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# STUDENTS' READINESS TO DISTANCE LEARNING: RESULTS OF RESEARCH IN THE INSTITUTIONS OF HIGHER EDUCATION



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# Students' Readiness to Distance Learning: Results of Research in the Institutions of Higher Education

## Distance learning and Educational Institutions

**New sources of information**

**Efficiency of independent work**

**New opportunities for creative self-expression**

**Professional skills**

**New forms and methods of teaching**



# ADVANTAGES OF DISTANCE LEARNING

Pedagogical

Psychological

Informational

Ergonomic

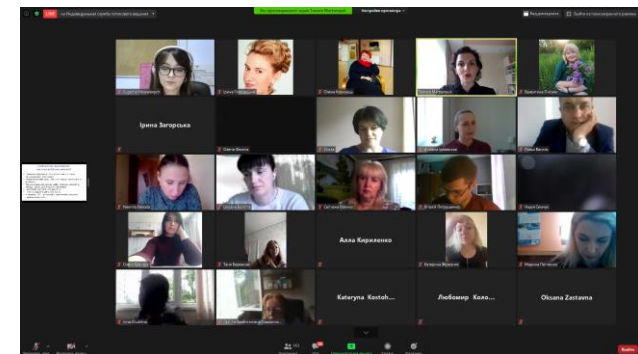
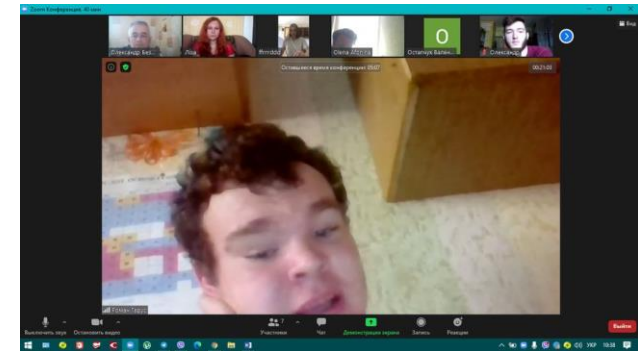
The screenshot shows a Zoom meeting interface for a conference event. The browser address bar indicates the URL: [goethe-institut.plazz.net/#event-detail.html?id=159](https://goethe-institut.plazz.net/#event-detail.html?id=159). The meeting title is "Feierliche Eröffnung" (Solemn Opening) on 24.09.2020 at 13:00 - 13:30. The interface includes a sidebar with navigation options: Startseite, Programm, Eröffnung (Livestream), Keynote I (Livestream), Keynote II (Livestream), Podium (Livestream), Interaktion, Treffpunkt, and Gesucht - Gefunden. The main content area displays the event details, including a list of speakers (Bernd Helmbold, Katina Klänhardt) and a description of the event: "Eröffnung der Jubiläumskonferenz 'Deutsch Lehren Lernen - Kompetente Lehrkräfte weltweit' durch Dr. Christoph Veldhues (Abteilungsleiter Sprache, Goethe-Institut) mit Grußworten von Johannes Ebert (Generalsekretär Goethe-Institut) und Prof. Dr. Iris Winkler (Vizepräsidentin Studium und Lehre, Friedrich-Schiller-Universität Jena)." The interface also shows a comment section with a comment from Maria Merkulova: "Hallo aus Russland" posted 1 minute ago. The Zoom logo is visible in the bottom right corner of the meeting content area.

# DISADVANTAGES OF DISTANCE LEARNING

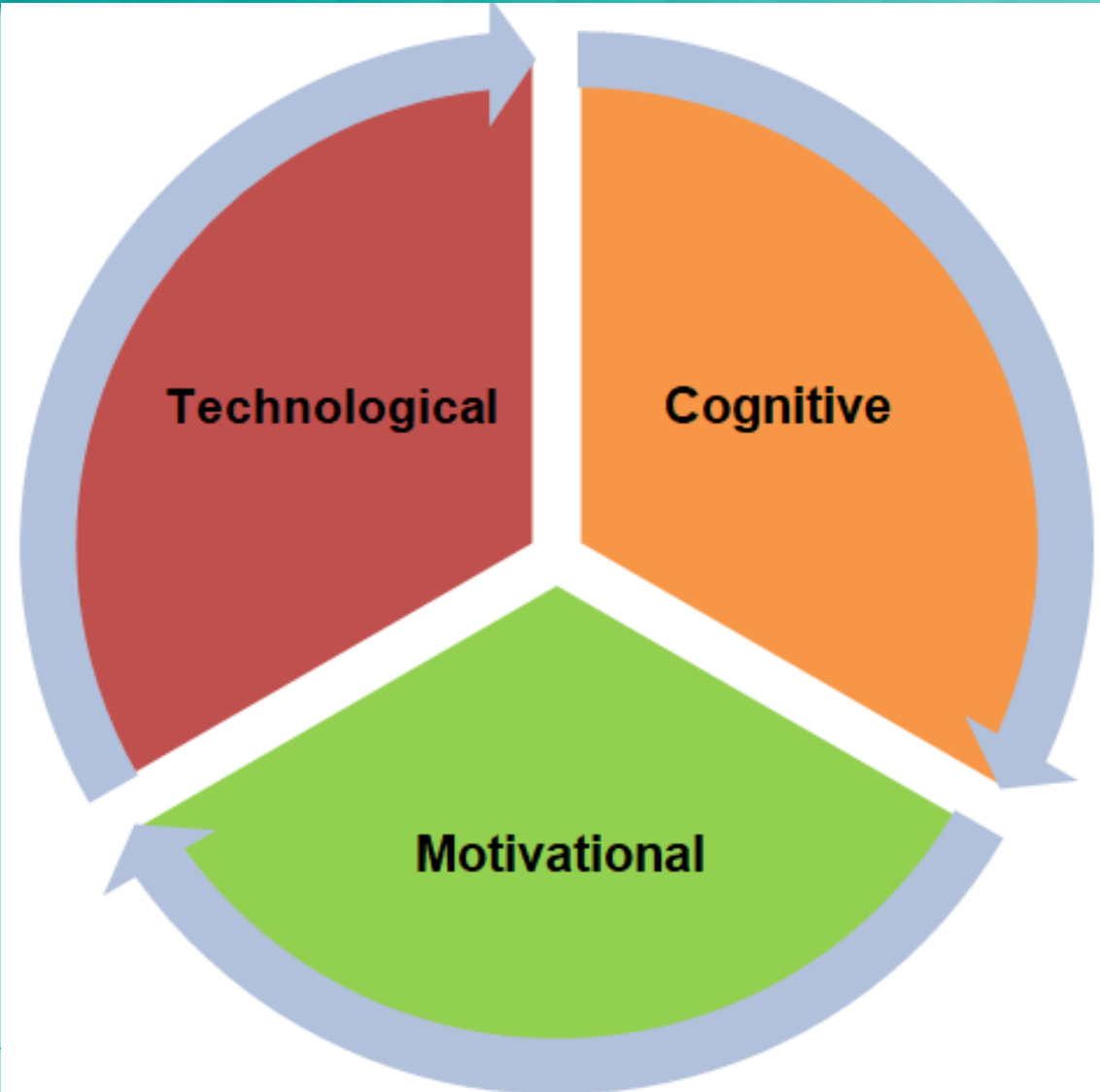
**Technical** (infrastructure, tools) – costly and complex technology

**Organizational** (standards, rules regulations)

**Educational** (didactic-methodical, psychological)



# THE STUDENTS' READINESS TO IMPLEMENT DISTANCE LEARNING



# THE COGNITIVE COMPONENT OF STUDENT'S READINESS

Principles of operation of a personal computer and peripheral devices and work on the Internet

Opportunities of the main educational resources of the Internet

Basic types and general principles of functioning of telecommunication systems

Features of the process of knowledge acquisition in DL

Netiquette





# THE MOTIVATIONAL, REFLEXIVE AND EVALUATIVE COMPONENTS

The strength and structure of motivation

The ability to organize their learning activities

Effective control system

Self-access of learning activities





# COMPONENTS OF STUDENTS' READINESS TO IMPLEMENT DISTANCE LEARNING

| Components Levels | Cognitive | Motivational | Technological | Reflexive |
|-------------------|-----------|--------------|---------------|-----------|
| High              | 8%        | 5%           | 45%           | 5%        |
| Medium            | 32%       | 20%          | 35%           | 65%       |
| Low               | 60%       | 75%          | 20%           | 30%       |

# OBSTACLES IN THE INTRODUCTION OF DISTANCE LEARNING OF ENGLISH

| <b>Obstacles</b>  | <b>%</b> |
|---|----------|
| Absence of distance learning of English courses in university                 | 40       |
| Poor motivation for independent learning/self-study                           | 30       |
| Poor Internet access  | 15       |
| Lack of personal contact with other students and the teacher                  | 25       |
| Advantage of traditional methods of instruction at university                 | 65       |
| Inaccessibility of use distance learning tools (computer, smartphone, tablet) | 0        |
| Difficulties of learning on the Moodle platform                               | 10       |

# BENEFITS OF DISTANCE LEARNING

| <b>Advantages of distance learning of English in HEI</b>            | <b>%</b> |
|---|----------|
| Possibility to study anywhere and anytime                           | 80       |
| Individual way and tempo of learning                                | 70       |
| Possibility to combine learning with work                           | 75       |
| Lower tuition fees  | 20       |
| Opportunity to use up-to-date learning tools to facilitate learning | 50       |
| Time saving   | 50       |
| More effective than traditional learning                            | 0        |
| Facilitates contact with the teacher                                | 10       |
| Opportunity to acquire IT skills                                    | 35       |
| Opportunity to earn several degrees                                 | 5        |
| Possibility to gain new experience                                  | 55       |

# COMPARATIVE TABLE OF 2019–2020 SURVEY RESULTS

| Components<br>Levels | Cognitive |      | Motivational |      | Technological |      | Reflexive |      |
|----------------------|-----------|------|--------------|------|---------------|------|-----------|------|
|                      | 2019      | 2020 | 2019         | 2020 | 2019          | 2020 | 2019      | 2020 |
| High                 | 8%        | 17%  | 5%           | 9%   | 45%           | 61%  | 5%        | 6%   |
| Medium               | 32%       | 56%  | 20%          | 31%  | 35%           | 36%  | 65%       | 69%  |
| Low                  | 60%       | 27%  | 75%          | 60%  | 20%           | 3%   | 30%       | 25%  |

# DYNAMICS OF READINESS LEVELS FOR EACH COMPONENT

| Components Levels | Cognitive |      | Motivational |      | Technological |      | Reflexive |      |
|-------------------|-----------|------|--------------|------|---------------|------|-----------|------|
|                   | 2019      | 2020 | 2019         | 2020 | 2019          | 2020 | 2019      | 2020 |
| High              | + 9%      |      | + 4%         |      | + 16%         |      | + 1%      |      |
| Medium            | + 24%     |      | + 11%        |      | + 1%          |      | + 4%      |      |
| Low               | -33       |      | -15          |      | -17           |      | -5        |      |

# CONCLUSIONS

- **Motivate the future English teacher to implement distance learning**
- **Involve the future teacher in DL activities as a student**
- **Organize distance English courses together with future English teachers**
- **Organize distance educational activities for future English teachers as trainees**
- **Evaluate the result**
- **Encourage cooperation between tertiary institutions and IT-companies**



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**THANK YOU  
FOR YOUR  
ATTENTION**

