

TEACHING COMPONENTS DURING TRADITIONAL AND DISTANCE LEARNING – COMPARISON OF TEACHER’S AND STUDENT’S PERSPECTIVE. QUESTIONNAIRE SURVEY

**Jakub Młodawski, Anna Swiercz, Marta Młodawska, Grzegorz Swiercz,
& Barbara Gawdzik**

Jan Kochanowski University in Kielce (Poland)

Abstract

The COVID-19 pandemic forced students and academic teachers to suddenly switch to remote teaching mode. In our study, we decided to assess whether the views on the effectiveness of individual learning elements differ between these two groups.

The study was a structured survey. Teachers and students assessed on a five-point Likert scale (where 5 = definitely better in distance learning, 1=much better in traditional learning) the effectiveness of six key elements of teaching: student involvement and activity (1,2), contact with the lecturer (3), regularity of work (4), punctuality of performed tasks (5), quality of performed tasks (6) and adequacy of received grades (7).

All the elements assessed in both groups were more effective in the case of the traditional teaching model (all means were ≤ 3). The average grade in the group of teachers in the assessment of each element was shifted to the left compared to the group of students (in the direction of greater effectiveness of traditional teaching), the difference was not statistically significant only in the case of contact with the lecturer. We observed the greatest difference between the groups in the assessment of student’s engagement and activity (2.6 vs 1.6, $p < 0.05$ and 2.65 vs 1.85, $p < 0.05$ for students and teachers, respectively).

Students and teachers differ in their opinions on the effectiveness of traditional and distance learning elements. It is necessary to adapt the curricula so that there are no differences between the groups.

Keywords: *COVID-19, remote learning, distance learning, educational research, teachers’ perspectives.*
