

Використання як традиційних, так і онлайн методів дослідження мають свої переваги і недоліки, сильні і слабкі сторони. Під час проведенні онлайн досліджень завжди існує проблема надійності й валідності результатів, що є наслідками людського та методологічного чинників, частину з яких практично складно усунути. Також існує ризик отримати відповіді, які не відповідають фактичному стану. Однак, такі вади можуть виникнути і під час традиційних досліджень. Отже доцільно комбінувати техніки онлайн з традиційними, що дозволяє уникнути елементарних методологічних помилок. Однак це вимагає не лише дослідницької компетенції, а й методологічної обізнаності та надійного аналізу й інтерпретації результатів дослідження.

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FEATURES OF CONDUCTING ONLINE SURVEYS OF UKRAINIAN TEACHERS: EXPERIENCE AND USE OF THE RESULTS. Oksana Ovcharuk

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Keywords: teachers, online survey, digital competence, digitalisation of education

Starting from 24th February 2022, the date of the Russian military invasion of Ukraine, our teachers, felt not only the consequences after the long quarantine period of 2020-2022 but also the consequences of military actions that continue to this day. Considering the

relevance and need to support teachers in using digital tools for organising the educational process in general secondary education institutions, the issue of monitoring teachers' readiness is becoming an important element and indicator of quality and equal access to education. To understand the specific needs of teachers in 2022 and 2023 we conducted a public survey to identify needs. The study allowed us to identify the level of the digital competence of Ukrainian teachers.

According to MoES, there are 12,929 general secondary education institutions operating in Ukraine today, of which there are 3,985,866 students complete general secondary education, 72,738 students are from the temporarily occupied territories, and 901 schools are located in the temporarily occupied territory. All these circumstances forced teachers and schools to study online and in a mixed mode (*У МОН Розповіли, Скільки Шкіл Та Садочків Працює Очно Або Дистанційно, 2023*).

The survey was conducted by the Institute for Digitalization of Education of the NAES and the Institute for Modernization of the Content of Education regarding the readiness of teachers to effectively use online resources and tools to ensure distance learning of students in war conditions. Respondents from all regions of Ukraine took part in the survey. In 2022, their number was 54,254.

The objectives of the survey:

- (1) to determine the public opinion of pedagogical staff regarding readiness for the effective use of online tools and instruments to ensure distance learning for students;
- (2) to identify the digital educational resources and digital learning tools that are in highest demand among teachers;
- (3) to identify their level of digital competence, and
- (4) the specifics of distance learning during wartime.

The online questionnaire contained five thematic blocks of questions:

- general information about participants (Block I),
- organisation of distance learning in practice (Block II),
- identifying teachers' needs for distance learning and professional development (Block III),
- teacher's digital competence (Block IV),
- specifics of distance learning during wartime (Block V).

In 2023, 42,708 respondents were surveyed, representing all regions of Ukraine, including responses from respondents from occupied territories. of whom 91% were women, and 9% were men. The majority of respondents (58.6%) have more than 20 years of work experience. Among the respondents, the largest share was teachers of primary classes (25.7%), Ukrainian language and literature (10.8%), foreign languages (10.2%) and

mathematics (9.6%). The survey identified four age categories: 25 years - 4.2%; 26-40 years - 27.2%; 40-55 years - 42.3%; 55 and older - 26.3%. Regarding the use of online tools, the most popular were Viber (77.7%), Zoom (63.8%), Google Apps for Education (53.1%), electronic diary (34.1%), Learningapps.org (26.7%) and Telegram (26%). Compared to 2022, the share of use of Google Apps for Education and electronic diaries has increased significantly. Among online resources, teachers most often use "Na Urok" (88.7%), "Vseosvita" (83.5%), educational resources on YouTube (75.3%), "All-Ukrainian School Online" (51.1%) and EdEra (34.3%). The popularity of educational materials on Facebook (34.3%) and blogs (18.8%) also increased. You can see this on the slide in comparison with 2022. At the same time, teachers face several obstacles, including the lack of high-quality Internet (64.7%), weak technical support for students (44.1%), frequent power outages (37.1%), low motivation of students (25.4 %), lack of time and overload (25.2%). About a quarter of teachers noted insufficient material and technical support from institutions and psychological difficulties (Ovcharuk et al. 2023).

The "Teacher's Digital Competence" block was formed based on the Digital Competence Framework for Citizens (DigComp 2.2). The questions in this block were distributed across the five areas included in the framework: 11, 12 information and digital literacy, communication and collaboration, digital content creation, safety, and problem-solving. This block was intended for respondents to self-assess their digital competence at three levels: basic user, independent user, and proficient user. According to the results of the self-assessment, the majority of respondents defined their level of digital competence as a basic user or an independent user. Only 8.4% rated themselves as professional users. The content of the questionnaire was based on surveys from previous years, 2020-2021, which were improved annually by adding new blocks of questions according to the needs of the time. An important part of the survey was to determine the peculiarities of the training organisation during the war. In particular, the "Specifics of Distance Learning During Wartime" block was added to the questionnaire in 2023. This part of the questionnaire clarifies how educational institutions ensure the learning process, and whether respondents work with internally displaced children and refugees. The questions were also aimed at obtaining a vision of the need for psychological support for educators, the necessity and existing online didactic materials for preparation for distance learning during wartime, and more (Ovcharuk, 2023).

Based on the survey results, a set of measures can be proposed to support teachers in developing digital skills during wartime. Ensuring quality Internet connectivity and access to

digital devices. Resolving this issue is a top priority for effective online learning. It is necessary to provide schools and teachers with mobile internet devices and organize internet access points in safe locations. Large-scale teacher training programs. Based on the identified needs, systematic training and master classes should be organised on:

- creating educational videos and recording/editing video lessons
- using various online platforms and tools for distance learning
- conducting effective online consultations
- organising online learning for children with special needs
- running personal YouTube channels, etc.
- methodological support for teachers and sharing best practices. Creating databases of educational videos, lesson plans, manuals, and recommendations for distance learning during wartime. Organizing webinars and support groups for teachers.
- psychological support and motivation for students and teachers. Involving psychologists and creating programs to overcome stress, and post-traumatic syndrome, and increase motivation for learning during the war.
- information campaigns for parents. Explaining the importance of supporting distance learning and providing instructions on creating a favourable environment for children.
- ensuring power supply and providing digital devices. Equipping schools with autonomous power sources, tablets, and computers. Centralised supply of necessary equipment.

In conclusion, it should be noted a need for further work on improving the digital skills of teachers, providing technical support and creating favourable conditions for the high-quality organization of distance learning in wartime conditions. Only a comprehensive approach, combining technical support, development of teachers' digital skills, psychological support, and information outreach, can minimize educational losses and allow for effective continuation of learning even during wartime conditions.

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TURKISH UNIVERSITY STUDENTS' REFLECTIONS ON THE SHIFT TO ONLINE EDUCATION AFTER THE EARTHQUAKE ON 6TH OF FEBRUARY 2023. Dr. Emel Kucukali

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Keywords: Natural Disasters, Online Education, University Students, Reflections

ABSTRACT. The present mixed method study aims to investigate the reflections and reactions of Turkish university students to the sudden shift to online education due to the devastating earthquake in February 2023. The participants were university students (N=103) from two Turkish universities. The students were studying at the English preparatory program, in classes varying from elementary to intermediate language levels. The data were collected from a survey asking the following questions to the students: *Have you been affected by the earthquake on the 6th of February? If yes, how has it affected your university education?* The data was analyzed through content analysis for qualitative findings, and through the CLAN (Computerized Language ANalysis) Program for descriptive statistics such as the frequency of specific words. The findings revealed that students reported relatively negative reflections on online education. The results also indicated that the earthquake has affected the cognitive, emotional, and social aspects of their university education.

Introduction. Extreme situations and disasters such as earthquakes, pandemics, and wars, unfortunately, affect all aspects of society specifically education. On February 6, 2023, Turkey got slammed with two massive earthquakes, one measuring 7.8 and the other 7.5 on the Richter scale. Lots of people lost their lives or got hurt, and millions were forced to leave their homes. Unfortunately, this disaster led to the instant shift from the traditional face-to-face format to online/distant and later to hybrid education for all universities in Turkey. The present study aims to investigate the reflections and reactions of Turkish university students to this sudden move to online and hybrid education.

Previous research. The previous research on the earthquake in Turkey, and the shift to distant/online education revealed some negative effects on university students such as isolation from family and friends, high stress, anxiety, depression (Elhaty & Elhadary, 2023),