

From Full-Time Traditional Education to a Distant Form Due the Pandemic Caused by COVID-19

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Abstract

The article presents data on the prerequisites of different countries on the issue of distance education. In the article the percentage valuation of the distance form of education in relation to the full-time traditional form was shown before the pandemic caused by the new coronavirus and after. In connection with the COVID-19 pandemic, a change in these proportions occurred due to an increase in the partial part of distance learning against the background of a suspended full-time traditional education. In a number of countries, distance learning has become the only one, absorbing all other educational approaches and systems. This provided the education system with special significance and attention from state structures and the government. The relevance of the work is caused by the fundamental nature of the issue of education, as such in general and specifically now, in a pandemic situation. Against the background of WHO recommendations on universal social distance and strict restrictions on mass events, which are an integral part of full-time traditional education, the urgency of the emergency transition from full-time traditional education to distance learning is especially great. The relevance of the issue is increasing due to the uncertainty caused by the expectation of the second wave of coronavirus, which is expected in October and coincides with the beginning of the first semester of the 2020/2021 academic year.

KEY WORDS: distance education, full-time traditional education, emergency transition, pandemic, COVID-19, student's sympathies, scientific skills



Introduction

The purpose of the article is to compare the effectiveness of traditional full-time education in a normal academic situation and distance learning in an emergency forced transition caused by the COVID-19 pandemic by comparing students' perceptions of basic subjects and the scientific component. Online and distance learning has steadily grown in popularity. We focused comparing online versus traditional education side-by-side comparison on key areas. Model "blended learning" is very interesting. Flexibility is one of the key components to consider when weighing the options is the amount of time. Self-discipline is very important direction, we should think about this, when we talk about inline education. Both traditional and online education certainly require some discipline to succeed, but there can be significant differences in how learning is structured. Self-motivation is very important factor too. In these directions traditional education has an advantage in the eyes of many. The structured schedule of attending class a handful of times per week and having routine face-to-face interactions with instructors can help keep students on task. Students in traditional, on-campus settings have more opportunities to be reminded of upcoming assignments, which can help if you tend to procrastinate on large, time-consuming assignments. Social interaction is a big plus for educations. In this direction, traditional education has a great advantage. Our experiments will show which teaching methods are more effective.

Material and Methods

We used the original methodology. The study was a two-time survey of students of different universities of the same profile. The study included full-time students of the faculties of traditional education (in retrospect, the fall semester of the 2019/2020 academic years) and students of the same universities that studied remotely (spring semester of the 2019/2020 academic years). The significance of the experiment is determined by the fact that within the framework of the study it became possible to study the students' attitude to a particular academic subject, to a teaching during different forms of training. Moreover, the subjects and personality of the teacher in the research did not change, which makes it possible to reduce artifacts and show comparative features of only forms of learning. Perceptions were studied in relation to the basic subject and to the subject "Scientific Skills".

Detail of methods. In order to determine the effectiveness of traditional full-time education in a regular educational situation and in distance learning (with the COVID-19 pandemic), we conducted research in two directions. Students from three different universities were included in the research. All students were informed by the teacher before the start of the study and informed consent was obtained to participate in the study [1,2]. The study consisted of a double survey of students. All students included in the study were over 18 years of age (second year students who did not change institution and group during the previous semester). It should be noted that the teacher and stu-

dents did not know each other before the study, and also, the subject for students was new (students did not take this subject in previous courses and semesters). The survey of students was carried out twice in the 2nd and 7th weeks of study. The research was carried out in a blind manner. Each student in the second week of meeting the teacher and the subject answered the question: – How much and why do you like the subject and the teacher? (in the case of qualitative questions, it was necessary to choose only one correct answer; in the case of verbal answers, one answer did not exclude the other, but the maximum number of answers should not exceed two). In this paper, this study is retrospective and at the same time makes it possible to carry out new targeted studies in the field of comparing distance education with full-time education. Studies with a similar design were carried out in a distance learning setting, also in the 2nd and 7th week. The questionnaire for distance learning students was fully consistent with the questionnaire for full-time traditional students.

Results

The main results are that the fact of assessing sympathy for the subject and for the teacher in traditional and distance education showed that at the 7th week of study there was complete agreement with respect to the basic subject and the subject “Scientific Skills”. This was preceded by the difference in the perception of the subject in the second week in the basic subject during the survey in the context of traditional full-time education compared to distance learning, an even greater difference was recorded in the assessment of the scientific component (subject “Scientific Skills”). As for the justification of sympathies, regardless of the type of syllabus, the teacher was awarded a uniform assessment in traditional full-time and distance education. On the 7th week, regardless of the type of syllabus, the teacher was awarded a uniform perception by the students. On the 7th week, when assessing the scientific component (“Scientific Skills”), there was an absolute synchronization between traditional full-time and distance learning. In the second week of full-time distance learning, the perceptions of students differed from the perceptions of students in traditional full-time studies. The article demonstrates the basic technologies of distance education, identifies the main problems, the risks of effective learning, especially when teaching the subject “Scientific Skills”. The article explores relevant approaches. In conclusion, it is concluded that with remote and full-time traditional forms of education, the student’s sympathy for a particular subject, as well as for the teacher, turned out to be the same.



Discussion

In recent decades, Europe has been actively working on legislative and administrative projects in the field of recognition of distance education. In this direction, Georgia began to actively cooperate with European countries from the beginning of 2005. There was constant work in this direction, but the pace and aspiration of the teaching staff and departments, heads of education policy was not sufficient. And the implementation of distance learning into practice in universities did not work out [3]. The percentage dispersion of distance education in relation to the full-time traditional system is 20% to 80% at the beginning of 2020 [4]. In connection with the COVID-19 pandemic, these proportions changed due to an increase in the partial part of distance learning against the background of suspended full-time traditional education against the background of the COVID-19 pandemic. On March 11, 2020, the spread of the virus took on hyperbolic proportions, in 90% of the countries of the world there were cases of infection of the population with the COVID-19 virus and WHO in an official statement announced a pandemic [5]. During the pandemic, the main strategy of all developed states and Georgia was preventive measures: self-isolation and social distancing. In the scientific pedagogical literature, ambiguous approaches have appeared in relation to the transition to distance education. Some experts referred to a decrease in quality during a forced transition from one form to another, other authors considered this process illegal [6,7,8]. Statistical financial reports have shown that declaring an academic year academic will have a negative impact on education funding and quality of instruction. However, the implementation of full-time traditional education through personal contacts of pairs “student-teacher” during the quarantine period became impossible. Our research was very important during pandemic period. A total of 182 students were interviewed. Of these, 100 students studied subjects traditionally full-time, 82 students were interviewed during the pandemic in the context of distance learning. All students included in the research studied at three different universities with a single profile. Their teacher of basic subject and also tuter of research work was the same person. The research work involved the study of the subject “Science”, familiarization with the methodology and the implementation of a real experiment.

Conclusion

In conclusion, it is concluded that with remote and full-time traditional forms of education, the student’s sympathy for a particular subject, as well as for the teacher, turned out to be the same. The author notes that the subject “Scientific Skills”, which is actually a scientific component, was not sufficiently perceived during distance learning. The significance of the direction has long been obvious, but this direction has gained particular relevance in connection with the current situation caused by the spread of COVID-19. The significance of the experience of the emergency transition of full-time traditional education to distance

education is obvious. Modifying, developing and developing the tactics of distance learning through the involvement of international research will make it possible to improve quality and financial issue of Hight Education Institutions.

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