficult?” “Why are we wearing masks?” Besides, the subject they were most interested in COVID-19 was about masks. They asked how many layers of masks they should wear, the possibility of the corona infection with only a mask, whether it was very hard for doctors to wear so many protective cloths and the virus could enter though their eyes or not.

Moreover, since the Dr. Bahar was a pediatrician and she gave information about her profession at the beginning, this caught their attention. Because some of them had a newborn sibling, they had chance to share their experiences and ask their questions.

As a result, children wondered about the experience of the healthcare workers and had opportunity to ask their questions to someone who experienced the process directly. During the pandemic, while most of the people was worried about themselves and their families first, one of the things that children wanted to talk about was the life of healthcare workers. As we saw above, they were curious about their lives and worried too. Contrary to what we think of as adults, it is possible to see that children are not only egocentrically focused on their lives but also worry about lives of adults.

5.1.5 “The elderly was also affected”

The topic that a few of the children especially wondered about was elderly people and their corona experiences. Unfortunately, since we talked about this shortly before the closing of the schools, we did not have many opportunities to focus on the subjects that the children were curious about. It may be a recommendation for future research, which I will discuss in the discussion.

Ayşe: Teacher, I think the elderly were also affected.

Elif: Do you want to write your idea on the map with a new title?

Ayşe: Okey. Actually, my project is that we can try to make wheelchairs for them with household items such as cardboard. For example, for the wheel, we can use old car wheels.

Elif: So, how do you think doing this to elderly people will help during the pandemic?

Ayşe: Because in the pandemic, they feel alone. They can't see anyone. I think we can do that as a gift. We don't need to make only wheelchair; we can do something else too.

Gül: Can we talk about elderly even we have a short time?

Elif: Sure...

(Not all the children want to participate in this conversation. Those who want to play leave and we talk in a small group as four researchers.)

Elif: Yes, you said you want to talk about elderly people. What do you want to talk?

Gül: Do the elderly get vaccinated first or last?

Elif: I think they are first because they are most affected people from the virus.

Gül: But my parents got vaccinated after my mom and dad.

Elif: Well... Since your parents are healthcare workers, they may have been the first.

Gül: I always confuse who is first, but my parents always say. Well, because they are so old, it's riskier for them to die. For example, let's say an old person is sick, how will they take care of him now? He may be sensitive because he is very old. His heart or everywhere can be sensitive. I mean, it would be very difficult. They might even get hurt while trying to heal him.

Elif: You are right. They are much more sensitive.

Melike: They may be sicker. Finally, they carried my grandmother with an ambulance... My grandmother is going to Izmir tomorrow. Yes, what is our first question? I will write it. Ela, you can write answers too.

Elif: If you want, we can ask these questions to elderly people?

Gül: No, I never talk to an older person. I don't talk to an elderly who I don't know.

Elif: We can call our grandmothers or grandfathers. Not the one we do not know.

Melike: My grandmother is here; I can ask her today.

Elif: Oh, nice. What would you like to ask to them?

Gül: My grandmothers are here too but I'm embarrassed to ask such things.

Elif: Then if you want you can tell me the questions you are curious about. Maybe Melike can ask her grandmother, or I can call mine.

Gül: Okey, my questions... Do you get scared when you are sick and go to the doctor? Can it hurt when the doctors do something?

Melike: I would like to ask that if you have a corona in your heart, nose, eyes, mouth... You can't taste... How do you feel when you can't smell or taste? Teacher, can we take the camera to the home and bring it back on Wednesday?

Elif: Of course, what will you do with the camera?

Melike: I will shoot a video at home. That's why we are investigating the issue of elderly.

Besides, even though we had these conversations in a short time, there are certain points that we can understand from the words of the children. First of all, Ayşe said that she wanted to develop a project and she wanted to prepare gifts to these people because they stayed alone in the corona for a long time. As we know that especially people over 65 years old were isolated due to their risk situations and bans were placed for them to stay at home. It is very valuable to draw attention to feeling of loneliness. Today, studies give importance to show the psychological effect of the coronavirus as much as the physical effects on the elderly people. Children were also observing these effects from the beginning.

In the second small group talk, we come together again with the proposal of the children. They draw attention to the fact that the elderly people are very sensitive, and their care should be done very carefully. We know especially that the children in this conversation have grandparents nearby. This may have contributed to their close observation and some interpretations. They wonder if it hurts and how the loss of taste and smell due to the corona impact. Unfortunately, we did not get answers by

asking these questions to a person who has had this experience during this research. I hope the children had the chance to ask their question thanks to their sensitivity and curiosity. I believe that seeing children empathize with the lives of others and their effort to find solutions to make their life better is a special finding.

5.2 In search for my questions

While we were carrying out our research to find answers to children's questions and elaborate on their experiences, we were also searching for the answers to my questions. Since the beginning, I have been wondering about the COVID-19 experiences of children. Especially, I wanted to know what they thought about online education, what they experienced for the first time in their lives, and what was beneficial for them during their stay at home. However, I did not interview with children just to satisfy my curiosity. The responses again fed from different sources such as our circle time discussions, one-on-one interviews, and images taken at the children's homes. Generally, I asked questions and encouraged them to discuss about the topic. In terms of camera use, I hearten the children to take photos of things they liked or disliked doing at home so that their focus was not too distracted.

Children's online vs. face-to-face school experiences and their resources/protective factors as long as they are at home will be discussed, respectively.

5.2.1 Experiences about face-to-face and online education

Children were talking about their complaints, as they were generally unhappy during online education. Therefore, I wanted to hear and understand from them personally how they experienced this change. I asked some questions to the children in group

conversations or one-on-one conversations to gain insight into their perspectives such as, “How do they feel when they are at school/online education?”, “Why do they like being at school?”, “What are the positive and negative aspects of being at school/online education?”, “What are their suggestions to make online education more enjoyable?”

5.2.1.1 Face-to-face education

i. How do they feel about being at school?

I ask children how they feel about being at school after a long time. We are talking in the circle time:

Elif: How are you, how do you feel because you are here?

Emilia: Umm, I’m so excited.

Emre: I think we will have a lot of fun. I am also very excited because schools have started.

Melike: I am very excited too.

It is announced that schools will open on March 3rd, but then it is postponed for a few days. After this delay, we speak in the morning circle on the first day we met at school:

Melike: I was so happy when I heard that they schools will open, I went crazy...

Elif: How did you feel when it was cancelled?

Melike: I was very upset, and I cried a lot.

Kalp: Teacher, I prepared to come to school on Monday. When I heard that the schools would not open, I tapped my foot on the ground... (with an angry voice)

Elif: Oh, did it hurt?

Kalp: No, it didn’t. My brain stopped because the schools would not open.

Duygu: I was very happy when I heard that the schools would open. Then, suddenly, the schools were closed, and then I shouted, stormed, and cried. I was sad. I didn't even have a breakfast out of sadness.
 Elif: I understand, how are you feeling right now?
 Duygu: I am very happy now because I am in my own school.

Asya: I was with Duygu that day. One day later, we both heard that news, schools were going to be opened, then closed again. Duygu was so angry, and smoke was coming out of her mouth because of her anger.

Damla: I was very happy when I heard that schools would open on Monday. I had prepared my school bag, but then schools were closed again. Still, I left my bag ready. Then, when I heard the news of the opening again, I was very happy because school will start this time.

Zehra: Teacher, I was very happy too, but I felt upset to hear about the delay, but I didn't prepare my bag.

Kalp: Teacher, I miss my school very much.

Menekşe: When I heard that the schools would open, I counted the days so I wouldn't forget.

We can see that children's feelings about being at school are often associated with happiness and excitement. They also express how they were disappointed, were angered and upset just because of two days delay of opening schools. Therefore, it is obvious that such decisions taken by authorities should be taken with consideration of the thoughts, feelings, and expectations of the children by listening to them.

ii. What are the things they like about school and why?

Children mentioned why they loved being at school in circle times and in one-on-one conversations. I grouped the topics as shown in Table 1.

Table 1. The reasons why children like being at school

Difference in lessons, materials, and	Melike: We study by touching the things here, but at home we study with our own belongings.
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opportunities	<p>School is better, we learn better things at school because we touch the materials and learn other things here.</p> <p>Buse: The best things are at school, that's why I prefer being at school.</p> <p>Emre: I like toys at school (means the Montessori materials) more. Because the toys at school like 'to know toys' (means you learn something from them) but at home, there are no such toys at home.</p> <p>Kalp: Teacher, actually I don't like to study at home. I mean, it's a lot of fun to teach at school. Because I love my school very much. You are giving very good homework at school. Working at school makes me very happy.</p> <p>The rooms at home are the places that I always go into, and the things are that I always see... But in school, there are things that I don't see before.</p> <p>Menekşe: I prefer being at school because we may not understand well in online lessons. But we can understand better by showing things at school or by finding something.</p> <p>Ela: I think school is better because we have corrected our mistakes and learn right things together with the teachers.</p>
We can see each other	<p>Asya: Teacher, I can't see your real eyes on the screen. Elif: How does it make you feel to see someone's real eyes? Asya: Because... I love it.</p> <p>Asya: Face to face education at school is better than at online. The reason is, I see you with alive face here, but you are not with a live face on the screen. For example, if I draw you a picture, you can't see it with the real eyes from screen.</p> <p>Gül: I think it's better at school because we can see each other well here.</p> <p>Melike: Because we can see each other.</p> <p>Ela: At least we can see everyone at school.</p>
Break times, playing with friends and being with teachers	<p>Kalp: We are playing at break times with friends but when I'm at home, I can't play games with them during the breaks. We can play as our wish at school, but at home I always get bored while playing.</p> <p>Menekşe: We can also play with our friends at school, but we can't play in online education.</p>

	<p>Melike: Because we play playhouse all the time during the breaks.”</p> <p>Asya: By the way, teacher, the best thing at school is moments with you.</p>
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The students initially said that the difference in resources in their homes and school was the reason to why they liked being at school. They believed that these different teaching materials at school helped them learn better. The fundamental explanation for this distinction can be attributed to the fact that children in the Montessori classroom are used to working and learning with concrete items. Switching to a system that is learnt simply through visuals may have made a significant difference for children who learn many topics in the school through unique concrete materials.

Secondly, some children, in particular, underlined the value of seeing each other in real. They claimed that seeing all of their classmates on the screen was not the same as seeing "actual eyes." We might deduce from this that "viewing" each other through a screen is insufficient for children. They want to be physically there with each other and engage in physical interaction.

Finally, the children said that they liked to go out in break times, play with their friends and be with their teachers, which are impossible to do in online education. Indeed, these were the things that children were deprived of during the online education period. For this reason, they may have understood its importance and wanted to emphasize it.

iii. Difficulties of being at school

Although children emphasized their favorite aspects of being at school and the reasons for choosing this place, they also stated some difficulties. Here, I am asking children during our conversations the question, “Is there anything challenging about being at school?”

Damla: We can get sick at school.

Kalp: For example, I sweat a lot at school because I wear mask.

Menekşe: The downside of being at school is that we are far away from home. Because I always go to school while my brother is sleeping. He says, “Where is my sister?” when he wakes up. He tours all the rooms and looks for me. He even looks the bathroom (laughing).

Elif: Does he miss you while you are at school?

Menekşe: Yes.

Elif: Well, do you miss your brother too when you are at school?

Menekşe: Yes, I miss.

Although children do not talk about the difficulties at school very often, a few things emerge from what they mentioned. For example, one of the children aware that when they come to school, they have the risk of being sick. Also, Menekşe expresses that being at home is good for her and she misses home when she is at school.

5.2.1.2 Online education

Generally, children describe face-to-face and online education as two opposite poles. As a result, the features listed in both parts are complementary. For example, while children stated that they enjoyed playing with their friends at break times at school, they also stated that this was a disadvantage of online education because they could not do so. Children's feelings about obstacles they face, positive features of, and

suggestions for online education to make it more enjoyable are all addressed, respectively.

i. How do they feel about online education?

It is possible to see that compared to the positive emotions that children express when they are at school, feelings such as being bored, tired and not wanting to continue any more are the general feelings about online education.

“I’m tired of online classes.” (Duygu)

“I’m tired too.” (Kalp)

“I’m so bored of online classes.” (Mira)

“Yes, we are tired of online lessons. We are tired of homeschooling.” (Melike)

“Teacher, I don’t really like to study at home. Studying at school is more fun.” (Kalp)

“Actually, I don’t want to online lessons anymore.” (Emilia)

ii. Difficulties of online education

Children have voiced their dissatisfaction with online education in a variety of ways. Table 2 shows them grouped together.

Table 2. Difficulties of online education

We are having technical problems	<p>Buse: Online education is complicated. That is why sometimes when we I scroll the page, for example, it shows everyone at the same time.</p> <p>Damla: Some people draw my screen with a pen.</p> <p>Emilia: Sometimes, there are people who can’t even see the screen.</p>
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	<p>Asya: Sometimes, those who don't have internet can't see the screen.</p> <p>Damla: Some people cannot attend the classes.</p> <p>Melike: When we can't join the classes, we say "teacher, we couldn't enter" or something. It gets very boring, and we lose time in the lessons.</p> <p>Ela: Some have problems with their internet, there is problems in TEAMS. They cannot attend the classes.</p> <p>Melike: For example, my voice is muted in online English classes. I can't say anything. Then no one justify us.</p> <p>Menekşe: First, my father and mother were helping me while I was joining the classes. When I learnt, I opened it myself. But there were still places I didn't know. When I couldn't make it, I was telling my mother.</p>
We cannot learn/understand	<p>Asya: Teacher, I can't learn in online education.</p> <p>Duygu: I said the same thing to my mom. I can't learn in online education.</p> <p>Ela: We are learning, but it is very difficult. We cannot understand some things.</p> <p>Ela: We didn't learn much from the computer. Because, for example, we write 'ovoyid' wrongly, but if we know that it is written by just I (as ovoid), of course, we will write it right way. Since you are just teaching, there are some mistakes like this of course.</p> <p>Melike: We cannot study anything in the online courses. We cannot learn properly.</p> <p>Melike: We see each other on the screen but we can't learn very well from there.</p> <p>Menekşe: Because we may not understand well at online. But we can understand better by showing something at school or by finding something.</p>
We cannot see each other live	<p>Asya: I can't see your real eyes on the screen.</p> <p>Asya: Face to face education at school is better than at online. The reason is, I see you with alive face here, but you are not with a live face on the screen. For example, if I draw you a picture, you can't see it with the real eyes from screen.</p>

	<p>Damla: We always took lessons from computers. For example, we have never seen ourselves. We didn't see each other live.</p> <p>Menekşe: I'm not feeling so good at online, I'm feeling better at school. Because I'm not far away from you.</p> <p>It's not nice at all. We never come face-to-face with our friends.</p>
We cannot play with our friends	<p>Melike: We can't play real games with our friends.</p> <p>Kalp: I cannot play games with my friends during the breaks when I am at online education.</p> <p>Menekşe: We can also play with our friends at school, but we can't play online.</p>
Online classes are boring/less fun	<p>Melike: Online classes are soooo boring. When we can't join the classes, we say 'teacher, we couldn't enter' or something. It gets very boring.</p> <p>Damla: Online classes were a little fun, a little bit not fun. For example, we could still read and write in online education, but it was no fun because we couldn't work with the materials.</p>
We cannot see the real materials	<p>Damla: We couldn't work with materials in online education.</p> <p>Ela: In online classes, sometimes we cannot see the real materials. (She means that in online education we continued to work with digital versions of the Montessori materials rather than concrete ones.)</p>

First of all, about the online education, children mostly talked about the technical problems they experienced. Problems about their friends' access to classes, scratched screens and being muted by others were some of them. Although as teachers and adults, we tried to solve these problems in our lessons maybe a few times in a day, they had to deal with these problems in each lesson of the day.

Secondly, children evaluated the effectiveness of the online education and its contribution to their learning. Generally, they stated that they did not learn well enough in distance learning. This is because they like the materials they use at school

Thirdly, although there are expressions that they cannot see each other “live” on the screens, there are similar statements under evaluations about the face-to-face education. Children are talking similar meanings at these two parts. They argued that seeing their classmates' faces on the computer was not the same as seeing "real eyes." Children prefer to be physically together rather than "to see" each other through a screen.

Moreover, children mentioned that they could not play with their friends during breaks at online education. They could not play “real” games. Among the activities they loved at school, the children highlighted playing games with each other during breaks. They describe it here as a feature they do not like because they cannot do it in online education. This situation emphasizes once again the importance of playing with friends and socializing together at school for children.

Fifthly, children expressed their opinions about online education. They claim it is more boring than being at school.

Finally, children stated that they liked the materials they used at school as mentioned about the advantages of face-to-face education. In parallel, they complained about inability to use materials in online education.

iii. Advantages of the online education

“In online education, at least we can go out. We can go out at school, but we can’t go out the garden of our houses.” (Ela)

“We made paintings when there were online classes, and this made me

happy.” (Ayşe)

Elif: Well, you want to be at home and come to school at the same time, I guess you’re a little stuck in between.

Ela: Yes, I’m hesitated.

Elif: What was your reason for wanting to be at home?

Ela: At least, we don’t have to come home after classes are over. We can go outside right away.

Damla: Online classes were a little fun, a little not fun.

Elif: Huh. What aspects of it were fun?

Damla: For example, we were still able to read and write in online education.

Although we understand from the statements of children that online education has more negative meanings for them in general; they remarked a few good points of it such as drawing, reading, or writing. Moreover, being able to get out on the road without wasting time is one of the positive aspects. It may mean that there is more time left to play.

iv. Children’s suggestions about online education

The children said that online education was boring. In order to use it in my own lessons, as well as wondering about their suggestions, I asked the questions like “What should we do in our online classes?” “What can we do to make online education better for you?” “How can it be more fun for you?”. Children’s responses were as in Table 3.

Table 3. Children's suggestions for online education

Play	<p>Emre: We can play games.</p> <p>Melike: We can play games. For example, let’s say tomorrow is Monday, the first day of the week. Tomorrow might be play day.</p> <p>Duygu: Playing game in online education might be fun.</p>
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	<p>Damla: You know... there are tablet games, we can play them.</p> <p>Mira: We can open a song and when the song stops, we can freeze. You know... We can play that game.</p> <p>Menekşe: We can play game in one lesson, then we do not play in next lesson, then we can play in other lesson again.</p>
Music and dance	<p>Damla: We can put on a song or listen to something.</p> <p>Melike: We can listen to the song.</p> <p>Duygu: We can turn on music and have fun.</p> <p>Damla: For example, we can put on music and dance on the fun day.</p> <p>Kalp: We can listen to Aleyna Tilki.</p>
Entertainment day	<p>Melike: There can be a fun day. Some days can be fun day, some days can be lesson days. For example, one day of the week can be just a fun day. As we did on Wednesday, but not for one lesson, for all the lessons.</p> <p>Damla: We can have fun in one of our lessons every day in online education.</p>
Concrete works	<p>Emre: We can study, do handcrafts and experiments.</p> <p>Damla: We can write something in our notebooks.</p> <p>Damla: We can draw pictures.</p>
Meeting outside	<p>Ela: Actually, I don't know if we can do it, but one day we can do our lessons in someone's garden.</p> <p>Duygu: We can bring the materials to that housing estate from school. It can be in our site; we are both living there. (Showing herself and a friend)</p>
Watching video	<p>Damla: For example, we can watch videos.</p>

It is possible to understand how important the game in children's lives from their sentences is. Even though we meet online, they demand that play should be placed among the lessons on some days so that online education should have more fun. In fact, suggestions such as listening to music, watching videos, or concrete works, not

only provide children some entertainment but also can give a chance to teachers get away from academic anxiety and to relax.

As adults, we also enjoy more when we have different activities in our lectures. Finally, in order to increase the efficiency of distance learning, it is very important knowing their expectations and wishes. As seen in some examples, children do not actually demand ending all lessons, but they demand to do different things on some days or lessons in a balance.

5.2.2 Children's resources at home

Just before the full lockdowns, I explained children that we will switch to online education again because of increasing number of positive COVID-19 cases all over the country. Then, I gave the idea that they could use our research camera at home. I was wondering what they were doing at home during the online education and lockdowns. Children were very excited to take camera to their home. After explaining how to take photos, I said that they could take photos that would answer these questions:

- "What are the things that are good for you when we stay at home during the pandemic process?"
- "What did you enjoy or did not enjoy doing at home during the pandemic?"

Then we looked at their photos one-on-one during zoom interviews and the children told me the reasons for taking the photos, if any. Sometimes they did not associate their photos with the pandemic. It should not be forgotten that they may have taken some photos because they liked it.

Although I asked the children the question as "what is good at home and what is not", children preferred mostly focusing on the positive resources as can be seen from the photographs and their narratives. Naturally, there may be unpleasant circumstances in which they live at home. Perhaps they did not tell me about their problems because I was their classroom teacher. Moreover, while positive experiences (such as play with toys, spending time with siblings, and reading books etc.) can be demonstrated in a more concrete manner, they may not have expressed it because they could not show the difficulties they faced. Therefore, to prevent any violations, I did not go over negative experiences and instead concentrated on what children decided to talk about.

I coded the answers of the children through the MAXQDA2020, and grouped them. You can see below the code cloud (Figure 54) formed according to the photographs and interviews of the children. The most frequent responses appear bigger.



Figure 54. Code cloud of resources at home

5.2.2.1 Play

Children stated that they spent most of their time while playing games when they were at home. They expressed that different types of play were also good for them. A code model has been created as in Figure 55. The thickness of the lines increases in parallel with the frequency of children's expressions.

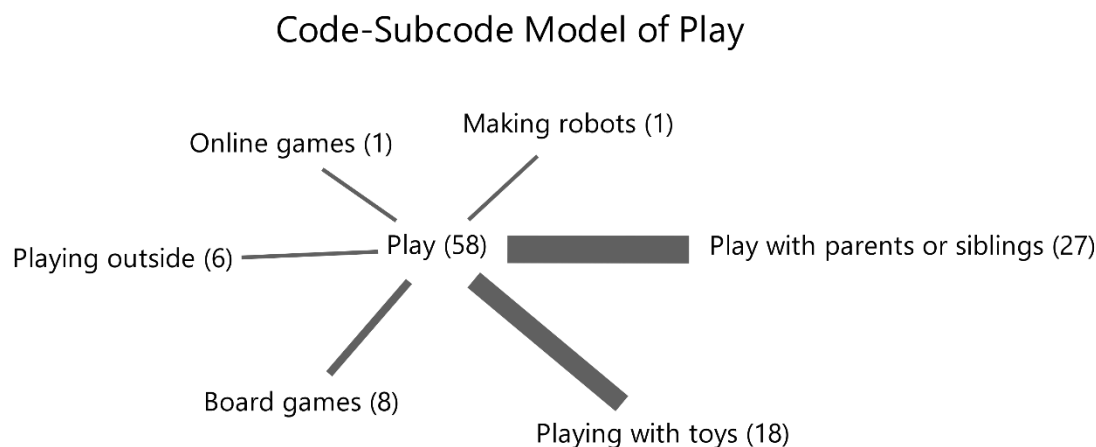


Figure 55. Code-subcode model of play

Examples related to these expressions are shown at Table 4.

Table 4. Children's play types at home

Playing with parents or siblings	<p>“Playing with Serra (her sister) is also fun. So, I like to play with her, at least it’s fun to play with her as long as we stay at home.” (Ela)</p> <p>“I like to play with my brother. I always play with him on the days we can’t go out because of the virus.” (Emilia)</p> <p>“We are playing game here. We made a car from our chairs. Chairs are doors and I’m driving as a joke.” (Emre)</p> <p>“At least, I’m playing with my sister. I wouldn’t be able to play with anyone without her. My mother works, my father works. So, I couldn’t do anything. Playing with her is fun.” (Ela)</p> <p>“We played okey. When corona first started, we played a lot with my family. We became a team.” (Buse)</p>
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	<p>“We played with my mother with balloons on Sunday and we played dodgeball.” (Kalp)</p> <p>“Playing games with my father is also fun. We play hide-and-seek, puzzle, high off the ground. Sometimes he teaches me new games, sometimes I teach him.” (Ela)</p>
Playing with toys	<p>Emilia: When I stay at home during the coronavirus, somedays my brother is sleeping, my father has a job and my mother does too. My father has real job. He doesn't go to work. It's online too. Everyone is online. I'm spending time with my Tosbiş. (Figure 56)</p> <p>Damla: Sometimes I played with my toys at home.</p> <p>Ela: It's also fun to play with my L.O.L. dolls.</p> <p>Zehra: I'm playing with my toys at home.</p> <p>Buse: For example, play was also very fun at home. I was playing with my toys like Polly Pockets and L.O.L dolls.</p> <p>Emre: Because I like to play with LEGOs during the covid, I took this photo. (Figure 57)</p>
Playing with board games	<p>Kalp: For example, my mother bought me an empathy game. I love to play chess and whatever is played with those circles. Since I love playing games during the pandemic, we wanted to shoot this photo. (Figure 58)</p> <p>During the pandemic, we also do puzzles on Sunday and have a lot of fun.”</p> <p>Damla: I meant here that I played with board games. I made puzzles. (Figure 59)</p> <p>Ela: Playing with board games is also fun.</p>
Playing outside	<p>Damla: Here I was finally able to go outside. I wanted to tell you that I can play outside with one of my friends.</p> <p>Emre: Why did I shoot this because I love playing outside with my friends.</p> <p>I took this photo because it was good to play outside with my sister.</p>
Playing online games	<p>Buse: There was one live game. There was also one online game. I played them sometimes from my tablet.</p>

Making robots	Emre: Making a robomaker at home makes me happy. This is the robot that I made, Explorer.



Figure 56. Photos taken by children (Emilia)

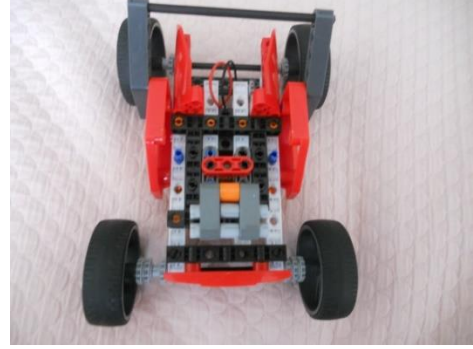


Figure 57. Photos taken by children (Emre)



Figure 58. Photos taken by children (Kalp)



Figure 59. Photos taken by children (Damla)

5.2.2.2 Siblings

The majority of the children who had siblings included only their siblings in their images, excluding other family members. Apart from playing game, they claimed that their presence was valuable. They expressed that stay-at-home process would be more boring without them. They answered the questions “What would it be like to spend time at home without your sibling, would anything change?”

Emilia: I took the picture of my brother.

Elif: What if you didn't have a brother, especially during the pandemic, what would it be like to spend time at home?

Emilia: It would be very boring. I always want my brother to grow up.

(She took the picture of her baby brother)

Elif: Well, Let's say you were at home without your brother, do you have any idea what would have been different?

Zehra: I would be bored. More bored...

Elif: For example, if your elder sister was not at home, how do you think this process would be?

Buse: I think it would be more boring. Good think I have an older sister.

5.2.2.3 House plants

The third category most frequently mentioned among children's photographs and discourses was house plants. While the children were looking at the plant photos they took, they talked about the situations where they were interested in plant care at home, the plants were good for them, and they talked to them.

Gül: Here's what I meant, look, I'm going to do something so difficult here. There's a tree on the side. We're going to put that tree in that yellow thing over there, but we're pulling until we get it, and it doesn't come out. It was very difficult as we did not want to harm the roots. But it still happened. Now we decorated them with stones or something. They're standing on our balcony.

Elif: Are these plants good for you in the pandemic?

Gül: I really like them.

Elif: Why? What did you do with them?

Gül: When I'm sad, I go them. We also have one flower whose name I do not know. We bought it from the market like the market I just showed you. It was a beautiful flower. (Figure 60)

(Showing her flower during our online meeting)

Ela: Look, this is mine. You see the flowers here? I'm looking after them. I'm watering.

Elif: Well, how did it make you feel to look at plants and spend time with them during the pandemic?

Ela: That was fun. At least, we became friends with them (laughs).

Damla: We are watering our plants.

Elif: Are you taking care of the plants when you are at home?

Damla: Sometimes me, sometimes my mother or father.

Elif: Nice. So how does it feel to have plants at home?

Damla: It feels good. I also have fun dealing with them. It also brings clean scent into our house. Smells nice.

Melike: Because of the coronavirus outside, the people cleaning the outside can't get out too much, because they can't feed the plants. My flower can fade like them. It may not be able to live like this.

Elif: I get it. This photo reminds you that the flowers outside may also have faded.

Melike: Yes. (Figure 61)

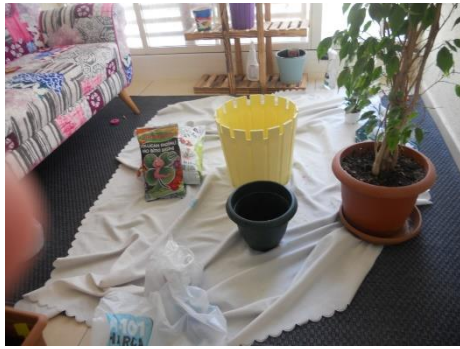


Figure 60. Photos taken by children (Gül)



Figure 61. Photos taken by children (Melike)

As we can see from these examples, children say that taking care of the plants at home is good for them. They go to them when they feel sad, they become friends and they are also worried about the plants outside.

5.2.2.4 Being in nature

Different than the house plants, the children talk about what it feels like to be outside in nature and share the photos they took in there. Here, when it was the turn of some children, the lockdowns were eased. In this way, they had the chance to show the things that were good for them in the places they went or in the gardens of their houses. Sometimes the children took several pictures from the same place.

Zehra: I am in the tree (laughs). Hmm, we shot this to show the trees. Because the nature is beautiful, but people pollute it every day. (Figure 62)

Gül: Here, we were in the garden at that moment, and I showed you how beautiful trees are. For example, look at this tree. Why are the trees will so yellow? Is it entering autumn or summer? I do not understand. (Figure 63)

Menekşe: I showed the sea here.

Elif: How did you feel when you are looking at the sea Menekşe?

Menekşe: We couldn't enter because it was cold and there were waves.

Elif: Well, A.S. now we were at home for a long time in corona, sometimes we couldn't go out... What was it like being in nature and watching the sea?

Menekşe: It was beautiful.



Figure 62. Photos taken by children (Zehra)



Figure 63. Photos taken by children (Gül)

5.2.2.5 Books

The children took photos of the books they read and the test book. Also, they asked their parents to shoot them while they were reading. They indicated they enjoyed reading books.

Kalp: There are also my books. During the pandemic, my mother reads to me, so I am very happy. Reading books also makes me happy. (Figure 64)

Menekşe: I was reading book here. I fixed the book in the sand. (laughs) (Figure 65)

Ela: Reading is also good and fun. I also love to learn something new.

Emilia: I love reading books. I read soo much during the pandemic that I don't remember the number.



Figure 64. Photos taken by children (Kalp)



Figure 65. Photos taken by children (Menekşe)

5.2.2.6 Going outside

The children state that they usually enjoy in the yard of the housing estate where they live. They did not share many photos from other places they went. This may be because there are often curfews or families do not allow children to take the camera outside the house. Only Gül told that it was fun to go to the market with a photo she took.

Ela: It's fun to play with my dad. Sometimes he takes me to the garden of housing estate and it's also fun.

Zehra: Having a park in the housing estate is also very nice. You are not stuck at home, and you seem to be outside, but you are in your own neighborhood.

Damla: Here, I took the photo of our housing estate while I was going out. So I said 'we can start going out now' when the bans are over.

Gül: I showed you that we were going to market. How much fun I had at the market... This was so fun! (Figure 66)



Figure 66. Photos taken by children (Gül)

5.2.2.7 Animals

The children took pictures of the animals in their homes or on the street. Zehra mentions that cats are not fed as well as they used to because people do not go out much during the pandemic. I think it is an important statement for us to understand that children notice the changes and difficulties in the lives of living things around them.

Elif: So, did you start taking care of these cats during the corona?

Zehra: So, let's say that.

Elif: For example, what were you doing?

Zehra: We just loved them.

Elif: Well, do you think stray animals have had a hard time in corona, has anything changed in their lives?

Zehra: It has changed. People used to give them food or something before the corona, but now they can't give much.

Elif: What do you think is the reason for this?

Zehra: Because there is corona, some people don't go out much and the people who give them food, for example, don't go out much...

Elif: You are right... (Figure 67)

Kalp: I took a picture of them because I love them so much. We have so much fun with them. I give them an empty spoon, the spoon of oath, they jump, and we play games. (Figure 68)



Figure 67. Photos taken by children (Zehra)



Figure 68. Photos taken by children (Kalp)

Kalp told that she had a lot of fun with the chicks she fed at home and played games with them. We can say that owning and caring for a pet one of the important resources for children.

5.2.2.8 Cooking and eating

It is known that most of the people began to spend more time in the kitchen during stay-at-homes. People tried to make their breads or explore different flavors. They will be impressed by this change in the home that Children also say they love to cook and eat.

Ela: Making cakes is fun. I help my mom and then it's fun to eat like that. It tastes good.

Elif: Did you make this cake?

Ela: No. My mother did it, I took the photo.

Elif: Did you spend time in the kitchen during this time? What were you doing?

Ela: Yes. I was making milkshakes. I was eating something fruity. We are still eating. Sometimes I prepared breakfast for my mother. Before they woke up, I was waking up early, tidying my room, going to the kitchen, and getting ready. I am still preparing. (Figure 69)

Emre: I took this picture because it's good to have coffee here with sister. We have teatime in the evenings but sometimes it becomes coffee time, and my mother brings chocolates.

Buse: That's why we took the photo of the oven, we did very good things in it like hamburgers. We made bread or something else. I helped my mother with my sister. (Figure 70)

Buse: “I took the photo of the garlic because there is the corona, we made dishes with the garlic. We ate garlic yogurt or something a lot.”



Figure 69. Photos taken by children (Ela)



Figure 70. Photos taken by children (Buse)

The children mentioned less the following activities. Each one’s description and sample images will be placed at below

Table 5. Children's other resources at home

<p>Riding a bike, scooter, or skating</p>	<p>Menekşe: This photo is also because I like to ride a bike. (Figure 71)</p> <p>Ela: Skating is so much fun. At least it is fun riding skates with my sister.</p> <p>Emre: It’s good to ride a scooter in the garden. I love it. That’s why I took this photo.</p>
<p>Doing handcrafts</p>	<p>Emilia: This is my pencil case. I love painting. I draw beautiful pictures. I draw when I’m alone at home. (Figure 72)</p> <p>Emilia: It's a cardboard. Look, I love making things with cardboard. It's also fun to spend time with them.</p> <p>Ela: Painting is also fun. I made some of the paintings with my sister and my mother. (Figure 73)</p> <p>Ela: I was playing with this too. Making bracelets amused me a lot.</p>
<p>Ramadan and Eid</p>	<p>Emre: Aha, I got up for the suhoor today. I ate toast at suhoor. It was very enjoyable. I love Ramadan and eid very much. (Figure 74)</p>
<p>Having a balcony</p>	<p>Damla: Yes, this is the balcony. Here we always got fresh air. We sat there and drank tea. I sat there and ate. Then we got fresh air</p>

	<p>on the balcony. It looks beautiful from the balcony at night.</p> <p>Elif: Hmm... Do you feel lucky to have a balcony?</p> <p>Damla: Yes.</p> <p>Elif: What would it be like if it wasn't?</p> <p>Damla: We wouldn't be able to get any fresh air without it.(Figure 75)</p>
Having a view	<p>Melike: I took it because we couldn't leave the house. Because I had nowhere else to shoot. I took this photo because I couldn't get out of the house. You know, we can't go out on the street anymore. (Figure 76)</p>
Online education	<p>Ela: Online classes were also good. "I took this photo because we couldn't come to school when corona. Because online education is good. (Figure 77)</p> <p>Kalp: I also enjoy my lessons, but I like being at school more. Because the lessons are very good at school.</p>
Learning new things	<p>Ela: Learning the clocks was also fun. At least that's we now know the hours. Now I can understand where we will go, when it will happen, how and at what time we will go.</p>
An instrument	<p>Ela: I love playing the piano. It's good to play the piano, I like to learn new music. (Figure 78)</p> <p>Menekşe: I was playing piano here. When corona first started, we bought a piano.</p>
Visit of grandparent's	<p>Gül: I liked that my grandfather came to us during the pandemic. But grandmother did not come. My grandfather also has a new car...</p>
Helping housework	<p>Ela: Sometimes I help my mom, it's fun too.</p>
Sport	<p>Ela: Such things at the bottom for doing sports. We open sport videos on television and do sports. (She is talking about the sports equipment in the photo)</p> <p>Menekşe: When Beşiktaş had become the champion, I shot this photo. I have a friend in our housing estate, he is also supporting Beşiktaş. He gave me a scarf as a gift. (Figure 79)</p>
Watching TV	<p>Damla: Sometimes, I watched tv.</p>
Dance	<p>Emre: I am dancing in this video. Dancing is good for me.</p>
Saving money	<p>Buse: I don't know how many years passed during the corona, but it's been quite a year. We saved money as a family in this moneybox. (Figure 80)</p>

Some children indicated they enjoyed while spending time with their bicycles, roller skates, and scooters with showing photos of them. We see that children like to make handicrafts at home with beads, pencils, and cardboards. Moreover, we were in the month of Ramadan when some of the children took their pictures. For this reason, a few of the children said that it was good to get up for suhoor. They also said that they used to have fast-breaking meals with their relatives, and they were unhappy because they could not do it anymore. Moreover, we discussed the benefits of having a balcony when several some children showed us theirs. During the closures, the children stated they spent a lot of time on their balconies because at least it gave them fresh air. A few children remarked that they liked the view from their windows since they could not go to outside. Furthermore, although the children highlighted the drawbacks of online education on countless occasions, they also gave place to it as a resource. It demonstrates the necessity of continuing education and interaction from home although this is not the ideal option for face-to-face education according to children. Learning new things and playing an instrument, according to some of the children, are advantageous to them. We may claim that the opportunities available to children at home provide them with more opportunities to spend quality time and enjoy themselves. In addition to all this, there were some sources that children rarely mentioned such as visiting a family member, helping with the housework, playing sports, keeping a team, watching TV, dancing and saving money.

In conclusion, there are a variety of materials available to children at home throughout the epidemic, as evidenced by the hundreds of images and narratives. Of course, as the number and quality of these resources expands, children's satisfaction and well-being at home improves. The most mentioned ones were the relationship

established while playing at home, siblings, plants rather than the materials and toys themselves.



Figure 71. Photos taken by children (Menekşe)



Figure 72. Photos taken by children (Emilia)

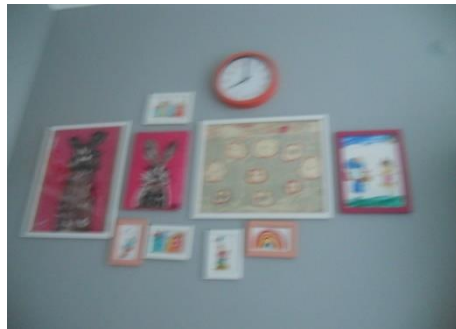


Figure 73. Photos taken by children (Ela)



Figure 74. Photos taken by children (Emre)



Figure 75. Photos taken by children (Damla)

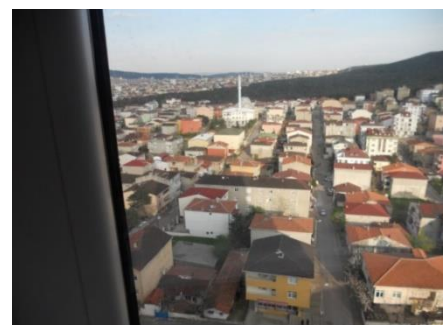


Figure 76. Photos taken by children (Melike)



Figure 77. Photos taken by children (Ela)



Figure 78. Photos taken by children (Ela)



Figure 79. Photos taken by children (Menekşe)



Figure 80. Photos taken by children (Buse)

5.3 In search for our questions as a research team

Children expressed that they were disrespected and treated unfairly during the pandemic. For example, they were angry about not being able to come to school although the kindergartens were open for 5 days. Based on this conversation, in the last week of our study, we talked about issues like children's rights, justice and injustice after reading "I have the right to be a child" by Alain Serres together. After reading the book, I asked what their rights were, what kind of rights they had during the pandemic, or whether they experienced injustice or not. Children discussed their ideas heatedly. Following this discussion, I offered them to prepare posters and hang them in the visible places of the school. In this way, they could announce their thoughts and wishes to others, especially from the decision makers. They wanted to implement this idea. Children formed their own small groups and prepared their

posters. Then, they presented their ideas to classmates. Meanwhile, me and other friends participated as an active listener and asked questions that we were curious about. I recorded these presentations on video.

5.3.1 Definition of the right

First of all, I wanted to dig a little deeper into their understanding of “right” for saying that they had been wronged during the pandemic. While children were discussing their rights or the issues they suffered injustice in the circle, they were not limited to the pandemic period. They mostly gave various examples from to their experiences or through imaginary expressions.

Some of the children define “ability to do something” as a right such as right to be a pilot, a painter or play in a park.

Gül: I can do something that means I have the right to do it. So, for example, you can say that I have the right to be a pilot. So right means that I can do something. I mean, you have the right to do this.

Damla: For example, I want to do a job, for example, a child says, "You cannot do this job, this job is not your right". And I say no, it's my right too.

Zehra: Teacher, for example, I want to be a painter. I have a right to do this.

Melike: I have a friend; her name is Ayşe. We had a fight one day then she said: ‘This park is ours. Our father founded this park. Our father has a boss, he helped when doing this park. So, you get out of this park!’ I said that this park was our right, we could play too. Then, I said “if you want to leave, if you want to get rid of us, you go.”

While some children have defined right as “something that is acquired when they own it”.

Emre: For example, my sister and I were fighting. That toy was mine, and I had the right to use it.

Duygu: For example, someone pushed me. No one has the right to push me. And I have no right to push him. But for example, someone is riding my bike without permission, he has no right to ride it; but I have the right. Because it's my bike.

Damla: For example, I have a toy that I love very much, I do not want to share this toy with someone else, for example, with my brother, but since it is also his toy, he has the right to play it.

Children may have thought about "rights" in a broader framework, influenced by the book we read. However, thanks to these conversations, we have seen how the right can be defined differently by them.

5.3.2 Ideas about justice and injustice during the pandemic

After a while, I specifically asked the children about the injustice they faced during the pandemic and how they felt about it. The children mostly described it as the greatest injustice that while kindergarteners could come to school for five days, but they could not come. However, there were still some children who disagreed with this idea. There was a heated conversation took place between two sides.

Melike: Teacher, why do kindergartens come to school for 5 days, but we come 3 days? Not fair! (angry voice)

Ela: Not fair? It's not unfair at all.

Duygu: Ela, you always say that it is not unfair...

Ela: It's not unfair because they need to learn more. We know everything.

Melike: How do we know? We need to learn too, Ela.

Zehra: How do we know everything!?

Duygu: Right now, we must go to school.

Ela: But actually, they need to learn more because we know everything they learned.

Duygu: Ela okay, I understand you... OK, I agree with you, they need to learn something, but right now we are the ones with limited education. We must go to school.

Zehra: Yes, but they can learn at home. They don't have much to learn... They can learn at home.

Damla: Teacher, it's unfair because the older ones sometimes also come for 5 days.

Elif: We are debating whether they should come or not. Can't we demand that if everyone comes to school together?

Children: Yes, everyone can come together.

Ela: Teacher, kindergarten children have the right to go because they do not understand much in online education. Because they are younger, they need to go to school. They understand better at school. It is also normal for 8th graders to come to school...

Melike: They have exams, but we will also have exams in the coming years.

Ela: Then we will go for 5 days.

Emre: Because children have difficulties in online education. How to turn on the sound, how to turn it off, how to leave the lesson?

The epidemic began when the children were in kindergarten, and by the second semester, they were unable to attend school. Then, they started and continued first grade with online education for a long time. However, while these children were in distant education, kindergartens continued full-time face-to-face education unlike themselves. Children criticized this situation many times. They mostly saw it as unfair. Besides, a small number of children argued that it was not unfair for kindergarteners to come to school. Online classes are more difficult for them because they are young and that they need to learn more at school.

We see that children are trying to decide, considering the government's policy that the classes come in order, instead of saying that everyone should come to school. However, they still criticize their and other children's situations and try to understand each other's arguments.

5.3.3 Are children's opinions taken when making decisions?

During our conversation, I asked children “Do you think children's opinions are asked when state, school, or housing estates are managed? Then, some of the children conveyed their ideas using particular examples. Apart from decisions, they

also brought up the importance of the number of people in decision making and different ways to get their ideas.

Children emphasize that it is unfair to ask only one person when making a decision, and everyone should be asked.

Duygu: I think children are not asked when managing schools, but I think they should be asked. For example, we will plant a tree. What kind of tree should children be? Apple tree? Pear tree? Kiwi tree? Chestnut tree for example... Children's opinions should be asked about this issue, but I think everyone should be asked once. Children should be asked, but they do not ask.

Emre: For example, let's say someone wants to build a place, a house, and the man wants to paint it all black. Other kids say it doesn't fit; they all want it to be green. But the man also paints it black, and the children have no rights.

Damla: Voting was held on the housing estate where we lived before. But they didn't ask me, for example, it was made in our garden. Only adults were participated. They made such a vote.

Emre: All children should be asked for their opinion.

Zehra: For example, a decision will be made in this school, for example, if they ask only Duygu, it would be very unfair.

Melike: For example, let's think a housing estate, they wanted to make the buildings colorful. They want to ask a child what color you would like. But they think "If we ask a child, we should ask other children as well" and they don't ask nobody.

There are different solutions to get the ideas of all children. Children are aware that they can use technology or the opportunities available at their schools to make their voices heard and be involved in the decision-making process. While doing this, they are caring about individuals with different needs such as those who do not yet know how to write, deaf or dumb people.

Melike: For example, opinions of all children that living on the husing estate can be asked. Let's say on the Internet, they can say "I'm going to build these houses. What color do you want, guys? You can send me an e-mail or send a message and tell me." Or if there is a phone number, for example, children can pick up the phone from their mother and text them.

Damla: For example, when deciding for school, children can be called from information desk and their opinions can be asked one by one.

Gül: You know, in our school, there is a mailbox called requests and suggestions. Anyone can be asked about it. So, all children can write ideas on the paper and throw it in. People will look at them and make these suggestions. They can do this everywhere, not just in schools.

Emre: Children who do not know how to write can also draw pictures and put them in the mailbox.

Melike: People who cannot speak can also draw.

Ela: People who do not hear also...

Voting is one of the first deciding solutions of adults. Whereas, in this case, the ideas of a group would be ignored entirely, even if it resulted in very close numbers. In our conversation with Buse, what she told about how to solve a problem can be an example of the idea that sometimes everyone's wishes can come true in order.

Elif: For example, let's say they asked you and they said we were going to paint the wall of the classroom. A kid said I would like green, someone said I would like red, someone said I would like blue. How will you get along?

Buse: It can be done like this... Each wall is a color. This wall is one color, other wall is another color...

Elif: Well, if they say you should agree on one color. The wall would not be so colorful. We can't buy any color paint. How do you get along as children?

Buse: Well, we can get along like this... uh... Let me think. We say to the children like this, let it be the color one of you wants first, then the color the other says while painting the walls. So, we can do that.

Buse shows that all children's wishes can be in different places and times.

5.3.4 What are their demands from decision makers and suggestions about the pandemic?

Children stated their wishes from the decision makers. They wanted to open schools and come to school face to face for five days. Children's dissatisfaction with decisions was also reflected in their voices and expressions.

Kalp: Teacher, if the state had asked me, I would have said, "You will open schools quickly, it's unfair!" I would say.

Duygu: I would go to the state and say, "Sir, would you please open the schools now!?"

Gül: There is no such person as the state (laughs)

Emre: I will break the head of state... (angry voice)

Elif: Well, I understand you are so angry.

Mira: I would say to the state, "Please make schools five days. Please, open the schools." (Suppliant voice)

Melike: I will go too and learn the name of State.

Elif: Who do you call state? President? Minister of education or health?

Melike: Huh. I will go to Ziya Selçuk (minister of education) and say, "Would you open the schools now? We are tired of online education. Why are kindergartens 5 days? Why did we come to school 2, 3, then 4 days? But we are still online. Why! Why! Why! We have the right to go to school too! We are children too. We have the right to learn anything. Some kindergartens still doing online education. They also have the right to go to school." Then, he would have opened schools. I don't think anyone can stand these words.

There are examples from two different conversations. Instead of asking for schools to be open for five days, the children make different suggestions such as dividing the days between classes, going in order, doing online and face-to-face education together.

Menekşe: I think they can do something like this. All classes go to school for a week. So, five days face to face. Then, online for next five days.

Elif: Why do you think like this?

Menekşe: Because we may not understand well online. But we can understand better by showing something at school, by finding something.

Elif: So why not go to school all the time?

Menekşe: That's why some students don't wear masks sometimes. We could be corona.

Elif: Hmm... Do you want them to stay at home for a week to prevent them from getting corona?

Menekşe: Yes, but online.

Buse: If they ask my opinion, it would be like this... You know, there is corona. We use two layers of masks. We go outside with distance. One day we go out, the next day we do not go out. We spend time at home that day. If it were me, I would do this. In that process, the corona was gone.

Elif: Well... how would you manage the schools?

Buse: Well, I would open schools one day and close them other day. So, one day children would go. According to the classes, I would do like this... I would say that first grades and kindergartens should go to school. Also, eight grades should go too.

Elif: Why did you choose these classes and not the others? Is there a reason?

Buse: Yes, now, we don't know how to read when we are in kindergarten. So, I would open it for them to learn. When children pass from kindergarten to first grade, I opened first grade too as we didn't know what was going to happen in first grade. Why eight grade... Because lessons can be interrupted in online education, so it should be face to face. That's how I would do it.

Elif: But you will be second graders?

Buse: Umm... I think we can be online. Second graders became second graders because they know everything...Or it could be something like this (laughs because she changed her idea) ... Let first graders go to school for ten or fifteen days. Then, second graders also go for ten or fifteen days. Classes can come to school in order.

Again, children tried to think about the needs of children of different ages and decide accordingly, instead of thinking only about themselves.

5.3.5 What topics did the children discuss on their posters?

Children's posters were like the conclusion of our discussions. They touched on issues such as children's rights, injustice, and what they expected from authorities as a summary of what we discussed before (Figures 81, 82, and 83).

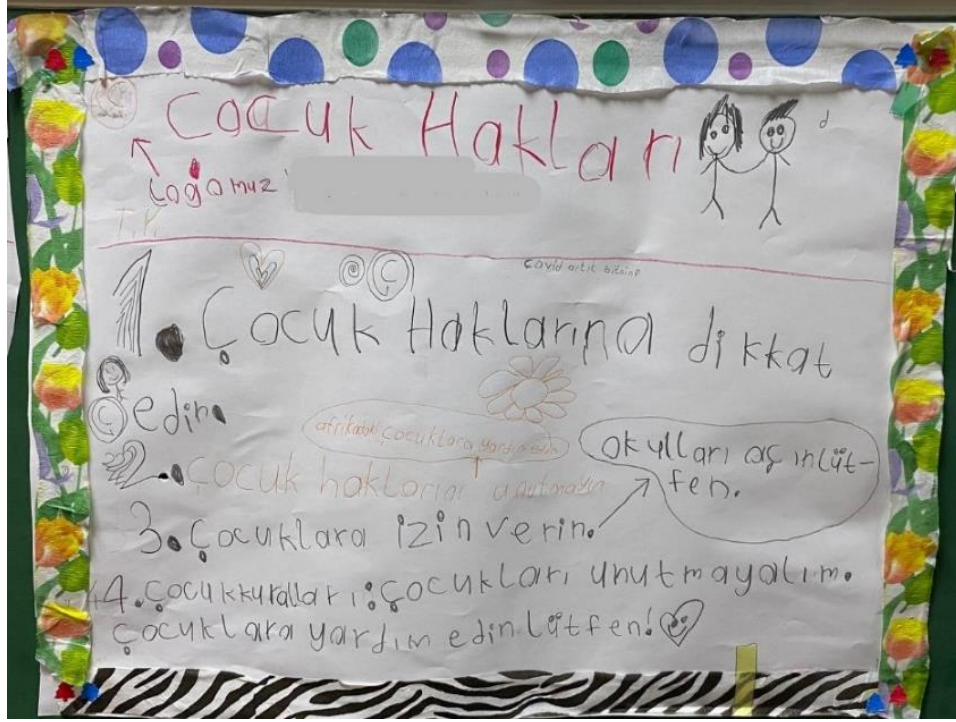


Figure 81. Poster of Emre & Zehra

First of all, it is interesting that despite not spending a long time focusing specifically, "children's rights (çocuk hakları)" were written in prominent places with bigger fonts in all three posters. Emre and Zehra also focused on this issue by saying, "let's pay attention to children's rights and not forget about children's rights."

Another issue they talked about was "to open schools/make schools face to face for five days," as they mentioned before. Children expressed their wishes many times in their poster presentations and their answers to the questions asked.

Open the schools now! We will go crazy! (Figure 81)

Please, but please make first grades five days, please. Let second graders come to school for five days. (Because they will be second graders next year) (Figure 82)

Open schools now. Online classes pissed us off—no more online lessons. You never listened to us when opening online lessons. (Figure 83)

They mentioned that children's thoughts should have been asked:

Finally, they stated on their posters that they were bored with wearing masks and the aspects that bothered them:

Kalp: I can't breathe much because the mask is thick. When I put on those white masks, I can't breathe at all. When I go home, I say I'm done, I'm done.



Figure 82. Poster of Ela, Mira, Melike , Damla & Gül

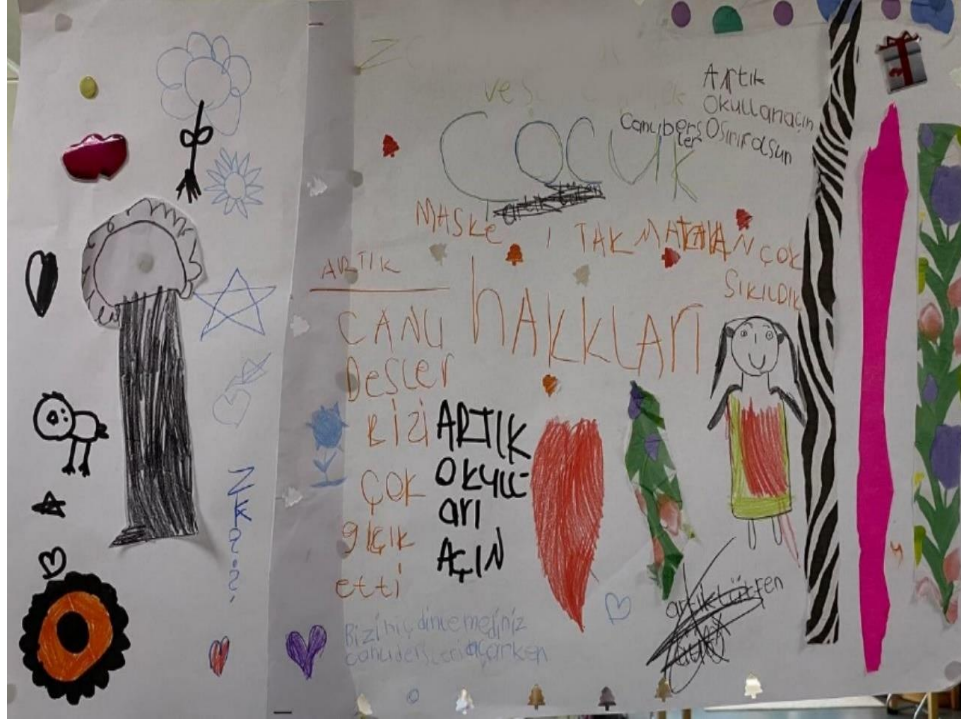


Figure 83. Poster of Duygu & Kalp

CHAPTER 6

DISCUSSION AND CONCLUSION

This phenomenological case study research aims to understand the experiences of first-grade students during the pandemic from their perspectives. While doing this, it was tried to maximize children's participation by using the research with children method. Although some of the research questions were determined at the beginning of the study, some of them emerged with the children's suggestions over time. The data obtained through interviews, drawings, and photographs were analyzed. In this chapter, the connection of the data obtained with the previous literature and the researcher's comments will be discussed.

First of all, the answers to the research questions posed by the children's suggestions, then the answers to the questions I asked the children, and finally, the findings of the common question will be discussed.

6.1 What kind of virus image do children have?

Considering how children describe the virus physically, it is seen that all children added human-specific features such as eyes and mouth to their virus drawings. It may be because of the drawings in cartoons and posters about the COVID-19. Furthermore, it is known that according to Social Representations Theory, there are two processes in making something unknown and new familiar: making something unfamiliar familiar and making an abstract perception almost tangible (Galli & Nigro, 1987). While the children were creating their representations of the coronavirus, they made unknown phenomenon more familiar by giving it human-specific features and embodying it in their drawings. In this way, the

uncertainty and anxiety caused by the virus can be reduced as it becomes familiar.

Furthermore, many of the children's drawings also contained crowns of the virus. It enables us to comprehend that children pay attention to how an object is depicted in the media and how their representation is formed in the same way.

Interestingly, in a study conducted in another country (Abdulah et al., 2020), the virus figures drawn by children and the features such as the virus not entering the house and waiting outside are quite similar to drawings of our study. This may show us that children create a shared social representation of coronavirus. Thus, they can think similarly about the virus and discuss on it.

Regarding the discussions about the naked eye visibility of the virus, most children stated that the virus was not visible. Some of them stated that it was only seen by people with special powers in their drawings or as a joke. However, a classroom discussion showed that some children were confused about the size of the virus. They claimed to have seen the coronavirus with their eyes. These ideas could indicate that not all children view the virus in the same way and that they are unable to anticipate how small it will be. This may be due to the age of the children and the fact that they do not have enough biology knowledge yet.

Children have also attributed several emotions to viruses. Some expressed the feelings of the virus they drew, and many of them said, "virus is angry." The virus was angry because they could no longer infect people since people wore masks and were vaccinated. Moreover, children stated such as "I'm going to infect you", "No one escape from me anymore" by voicing the viruses in their drawings. From those statements, it can be understood virus has a specific aim according to children. The virus and people are seen as in conflict. This finding is supported in the research conducted by Idoiaga and her friends (2020). Children also described the virus as

contagious and hostile. Of course, it would be pointless to expect children to reflect the virus positively despite all negative experiences of them but defining the virus as an “enemy” and thinking that “the virus wants children to be sick” give us an important clue about their perspectives. The fact that children think that the virus spreads and makes them sick is deliberately rather than a naturally occurring event can explain why they see the virus as a threat to their lives.

Finally, the children also include some human figures in their drawings. Some smile surprisingly. The reason for that children do not know that there is a coronavirus, they do not see it and, the corona disease has not started yet. We can understand from here that children associate the absence of the corona with positive feelings.

6.2 What do children know about the coronavirus?

The children’s expressions show us their knowledge about that the virus first appeared in China and spread worldwide. In many conversations, children used expressions such as “Virus came from the Chinese because people ate bats, the virus was transmitted to people from bats.” Children also used similar language when talking about vaccines, such as “The Chinese vaccine is not safe.” These statements can indicate how adult conversations and mass media dominate children. We need to be more careful when choosing our expressions.

According to the study conducted during the pandemic (Dhanani & Franz, 2020), it was found that the words chosen by the media and leaders increased xenophobia. Some scientists and authorities have focused on the virus’s origin and used discourses such as the “Chinese virus” and “Wuhan virus” to increase its connection with specific people. As seen in children’s expression such as “Bad

things happened because of the China”, discourses can quickly spread among children and cause them to have negative attitudes against a particular group of people. Considering Turkey, where many people live together from different ethnicities, such prejudiced statements may cause children to acquire xenophobia at a young age. On the other hand, many children from different ethnicities are at risk to be excluded from the community and maltreated by other people. All in all, as adults, we must select our words more carefully in the media, at home, and at school so that youngsters do not develop prejudices towards a certain group of individuals.

Moreover, children were aware that virus can spread whole world, even if one person has coronavirus. They talked to each other about the contagion level of the disease and how it spread.

The information that there were some similar diseases before the corona was known by children. We never talked about these diseases together, but they showed the “swine flu” as an example, even though the virus was active long before they were born. This could indicate that children may have in-depth knowledge and are attentive to learn and share related information from their surroundings.

Children also have information about vaccines in connection with the virus. They know that vaccines prevent the spread of the disease, that countries have different types of vaccines, and that people get vaccinated in different order such as firstly the healthcare workers then the elderly.

It is clear that children have comprehended many concepts discussed about the coronavirus. They are willing to share or criticize their knowledge with others. These topics can be seen as adultlike, however, children are interested in and want to talk about the details of the events taking place in their surroundings.

6.3 In what ways has corona changed their lives?

During our research, children stated that “corona changed our lives” in several times and ways. In another study, similar expressions were found, and children claimed that their lives had changed because of the pandemic (Amrutha et al., 2021). In our research, the children additionally mentioned specific changes they experienced. The alterations were as follows: staying at home, experiencing corona disease in-home, different concepts (masks, disinfectants, corona tests and deaths) that came into their lives with corona, changes in play, school closures, closed shopping malls, and changes in lives of others.

Staying at home: The most frequently expressed change was staying at home and not being able to go out both during our conversations in the classroom and in the photographs, they took from home. When taking decisions about lockdowns, the authorities failed to consider what children thought and needed. Children were completely restricted from going out for a while after the decisions were made, and then they were only allowed to go out for a few hours a week. Children are deprived of basic resources such as getting fresh air, playing games in the park and socializing with their peers at school which are vital for their well-beings. However, it is known how important these opportunities to support the resilience of children, especially in times of risk (Masten & Motti-Stefanidi, 2020; Mental Health Foundation, 2021). It is concluded that when making decisions about future events that affect children's lives, their potential impacts on children should be examined with the experts. More importantly, children's opinions about the practices should be sought in order to obtain the most accurate information about their experiences.

Having a relative with corona: Moreover, children mentioned the experience about getting corona disease by their families or a relative as a change. This can be a

significant change that children experience in their lives as people did not isolate themselves from other family members when they were sick before. They claimed about being in quarantine experience as “my mom made herself a cage” and “my mother was locked in a stuffy room.” These negative expressions give us an idea that children see the situation of being in quarantine as “being stuck” even if they are at the same house. Another child said, “those were very difficult times” when they stayed at their relatives with her younger siblings because her mother had corona. It should also be remembered that the stress that parents face during the quarantine procedure has an impact on their personal well-being as well as that of their children (Cusinato et al., 2020). Children may be affected by the anxiety and tension that parents naturally experience in this process. As a result, although children do not experience the physical effects of the coronavirus as adults, it is possible to see that they are affected socially and emotionally from many angles.

Concepts that came with COVID-19: First of all, there were masks, disinfectants, and cologne figures in most of the pictures they drew and on the map in our classroom. Since these are the most concrete indicators of change, they may have been included in many drawings of children. They expressed one of the changes in their lives as masks, and they generally complained about them. Children stated that they felt uncomfortable with the masks, sweated, and could not breathe. I did not encounter children’s ideas about this topic in the literature. This may be because, since we conducted the research at school, the children had to wear masks all the time, and they had the chance to express their discomfort instantly.

As adults, we know in which areas we are safe and take off our masks to breathe a little. In contrast, teachers expect children to use masks appropriately all the time. However, it would be unfair to expect children to wear masks all day

without any discomfort. Considering the needs and complaints expressed by children, adults should arrange the physical environments to minimize children's discomforts.

Secondly, children said that there was no corona test in their lives before. Now they should have a corona test if they get sick. They also expressed that some people have died due to corona. The children mentioned deaths superficially. Therefore, it is hard to know if that topic has an effect on them.

Play: Children made drawings about the games they played before and during the pandemic to show the difference. Changes in play settings was the first one. Children said they mainly played outdoors before. However, they mostly play at home during the pandemic. They also expressed their discomfort that they must have worn masks while playing. The children also said it was uncomfortable to wear masks while playing, as before. Another significant issue was the change in the types of the play due to the social distance rules. For example, they stated that while they were playing by touching and hugging each other before, they now play non-contact games at school. Also, they indicated played more online games than before. Moreover, considering their drawings, children made comparisons such as before the pandemic vs. during the pandemic, we were outdoor vs. in front of the computers, playing games by touching each other vs. playing hide and seek with dividing the paper into two parts. Children in other countries also stated that they played more video games at home during the pandemic while they were playing outside before (Abdulah et al., 2020).

After a while, a discussion started by some of children in our circle time by saying, "Actually, our games have not changed. We played by touching each other. We did not do what we were told in the research." This disagreement may be

because of the different approaches of their friends to mask and distance rules. While some of them paid much attention to wearing their masks and keeping their distance during the day, others did not. Although they said that our games changed, they talked about their friends who took off their masks or got too close during the games. This could have been voiced by children as a result of their complaints about their friends.

Children are generally aware of changes in their play. They are more likely to play games at home than in the past. Even if they are outside, they should prefer games with masks and more distance. Of course, adhering to the mask and distance requirements throughout the school day is extremely tough for them. It can be understood that their plays are changing. However, from time to time, they play like they do in the past without concerning about the virus. Finally, in terms of the reliability of the research results, it is valuable that children are able to criticize themselves and discuss what they have said in the past instead of focusing on the answers adults want.

Another distinctive feature that the children compared in their pictures was children's facial expressions and emotions. While many drew their characters with happy faced before, they placed a sad expression during the pandemic. Moreover, some of the characters had mask-wearing detail. When I asked why children in the picture were happy or unhappy, the children's answers were mostly "because there was no corona" or "now the corona exists." Pictures are essential tools while conveying the feelings and thoughts of children. The difference between the feelings of the characters in the drawings also gives us information about the actual feelings of children.

“We could not come to school”: In previous studies, children often stated that they missed their school and regular classes during the epidemic (BBOM 2020; Amrutha et al., 2021). In our research, children mentioned that they could not come to school and had to participate in online education. Considering that children spend most of their time in school, we can better understand how this sudden and significant change in their education life affects them. Because the school is in the microsystem where the most important resources for children are located, the inability to go to school may have had different effects on children's development (Zhen, 2020). Children's exposure to long-term stress at home, being away from their friends and teachers, and insufficient personal space at home may have caused various psychological problems (Akoğlu & Kararslan, 2020). Given all of these considerations, we believe that school closure decisions should be made with greater caution. When students do not attend school, it has an impact on more than just their academic lives. Especially for children who lack qualified food, education, and social resources at home will be more influenced by such harmful social events.

Shopping malls: For most children, malls were the places to socialize before the pandemic. The closure or strict measures of such places prevented them and families from going there. The children complained about that they could not go to the mall as they used to because of the pandemic. Also, they claimed that shopping malls had infections and people should have been more cautious there. It is possible that children specifically mentioned the changes in malls since they spent so much time there. They may perceive these changes and restrictions as interference to their social lives. At the same time, the stories they hear about increasing disease transmission in shopping malls may make them feel anxious when they visit. For this

reason, it is of great importance to avoid frightening statements, even if it is to keep children away from danger to prevent future anxieties.

Life of others: Children expressed that young people were also affected by the pandemic and went through the corona heavily. There are exams they have to take, and the closure of schools may affect their success. Children may have drawn attention to this issue because there is someone around them who has these difficulties. However, the fact that they talked about preparing for and succeeding an exam while they were still in the first grade may indicate that they have an idea about what they will experience in the future. Moreover, the children specifically talked about the hardship and change experienced by people who wear glasses. Although they themselves do not wear glasses, they would have been impressed by the observation they made in their environment and from their classmates. They claimed that these people had more difficulty, and their glasses were covered with steam when they were wearing mask. Observing children concentrate on the issues faced by others, perhaps things that adults are unaware of, demonstrates how sensitive they are to their surroundings and how keen observers they are.

6.4 How were the lives of others affected by the pandemic?

The children indicated that they wanted to do extensive investigations on the influence of corona on the lives of healthcare workers and the elderly at various points during the research. It was not something I expected the children to bring up these two issues. We talked about the worries the children had about such people's lives and took notes as their wishes. We invited a professional to our class to answer children's questions but unfortunately, we did not have much time to work with the elderly because we were at the end of the semester. Children's attention on these

topics demonstrates that they are interested not just in changes in their microsystems, but also in the impact of the pandemic on the lives of people in the meso and exosystem.

6.4.1 Healthcare workers

The children had decided from the first day of the study that they wanted to examine the lives of healthcare workers. Children's particular interest in this issue may be that some have a close relationship with health worker, and they observe their COVID-19 related experiences. In a previous study, children expressed health workers as heroes fighting against the virus (Idoiaga et al., 2020). In this study, the children did not directly use the word or make drawings for doctors as heroes, but they asked questions like "Isn't your job difficult? Don't you ever get tired? How do healthcare workers do such complicated things? How do you look after so many patients?". Their curiosity shows that children understand the difficulty of doctors' work, and their essential role while fighting against the pandemic.

Moreover, questions about masks came to the fore, such as "How many layers of mask do you wear? Why are we wearing masks? What do you want to say to people who do not like masks? Are the masks safe or unsafe? Is it possible to wear three masks?" Considering that children see the mask as one of the most critical changes in their lives and complain about them many times, it is understandable that they ask these questions to a health worker.

Dr. Bahar, the health worker we invited to the lesson, also mentioned her pediatrician profession. Children showed great interest in her profession because most of them had baby siblings and asked questions about babies apart from the

pandemic. In this way, it is seen that even though we have been invited the doctor to ask questions about the pandemic, they may also be curious about various subjects.

All in all, since the beginning of the research, children have shown great interest in talking about the health workers' lives in the pandemic. They are concerned about the health workers' lives and are wondered their job experiences. It is precious to see their worry and curiosity about the lives of others.

6.4.2 Elderly people

Some of the children wanted to study how the lives of the elderly were affected. Although we had the chance to talk about what they wanted to do, unfortunately, we did not have enough time to go deep into lives of aged people as the schools were closed.

First of all, children drew attention to the loneliness of the elderly during the pandemic. They gave the idea of preparing gifts to make them happier. Research indicates also the loneliness felt by the elderly increased during the pandemic (Dahlberg, 2021). It was not one of the findings that I could have predicted at the beginning of the research that children anticipated the difficulties experienced by the elderly, empathized with them, and wanted to do something for them. We can see the importance of getting the perspectives of children and including them to the research processes actively thanks to this example.

Also, another group of children said that aged people are sensitive, so they receive good care if they get sick. The fact that the children with whom we had this conversation had grandparents nearby might have increased their curiosity about this subject. Children in prior research had indicated anxiety about spreading the disease on to the elderly (Idogiaga et al., 2020). However, the children in this study did not

mention such concerns. They wanted to ask questions like “Do they feel afraid when they go to the doctor? Does it hurt? How do they feel when they cannot smell or taste?”

Children indicated that they were aware that the elderly were affected differently by the corona. Thus, people should treat more sensitively and find solutions to their loneliness. I believe that children’s willingness and curiosity give an important message to adults. When children are listened to and allowed to implement their plans, they can think up and take actions that will benefit society on their own.

6.5 What are children’s experiences with face-to-face and online education?

One of the questions I was wondering was how children evaluated their experiences in online and face-to-face education. To summarize, while children have positive feelings (happiness and excitement) about traditional education, they express mostly negative thoughts (boredom and fatigue) about online education.

6.5.1 Face-to-face education

When children were asked how they felt about being in school, their most common response was “I am very happy and very excited.” In parallel with these statements, they expressed their feelings as being disappointed, angry, and sad when schools did not open. It is known that school is an essential place to improve children's resilience and a shelter from risk factors (Masten & Motti-Stefanidi, 2020) through several resources like peer communication, socialization, and developmental resources (Zhen, 2020). With the closure of schools during the pandemic, children have been

deprived of these beneficial resources and this may have a negative impact on their development, well-being, and learning.

Furthermore, children stated that they missed taking breaks at school, face-to-face lessons, doing activities and playing games with friends in the classroom (BBOM, 2020). The results of a study in India demonstrated also that children missed their schools, teachers, face-to-face lessons, and having fun at school with their friends (Amrutha et al., 2021). In our study, although the children did not respond to the question “what they missed at school”, they actually gave similar sentiments as reasons for loving school. They showed several reasons such as the difference in lessons, materials, and opportunities, seeing each other alive, break times, playing with friends, and being together with the teachers. It is noteworthy that children from different parts of the world list the things they miss during the pandemic with similar expressions. Apart from seeing school as a place to learn new things, they consider school as a way to socialize by being together and have fun with friends and teachers.

Considering the negative aspects of being at school, children expressed the possibility of being sick, wearing a mask, and missing home. These expressions may indicate that children do not look at the world through rose-tinted glasses. Although they want to come to school very much, they are also aware of possible challenges. Children are afraid of the contagiousness of the virus (Idoiaga et al., 2020). They realize that when they come to school, they are more likely to get sick. Moreover, children have repeatedly said that they dislike wearing masks. They couldn't breathe well, they were bored, and uncomfortable with them. Although there are substantial advantages in going to school, wearing a mask during the whole school time seems to be quite challenging for children. Lastly, one of the children says that she misses

her home and brother while at school. Although she loves being at school, she misses spending more time at home. I believe that adults experience similar feelings. As most of us are used to remote working, it is not easy to return to offices and previous working life. Most people miss their home more than before when they are away.

6.5.2 Online education

In contrast to the positive feelings about being at school, children expressed more negative feelings such as being bored, tired, and not having eager to join online classes anymore about online education. Current research about online education indicates that students prefer face-to-face education from primary school to university (Chakraborty et al., 2021; Tichavsky et al., 2015). Moreover, children do not want to attend online classes anymore. General satisfaction of the children decreased over time and especially first-graders are among the least satisfied classes (Cui et al., 2021). In our study, children stated that they did not want to participate in online education for various reasons.

Among these reasons, they expressed the difficulties they experienced in online education. Children mostly mentioned technical problems such as accessing the meetings, scratched screens, and being muted by others. Although there is no study conducted with children, parents in Turkey stated that their children are resistant to online classes because of the technical problems (Bozkurt & Duran, 2021). The fact that children and families have similar statements can indicate that they are having a hard time in front of the screen. On the other side, the teachers were also having a lot of difficulties. It was really hard to draw the children's attention to the lesson, to fix the children's connection difficulties in limited class time, and to get everyone to listen to each other. However, all power was in the

hands of adults. Generally, children's voices were muted throughout the lesson.

Especially when young children as in this study had a problem (not being able to see the screen, being taken out of class by someone else, etc.), it became impossible for them to make their voices heard and ask for help. Unfortunately, the teachers, who were trying to finish the lesson on time and to catch up with the curriculum, were completing the lesson by establishing one-way communication. From children's perspective, it is possible to understand the decrease in their efficiency and willingness to participate in online education over time, as they do not know precisely how to cope with such difficulties in each lesson.

Moreover, children discussed that they do not understand and learn the lessons well enough in online education. They said that even if they learned, it was very difficult. The most important thing affecting their learning is the materials they use in the classroom. They believe that they learn better by touching concrete Montessori materials, but they do not have them in online education. Although the majority of the children in this study have adequate resources at home, we can understand from their words how important the possibilities provided at school for their learning. Since children used to work with Montessori materials at school and learn in a concrete way, it may have been more difficult for them to learn something just through the screen.

Children say that they cannot see each other alive in online education and this restricts their interaction. According to their expressions, even if they can see all friends on the screen, it is not like "real". While they have chance to see, touch, chat, and joke with friends during classes and breaks at school; in online education, their communication has generally been limited to seeing each other. A study conducted

years ago also supports that students do not prefer online education because they have less social interaction with their friends and teachers (Tichavsky et al., 2015).

Finally, children found online classes more boring, and they gave some suggestion to make it more enjoyable for them. They wanted to play games, listen to music, dance, organize online entertainment days, do handcrafts, watch videos, and meet outside for the lessons. As teachers, we held many meetings and made plans to make children more interested in online lessons. However, it would be beneficial getting answers from people who take these classes. In addition, the children did not suggest "Let's have fun, let's not study" while giving these suggestions. They stated that they could learn by dancing in some lessons and by reading in others. It is seen that children try to establish a balance by wanting to continue learning and having fun in online education.

All in all, regarding children's experiences about different education types, it is possible to conclude that children prefer being at school to online education. They cited the reasons for this as being with their friends and teachers at school, being able to play games during recess, seeing each other alive, using educational materials at school, understanding the lessons better, and the technical problems they experienced in online education.

However, the reasons why children prefer being at school to distant education should also be considered. The children in this study attend a school where middle-upper class families send their children, where Montessori education is practiced, and which provides much better opportunities than public schools. Unfortunately, it should be noted that the "praise to school" does not apply to all children in the country because the opportunities they did not have in school or their negative experiences. Furthermore, many children could not attend online trainings because of

insufficient technological opportunities, and they did not even have the chance to compare this situation with traditional education.

6.6 What are their resources (protective factors) during their stay at home?

It is known that being aware of individuals' protective factors and the resources that make them strong is critical when they are at risk (Gizir, 2007). Since the pandemic is also a risk factor for children, I wanted to know children's ordinary magic that make them resilient during the epidemic. The children showed the things that were good for them at home through the photos they took. It has been seen that there are many different resources at home that are good for them. Playing games with siblings and parents, having a sibling, house plants, nature, books, going outside, animals, cooking and eating, riding, doing handcrafts, Ramadan and Eid, having a balcony and view, online education, learning new things, and playing an instrument, grandparents, helping housework, sport, watching tv, dance and saving money are all resources of children.

The children expressed most frequently as playing games among their resources at home. Even though they pointed out several types of play such as playing with toys, board games, outdoor games etc., playing with parents and siblings was their favorites. In parallel, BBOM (2020) also indicated that playing games and spending time with families are what children like to do most at home during lockdowns. Although children have several types of toys, the best resource for them was the games they played by spending time with their families. Considering this finding, we can understand how parents' positive attitudes are necessary to foster children's resilience and build social relationships in difficult times (Masten & Coatsworth, 1998). Playing with toys, board games, in the garden, online games and

robots comes after playing with families, respectively. Interestingly, compared to previous studies (Abdulah et al., 2020), children made little mention of online games. This result may be due to the younger age of the children. Maybe they did not want to share it with me as their teacher because they did not want to be judged.

Apart from the photos while playing with siblings, children also took photos of them separately. Children explained that they took these photos because they liked to spend time with their siblings. When their parents have work, they spend most of their time with them. Moreover, they said, “if I did not have a sibling, I would be so bored at home.” Studies have also shown that many children spend more time with their siblings than their parents (Davies et al., 2019). Therefore, the role of siblings is as essential as that of parents on children. Furthermore, according to Gass et al. (2007), it is necessary to evaluate the sibling relationship as not only a means of entertainment but also as a protective factor. During the pandemic, it is possible to understand that children spend more time with their siblings due to the increased workload of parents at home and remote working. Thus, the positive relationship may have been a crucial protective factor for children during the pandemic.

Many of the children had photographed their plants at home. They stated that they enjoyed caring for them, watching them, and talking with them. Moreover, according to the Mental Health Foundation (2021), when people's bond with nature increases, they become happier, and their anxiety levels decrease. Because children were unable to leave the house, it is seen that they try to maintain their ties to nature through houseplants. As a result, having a plant at home might be a protective factor for children during the lockdowns.

Curfews were eased when it was time for certain children to use the camera. As a result, they added images taken from outside the house. The majority of these

images were captured in natural settings (the seaside, in the forest, with the trees). Unfortunately, playgrounds, forests, and sea sides were restricted to visitors for a while in order to avoid the spread of the disease in Turkey. In contrast, research suggests that spending time in nature is beneficial in helping people cope with the adverse effects of the pandemic (Pouso, 2020). Furthermore, it is found that being in nature has a favorable impact on people's emotional and mental health (Bratman et al., 2019). According to our findings, children agree that when they can go outside, they prefer to spend time in nature, and that this is good for them. Finally, they expressed that they were afraid of insufficient care and damage to the plants outside because people did not go out much during the pandemic period.

Moreover, children stated that reading books and learning new things were something they enjoyed doing. Because children cannot benefit enough from facilities of school, the importance of household resources has increased even more.

Children commonly remarked that they enjoyed spending time in garden of their housing estates. Even though there were curfews, residents normally allowed to use their estates' gardens and other facilities. It is well known that children's developmental outcomes related with the supportive neighborhood facilities (Fraser et al., 2004). Especially during the pandemic, gardens, parks, and open spaces in neighborhoods as a part of children's exosystem have become much more important to support children's well-being (Mitra et al., 2020). Most children in this study had easier access to the outdoors because they lived on a housing estate, and they were aware of their advantage. For example, one of them said "Having a park in the housing estate is very nice. You are not stuck at home. You seem to be outside, but actually you are in your own neighborhood".

They shared photos of animals in their homes or from their housing estates. They remarked that it was good to take care of them. Moreover, they were aware that animals, like plants, struggled to get enough food during lockdowns because people were staying indoors more.

While children spent time at home, they enjoyed cooking, eating and assisting with housework. We know that many people began to spend more time in the kitchen during the pandemic. This trend may have also influenced children. Furthermore, these activities may also be a way for children to spend time with their parents. If we assume that the parents show closeness to the children and give supportive instructions while doing these leisure activities together (Masten & Coatsworth, 1998), the probability of the children to be affected by the harmful effects of the pandemic is reduced.

In addition to the resources most mentioned above, it has been observed that children enjoyed cycling, scooter riding, roller skating, crafts, playing instruments, learning new things, doing sports, supporting a team, dancing, online games, watching TV and saving money. From these different activities, it is seen that children can find different occupations at home according to their own tastes. Previous studies have also shown that having such hobbies improves self-esteem and directly the resilience of the children (Fraser et al., 2004). Compared to other studies (Abdulah et al., 2020; BBOM, 2020), children here made little mention of spending time with playing online games or watching TV. This may be because of the sensitivity of the families and the young age of the children. Also, the fact that I am their teacher may be a reason for this.

Moreover, some of children expressed that they liked to get up for suhoor with their families in Ramadan. They also complained about not being able to being

together with their loved ones during the Eid or iftar due to restrictions. Religious beliefs of individuals can be an important resource when supporting their well-being (Counted et al., 2020). In our research, spending a special time with families and decorating the house during Ramadan may have been another protective factor for children.

Children see having a balcony as an advantage. They reported that they spent a lot of time on their balconies during the closures since it provided them fresh air. When youngsters are unable to go outside, one of the few options for getting fresh air is to spend time on the balcony. Although the number of people who have this opportunity in big cities is quite limited, it has been understood with the pandemic that balconies are as important as the size of the houses. In addition, studies have shown that even having a window with a view of nature is linked to people's mental and physical health (Raanaas et al., 2012). In our study, a few children remarked that they liked the view from their windows since they were not going outside. As a result, it is seen that the facilities and views of the houses were also noticed by the children and expressed as a resource.

Furthermore, while the students repeatedly pointed out the disadvantages of online schooling during the study, they also highlighted it as a resource in their photographs. It emphasizes the importance of ongoing training and communication for children despite the fact that they believe this is not the best option for them.

Aside from previous ones, there were several sources that children rarely cited such as visiting a family member, doing sport, supporting a team, dancing, and saving money. Children may have mentioned them less for various reasons. For example, during the pandemic, many people deliberately met less with older family members to protect them against the risk of coronavirus. For this reason, children

may be deprived of this relationship, and they did not have a chance to mention too much. Also, since the sports centers were mostly closed, they did not have the chance to talk about it much.

All in all, there are a variety of materials available to children at home throughout the epidemic, as evidenced by the hundreds of images and narratives. Of course, as the number and quality of these resources expands, children's satisfaction and well-being at home improve. However, it is understood from the frequency of children's expressions that relationship established while playing and sharing time with family members, having a sibling, caring plants, being in nature are more valuable resources than the materials and toys themselves.

6.7 What are the children's requests from decision makers and suggestions?

First of all, the children said that they were treated unfairly during the pandemic period. I tried to understand what concepts such as children's rights and suffering injustice meant to them. After that, we had a discussion about whether children's opinions were taken or not. Finally, they voiced their expectations of the country's government during the pandemic as well as their recommendations for new policies with the help of their posters.

When the findings on all these issues are examined in order, it is seen that for some children, "right" means having permission and right to do what they want. For example, one of them said that "I want to be a painter. I have a right to do this." Children using similar expressions may have emphasized their right to choose. Other children defined right as the thing that you get when you own something with saying "That toy was mine, so I had right to use it." They gave this example on the events they had with their siblings. Although we had read a book about all rights of children

before this conversation, the children preferred to explain the concept with examples from their experiences rather than the ones in the book. A similar inference was also seen in the work of Akman (2021). Children often talk about rights related to their own experiences. These findings help us to see actual perspectives of children instead of hearing memorizing information.

When children were talking about the injustices they have faced as a result of the pandemic, a heated debate ensued. Most children saw the greatest injustice as the fact that children in kindergarten come to school five days a week, but they could not. Children complained that online education was insufficient and that they should have gone to school. In contrast, a few children believed that this was what it was supposed to be. They maintained that younger children should have attended school because online lessons were more challenging for them, and they knew less than they did. Both sides were right, but I believe what is remarkable is that the children did not suggest that both ages should go to school. This could indicate that children are aware of the circumstances of the time and the policies of the country, and that they have expectations in line with them. Because for a long time, children alternated going to school on specific days of the week with different grades, and kindergartens were given priority. However, it was still noteworthy that they defended their own viewpoints while also listening to the alternate view and trying to establish a common path.

In general, children believe that their opinions are ignored when new decisions are made. For instance, they claim that while planting trees in school yard, painting the walls of the school, and making decisions about the neighborhoods where they live, children's opinions should be included as well. However, children also aware that it will not be easy. For example, how will people reach all the

children on the housing estate or will all the children be able to get along about the color of the wall. The children also consider various suggestions to these problems. Firstly, they came up with the idea that children could be surveyed via the internet or their families' mobile phones. Secondly, they said that by placing suggestion boxes in many places, the ideas of the children could be obtained. Moreover, children have produced solutions for children who do not know how to write and cannot see these suggestion boxes. As a result, children are aware that their ideas are not listened to, besides they have very innovative ideas to make their voices heard. While as adults we are making a decision, voting and following the decision of the majority are the first things that come to mind, children focus on making each child's wishes come true in turn.

In addition to all these conversations, the children expressed their expectations of those in charge of the country during the pandemic. In essence, they demanded that schools opened and that they attended for five days. They conveyed their wishes in a variety of ways but the summary of all the talk may be this call:

“I will go to Ziya Selçuk (minister of education) and say, would you open the schools now? We are tired of online education. Why do kindergartens come to school for five days? Why did we come to school two, three, then four days? But we are still online. Why! Why! Why! We have the right to go to school too! We are children too. We have the right to learn. Some kindergartens are still doing online education. They also have the right to go to school.”

They recommended that all classes could come to school one week and continue to online education. Another example was all classes came to school one day and continued distance education the next day. They said that they found such a solution because they could have corona at school. Although children want to come

to school very much, as seen in previous research results (Abdulah et al, 2020; Idoiaga et al., 2020) children are afraid of being infected by the corona.

Lastly, in order to declare their rights and desires to authorities, the children created posters in groups and posted them in various places of the school. These posters summarized the entire discussion. Despite the fact that we could not spend too much time on children's rights, all of the children incorporated them on their posters. They also claimed that schools should have been open for five days and children's opinions should have been considered via their posters.

As it can be understood from the expressions of the children throughout the research, the school is an indispensable microsystem for children with its socialization opportunities. Although not all children have the same conditions at school, break times, friendships, play, and teachers offer the opportunity to socialize. For this reason, decision makers should make decisions by considering the statements of children. It should not be forgotten that school is an indispensable resource for children.

Finally, they reviewed the use of masks, which was the most common topic of complaint throughout the study and the pandemic process. They indicated that they no longer wanted to wear a mask since it limited their breathing and made them uncomfortable.

6.8 Conclusion

This study has revealed that children describe the image of the virus with human-specific features such as eyes, mounts, and eyebrows. According to social representations theory, this can be explained by the fact that children make certain

what is uncertain for them (Galli & Nigro, 1987). In this way, a representation of the coronavirus is formed, and the anxiety caused by uncertainty is reduced.

Although the majority of the children believe that the virus is invisible to the human sight, others may argue that they encounter a virus outside.

The children discussed the virus's emotions in the drawings and frequently stated that it was angry. They claim the reason for this feeling is that viruses cannot infect people and make people sick. Many children's emotions indicate that they believe the virus's sole job is to make people sick. For this reason, they may not see this disease as a natural phenomenon but as an enemy to their health, as in the study of Idoiaga et al. (2020).

Children know that the virus started in China, spread there to the whole world, and originated from bats. They also mentioned infectious diseases like swine flu in the world before the current pandemic. Moreover, although the coronavirus vaccine had just recently begun to be created at the time of the study, children understand that different nations have different types of vaccines, that people can be vaccinated with different priorities, and that the vaccination helps prevent the virus from spreading.

Children in this study report that their lives have altered, as they have in others (Amrutha et al., 2021), and they specify how they have changed. Staying at home, experiencing corona disease, new things that entered their lives with corona (masks, disinfectants, corona tests and deaths), changes in play, school closures, closed shopping malls and changes in lives of others are the most significant changes that children discuss.

One of the areas they concentrated on the most during these changes was masks. They claimed throughout the research that the mask affected them, causing them to be breathless and unable to get fresh air.

Throughout the study, children were interested in how the pandemic has impacted the lives of others. Plants and animals on the street, young people, people with glasses, healthcare staff, and the elderly were all affected differently from their point of view. For example, they argue that animals and plants do not get enough care when people are not going out due to curfews. Children examine how school closures affect young people's exams, how masks make life more difficult for individuals who use glasses, and how the elderly sometimes feel lonely in their homes. Lastly, they are most interested in healthcare workers' experiences during the epidemic.

Considering children's perspectives about face-to-face and online education, children have positive attitudes and crave for face-to-face education, while they have shown dissatisfaction with distance learning. They enjoy going to school because of the course materials, the break times, playing games with their friends, and being together with teachers. Children are also aware that, although they would love to come to school, they are more likely to get sick and have to wear masks. Furthermore, in online education, children face a variety of challenges. The significant obstacles include technical difficulties, a lack of understanding of the lectures, decreased communication, and fatigue with online classes. Their suggestions to make distance education more fun are playing more games, listening to music, dancing, organizing entertainment days, doing handicrafts, etc.

When people are at risk, it is well established that being aware of their protective factors and the resources that make them strong is crucial (Gizir, 2007). In

this study, children talk about the protective factors through their photographs.

Children's resources include playing games with siblings and parents, having a sibling, house plants, being in nature, having books, going outside, animals, cooking and eating, riding, doing handcrafts, Ramadan and Eid, having a balcony and view, online education, learning new things, playing an instrument, grandparents, helping with housework, sport, watching television, dancing, and saving money.

When children are asked about the concept of rights, it is seen that they have different definitions based on their experiences. Many children describe not being able to attend school as suffering a great injustice. On the other side, a few children feel that younger children should attend school more frequently because of their lack of knowledge and inexperience in online education. Furthermore, they claim that their opinions are never sought when significant decisions affecting their lives are taken. They are aware that it is difficult to get all children's ideas at the same time. However, they offer various solutions such as using the internet or parents' phones to conduct surveys or placing wish and complaint boxes in their living quarters.

When it comes to the children's desires from the decision makers, in short, they say they want schools to open, and they want to come to school for five full days. They make various application suggestions so that all children can come to school in order.

6.9 Significance and implications of the study

Research is crucial in a variety of ways in terms of its methodology and findings, especially in the context of Turkey. When looking at the research method, it is clear that the number of studies undertaken with young children in Turkey is deficient. Generally, teachers or families are consulted when children's thoughts on an issue are

sought. For this reason, it is critical that the study is conducted over a lengthy period in children's own school context with their participation and guidance. Since the children decided mainly on the subjects they wanted to talk about and study, they conducted the study with more enthusiasm and excitement. Furthermore, the research is important because of the variety of data collection methods used. Children's drawings, photographs, one-to-one interviews and collective discussions helped to reveal data that triangulate each other.

Regarding the significance of the research topic and findings, although there is numerous research on the pandemic period, there are few studies that pay attention to children's perspectives. The children's ideas expressed throughout the research reveal that they have a deep knowledge of the COVID-19 pandemic, that they can anticipate societal problems and create remedies to them. Furthermore, contrary to popular belief, children do not think self-centered. In contrast, they think about and evaluate the influence of the pandemic separately, from plants to animals, young people to the elderly and even healthcare professionals. All these indicators prove that children convey their ideas quite successfully and researchers should conduct more scientific studies in partnership with children.

Considering the practical implications of the study, there are several suggestions to parents, teachers, researchers, and administrators. To list a few of them shortly, playing games and spending time with family were identified to be the most important factors in increasing the resilience of children at home throughout the pandemic era in this study. As a result, the necessity of parents spending as much quality time with their children as possible, as well as spending time together in open settings, is highlighted once more.

We know that teachers are also suffering a lot during the pandemic. However, it has been found that providing more opportunities for children to have their voices heard can also be an advantage for teachers. For instance, children have different suggestions to make online lessons more enjoyable. The fact that teachers pay more attention to children's needs will increase the efficiency of them in the lessons and reduce teachers' mental fatigue. In addition, when teachers involve children more in various decision-making processes in the classroom, it can enable children to take responsibility for their own decisions more easily. In this research, the active role of children in the research process was an important factor in their ownership and conduct of the research. Likewise, teachers can share various duties and responsibilities in the classroom with children.

As mentioned earlier, researchers should not view research with children as asking questions and waiting for answers or getting answers through an adult. By using participant-friendly approaches, they can make research more enjoyable and meaningful for everyone. Thus, there will be more research in the literature where children's voices and thoughts are directly seen.

Last but not least, it is seen that children should be listened to and taken seriously by the decision makers (school administrators, housing estate administrations, municipalities, ministers etc.) in order to understand their needs and ideas. Children are the ones who experience the difficulties in their own lives best and can produce the most useful solutions to themselves. For this reason, it is necessary to change people's perspectives of the child, to be seen as an individual and to be asked about the situations that affect their lives. Moreover, the most common complaint of children is that they cannot come to school. They explained why online education was not effective for them with various arguments. Authorities

need to make decisions about issues affecting children's lives by listening to their ideas and consulting with experts about the mental and physical health of children. As seen in the findings of this study, green spaces, parks, and the facilities that children have in their neighborhood has a crucial importance, especially in risky times as pandemics, in order to protect their resilience. Authorities need to increase the number and quality of such areas to protect the physical and mental health of people in the long run. Lastly, our research has been an intermediary to see the effect of the language used in the media on children. The children said that coronavirus was spread by Chinese people, and they were responsible for it. To keep children from becoming increasingly prejudiced and xenophobic, the words used in the media and society should be carefully selected and regulated by decision makers.

Although it is unrealistic to expect all of these recommendations to be implemented across the country in a short period of time, at least, parents, teachers, researchers, and school administrators can take baby steps.

6.10 Limitations of the study

The findings of this study are not generalizable in nature as it is a phenomenological case study. Thirteen girls and a boy attending the first grade took part in the research. Rather of striving for broad conclusions, the findings describe the perspectives of specific group. For this reason, similar studies should be carried out in order to learn the thoughts of children of different groups and ages about the pandemic.

In addition, the study has been conducted in a private primary school with children who have upper-middle class economic status. Children were educated according to Montessori approach. Therefore, a similar study can be repeated in

public schools with children from lower-, middle- or upper-income families, and in traditional classrooms.

While the pandemic itself is a resource for this research, it has at times become an obstacle. Frequent changes in the decisions about whether schools are open or not required simultaneous changes in the course of the research, causing pauses from time to time. Sometimes, some of the children could not participate in certain parts of the research because they have corona or having close contact with someone who has corona.

Finally, due to the limited number of studies investigating children's experiences during the pandemic period, it has sometimes been difficult to support research findings from the literature.

APPENDIX A

AN EXAMPLE OF TRANSCRIPTION

Emilia: Öğretmenim Çin aşısını bir tane bakan yapmayın diyordu. Çinlilere yaptırmıyorlarmış sonra bir sürü yerlere yani gönderiyorlarmış ama Çinlilere yaptırmıyorlarmış.

(A minister was saying don't get the Chinese vaccine. They don't give the vaccine to Chinese people, but they send it to other places. They don't do it to the Chinese.)

Elif: Nereden duydun bu bilgiyi?

(Where did you hear this information?)

Emilia: Bilmiyorum annem duymuş.

(I do not know. My mum heard.)

Menekşe: Neden öyle yapmışlar?

(Why did they do that?)

Emilia: Çin aşısı güvenli değilmiş.

(The Chinese vaccine is not safe.)

Mira: Ben ne olduğunu anlamadım.

(I did not understand what happened.)

Duygu: Bir kişi ile başladı ama bir kişi bile olsa bütün dünyaya yayılıyor.

(It started with one person, but even if it is one person, it spreads to the whole world.)

Emilia: (Ayağa kalıyor ve çemberin ortasına geçiyor) Mesela ben koronavirüsüm. Hepimiz çemberdeyiz. Bunu dünya olarak düşünün. Ben ortadayım herkese bulaşabilirim.

(Standing up and going into the middle of the circle) For example, I am coronavirus. We are all in the circle. Think of it as the world. I'm in the middle, I can mess with anyone.)

Duygu: Evet. Sen koronavirüssün diyelim. Bir kişi bile olsa bütün dünyada herkese gidiyor.

(Yeah. Let's say you are the coronavirus, even if it is in one person, it goes to everyone in the world.)

Emilia: Sana koronavirüsü deşdirdim. Herkese korona bulaştı (yanındaki arkadaşına dokunuyor)

I touched you the coronavirus. Everyone is infected with corona (touching her friend)

APPENDIX B

CONSENT AND INFORMATION FORM

Araştırmayı Destekleyen Kurum: Boğaziçi Üniversitesi

Araştırmanın Adı: 1.Sınıf Öğrencilerinin Pandemi Sürecinde Eğitim ve Sosyal Hayatlarındaki Değişikliklere İlişkin Deneyimleri

-Proje Yürütücüsü: Zeynep Berna Erdiller Yatmaz

İletişim:(Boğaziçi Üniversitesi Kuzey Kampüs ETA-B Blok 4.Kat 34342 Bebek, İSTANBUL-)

-Araştırmacı: Elif Kevser Dereli Özengen

İletişim:

Sayın Velim,

Boğaziçi Üniversitesi, Temel Eğitim Bölümü, Erken Çocukluk Eğitimi Programı'nda öğrenimine devam eden Yüksek Lisans öğrencisi olarak, Dr. Öğretim Üyesi Zeynep Berna Yatmaz'ın danışmanlığında yürütülecek olan ve **“1. Sınıf Öğrencilerinin Pandemi Sürecinde Eğitim ve Sosyal Hayatlarındaki Değişikliklere İlişkin Deneyimleri”** konulu araştırmaya çocuğunuzun katılımı için izin almak amacıyla sizlere ulaşıyorum.

Yapılacak olan bu çalışmanın amacı **çocukların pandemi sürecinde hayatlarında olan değişikliklere bakış açılarını** anlamaya çalışmaktır. Süreçte çocuklarla ortak araştırmacılar olarak çalışılacaktır. Çocukların çizdiği resimler, online ve yüz yüze derslerdeki sohbetler, mektuplar, birebir görüşmeler veya araştırma fotoğraf makinesi ile çektikleri fotoğraflar bu araştırmanın bir parçası olacaktır. Buralardan edinen veriler (sohbet sırasında alınan ses kaydı, çekilen fotoğraflar, resimler) bilgisayara yazılı olarak aktarıldıktan sonra imha edilecektir.

Çalışmaya katılım **gönüllülük** esasına dayalıdır. Herhangi bir nedenden ötürü çocuğunuz ya da siz araştırma ile ilgili rahatsızlık hissederseniz, nedenini açıklamaksızın yarıda bırakıp araştırmayı sonlandırmakta serbestsiniz. Çalışmayı yarıda bıraktığınız taktirde o zamana kadar edinilen tüm veriler silinerek yok edilecektir.

Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Çalışma süresince sizin ve çocuklarınızın kimlik bilgisi araştırma ekibi dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Süreç içerisinde çocuğunuzun paylaşımında bulunduğu bilgiler kesinlikle gizli tutulacak ve sadece proje araştırmacıları tarafından değerlendirilecektir. Toplanan veriler isimler silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Böyle bir durumda çocuğunuzun vermiş olduğu bilgilerin araştırmacı tarafından kullanılması ancak çocuğunuzun ve sizin onayınızla mümkün olacaktır.

Çocuğunuzun çalışmaya katılmasını onayladığınız taktirde aşağıdaki boşlukları doldurduktan sonra bu kağıdı imzalı olarak yeniden bana yollamanızı rica ediyorum. Çalışmama katıldığınız ve destek olduğunuz için şimdiden teşekkür ederim.

Bu çalışmaya tarihinde (formun doldurulduğu tarih) (çocuğun ismi)'ın velisi (veli ismi) olarak çocuğumun katılmasına izin veriyorum. Çocuğumun, istediği zaman bu çalışmadan ayrılabilceğini biliyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

İmza:

Çalışma hakkında daha fazla bilgi almak isterseniz ve yanıtlanmasını istediğiniz sorunuz olursa, proje yürütücüsüyle ya da araştırmacı ile iletişim kurabilirsiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) danışabilirsiniz.

Teşekkürler,
Elif Kevser Dereli Özengen

APPENDIX C

ETHICS COMMITTEE APPROVAL FORM

Evrak Tarih ve Sayısı: 12/12/2020-260

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI TUTANAĞI

Toplantı Sayısı : 10
Toplantı Tarihi : 10/12/2020
Toplantı Saati : 13:00
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Ebru Kaya, Prof. Dr. Fatma Nevra Seggie, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar : Prof. Dr. Özlem Hesapçı Karaca

Elif Kevser Dereli Özengen
Temel Eğitim

Sayın Araştırmacı,
"1.Sınıf Öğrencilerinin Pandemi Sürecinde Eğitim ve Sosyal Hayatlarındaki Değişikliklere İlişkin Deneyimleri" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2020/52 sayılı başvuru komisyonumuz tarafından 10 Aralık 2020 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınamadığı için bu onam mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

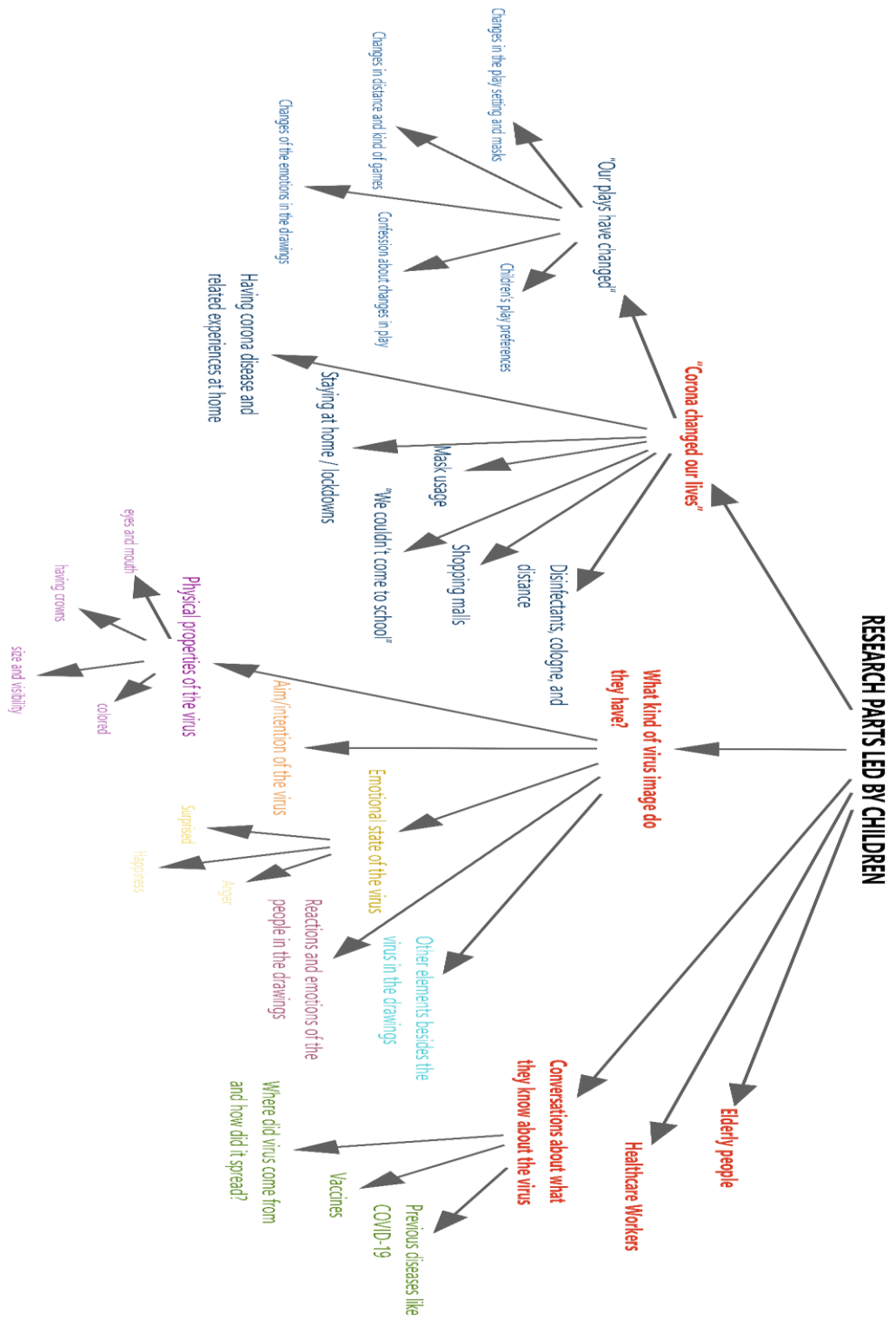
e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 10 10/12/2020

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

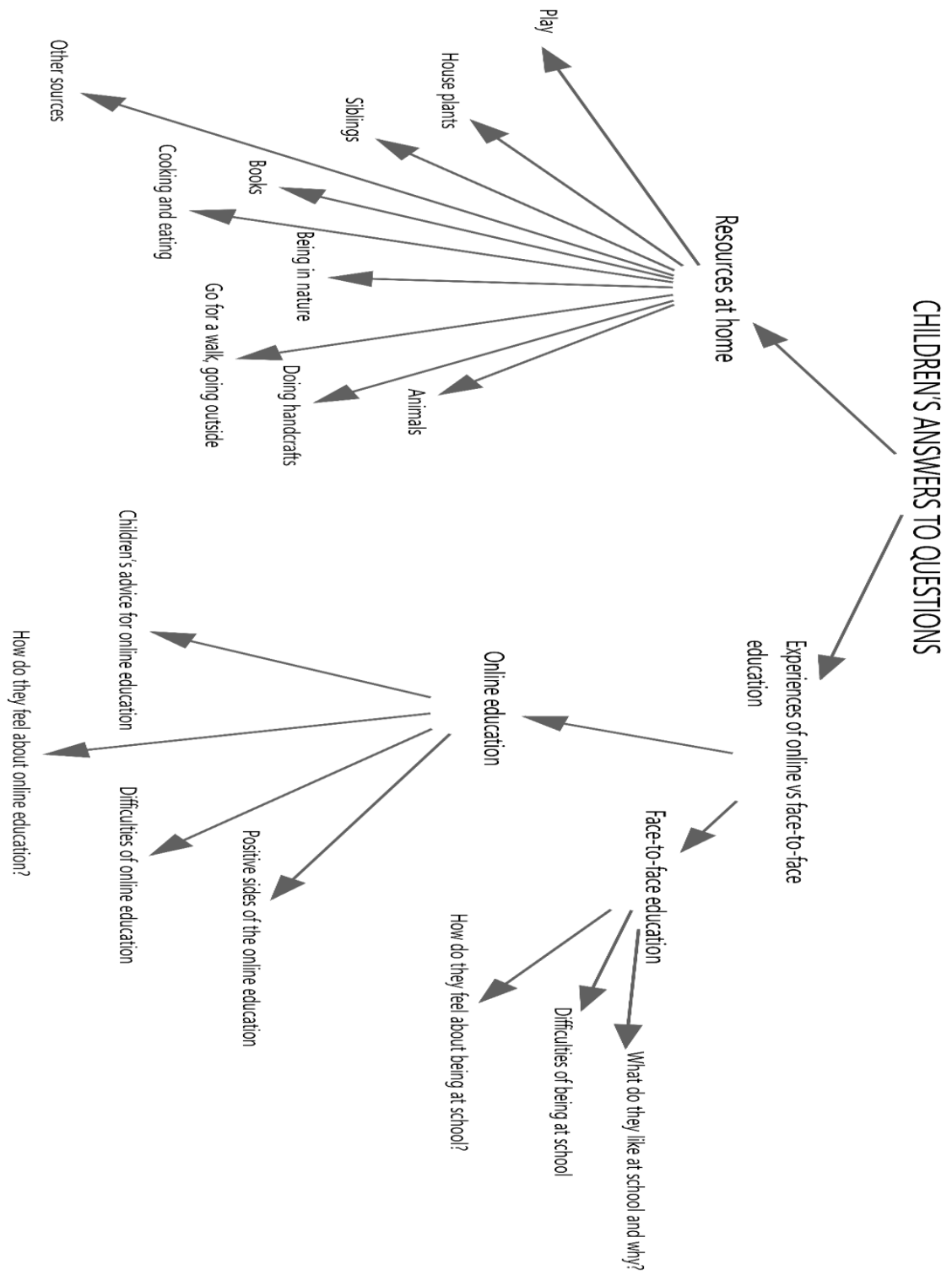
APPENDIX D

FINAL THEME-SUBTHEME SCHEMA-1



APPENDIX E

FINAL THEME-SUBTHEME SCHEMA-2



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