

Secondary School Mathematics Teachers' Views on the Content of EBA (Educational Information Network) Mathematics Course¹

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Abstract: This study aims at identifying the secondary school mathematics teachers' views on the content of EBA mathematics course. Having a qualitative research model, the study employed phenomenological design. The participants of the study consisted of nine secondary school mathematics teachers. The data were collected through a structured interview form administered to the teachers online. Content analysis method was used during data analysis. The results revealed that some teachers found the content varied and sufficient, while others indicated the content was inadequate and needed to be improved. Those in favour of the sufficiency of the content in EBA mathematics course reported that the content in EBA was of high quality and rich, facilitated teaching, provided a variety of activities and was effective in concretizing abstract topics. Some of the teachers affirmed that the exercises and lesson reinforcement activities along with video contents were insufficient. Besides, most of the teachers were of the view that the course content in the modules was insufficient. These participants mentioned that tests should be added to EBA modules, up-to-date information, course videos and activities should be included for the development of higher-level thinking skills, and topic summaries were insufficient and needed to be developed. The results also suggested that teachers mostly shared assignments in EBA. Based on this result, it is essential to transform EBA into a social platform where teachers exchange information with each other. Although most of the teachers joined the professional development courses available in the EBA content, they stated that the courses should be developed. Besides, various recommendations were provided for the development of the shortcomings in the platform by considering the teachers' suggestions regarding the improvement of the EBA mathematics course content.

Keywords: Educational Information Network, Mathematics Teachers, Content of Mathematics Course, Views.

1. INTRODUCTION

Scientific and technological advancements play a significant role in the field of education as in other fields. Technology is frequently used in education and training for meaningful learning as well as for the correct dissemination of knowledge and the emergence of innovations (Ashburn & Floden, 2006). Many countries around the world integrate technology and education, and thus benefiting from the advantages of science and technology in their education systems. One of the most decisive objectives in our education system is to raise students who reach information, who research and produce new information. Hence, information technologies have been remodelled as one of the most important tools of

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education (Kelismail, 2019). In this regard, the Ministry of National Education (MoNE) has carried out numerous projects regarding the integration of information technologies into the education system in Turkey. The most important of these is the Movement of Enhancing Opportunities and Improving Technology in Education (FATİH), which presents new course materials, diversifies the lessons, caters to many senses, and aims to keep up with the requirements of the age in education and teaching. The main principles of this project are the quality of education, access to information and education anywhere, equally benefiting from accessing the services, and ensuring efficiency without deviating from the objectives and recycling to provide measurability (FATİH, 2022a). The FATİH Project in Education have funded various services. A network infrastructure has been provided for almost all schools in Turkey to access internet and MoNE content services, smart boards have been set up, and tablets have been distributed to many students. In addition, multiple project trainings have been carried out within the scope of administrator and teacher training.

One of the prominent content within the scope of the FATİH Project was the Educational Information Network (EBA) in the distance education process that started with the Covid-19 pandemic period in Turkey. EBA online social networking platform has become a new classroom environment in education and teaching. EBA is a social education platform that breaks all the prejudices about the fact that students and teachers meet only in the school environment and that shows education and training is carried out anytime, anywhere (FATİH, 2022b). EBA enables students to receive information in the most effective way according to their individual differences and learning speeds, to interact with their teachers and friends, and to learn while having fun as well as providing opportunities for teachers' professional development (FATİH, 2022b). Used for the first time in 2012, EBA was designed to address the students' individual differences and to boost an effective use of technology by both teachers and students (Altın & Kalelioğlu, 2015). EBA platform possesses various contents such as textbooks, interactive books, tests, applications, exercises, summaries, project documents, documentaries, games, cartoons, reading books and interviews (FATİH, 2022b). Teachers and students can communicate with each other and share messages, discussions, voting and messages from their own wall areas through use of EBA, which is also a social platform (Aktay & Keskin, 2016). Besides employing the prepared content, teachers can also upload content to the system themselves, send assignments to students and monitor the performance of the assignments and the student's EBA usage (Aktay & Keskin, 2016).

Teachers did not frequently use the EBA platform in the first years of its publication life. Some studies revealed that teachers found the content insufficient; therefore, they did not periodically use the platform (Erman, 2021; Gürfidan & Koç, 2016). Teachers were determined to use the EBA platform more to consolidate and embody their lessons before the Covid-19 pandemic (Türker & Güven, 2016). The necessity of working on and developing EBA was understood once again with the Covid-19 epidemic, which recently affected the world and forced the search for an alternative teaching environment due to massive closure of face-to-face education. Most of the countries had an attempt to continue education with emergency plans, mostly adopting the use of technology (Agnoletto & Queiroz, 2020). Face-

to-face education was suspended in schools as of March 2020 in Turkey, and distance education was launched from March 23, 2020 until December 18, 2020. EBA has become the most preferred distance education environment amongst live lesson applications during this process. Immediately after the announcement of the COVID-19 pandemic, the features such as adding live lessons and lectures and creating online classes, where teachers and students can simultaneously meet, were activated on the EBA platform. Thus, teachers and students have now started to use EBA effectively (Can & Ozan, 2021).

2. LITERATURE REVIEW

The studies conducted on EBA before the Covid-19 pandemic were generally built on the frequency of EBA use by teachers (Alabay, 2015; Ayan, 2018; Elçiçek, 2019; Güvendi, 2014). Besides, some studies examined the views of the teachers from different branches regarding the EBA platform (Çakmak & Taşkiran, 2017; Kana & Saygılı, 2016; Şahin & Erman, 2019; Ünal & Hastürk, 2018). The studies on mathematics teaching are more limited when examining the studies on EBA supported teaching. These studies were conducted on the impact of EBA supported teaching upon student achievement, attitudes and skills (Açıkgöz, 2018; Göksu, 2020; Kelismail, 2019; Özbey, 2019; Tekin, 2019). In addition, the relevant literature includes various studies on examining secondary school mathematics teachers' views on EBA supported teaching and their utilization of EBA (Aktaş, 2020; Ercan, 2018; Keskin-Yorgancı, 2019). With regard to the results, teachers generally stated the shortcomings in the content of mathematics courses (Arslan, 2016; Keskin-Yorgancı, 2020) and that they did not prefer EBA although they found it useful in their educational processes. However, a limited number of studies was carried out on EBA supported mathematics teaching during and after the pandemic period. One of these studies analysed the videos prepared for the EBA secondary school mathematics content according to the multimedia design principles (Dinler-Esim, 2021), while another study attempts to determine teachers' views and recommendations (Boğazlıyan-Kara, 2021) regarding the mathematics education carried out through EBA during the pandemic process. In a study conducted by Boğazlıyan-Kara (2021), teachers reported that the use of EBA and technology contributed to the students' cognitive and affective development in multiple ways, but the content in EBA was insufficient and there were infrastructural problems related to the platform. In Boğazlıyan-Kara's study, the participants consisted of teachers working in a province with a good socio-economic level in Turkey. In this study, the majority of the participants work in four different provinces with low socio-economic status. The study differs in this aspect.

The above-mentioned studies on EBA supported mathematics teaching were generally conducted before the pandemic period. With the pandemic period, EBA content has been the key focus of education and teaching. Therefore, research on revealing mathematics teachers' views, recommendations and the problems they have experienced, if any, regarding the content of the EBA mathematics course during the pandemic process is expected to contribute to the relevant literature. This study may shed light onto the detailed explanation of the shortcomings in this period when the education environment was moved to the EBA

social network platform due the Covid-19 pandemic and thus, the results will be useful in terms of the development of the platform. Besides, the views of the teachers whose experience has increased with EBA during the pandemic period will reveal more satisfactory results in terms of the content of EBA mathematics course. In this vein, this study aims at identifying the secondary school mathematics teachers' views on the content of EBA mathematics course. In service of this aim, an answer to the question "What are the secondary school mathematics teachers' views on the content of EBA mathematics course?" was sought.

3. METHODOLOGY

Having a qualitative research model, the study employed case study design in order to make an in-depth analysis of the secondary school mathematics teachers' views on the content of the EBA mathematics course.

3.1 Participants

The participants of the study consisted of nine secondary school mathematics teachers who were selected by a convenient sampling method. Convenient sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Patton, 2005). The reason for using convenient sampling in the research is that the selected teachers are easily accessible by the researcher, and they are willing to participate in the research. Participants were coded as T1, T2, The participants work in four different provinces in Turkey. T5, T6, T7, T8 and T9 work in different secondary schools in a province with a low socio-economic level. T1 and T2 work in different provinces with low socio-economic status. T3 and T4, on the other hand, work in different secondary schools in the same province with a good socio-economic level. Table 1 depicts demographic information regarding the participants.

Table 1. *Demographic Information Regarding the Participants*

	Gender	Educational Level	Professional Experience
T1	Male	Bachelor's degree	2
T2	Female	Master's degree	2
T3	Female	Bachelor's degree	12
T4	Female	Doctoral degree	10
T5	Male	Master's degree	3
T6	Female	Bachelor's degree	4
T7	Female	Bachelor's degree	2
T8	Female	Bachelor's degree	5
T9	Male	Bachelor's degree	5

As is seen from Table 1, six of the mathematics teachers are female teachers and three are male teachers. Upon examining the participants' educational level, six of the teachers had bachelor's degree, two of them had master's degree and one had doctoral degree. As to the

teachers' professional experiences, T3 had the most experience with 12 years of experience, which was followed by T4 with 10 years of experience. Two of the participants had five years of experience, one each had four and three years of experience, and three of them had two years of experience.

3.2. Data Collection Tools

The data were collected through a structured interview form administered to the teachers online. The interview form encompasses seven items in total (Appendix 1). In the interview questions, the opinions of the teachers on the content of the secondary school mathematics course in the EBA and EBA modules were asked. In addition, they were asked about the effects of these contents on the efficiency of their lessons. There are also questions about teachers' use of professional development courses, their sharing in EBA and the types of sharing. Finally, teachers were asked for their suggestions for improving the content of EBA mathematics course. The questions in the interview form were examined by two field experts. The interview questions got its final version after necessary corrections were made in line with the experts' views.

3.3. Data Collection Process

The data of the study were collected during the fall semester of the 2021-2022 academic year. Before the data collection, an online meeting was held with the teachers and information was given about the research. Then, the interview forms were submitted online to the teachers who wanted to participate in the research voluntarily, and they were asked to answer the questions. The data of the study were collected in three weeks.

3.3. Data Analysis

Content analysis method was used during data analysis. Codes and categories were created with content analysis. The data were constantly checked in order to increase the internal validity. Two independent field experts coded the data to ensure the reliability. They examined the codes and categories and confirmed their agreement. The reliability of the data was calculated through use of the formula "Reliability=Consensus / (Consensus + Disagreement)" (Miles & Huberman, 1994). Thus, the agreement rate between coders was noted to be at a sufficient level (81%). The data validity was assured with direct quotations.

4. FINDINGS

In this study conducted to determine the secondary school mathematics teachers' views on the content of the EBA mathematics course, the teachers were first posed a question about the content of the secondary school mathematics course available in EBA. Table 2 displays findings regarding the teachers' views on the content of the secondary school mathematics course in the EBA.

Table 2. *Teachers' Views on the Content of the Secondary School Mathematics Course in EBA*

EBA Secondary School Mathematics Course Content	Codes	Participants	f
Sufficient	Concretizing abstract topics	T3	6
	Providing a variety of activities	T4	
	Facilitating teaching	T5, T8	
	Quality and rich content	T6, T9	
Should be improved	Insufficient practice and course reinforcement activities	T1, T2	3
	Videos are not instructive	T7	

As in Table 2, six of the participants concluded that the content of the secondary school mathematics course in EBA was sufficient, while three of whom indicated that the content should be improved. Those who were in favour of the adequacy of content of EBA secondary school mathematics course outlined that the content in EBA was of high quality and rich, facilitated teaching, was effective in providing a variety of activities and concretizing abstract topics. Some of the participants' views as follows:

"I find the content of the mathematics course sufficient. Both lectures, tests and exams are sufficient and diverse for students." (T9)

"I think there are effective contents in terms of concretizing abstract topics." (T3)

Three of the participants implied that the content of EBA secondary school mathematics course should be improved. While two of the teachers stated that the practice and course reinforcement activities were insufficient, one believed that the video contents were insufficient. Here are the views of T2 and T7 on the content of EBA secondary school mathematics course:

"EBA contents need to be developed. Although I like the video and lecture contents, I do not find the practice and course reinforcement activities sufficient." (T2)

"It is rich in tests and exercises, yet the material, namely the video part, is practicable and not instructive unfortunately." (T7)

Secondary school mathematics teachers also shared their views on the content of secondary school mathematics courses in EBA modules (e-document, e-book, visual, etc.). The findings are presented in Table 3.

Table 3. *Teachers' Views on the Content of Mathematics Courses in EBA Modules*

EBA Modules	Codes	Participants	f
Insufficient	Worksheets and exercises should be included	T2, T6	7
	e-Books (Workbooks and Activity Books) should be available	T5, T8	
	Tests should be included	T1	
	Up-to-date information and course videos should be included.	T7	
	Topic summaries are poor and they should be developed	T9	
Sufficient	-	T3, T4	2

Table 3 depicts that seven of the participants regarded the content of the mathematics course in EBA modules insufficient. They implied that worksheets and exercises should be included for the development of EBA modules, and e-books should be created for workbooks and activity books. Moreover, the participants noted that tests should be included in EBA modules, up-to-date information and course videos should be included, and topic summaries are insufficient and need to be developed. On the contrary, two participants supported the sufficiency of EBA modules. Some of the participants' views are as following:

“I think that the content of mathematics courses in EBA modules is insufficient. Although EBA is available, teachers still use different content producing sites. I do not find the documents sufficient. Worksheets should be prepared for each lesson and topic, inclusive topic summaries and exercises should be developed, and the need for other sites should be reduced.” (T2)

“There is only a textbook. The inclusion of source books as z-books may be more beneficial for students.” (T8)

“I find the pages prepared for the summary insufficient. Summary pages should contain the most significant points and examples related to the whole subject so that students can repeatedly do it after watching all the videos.” (T9)

Table 4 suggests the findings regarding the secondary school mathematics teachers' views about the effect of secondary school mathematics course content in EBA on the efficiency of the lessons.

Table 4. *Teachers' Views regarding the Effect of EBA Mathematics Course Content on the Efficiency of Lessons*

Effect on the Efficiency of Lessons	Codes	Participant	f
Provides Efficiency	Ensuring the intelligibility of the topics	T3, T4, T5	7
	Summarizing and revising the topic	T2, T8	
	Assignment and ease of follow-up	T1, T9	
Provides Efficiency But Insufficient	Insufficient in terms of the presentation of topics	T6	2
	Insufficient in terms of LGS (High School Entrance System) exam	T7	

As can be seen in Table 4, the participants reported that the content of the EBA mathematics course enabled the lessons to be efficient. However, two participants thought that the content was insufficient despite providing efficiency. Three of the participants pinpointed that the content of the EBA mathematics course made the lessons to be efficient in terms of ensuring the intelligibility of the topics. Two each participants stated that it helped in summarizing and revising the topics, and provided ease of assignment and follow-up. Those who were of the opinion that the content of the EBA mathematics course was insufficient even though it provided efficiency indicated that the content was insufficient in terms of the presentation of topics and LGS (High School Entrance System) exam. Some of the views are listed as follows:

“It is challenging to involve the student in the process, to communicate with the student and to feel whether the student understands or not during distance education. Therefore, various materials in EBA are beneficial in terms of facilitating the understanding of the students and keeping them active in the lesson.” (T5)

“It provides efficiency. After talking on the topics, we watch videos with the students before moving on to the next topic. Following the screening test, I move on to the next topic.” (T8)

“I generally don't use it much. I find it effective to use it as a summary after presenting the subject to the student, but unfortunately it is not at a sufficient level for LGS.” (T7)

The findings obtained from the participants' views on the use of interactive books and supplementary resources in EBA are displayed in Table 5.

Table 5. *Teachers' Use of Interactive Books and Supplementary Resources in EBA*

Use of interactive books and supplementary resources	Codes	Participants	f
I use them	Useful in terms of content variety (Different question types, activities)	T1, T2, T3, T5	4
I do not use them	I have never used them	T4, T6, T7, T8, T9	5

Table 5 illustrates that four of the teachers used the interactive books and supplementary resources in EBA, while five did not benefit from these resources and did not use them at all. Teachers having used them emphasized that these resources provided a variety of content in terms of different types of questions and activities. Some of the teachers' views are as following:

"Yes, I use them. They provide the opportunity to show and solve different content." (T1)

"Yes, I use them; I think they are convenient when used appropriately." (T2)

"I use them. I find it efficient in terms of different types of questions and activities." (T3)

"I've never used it before. I do not know." (T6)

The findings regarding the secondary school mathematics teachers' participation in the EBA professional development courses and their views about the courses are shown in Table 6.

Table 6. *Teachers' Participation in EBA Professional Development Courses and Their Views on the Courses*

Participation in Professional development courses	Codes	Participant	f
I participate	Should be improved	T2, T6	6
	Content should be diversified	T1, T9	
	Useful	T3	
	Enjoyable	T5	
I do not participate	It should be taught by qualified persons.	T4	3
	I have never participated	T7, T8	

As seen in Table 6, six of the teachers indicated that they participated in EBA professional development courses, while three did not. Two of the teachers each emphasized that the courses should be developed, and the contents should be diversified. On the other, T3 stated that the courses were beneficial, and T5 believed the courses were enjoyable. Two of the teachers who did not join EBA professional development courses implied that they never

attended the courses, while one teacher mentioned that the courses should be presented by qualified people. Some of the views are as follows:

“Yes, I join some of the courses; I follow with interest the courses that appeal to a good degree both visually and audibly. However, some courses or seminars are based on reading slides, so I don't prefer them.” (T2)

“No. I do not think it is helpful. The people who teach the courses need to be better equipped.” (T4)

“I join the courses, but the content and course variety are very limited. The variety may be increased.” (T9)

The findings related to the secondary school mathematics teachers' views about sharing on EBA and the types of sharing are shown in Table 7.

Table 7. Teachers' Sharing on EBA and Types of Sharing

Sharing in EBA	Types of Sharing	Participants	f
I share	Assignment	T1, T7, T8	8
	Topic, content sharing	T3, T4, T9	
	Exam, practice, test	T2, T6	
I do not share	-	T5	1

Table 7 displays that all teachers, except for T5, shared on EBA. As regards the types of sharing, they were identified to mostly share for assignment, sharing topics and content, exams, practices and tests. Some of the teachers' views are as following:

“Yes, I definitely do. Assignments, exams, practices and their control mechanisms are satisfactory. However, my students cannot use EBA effectively due to some impossibilities in my region.” (T2)

“I share; I usually share topics as pdf and test. I check students' answers.” (T7)

The participants were also asked about their suggestions for improving the content of EBA's secondary school mathematics course, and the findings are presented in Table 8.

Table 8. Teachers' Suggestions for Improving the Content of EBA Secondary School Mathematics Course

Suggestions	Participant	f
Content for new generation (skill-based) questions should be enriched	T1, T2, T5, T7	4
EBA content categories and access should be regulated	T2, T6	2
Digital content should be included	T4	1
Source diversity should be ensured	T8	1
Topic tests and midterm exams should be added	T9	1
Examples should be included for understanding the topics instead of multiple-choice questions.	T6	1
The content is sufficient	T3	1

Upon analysing Table 8, secondary school mathematics teachers suggested enriching the contents of the new generation (skill-based) questions mostly for the development of the content of the EBA secondary school mathematics course. Two teachers made suggestions for organizing EBA content categories and access. Teachers also suggested to provide resource diversity, add subject tests and midterm exams, and include examples for subject comprehension instead of multiple-choice questions. T3, on the contrary, stated that EBA content was rich enough and did not make any suggestions for its improvement. Some of the secondary school mathematics teachers' suggestions are as follows:

"I would like the categorization and content to be enriched in terms of topic summary, worksheet, leaf test and current new generation questions, and categorization and access to be made more regularly." (T2)

"It should be clearer, students get confused, and examples should be included for understanding the topic, not as multiple choice question based exercises." (T6)

"Videos and tests for LGS can be created. Unfortunately, EBA's content is at the level of comprehension." (T7)

5. RESULTS AND DISCUSSION

This study examined nine secondary school mathematics teachers' views on the content of EBA mathematics course. Upon analysing their views regarding the content of the EBA mathematics course, some teachers found the content varied and sufficient, while others indicated that the content was inadequate and needed to be improved. Those in favour of the sufficiency of the content in EBA mathematics course reported that the content in EBA was of high quality and rich, facilitated teaching, provided a variety of activities and was effective in concretizing abstract topics. Boğazlıyan-Kara (2021) examined the teachers' views and suggestions regarding mathematics education through EBA during the pandemic process. EBA-supported mathematics teaching was determined to address different learning types, made the lesson more understandable with visual content, and thus being useful in concretizing abstract topics. In contrast, three of the participants in this study concluded that the exercises and lesson reinforcement activities as well as video contents were insufficient and that the content of EBA secondary school mathematics course should be improved. This result is congruent with those conducted by numerous researchers (Altın & Kalelioğlu, 2015; Arslan, 2019; Ercan, 2018; Keleş, Öksüz & Bahçekapılı, 2013; Keskin-Yorgancı, 2019). Even though a number of studies were carried out to develop EBA platform after the pandemic, they were insufficient in terms of mathematics teaching content.

The second interview question related to revealing the teachers' views on the content of the secondary school mathematics course in EBA modules. While only two of the teachers thought that the course content in the modules was sufficient, seven of them believed vice versa. These participants stressed that worksheets and exercises should be included for the development of EBA modules, and e-books should be created for workbooks and activity

books. Besides, some of the teachers mentioned that tests should be added to EBA modules, up-to-date information and course videos should be included, and topic summaries were insufficient and needed to be developed. This result is paramount in terms of improving the content of mathematics courses on the EBA platform.

With regard to the secondary school mathematics teachers' views about the effect of the content of the secondary school mathematics course in EBA on the efficiency of the courses, the participants considered that the content of the EBA mathematics course enabled the lessons to be productive. However, two participants concluded that the content was insufficient despite its efficiency. Teachers affirmed that the content of the EBA mathematics course enabled the lessons to be productive in terms of ensuring the intelligibility of the subject, it helped in summarizing and revising the topic, and provided ease of assignment and follow-up. This paved the way for the fact that teachers generally used EBA mathematics course content during the distance education process and their lessons were rich in content. However, the studies conducted before the pandemic process (Çavuş & Yorgancı, 2020) noted that most of the teachers did not use EBA content. The increase in the teachers' experience on the EBA platform with the pandemic process may be an indicator that their thoughts have changed. Besides, the content of the EBA mathematics course should be improved in terms of teaching the topic, and the content should be updated for the entrance exam to high schools. LGS, the entrance exam to high schools, is a central exam that is administered every year in order to select students for secondary education institutions. The scope of the exam was updated in the 2017-2018 academic year to include questions that measure skill-based logical reasoning ability in line with the basic philosophy of the renewed curriculum. In this respect, the teachers' views revealed that the contents of the EBA mathematics course were insufficient in preparing the students for this exam. Based upon this result, it is recommended that the contents of the EBA mathematics course be updated to improve higher-level skills and reasoning ability.

Another result of the study suggested that teachers used the contents of the "interactive book and supplementary resources" in their lessons, yet some teachers did not. The reason may be because many of the teachers are not aware of these contents or they cannot be used due to time constraints. Hence, it is recommended to organize seminars from time to time in order for teachers to gain knowledge and experience about the updates in the contents of the EBA. Furthermore, although most of the teachers join the professional development courses in the EBA content, the courses should be developed. Teachers also expressed that the instructors of the courses were not well equipped and inadequate. There were even teachers who did not attend these courses. Thus, the use of this content is expected to increase as the diversity of professional development content increases.

When the secondary school mathematics teachers' sharing on the EBA was examined, the teachers were identified to mostly share for assignments and the follow-up process. As for the other types of sharing, the teachers shared topics and content, exams, exercises and tests, meaning that sharing has not yet created a social networking environment and is generally

shaped for assignment purposes. EBA can be used as a platform where teachers exchange information with each other by increasing their experience on sharing not only assignments but also mathematical knowledge, competition, etc.

As regards the teachers' suggestions for the development of the EBA mathematics course content, the content for the exam in the current system should be included mostly. The teachers made suggestions for the regulation of EBA content categories and access. It is also advisable to provide resource diversity, add topic tests and midterm exams, and include examples for subject comprehension instead of multiple-choice questions. Likewise, some studies conducted before the pandemic reported the shortcomings in e-content (Alabay, 2015; Çakmak & Taşkıran, 2017; Türker & Güven, 2016). Although new studies have been carried out to develop EBA contents with the pandemic period, they are insufficient in terms of the results obtained from the teachers' views. In these days when we are approaching the end of the pandemic period and when we can resume face-to-face education, the active use of EBA as in the pandemic period will help teachers and students in concretizing abstract topics, facilitating teaching and providing a variety of activities. The technology age we live will provide significant opportunities for the active use of teaching platforms such as EBA to support face-to-face education and the diversification of the content by updating it.

6. RECOMMENDATIONS

Based on the results of the study, it will be constructive for students to have content, activities, measurement and evaluation tools that will develop high-level skills regarding the content of EBA mathematics course as it will be appropriate for the 21st century education and examination system. EBA content categories such as units, topics, videos, worksheets, leaf tests, etc. are recommended to be presented more systematically. The diversity of resources can be increased and more questions and examples can be accessed through creating an e-book module due to the lack of textbooks. It can be ensured that the posts made in the EBA are not only assignment-oriented but also a social platform where teachers exchange information with each other. Besides, motivating incentives may be provided for the teachers who work on the development of EBA mathematics course content and add useful content. In-service seminars may be organized for teachers about newly added modules and features to EBA. In addition, it is essential to diversify and develop EBA professional development courses. This study attempts to examine the teachers' views about the content of the mathematics course of EBA. It is of utmost importance to carry out similar studies in other areas in order to enrich the platform.

7. ABOUT THE AUTHOR

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Appendix

Appendix 1

Interview Questions

1. What are your views on the content of the secondary school mathematics course in EBA?
2. What are your views on the content of the secondary school mathematics course in EBA modules (e-document, e-book, visual, ...)?
3. What are your views regarding the effect of the content of the secondary school mathematics course in EBA on the efficiency of your lessons?
4. What are your views on “interactive book” and “supplementary resources” available in EBA? Do you use these resources in your lessons? Explain.
5. Do you join “professional development” courses in EBA? What are your views about the courses?
6. Do you share on EBA platform? If yes, what types of sharing do you prefer?
7. What are your suggestions for the development of the content of the secondary school mathematics course in EBA?