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«ASEDU-2020: Advances in Science, Engineering and Digital Education»

«Introduction of E-learning under corona-crisis 2020
in estimations by professors and students»

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Problem statement

- The main problem is related to the experience of accelerated and overall introduction of distant education in Russia under the corona-crisis, when in March 2020 the Russian higher and secondary professional education found itself in a situation of a unique experiment with accelerated introduction of e-learning.
- The main objective is to analyze the perception of the transition to e-learning in spring 2020 in Russia by the professors and students as the basis for scaling this experience in the future.



Solution methods

- A polling among the students and professors of several Russian universities (Kazan National Research Technical University named after A.N. Tupolev – KAI, Orel State University named after I.S. Turgenev, Penza State Technological University).
- 79 professors and 325 students, including 232 university students and 93 students obtaining secondary professional education.
- Two variants of the questionnaire – one for each of the polled groups. Some questions were the same; others were different in accordance with the activities of the target group.
- The polling was conducted in the middle of May, i.e. one and a half months after the introduction of self-isolation regime and total distant learning format at educational establishments.



Conclusions

Results, implementation

- Further broad dissemination of distant technologies in education is inevitable.
- The need to review curricula, especially in terms of the forms and methods of controlling the results of the learners' autonomous work, upgrading the professors' qualification, and the issues of technical maintenance of the educational process.
- It is important to highlight the main problem shown by the research: reduction of the direct contact between a student and a professor; thus, face-to-face communication is considered to be the most important factor of education, which is present a priori and cannot be formalized through standards and curricula.



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