EVALUATIVE STUDY OF THE FRAMEWORK USED IN TEACHING ACTIVITIES IN WHICH STUDENTS RECEIVED KNOWLEDGE DURING PANDEMIC RESTRICTIONS

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Abstract

The increase in the number of students in recent years in the pandemic context in which we have been working in the last two years has brought new challenges and complex demands in the effort to adapt to the new rules of communication. The ability to adapt and reconfigure quickly, a defining characteristic of the physical education teacher, is of great importance in the endeavour to achieve our goals. The present study makes an assessment of what contributes to students' perception of academic studies in online format. A total of 88 second and third year students were asked their views on how they found the online course communication and planning arrangements and how attractive academic study was to them in its current form. The objective of the paper is to trace the essential goals of online teaching during the COVID-19 pandemic and how resources can be harnessed to effectively transform formal education into online education. The paper uses a qualitative approach to assess students' perceptions of online teaching-learning modes and also to identify effective online teaching-learning-assessment modes. Evaluation activities provide important information that theoretically underpins planning activities in the university environment that has undergone serious changes in recent times. The paper presents the context and rationale for objective and rigorous assessment, which together can be an important factor in future teaching activities.

Key words: adaptation, resources, observation, evaluation.

Introduction

The unexpected challenge faced by teachers in early 2020 in teaching in schools, high schools and universities, has induced an exponential diversification of the means used to transmit information and knowledge at a distance. The teams of specialists from the universities have been looking for the most appropriate communication channels provided by the platforms with experience in this field. The purpose of this joint effort was given by the concern to preserve the quality of the teaching act and its improvement. Completing the means that teachers use with new pedagogical practices more effective in online teaching, has been a permanent concern within all faculties in universities and beyond. Studies conducted in North American universities have shown that in most forms of online teaching, communication is the most important factor that can influence the quality of teaching (Regan, Evmenova, Baker, Jerome, Spencer, Lawson, & Werner, 2012. The defining characteristics of adult learning, frequently mentioned by theorists, refer to the autonomy of direction in the act of learning and the use of personal experience as a learning resource (Brookfield, S. 1986Preoccupied with this process and for a better understanding, professors at prestigious universities in the United States of America and the United Kingdom, with a rich research and study activity in the field of adult education, have formulated a number of characteristics of the learning process in the case of adults (Burton, 1990, Rogers, 2007).

Thus, the first category is represented by the group, where adults, as students, make up a heterogeneous group with distinct needs, requirements, attitudes and expectations, a varied group in terms of age, experience, level of knowledge, communication and learning styles.

This diversity must be respected and used as an important resource in the complex process of knowledge transmission. The second characteristic is given by the characteristic features of the adult person through autonomy, centered on results, resistant to change, sociable, volunteers.

A final category of characteristic attributes of adults involved in the teaching process is given by self-esteem, beliefs and values in which they believe, various forms of personal barriers. Another theory about transmitting information to adults in the online teaching process is constructivism. Finding and customizing the aspects important to them through active learning and evaluation, involves the inclusion of a multitude of learning means that aim to encourage and find new effective communication channels (Conway, 2003, Merriam and Caffarella, 1999).

The latter category is centered on the ability to critically think and evaluate basic assumptions and frameworks for creating meanings

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(Mezirow 2000), which described how reflexive discourse and strong dialogue allow for intense intellectual relationships, in which the faculty can be precisely adapted to the thinking and development of students. The flexibility of asynchronous online discussions can help engage the student online and "allow time for research and reflection and reduce the anxiety of participation for shy students" (Baglione and Nastanski, 2007). Throughout the academic years 2019-2020 and in the first part of 2020-2021, faced with the new approaches and means used, we have achieved, together with the colleagues involved in the online teaching activity, a series of five priorities that we considered useful and whose effectiveness was verified, based on the answers provided and the conclusions of the discussions we had with our clients.

Methods

In order to carry out this study, a series of specialized articles, press releases or specialized statements have been completed, with relevance for the topic, theoretically substantiated or other relevant research on the proposed topic, respectively, important and awareness of the importance of on-line education. There were used research methods and tools represented by dynamic documentation, characteristic of this discipline and the proposed topic of studyBased on our data and observations, we have made, by recording them, centralizing tables for the 9 items of our research tool, each question having different variants of answer, the subjects being asked to opt for at least one variant of answer. The survey is part of complex research methods in physical education and sport. We resorted to this method, especially in order to know the opinion of the students of the Faculty of Physical Education and Sport of the Ovidius University in Constanta, who wanted to participate in our research.

The actual conduct of the research was initiated by establishing the research plan, tasks, stages, hypotheses, subjects and school units where the survey had to be applied based on questionnaire. The statistical data presented represent a segment of a study that started at the beginning of 2021 that was conducted on a sample of 88 subjects, students and master students, who were previously informed about the subject of the questionnaire. The questions were sent via an application to the target group.

The form in which the questionnaire was filled in was based on the products in the questionnaire provided by Google Forms. In this form, the subjects received a link that, accessing it, they received the question and all the variants of the answer.

The subjects chose the right answers, centralizing all the results and providing a graphic illustration being made by the application. The obtained results were recorded, and their

interpretation is part of the present work. Based on the careful analysis of the data exposed in the tables, it was initiated the statistical process of processing the average values, of the differences, of the percentages, with interpretation.

Results

The questionnaire of nine questions started with question number 1. During the suspension of the courses, you managed to communicate with: The first answer option - *With some of the colleagues* - I found a deficiency of communication at the level of each year and specializations among

During the course suspension, who did you manage to communicate with?
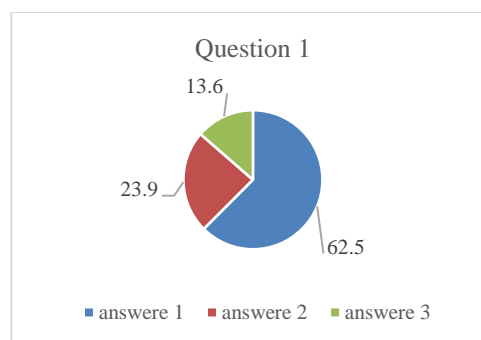
the students, this being highlighted by the high percentage 62,5%. The second option for which they opted for 23.9% of the total number was - With most of their colleagues. The last of the three options - With all the colleagues weekly - had a percentage of 13.6%, well below our expectations. We mention that all the students participating in the questionnaire were previously informed and thus the possible misunderstandings of the questions that make up this questionnaire were eliminated.
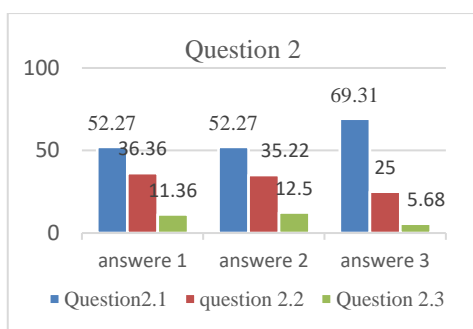
Question number 2 – What are the most appropriate ways to learn for you? During the suspension of the courses you participated in online learning activities, initiated by: u? - had three variants of answer. For each response variant that three options have been configured. Variant one of the answer - Face-to-face discussions with the teacher. The first option to the answer variant presented above was - very appropriate - 46 students chose this option, in the percentage of 52.27%.

The second option - suitable - was chosen by 32 students, in the percentage of 36.36%. The last option to the first variant of response - not at all suitable - was chosen by 10 students in the percentage of 11.36The second answer was - Documents edited in Word with information and tasks to learn and solve when I want- it had three options. The first option - very suitable - was chosen by 46 students, in the percentage of 52.27%. The second option for the 2nd response variant - suitable - was selected by 31 students at a rate of 35.22%. The last option - not at all suitable - 11 students, 12.5%. For question number 2, the last option to

answer was - To have the opportunity to ask the teacher when I did not understand - he had three options, thus - very appropriate - he was chosen by a number of 61 students, in a majority percentage of 69.31%. The second option - suitable - was the choice for 22 students, 25% percentage. The last option - not at all suitable - 5 students representing 5.68% of the total survey participants.

For question number 3 - How do you assess online learning activities in general? - Two variants of response have been configured. The first variant - Interesting and useful - 56 students chose this variant,they representing 63.6%, while for the second variant of the answer - Uninteresting and tiring - chose 32 students, a value higher than the one previously estimated by no. The percentage of those who did not consider the online teaching contents attractive was 36.36%.

What are the most appropriate ways to learn for you?

For question number 3 - How do you assess online learning activities in general? - Two variants of response have been configured. The first variant - Interesting and useful - 56 students chose this variant,they representing 63.6%, while for the second variant of the answer - Uninteresting and tiring - chose 32 students, a value higher than the one previously estimated by no. The percentage of those who did not consider the online teaching contents attractive was 36.36%.

How do you assess online learning activities in general?
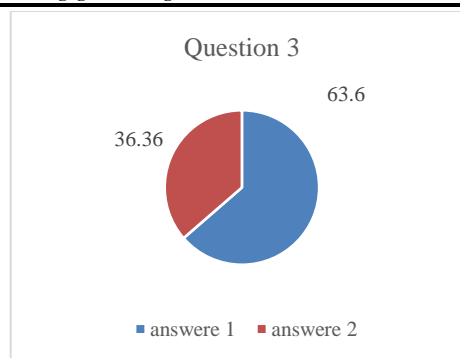
Next, we present you the results for question number 4 - During the suspension of the courses you participated in online learning activities, initiated by: - the first answer option was chosen by 86 students - by the teachers with whom you have courses or practical works - a percentage of 97.72% and only 2.27% for the variant - by the colleagues of the year - 2 students chose this option.

During the suspension of the courses you participated in online learning activities, initiated by:
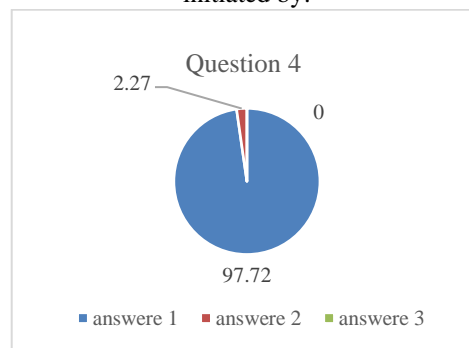

Surprisingly this question shows us the low importance and timid involvement of the students responsible for each year and specialization, the variant with 0% percentage of representation - by the student tutors of the year - 0 students chose this option.

The question of the questionnaire number 5 was - If you feel in difficulty, do you have the possibility to appeal online to the support of a teacher?- Yes - 89.9%, shows that the availability of teachers was permanent, but in correlation with other answers provided by customers, the level of waiting involves optimizing the channels and means that we teachers have to provide during the teaching process carried out online.

A smaller percentage shows the existence of a group with obvious difficulties of accommodation and insufficient involvement, their presence is confirmed by the variant -*No* - 10.1%.

If you feel in difficulty, do you have the possibility to appeal online to the support of a teacher?

Question 5
10.1
89.9
■ answere 1 ■ answere 2
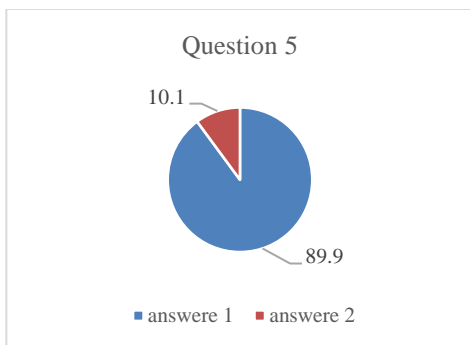
Question number 6 - Were there any online learning activities that you enjoyed participating in during this period? - brings a confirmation of the correlation of the teaching contents and of the way in which the information was transmitted, the answer variant - Yes - totaled 84,3%, but also a percentage of 15,7% for the -No version.

Were there any online learning activities that you enjoyed participating in during this period?

Question 6
15.7
84.3
■ answere 1 ■ answere 2
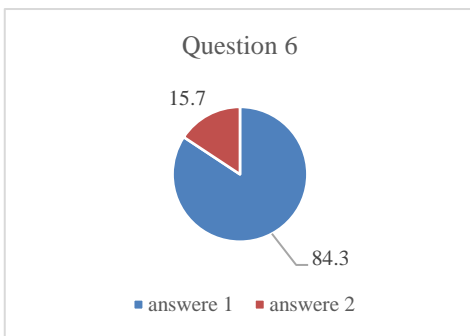
Question number 7 provides us with less expected percentages, but which bring to our attention known aspects that we hope not to find in the communication process that we initiate and that we have permanently with students - What do you consider to be the main difficulties in carrying out online learning activities: (choose all the right answers for you) - the first answer was - I do not have access to devices or the Internet - 4 students representing 4.54%, a percentage that still represents too much in our opinion. The impossibility of using electronic means connected through Internet networks leads to the brutal interruption of communication both between colleagues and with teachers.

What do you consider to be the main difficulties in carrying out online learning activities:

Question 7
7.95   4.54
38.63   48.86
■ answere 1 ■ answere 2 ■ answere 3 ■ answere 3
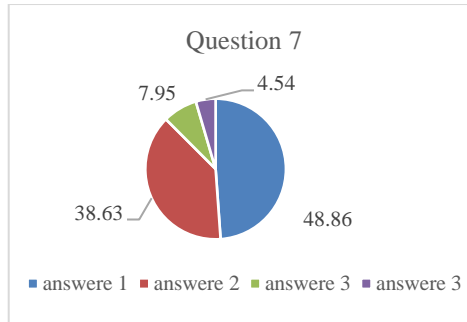
The variant in which teachers justify communication syncopes brings an insignificant percentage - teachers do not have access to devices or the Internet - 1 student who represents 1.13%. Here the next version correlates with the previous one - the small ability of teachers to use the necessary digital technology - 7 students signal that there are still some difficulties in the case of using electronic means and managing connections in Internet networks, in the case of teachers.

The surprisingly high percentage represented by the choice of the 43 students - the communication between students and teachers - shows us that the ways in which the communication between us is achieved is achieved has several aspects that we must highlight, correct and perhaps most importantly, to be aware of, reducing the percentage of 48.86% of those who consider that it is difficult in the teaching process to achieve the way in which communication is carried out. The percentage of those who did not consider that there were difficulties was 37.5% - there are no difficulties - 33 students and implicitly of those who identified various aspects that can improve

Question number 8 - What do you like the most, referring to the learning activities carried out online (choose all the variants that suit you).
The first answer - the activities are easy to achieve without going to school - was chosen by 36 students in the percentage of 40.9%.

What do you like the most, referring to the learning activities carried out online (choose all the variants that suit you).

Question 8
13.6
23.9   62.5
■ answere 1 ■ answere 2 ■ answere 3
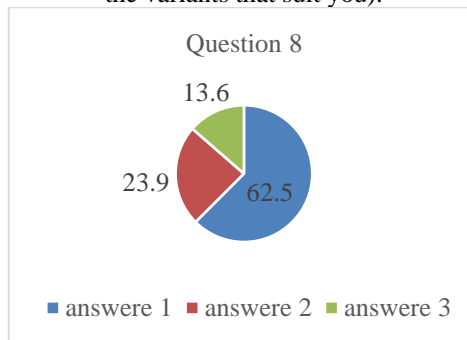
The second option - the activities are flexible, I can learn when I want -15 students 17,04%. Variant - the activities are accessible (we have more possibilities to access the information we need to learn: videos, worksheets) - 28 students 31.81%. The last option - improving the student teacher relationship - 9 votes, 10.22%.

Do you think that after returning to school, it would be useful for online learning to remain possible in certain situations?
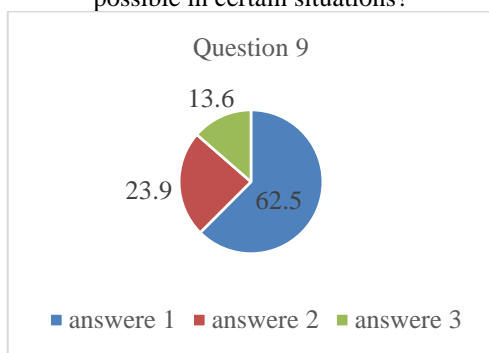
Last question, number 9 - Do you think that after returning to school, it would be useful for online learning to remain possible in certain situations? –
The majority version - Yes - 78.7% shows the need for face-to-face communication. The option in which the students do not want to return to the amphitheaters and sports halls of the university and who chose - No - was present at the rate of 21.3%.

Conclusions
The results of the study showed the effort of teachers in the communication process and implicitly in the construction of channels and the choice of effective means was appreciated. The percentages in which the presence of those who have not been able to reconfigure themselves and connect to the new information flows bring into discussion the ways of continuing and bringing into actuality the new trends and reflexes of the new customers, correlated with the anticipation of the challenges that the future brings in education. The concern of teachers to provide students with adequate and timely feedback on their performance and communication, could help them facilitate their courses with less stress (Hogan & McKnight, 2007) and in a timely manner. The entire teaching staff of the faculty had a permanent concern for a flexible approach in the process of transmitting knowledge, keeping the attention of students and encouraging the effort of adaptation.

The approach with a lot of pedagogical involvement in solving various communication syncopes, the delays in the meetings set up online or in accessing the platforms used in communication, solving the themes and most of the time the modest ability to understand the teacher's requirements,

were the most important attributes of the activity carried out this year. Another concern that the teacher must have in the process of communicating with the students is the formation of a critical thinking and e e its xersingSolving the homework and the various tasks that the teacher sends, but also delivering a customized answer of each student, are requests sent by the students participating in the questionnaire. Setting the proposed objectives and which are assumed through the discipline sheet, brings many desired clarifications and contributes decisively to avoiding many uncertainties that can negatively influence the final result.

An important aspect that not many university students are aware of is the difficulty of communicating freely orally, around a topic announced at the meeting,. These difficulties in verbal communication are based on a reduced lexical background, caused by factors independent of the will of the teachers in higher education. The study highlighted the desire of a significant group to stay in the form of online education. The benefits of this way of communication were obviously in favor of some students who managed to participate more in the courses and meetings with teachers, thus fulfilling some mandatory requirements that in the traditional form of teaching they failed to achieve, or it took a considerable effort that led to renunciations.

The evolution of this way of communication used for on-line education is correlated with the degree of involvement of the students who represent the year and the groups, responsible for communication, but also the willingness of the other students to keep the communication channel in mind.

Discussion
An important concern of most of our students was represented by their need for feedback during each meeting in the online environment, a concern of the teachers that influences the outcome of the teaching activity, both through the presence of the reverse connection and in its absence. The realization of contact groups within the various specializations in each year of study must be a concern of the teacher who, through the encouragement, the initiation of communication channels and their use by students, both during classes and outside the daily schedule, has a contribution to the understanding of the requirements and the organization of the work activity individually, bringing an increased efficiency in the approach of acculating new knowledge, both in the case of university students and for professors. In the first stage we were faced with a variety of communication systems that we had not used intensively previously, or other new unused applications. Identifying the most effective, imposing or flexibly using several means in a combined way required a time of adaptation on the

part of both students and teachers. Adapting the content we used in the traditional form of teaching took time and effort, finally having a differently structured form, which had in addition to discussion sessions in which the teacher challenged the participants and encouraged the support of their own points of view. Last but not least, the dynamic and illustrated participation, in which the teacher draws, writes and intervenes live on the presented boards, had a contribution appreciated by the students as being very important.

The teamwork in solving the various tasks received has contributed to achieving a better result and strengthening the communication channels in both directions. The teacher who wants to become a facilitator of learning requires a different set of pedagogical skills that focuses on helping students collaborate with each other to develop personal understanding of the course content, connecting students to learning resources and encouraging student initiative (Knowlton, 2000 ; Knowles, Holton and Swanson, R., 2005).

The last aspect in the process of interpreting the performed study is given by the problem created by the confused understanding of the transmitted requirements. Surprisingly, too often students provide both verbally and in writing answers that are not even to a small extent an indication of the requested subject.

This problem, which presents the tendency to generalize, is to be the subject of the next study and to be the subject of the following communication.

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