

DISTANCE EDUCATION EXPERIENCES AT THE UNIVERSITY OF DEBRECEN (DURING COVID-19 PANDEMIC)

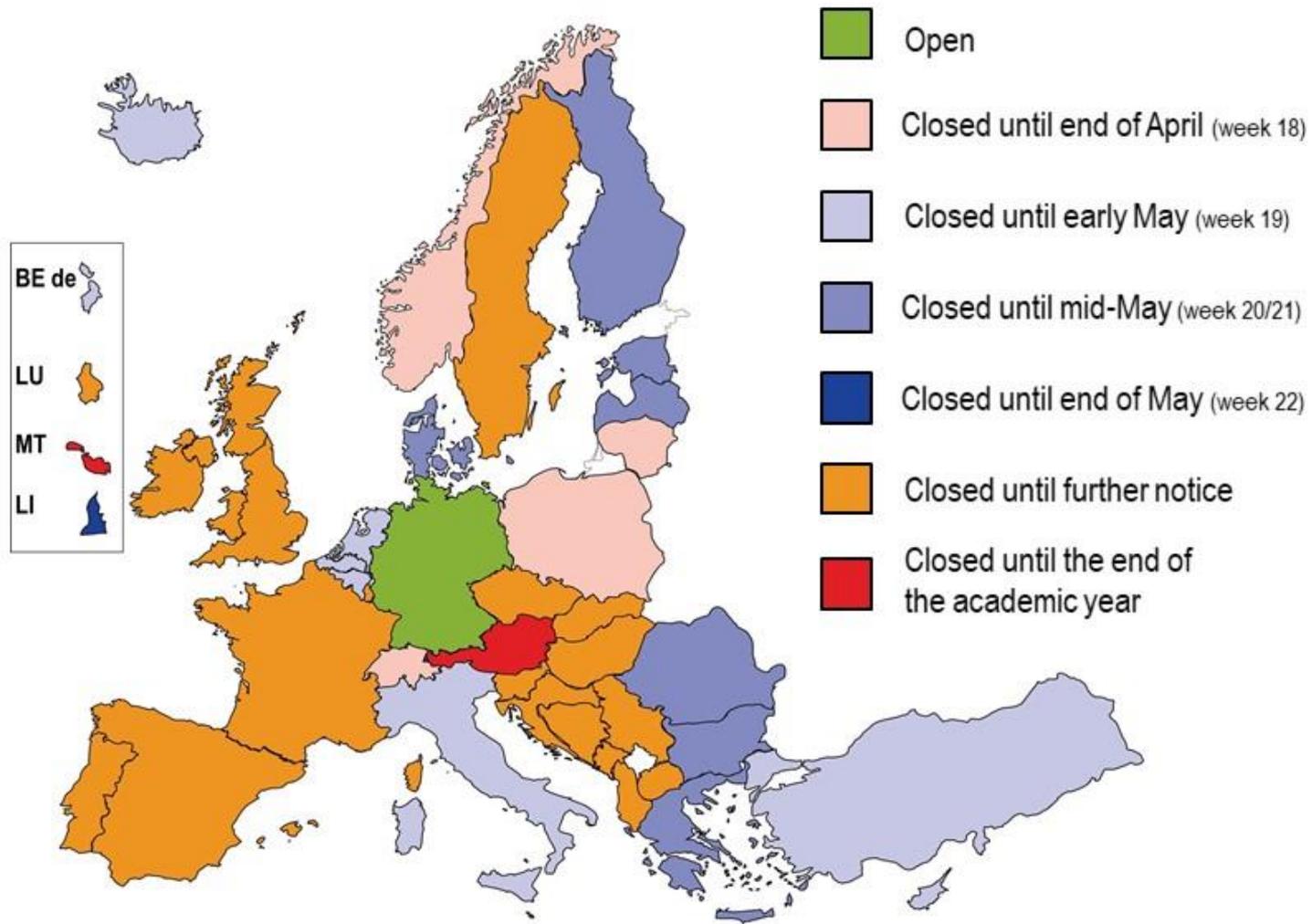
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Impact of Covid 19: Closure of higher education institutions in Europe



Source: Eurydice, 16/04/2020.

BACKGROUND

- Government took a decision on the 6th of March: educational activities could not be continued in a traditional (face to face) way
- Next week all of the universities in Hungary had the spring break and during this period all the higher education institutes had to prepare for distance education
- Firstly, the institutes had to check and prepare the technical background and conditions for the distance education circumstances and conditions
- Regarding the staff, university teachers had to accomplish a few hours preparation for moodle during the last years, so theoretically every teacher had a little technical background preparation for distance education

PREPARATION

- In Hungary all the universities have to have somekind of distance education system, mostly moodle is the choosen one
- However, earlier, different materials applied by moodle were more additional and supplementary teaching materials, or applied for e-learning or blended learning
- Now, in the new situation all the teaching learning processes should be gone via moodle (or other applied application)
- Moreover should have considered not only the technical background but also other teaching and learning activites (like seminars, practical work etc.)

PREPARATION

- Teachers had to reschedule the teaching materials on weekly bases and had to share those in the moodle system
- Beside ppt.s, teachers had to compile full teaching materials, like different links and other study-aid materials, supplementary materials for individual learning
- For the learning outcomes and feedback, students received various assignments, tests and self-tests

APPLIED PLATFORMS

- Learning materials and study-aid materials, (asynchron forms)
 - *Moodle; Google Drive; teachers individual webpages*
- Audio and/or screen sharing (synchron forms)
 - *Moodle webinárium (BigBlueButton); Skype; Microsoft Teams; Webex; Google Meet; Discord*
- Transfer of control and screen sharing (synchron forms)
 - *GoToMeeting; Zoom*

DISTANCE EDUCATION IN OPERATION 1.

- After the first distance education events, it become clear that most of the students require more personal contacts with teachers
- In the first week it was via moodle or e-mails, but more and more teachers have applied zoom or microsoft teams (the security of these system however still questionable)

DISTANCE EDUCATION IN OPERATION 2.

- It is interesting that sometimes during contact (face-to-face) class (lectures which are not obligatory) the attendance rate is about 60%-a, while during online classes can reach the 80-90%
- Students also accomplish and solve the assignments, homework
- So, it seems that students can handle th situation and most of them like this type of learning, however there is no well-founded research on this topic about the current situation yet

THE PROCESS OF DISTANCE EDUCATION 1.

- At the beginning technical problems had occurred especially with the unknown softwares
- From the feedbacks, it seems that some students require synchron contacts with teachers
- For solving this wish, teachers usually get in contact with their students in the timeframe of the original classes

THE PROCESS OF DISTANCE EDUCATION 2.

- Students are missing the personal contacts with their classmates and teachers
- They are also missing the environment (classrooms etc.) of the university, they also feel that they have to manage and solve more assignments than in the normal teaching-learning method
- Teachers also feel work over-load situations

SUPPLEMENTARY SOLUTIONS

- For content sharing:
 - *Goodle Drive; padlet.com; linoit.com*
- For activating students in synchron method and for anonim feedback:
 - *Goodle Drive; mentimeter.com*
- For test, and pratical excercise work
 - *redmenta.com, socrative.com, quizlet.com, wordwall.net*

INTERACTIVITY

- In our situation the synchron online teaching method is not obligatory for the teachers and for the students
- However, there are feedbacks from the students that the online „lecture” is a good and useful method
- Also, there has been expectations from the students to have anonym feedback; for this purpose mentimeter one of the best solutions
- Students appreciate online classes and they think online class is a very useful and good input for examinations happening later
- As examinations will not be organized in the traditional way, therefore teachers and students have to agree on a mutually worked out model

MEASUREMENT - EVALUATION - ASSESSMENT

- submitted papers
- tests (Moodle; redmenta.com)
- online examinations with screen sharing

CONCLUSIONS

- Day-by-day as gaining more experiences, applying more interactivity with the distance education could be a good solution
- Teachers can develop their materials applying other supplementary materials
- Need to solve the support for students individual development and control as well as the examinations (however, currently there are expert groups which are developing new language examinations in the country and this development could be apply for other examination situations)
- Distance education also worthy for cost-cutting and money-saving
- At the sametime could be useful for those groups of people whom involvment into learning processes meet difficulties

THE NEXT STEP?



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