

# Crisis Remote Education at The Maria Grzegorzewska University During Social Isolation in the Opinions of Students

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**Abstract**—The aim of the study was to find out the experiences of students of The Maria Grzegorzewska University, related to crisis remote education (remote teaching and distance learning in conditions of forced social isolation caused by SARS-CoV-2 pandemic). A case study was used. The research was limited to one institution and the method of a diagnostic survey based on the questionnaire technique was used. Recommendations for further development were made, based on disclosed advantages, disadvantages, problems and opportunities connected with crisis remote education conclusions reported by students.

**Keywords**—crisis remote education, distance teaching, distance learning, emergency e-learning, COVID-19, SARS-CoV-2

## I. INTRODUCTION

CONTEMPORARY researchers and practitioners recognize the potential of remote education. The constantly growing percentage of people using various forms of it: courses, training sessions, online studies is related to the possibility of learning in a convenient place and time and in forms that are best for our learning preferences. These are conditions that favor lifelong learning. The aim of online education is to remove barriers to lifelong learning and to provide equal educational opportunities [1,2], through a flexible approach to the place and time of education. Remote education is guided by access to a variety of opinions, combining multiple sources of information, using technological devices and software, striving to know more, searching for links between disciplines and concepts, making decisions about what an individual wants to learn [3]. At the same time, online education should support solving problems, not to cause them, hence the social and emotional effects of online learning cannot be ignored. Therefore, online education may not meet all students' learning needs [4].

Until now, there has been no situation in the world where it was necessary to suddenly shift the work of universities entirely to remote education, which has become not so much an option but a necessity, treated as a recipe for a crisis [5]. The experience of crisis remote education, described from the perspective of students, enables the creation of new conditions for this type of teaching in a thoughtful manner, taking into account their postulates, possibilities, and limitations. What is currently coming to the foreground in activities related to the implementation of online education is improving its quality by forcing it to adapt quickly to a changing situation [5].

## II. METHODS

The aim of the research was to learn about the experiences of

The Maria Grzegorzewska University students related to remote education. A research question was asked: what are the experiences of The Maria Grzegorzewska University students related to crisis remote education in conditions of forced social isolation?

A case study was used. The research was limited to one institution and the method of a diagnostic survey based on the questionnaire technique was used. In order to achieve the set goal, a questionnaire addressed to students was constructed. The questionnaires were sent to The Maria Grzegorzewska University students in electronic form. The research was conducted in June 2020, at the end of the semester in which the education was remote.

The validity of the research is justified by the lack of prior research in this area. The research also has a practical purpose, which is the evaluation of crisis remote education, which will make it possible to indicate recommendations for the further conduct of this form of academic teaching and to implement them before the start of the new semester.

The selection of people for the research was deliberate. People associated with one institution were invited to fill in the questionnaire: students from the faculties of pedagogy, special education, psychology, and sociology.

In the study addressed to students, 515 people took part, which constitutes 11.9% of the total number of students. The average age of the respondents was 23.6 years (Me = 22, Mo = 22). The youngest respondent was 18 years old, and the oldest 54. The majority of respondents were women (493 people, 95.7%), and the minority were men (22 people, 4.3%).

Most of the respondents are full-time students (374 people, 67.4%), and a minority of part-time students (168 people, 32.6%). People from the first year of studies constitute 30.9% of the respondents (159 people), from the second year to 26.2% (135 people), from the third year to 19% (98 people), from the fourth year to 16.1% (83 people), and from the fifth - 7.8% (40 people).

## III. RESULTS

When asked to rate their IT competencies on a scale from 1 to 5, the respondents declared them on average at 3.68 (Min = 1, Max = 5, Me = 4, Mo = 4, Ske = -0.586, K = 0.026). Almost two-thirds of students (319 people, 61.9%) had no experience related to remote education before the pandemic. Every third respondent (175 people, 34%) participated in training or other remote activities. Every twentieth respondent (29 people, 5.6%)

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conducted training or other activities remotely. Sixteen students (3.1%) designed e-learning courses on their own. Individuals declared that so far their experiences were limited to participation in e-learning courses, solving tasks on platforms, taking an exam via Google Forms, creating knowledge checking sheets (tests), or creating interactive tasks.

Most of the respondents (408 people, 79.2%) have a computer at home for their only use. More than half (290 people, 56.3%) use mobile devices, and every fifth respondent (98 people, 19%) has a computer at home but shares it with other household members. Individuals declared that their computer equipment was old and inefficient and that their internet connection did not have sufficient bandwidth.

Most of the students participating in the survey (311 people, 60.4%) connect to the Internet via a cable modem or optical fiber. More than every third person (204 persons, 39.6%) uses wireless Internet via a mobile modem. Every fourth respondent (140 people, 27.2%) uses the Internet provided by a smartphone. Individuals do not have an Internet connection at home, so they have to connect via radio or satellite modem, or have to go to their family to use the Internet.

The most frequently reported technical problems that arise in the course of remote education are: Internet connection problems (316 people, 61.4%), hardware problems (131 people, 25.4%), software problems (96 people, 18.6%). One-fourth of the respondents (125 people, 25.3%) did not experience any problems. Individuals report problems such as lack of a microphone and webcam, technical problems on the part of lecturers, problems with websites for distance learning, bad audio and video quality, stuttering transmission, ending Internet package and lack of funds to recharge it, problems with applications, old computer or no electricity.

The technical problems most frequently reported by students relating to the teachers implementing remote education are problems with an Internet connection (351 people, 68.2%), computer problems related to hardware (142 people, 27.6%), and software problems (88 people, 17.1%). A large proportion of students (103 people, 20%) did not report any problems with the lecturers. Individuals report low IT competencies of teachers and inability to use programs by them.

Students assessed various forms of remote education. In the case of virtual meetings in a group of students, 52 people (10%) did not participate, 68 people (13%) were reluctant to participate in them, 108 people (21%) had a neutral opinion, and 287 people (56%) were willing to participate in them. In the case of virtual one-to-one meetings, 164 people (32%) did not participate, 73 people (14%) were reluctant to participate, 100 people (19%) had a neutral opinion, and 178 people (34%) were willing to participate in them. In the case of individual phone calls, 228 people (44%) did not participate, 89 people (18%) were reluctant to participate, 77 people (15%) had a neutral opinion, and 121 people (24%) were willing to participate. In the case of the chat, 74 people (14%) did not participate, 53 people (10%) were reluctant to participate, 102 people (20%) had a neutral opinion, and 286 people (56%) were willing to participate in them. In the case of instructions describing issues or tasks sent by e-mail, 12 people (2%) never received them, 151 people (29%) were reluctant to do them, 108 people (21%) had a neutral

opinion, and 244 people (47%) were willing to participate in this form of remote education. In the case of individual work on projects or problems in designated communication channels (e.g. Teams), 27 people (5%) did not participate in it, 126 people (24%) were reluctant to participate in it, 128 people (25%) had a neutral opinion, and 234 people (45%) willingly participated in it. When it comes to group work on similar tasks, 46 people (9%) did not participate in them, 144 people (28%) were reluctant to participate, 111 people (22%) had a neutral opinion, and 214 people (42%) willingly participated in them. When students received links to important content from lecturers, 86 people (17%) were reluctant to use them, 121 people (23%) had a neutral opinion, and 290 people (56%) were willing to use the links. 18 people (3%) have never received any link from the lecturer. When students received scans, photos, or presentations of original materials from lecturers, 77 people (15%) were reluctant to use them, 106 people (21%) were neutral, and 323 people (63%) were happy to use them. 9 people (2%) did not receive such materials. When the lecturer sent the materials of other authors to students, 114 people (22%) were reluctant to use them, 109 people (21%) were neutral, and 266 people (52%) were happy to use them. 26 people (5%) have never received such materials. Interestingly, 124 people (24%) never used the recordings of the lectures, 49 people (10%) used them reluctantly, 93 people (18%) were neutral, and 249 people (48%) were happy to use the recordings.

The most common ways of contacting the lecturers are e-mail (422 people, 81.9%) and chat (360 people, 69.9%). Communication via USOS (University Student Service System) was carried out by 314 people (61%), group videoconferences by 243 people (47.2%), and individual videoconferences by 117 people (22.7%). Another popular way of communicating with lecturers were telephone calls (80 people, 15.5%). Single respondents declared that they communicate via Facebook Messenger, Instagram, Google Classroom, or that lecturers do not contact them at all.

Students use various applications in the distance learning process. It is mainly MS Teams (468 people, 90.9%) and Zoom (135 people, 26.2%). Individuals use Google Meet (15 people, 2.9%), Facebook Messenger, Skype, Google Classroom, Cisco Webex, WhatsApp, Google Drive, Click Meeting. There were also voices that the surveyed students do not use any applications, that they do not like remote education, and that they do not have an opinion on this subject.

Students rate the level of remote education offered by the university as average ( $M = 2.92$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = -0.080$ ,  $K = -0.718$ ). They rate their degree of involvement in remote education above average ( $M = 3.89$ ,  $Me = 4$ ,  $Mo = 4$ ,  $Ske = -0.875$ ,  $K = 0.549$ ), and they rate their independence during remote education high ( $M = 4.24$ ,  $Me = 4$ ,  $Mo = 5$ ,  $Ske = -1.235$ ,  $K = -1.350$ ).

Comparing the common elements of remote and traditional education, students assessed their own commitment, activity, contact with the lecturer, regularity of work, timely performance of tasks and the quality of tasks performed, and declared whether, in their opinion, a given element is greater in traditional education, greater in remote education or the same, regardless of the method of education. Students declare that they

are a bit more involved ( $M = 3.21$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = -0.194$ ,  $K = -1.190$ ) and active ( $M = 3.26$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = -0.194$ ,  $K = -1.150$ ) in the case of remote education. Students prefer traditional contact with the lecturer ( $M = 2.33$ ,  $Me = 2$ ,  $Mo = 1$ ,  $Ske = 0.604$ ,  $K = -0.782$ ). Students indicate that they work a bit more systematically during traditional classes ( $M = 2.66$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = 0.297$ ,  $K = -0.890$ ). The timeliness of the tasks is similar in both cases ( $M = 2.99$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = -0.043$ ,  $K = 0.385$ ). The declared quality of task performance is slightly higher in the case of traditional education ( $M = 2.80$ ,  $Me = 3$ ,  $Mo = 3$ ,  $Ske = 0.52$ ,  $K = -0.466$ ).

The students were also asked to list the advantages of distance learning (811 responses in total; 11 (2.14%) did not answer this question). 49 (9.51%) people clearly stated that they did not find any advantages in remote education.

The greatest number of benefits associated with remote education related to the organization and way of implementing the learning process of students (202 responses; 39%). In this, the students mentioned such aspects as better planning and organization of time and work (85; 16.5%) ("everyone works at their own pace and with their own methods, people work when they are ready for it; e.g. learn in the morning"; "I can better adapt the classes to my schedule"), mobility, i.e. the possibility of taking classes anywhere (23; 4.47%), improving self-education by strengthening independence, regularity, motivation (17; 3.30%), less stress (12; 2.33%), more time devoted to learning (11; 2.14%), the ability to perform many activities simultaneously (11; 2.14%), improving own computer skills (9; 1.75%), a greater level of involvement in learning (9; 1.75%), having more time for oneself and family (8; 1.55%), having better conditions for learning (7; 1.36%), getting to know new ways of learning and teaching (6; 1.17%), better focus on classes (2; 0.39%), less fatigue (2; 0.39%).

The respondents often mentioned the fact that they did not have to travel to the university as an advantage (122 people; 23.69%), thanks to which they could participate in classes even when they felt bad. 89 people (17.28%) emphasized the possibility of learning from home and the related comfort (34 people; 6.6%), as well as the convenience of dressing and less concern for appearance (9 people; 1.75%). 97 people (18.83%) emphasized the time savings associated with commuting to the university (but also with no need to wait for office hours, pauses between classes, etc.), and 13 people (2.52%) mentioned financial savings thanks to staying at home.

113 surveyed students (21.94%) referred in their statements to various aspects of the education at The Maria Grzegorzewska University. The main advantage in this regard was the receipt of ready-made materials from lecturers (presentations, films, lectures, notes, etc. - interesting, broadening knowledge, organized) - 35 people (6.8%); flexibility in terms of dates (classes, sending papers, exams) was also important - 24 people (4.66%). The students pointed out the possibility of recording lectures, to which they can return at any time (11; 2.14%) ("if the lecturer records the lectures, they can be played at any time, when you have time"), 9 people (1.75%) appreciated the greater precision and condensation of the content and tasks sent ("lecturers who cope with distance education put less emphasis on the length of their presentations, shifting the burden to the

scope of the presented material and the manner of their delivery"); 8 people (1.55%) found online lectures interesting, and even better than traditional lectures; 6 people (1.17%) emphasized that the program was adjusted to individual needs; 5 people (0.97%) thought that the online forms of getting credits were better; 3 people (0.58%) said that the lecturers were more involved ("there are lecturers who put their hearts into giving us as much as possible and that we would not be losing in any way"); two people (0.39%) wrote that there is greater transparency, it is easier to take notes from lectures, and they also notice that there are lecturers who take their work seriously. Single indications referred to the timeliness of the classes, the inability to download from others, the lack of an obligation to be present at some lectures, the lack of "paperwork", visible efforts of the lecturers to convey knowledge, and the possibility of sending the homework online.

45 people (8.74%) pointed to communication issues, including 30 respondents (5.83%) emphasized that now their contact with lecturers has improved ("lecturers are more involved and we have more contact with them"; "we can report to them, we can see if they are currently available"). 6 people (1.17%) say that communication is easier in general, 3 people (0.58%) appreciate the possibility of a quick chat; two people each notice the increased understanding of students and lecturers and emphasize good communication in general; individual indications refer to the fact that there are new forms of communication and that there is a possibility of implementing joint projects.

21 people (4.8%) pointed to the sense of security that in a pandemic situation is ensured by remote work (including the lack of direct contact with a group and the possibility of passing courses despite social isolation).

17 respondents (3.3%) referred to the organization of work at the university. Four of them (0.78%) stated that the advantage of remote education is the lack of the need to sit in uncomfortable university rooms and that thanks to remote education the continuity of classes was maintained. Two people each emphasized that the content of remote education is analogous to that provided in a traditional way and that there is no need to "run around the rooms"; individual statements concerned the availability of on-line exams, diversity in the method of conducting classes and credits, gaining experience by the institution, in a new situation that may repeat. It was considered a more accessible form of work and that there are many benefits, but only if the organization of the education process is good.

Students were also asked to point to the biggest disadvantages of remote education. They listed a total of 1,207 defects that were categorized and described below. 6 (1.17%) people did not answer this question, and 9 (1.75%) decided that this type of education has no disadvantages.

The largest number of responses from the surveyed students, as many as 730, referred to various aspects of didactics and lecturers' attitudes. The main accusation of students against the teachers was that they commissioned a lot of written work to be performed (most often with a short deadline) - 122 people (23.69%) specified it. They received materials that they had to develop on their own (85; 16.50%) and that they are

incomprehensible (57; 11.07%). According to students, there are more such materials than in traditional education (48; 9.32%) (although 5 people - 0.97% believed that there are fewer materials), and the requirements are much higher than usual (17; 3.3%). 10 students indicated that (1.94%) that the amount of content was inadequate to the number of hours devoted to the subject. Also, 10 students (1.94%) indicated that the lecturers did not send any materials - students had to get them on their own. Single indications concerned the excessively long e-mails from the lecturers and the need to create final papers in electronic form. The above accusations are related to their time-consuming nature and the feeling that the responsibility for education has been shifted to students - this fact was indicated by 5 people (0.97%).

The above-mentioned problems are well reflected, *inter alia*, by the following critical statements: "studying at this point is only a written answer to the assigned tasks, where there is often no response"; "Many lecturers put on us work that goes beyond the time allocated to their subject, sometimes on one work that in the traditional study we would have to do for 1.5 hours, I do it, for example, 3 days."; "Most of the lecturers don't explain anything, clarify nothing, give us no knowledge".

In the same category, relating to lecturers, there was an accusation that contact with the lecturer was difficult or completely impossible. 104 people (20.19%) stated, that lecturers either did not contact the students at all, or did it after a long time, and even when the exams were approaching. 12 people (2.33%) were uncertain whether the papers they sent had reached the lecturer.

Other shortcomings of remote education related to lecturers described the lack or conducting of synchronous classes. And so 72 people (13.98%) of the respondents indicate that they had synchronous classes (with the use of cameras) only with a few lecturers - most teachers gave up this form of teaching. Severe was the lack of practical (including artistic) classes (20 people, 3.88%). At the same time, 27 (5.24%) people believe that the lecturers lack the methodological and organizational competencies necessary for remote work; 23 people (4.47%) say that this aspect is not regular, the lecturers are less prepared than during traditional classes (12; 2.33%), and the classes are conducted schematically (3.58%).

This is illustrated by examples of students' statements: "not all lecturers conduct lectures, they believe that sending a presentation is enough"; "Lack of conducting classes by some lecturers or teachers and just sending the material, in my opinion, is not sufficient to call the classes conducted."

Another problem is the irresponsible approach of lecturers to time (21; 4.08%) - in this scope they see sudden changes in the dates of classes, exams, extending the duration of classes, not informing about changes, arranging classes or exams with extramural students during midweek, not weekends.

A general objection is the lack of commitment of academic teachers (44 people; 8.54%). Other aspects highlighted by the students were: unequal IT skills of lecturers (6; 1.17%); failure to implement the subject program (5; 0.97%); lack of understanding on the part of lecturers (5; 0.97%); failure to adjust the program to the individual needs of students (4; 0.78%); asking group projects impossible to implement under

these conditions (4; 0.78%); no access to recorded lectures (2, 0.39%). Individual persons also indicate: lecturers taking offense, understatement, burdening the student group mayors with the obligation to collect work from the group, mismatching the way of conducting classes with the number of people in the group, lack of checking attendance.

The second category of comments relates to the attitudes and conditions of study related to the students themselves - there are 112 comments in total. Students notice that they lack motivation and are lazy (27; 5.24%). 25 people (4.85%) complain of health problems resulting from sitting in front of a computer and not being able to move. 12 people (2.33) indicate a problem with reconciling duties: study, work, and family life. Nine responses (1.75%) each refer to poor working conditions at home and worse learning in the current conditions. Six people (1.17%) indicated additional stress and less concentration; 3 people (0.58%) felt confusion and bewilderment, and two people (0.39%) felt bored and lonely. Single statements concerned: difficulty with concentrating at home; visual content overload; disadvantage of shy people; mental stress; resistance to technology; inability to develop interpersonal competences; low attachment to others; destructiveness of remote education; no division between school and home; less time to write their thesis; no lunch from the canteen

111 responses of the surveyed students concerned the lack of direct contact with people: lecturer (57, 11.07%), other students (52, 10.10%), and the lack of non-verbal communication (2.39%).

100 statements of the surveyed students referred to objective difficulties. And so 46 (8.93%) students indicate that the problem is the poor quality of Internet connection, 31 people (6.02%) refer to technical problems. The disadvantage of remote education is also the lack of access to equipment or the Internet (11, 2.14%), no access to literature in the place of residence (8, 1.55%), no access to a computer or sharing it with other family members (3, 0.58%). One person indicates that the disadvantage is the inability to participate in classes for reasons beyond their control.

48 critical remarks refer to universities as an institution. In the category of disadvantages, 18 (3.5%) students indicate the lack of organization on the part of universities, a deterioration in the quality of education (10, 1.94%), no reduction in tuition fees (8, 1.55%), unequal activity in education - less at the beginning of the pandemic, and higher at the end of the semester (4, 0.78%), lack of training students in the field of remote education (3, 0.58%), lack of a coherent model of remote education for the entire university (2, 0.39%), inequality in access to remote classes (2, 0.39%) and the inability to complete internships (one person).

45 people expressed critical comments about the exams. And so, 19 respondents (3.69%) believe that the conditions for passing or exams were unclear. 16 people (3.11) indicate a high level of stress-related to uncertainty during the exam (e.g. possibility of disconnecting the connection, too short duration of the exam, etc.). 9 people (1.75%) consider the current conditions of passes and exams worse, and one person indicates difficulties related to credibility.

An important aspect indicated by students is information

chaos, perceived by 34 people (6.60%). It concerns both the multiplicity of information channels and the lack of order in the sent messages. This is illustrated by the following statements: "too much information coming from all sides, lack of unification (some lecturers write to the group e-mail of the year, others on MS Teams, and others by e-mail (on university domain, or to private accounts), it's easy to get lost".

The last category related to the disadvantages of remote education describes the difficulties associated with working in a group. There are 13 statements here: 7 people (1.36%) notice that the group does not engage in remote education (eg they do not talk, do not share their image, etc.); 4 people (0.78%) believe that it is difficult to work in a group, while two people (0.39%) indicate that it is impossible to make joint decisions in a group.

Finally, the students were asked to identify the most important difficulties that they faced in the process of remote education. The statements show that the listed problems (872 difficulties) relate to both the personal experiences of students, as well as their observations and conversations with colleagues. 5 people stated that the difficulties were the same as the defects, 17 people stated that they did not notice any difficulties, and 5 people were unable to identify them. The difficulties related to remote education mentioned by the surveyed students are categorized below.

Most indications concerned broadly understood technical problems: the Internet (130 people; 25.24%) - related to connection quality, limits, costs, disconnection or network overload; access to hardware, and, occasionally, software (58; 11.26%). The necessity to share equipment with other family members was indicated. Too old or complete lack of equipment suitable for remote education, including the lack of a microphone, camera, etc.; technical difficulties (48; 9.32%) and electricity consumption, which are associated with higher costs (2; 0.39%).

190 students pointed out the difficulties related to their functioning in remote education: 42 people (8.16%) cannot cope with information chaos; 28 (5.44%) have problems with motivation and mobilization to act; 22 (4.27%) have difficulty with an excessive number of distracting stimuli; for 20 (3.88%) people the problem is a self-study, and for 18 (3.50%) keeping to the deadlines imposed by the teachers. 12 people (1.94%) complain of stress, while 9 (1.75%) cannot cope with the multitude of duties or have health problems resulting from spending a long time working in front of the computer. 6 people (1.17%) have difficulties with systematic work, 4 (0.78%) with mental health (0.78%), 3 (0.58%) have family difficulties, and two (0.39%) is not used to this kind of education. Single indications related to the need to share personal data (on some platforms), the lack of separation of work/home/university, the need to use English on recommended platforms, difficulties in building relationships with others, and the lack of a sense of studying.

121 people (23.50%) indicated problems in communication as difficulty, in particular difficult contact or lack of contact with lecturers and long waiting for a response (57; 11.07%), no direct contact with another person (29; 5.63%), communication difficulties consisting in the inability to quickly communicate, work in a group, discuss (25; 4.85%) and the lack of feedback

on students' work from the lecturer (10; 1.94%).

79 (15.34%) people referred to general issues related to distance education. And so, 20 people (3.88%) find it difficult that there are no regular classes, 15 (2.91%) difficult access to books and libraries; 12 (2.33%) poor organization; 11 (2.14%) lack of implementation of some practical exercises; 5 people (0.97%) no equality between traditional and distance education and no preparation for such education; 4 people (0.78%) inability to complete student internships; two people (0.39%) adjusting the classes to all students and reaching all students; one person stated lower learning efficiency, extramural students' schedule and remote admission to specialties.

70 people (13.59%) pointed to didactic issues, such as the excess of tasks and materials to be elaborated (48; 9.32), the lack of understanding of the materials and tasks sent by the lecturers (21; 4.08%), and superficiality in implementation of the program (1 person). 61 respondents (11.84%) referred to the low competences of lecturers (42; 8.16%) and students (19; 3.69%). For 53 people (10.29%) the problem is the attitude of the lecturers: low commitment or lack of it (29; 5.63%), lack of understanding of the students' situation and excessive demands on them (17; 3.30%), and arbitrary change of the dates of classes (7; 1.36%).

21 persons (4.08) indicated difficulties related to exams and passes: 9 persons (1.75%) believe that the examinations in their current form do not check the actually acquired knowledge; 6 people (1.17%) say that their organization is not transparent and they are not credible, 3 people (0.58%) believe that the organization is bad, and single respondents referred to the answer key during the tests, the lack of appreciation of independence and maladjustment to people with dyslexia.

The last category includes 12 people who classify as difficulty the mismatch in the pace of speech to students, time, the monotony of classes, lack of presentation, assessment, gaining attendance in classes, the reluctance of lecturers to show themselves in classes, a various quality of sent materials and conducted classes, poor quality of scans sent by teachers, difficulty in accomplishing the diploma seminar.

#### IV. DISCUSSION

When analyzing the obtained results, the picture of the negative initial experiences of The Maria Grzegorzewska students in the field of remote education becomes visible, although at the same time the respondents have access to computers and mobile devices as well as appropriate Internet connections enabling the use of online courses. The research results confirm that in practice students have lower IT competencies than they declare [6].

Their experiences in crisis remote education enabled the evaluation of various forms of communication with lecturers. It is evident that students willingly took part in virtual meetings, chats, solving tasks sent by e-mail and individual and group projects and problems, as well as reading links, recordings, and author's materials sent by teachers. At the same time, a significant group of students did not have the opportunity to participate in individual virtual meetings, individual telephone conversations, chats, and listening to the lecturers' recordings.

Remote education forced students to be more involved,

independent, systematic, and active than in the case of traditional learning.

The most important advantages of remote education are better planning and organization of working time, mobility, self-education improvement; no need to travel to the university, and the associated time savings; receiving ready-made materials developed by lecturers, and better communication with teachers.

The shortcomings of remote education were the following: the attitudes of lecturers who were unprepared to conduct such classes, e.g. they commissioned too many written assignments, they dropped the responsibility for the learning process only on students, the materials they developed were chaotic, too extensive and incomprehensible, and communication was difficult. It was also a charge that many lecturers had dropped out of synchronous classes. At the same time, many complaints about remote education concerned the students themselves and their attitudes: lack of motivation, laziness, health problems, and the inability to reconcile education with other duties. Another problem was the lack of direct contact with other people and technical issues or ambiguities related to the way of examining. The students also talked about the communication barrier, despite the access to media, which are supposed to eliminate the obstacles related to distance communication.

Both the opportunities and difficulties perceived by young people participating in online education are associated with the expectation of institutions that they should ensure good communication, maintain education, calm down the students, but also care for clarity in providing information on the learning process, examination procedures, and leading the student to the diploma exam [7]. Difficulties reported by The Maria Grzegorzewska students with regard to remote education, including those relating to technical issues and the specificity of this form are: the advantage of theory over practice, fatigue and boredom, mediocre content, lack of ability to deal with reconciling family life, work and study, the lack of interaction with other students, the lack of competences necessary for effective learning via the Internet are analogous to the problems faced by students from other countries [5]. At the same time, the accusations of students may be related to their attitudes, which include: lack of awareness of the goals of the implemented education, lack of commitment, negative attitude towards remote education, lack of self-discipline [8].

## CONCLUSION

Noticed problems force institutions to search for specific solutions. And so, in the area of technology, it becomes necessary to ensure continuity of work in the event of a hardware failure (including servers) - an "emergency plan" is needed, known to both lecturers and students [8]. These changes contribute to the reformulation of educational assumptions even in institutions very attached to traditional education [5].

At The Maria Grzegorzewska University, a decision was made to take the next semester of remote education, but by taking into account the difficulties and allegations of students, the method of conducting classes, which was included in the schedule of classes at the university, was unified and the directives on how to communicate with students were strengthened. In addition, students with technical difficulties have the opportunity to use classrooms equipped with computers and appropriate software. These activities and monitoring their effects are a step forward towards the improvement of online education forms and the readiness to implement hybrid education [9].

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