THEMATIC ANALYSIS
OF DISTANCE LEARNING PROCESS
DURING COVID-19 PANDEMIC
Instruction on enabling the monitoring of the distance learning teaching process March 10, 2020

An agreement was reached with the internet provider to provide free internet access for students who did not have this opportunity in their homes
The content of the analysis included the self-evaluation of 146 study programs from 14 higher education institutions through the submitted questionnaire.

Diversity of educational and scientific areas was taken into account.

Whether and to what extent this method is satisfactory when it comes to the practical part of teaching, given that in some scientific fields this type of teaching is not fully feasible.
For this purpose, two questionnaires were prepared and distributed based on the direct experience of both academic staff and students.

The respondents filled in the surveys within the information system of the Agency, which automatically generated results and statistical indicators by questions and at the overall level.
From each study program, at least five representatives of academic staff were interviewed (full professors, associate professors, assistant professors and assistants).

The survey was completed by a total of 419 respondents from the ranks of academic staff.
1. During the extraordinary circumstances caused by the appearance of the corona virus, did you start with distance learning process?

- Yes: 99.04%
- No: 0.96%
2. If you used an online platform, indicate which of the following platforms you used to conduct e-learning?
3. Are you satisfied with the technical solution for conducting e-teaching?

- Yes: 92.11%
- No: 7.89%
4. Did you encounter problems with e-learning? If so, please list the problems you have faced.
5. Did this way of teaching reflect on the presence of students in lectures? Indicate in which way.

- Yes: 33.97%
- No: 66.03%
6. Have you kept records of students' access to distance learning?

- Yes: 81.1%
- No: 18.9%
7. According to your data, are students technically equipped to monitor distance learning?

- YES: 86.6%
- NO: 13.4%
8. If not, how did you overcome this problem?

- Teaching materials on the platform for the possibility of subsequent retrieval of materials by students or via e-mail

- Applications for communication between students, such as Viber groups etc...
9. Have any problems or shortcomings been identified in addition to technical ones?
10. Did you provide the same content of the lecture as in the regular teaching process? If not, give reasons.

![Bar chart showing survey results for providing the same content of the lecture as in the regular teaching process.]

- **YES**: 84.93%
- **NO**: 15.07%
11. Has an adequate level of interaction with students been achieved?

- Yes: 80.14%
- No: 19.86%
12. Is it possible to adequately teach in this way? State the remarks that refer to the specifics of teaching for your scientific field!

YES: 72.25%

NO: 25.75%
13. Were all teaching staff technically able to conduct e-teaching? If not, why not?

- **Yes**: 90.19%
- **No**: 9.81%
14. Do you think that this type of teaching can be used in the regular teaching process, especially in the second and third cycle of studies and to what extent?

- **Yes**: 84.69%
- **No**: 15.31%
15. Do you see this type of teaching as a potential long-term solution in case of extraordinary circumstances?

- **YES**: 87.56%
- **NO**: 12.44%
16. Do you think that it is possible to organize exams and defend final papers in this way? If you think it is possible, describe what the exam or defense of the final thesis should look like.
17. Do you think that it would be possible to equally evaluate students and their work as in the regular process of teaching in all scientific fields?

- Yes: 38.52%
- No: 61.48%
18. Do you think that the overall process of conducting e-teaching was adequate in terms of implementation of the curriculum?
19. What motivated your work the most?

- Internal motivation: 27.58%
- Application of new technologies to a greater extent: 20.15%
- Different way of working than before: 20.65%
- Student's work and interaction with students: 25.57%
- Other segments: 6.05%
At least five students from each study program were interviewed (from different years of study)

A total of 552 students filled in the survey
1. Are you satisfied with the organization of e-learning during the state of emergency in RS?

- Yes: 83.12%
- No: 16.88%
2. How did you communicate with the professors the most? You can mark multiple answers.

- **E-mail**: 46.41%
- **Skype**: 3.59%
- **Viber**: 13.53%
- **Other app - Zoom, Hangouts, Google Classroom etc.**: 36.47%
3. To what extent were you motivated for this way of working, from 1-5. One is the lowest motivation, five is the highest.
4. What motivated you to work the most?

- Instructions received from the professor and exchange of feedback: 50.45%
- The way of work itself and the possibility of applying new technologies: 19.24%
- Internal motivation: 30.31%
5. Did these professors give feedback on your work and progress?

- **The majority did**: 56.26%
- **The majority didn’t**: 1.81%
- **Mostly did**: 33.03%
- **Mostly didn’t**: 3.27%
- **Partially did**: 5.63%
6. Does this type of learning and attending classes suit you more than regular?

- Yes: 32.12%
- No: 67.88%
7. Why do you think distance learning is good? What do you get with it?

- Easier approach to teaching
- Get more time to study
- More financially favorable (travel costs, costs of living)
- Useful new practical experiences with modern technologies
8. What did you not like during the distance learning in the state of emergency?

- Lack of practical classes
- Lack of physical contact
- Internet connection problems etc.
9. Do you think that the contents that are posted on the faculty e-learning platform are posted in a timely manner?

- Yes: 86.39%
- No: 13.61%
10. Do you find the faculty e-learning platform useful?

- Yes: 86.39%
- No: 13.61%
11. How would you rate 1 to 5 faculty platform for e-learning? Five is the highest grade, one the lowest.
ANALYSIS OF SURVEY RESULTS FOR STUDENTS

12. Were your tasks and responsibilities clear to you during the emergency classes?

- Absolutely did: 51.18%
- Absolutely didn’t: 0.73%
- Partially did: 12.52%
- Mostly did: 33.76%
- Mostly didn’t: 1.81%
13. How would you rate your work during the emergency, from 1 to 5? One is the lowest grade, five is the highest.
14. How would you evaluate the work of a professor during a state of emergency?
15. Is this type of teaching adequate for performing the study program you attend?

- Yes: 52.81%
- No: 47.19%
16. Do you think that it would be possible to equally evaluate students and their work as in the regular process of teaching in all scientific fields?

![Bar chart showing the results of the survey]

**YES** 41.92%  
**NO** 58.08%
Higher education institutions have responded relatively quickly and efficiently to new requirements.

As expected, not all study programs fit the same in distance learning caused by the nature of teaching contents in certain scientific fields and areas.
Significantly easier to organize classes for study programs in humanities and social sciences, and a certain smaller part of technical sciences.

While study programs in natural and technical sciences, as well as medical and biotechnical sciences and the field of art, encountered greater challenges and obstacles in the implementation of teaching process.
Emphasize the high grade from students when it comes to the work of teachers during pandemic.

Students even rated their work with lower grades than the work of their teachers in the same period.
Possible room for improvement when it comes to motivating students to work through online platforms

Possible need for more intensive monitoring and evaluation of work

Using interactive working methods to actively involve as many students as possible
Taking into account the assessments of student satisfaction with the online platforms, HEI’s should further survey their students in relation to this issue in order to improve existing solutions and make it more user-friendly.
CONCLUSIONS AND RECOMMENDATIONS

♦ Forms of distance learning can be used as auxiliary mechanisms in the teaching process (both students and academics prefer regular teaching methods)

♦ Further explore the possibilities of using online platforms as auxiliary mechanisms in the second and third cycle of studies