COVID-19 pandemic as an “opportunity window” for the transition towards new and more inclusive internationalisation through virtual mobility
2020-1-CZ01-KA226-HE-094453

Co-funded by the Erasmus+ Programme of the European Union

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Muhamed Brka

COVID-19 PANDEMIJA KAO „PROZOR MOGUĆNOSTI“ ZA PRIJELAZ PREMA NOVOJ I INKLUZIVNIJOJ INTERNACIONALIZACIJI PUTEM VIRTUALNE MOBILNOSTI“

Sarajevo, mart 2022. godine

Projekat pod nazivom „COVID-19 pandemic as an "opportunity window" for the transition towards new and more inclusive internationalisation through virtual mobility“ je projekat u sklopu programa Erasmus+: KA2 - Cooperation for innovation and the exchange of good practices, KA226 - Partnerships for Digital Education Readiness, Project number: 2020-1-CZ01-KA226-HE-094453.

Projekat je počeo 01.03.2021. godine i završava 28.02.2023. godine.

Glavni koordinator projekta je Česká zemědělská univerzita v Praze, Czech Republic (CZU).

Partneri su: Szent Istvan University, Godollo – Hungary; Szkola Glowna Gospodarstwa Wiejskiego, Warszawa – Polsko; Univerzitet u Sarajevu, Sarajevo, Bosna i Hercegovina; Univerza v Ljubljani, Ljubljana, Slovenija; Sveučilište u Zagrebu, Zagreb, Hrvatska; Slovenska Polnohospodarska Univerza v Nitre, Nitra, Slovensko; Universitatea Agrara de Stat din Moldova, Chisinau, Moldovsko; Universitaet fuer Bodenkultur Wien, Wien, Austria.

Partner u projektu sa Univerziteta u Sarajevu je Poljoprivredno-prehrambeni fakultet i predstavnici: prof.dr. Muhamed Brka, voditelj projekta; prof.dr. Irzada Taljić i doc.dr. Alen Mujčinović.

Steering Committee

	University	Contact person	Email
1	Czech University of Life Sciences Prague (CZU)	Michal Lošťák	lostak@pef.czu.cz
2	University of Natural Resources and Life Sciences (BOKU)	Andreas Zitek	Andreas.zitek@boku.ac.at
3	Warsaw University of Life Sciences (SGGW)	Marta Mendel	marta_mendel@sggw.edu.pl
4	Slovak University of Agriculture in Nitra (SUA Nitra)	Adriana Kolesárová	adriana.kolesarova@uniag.sk
5	Hungarian University of Agriculture and Life Sciences (MATE)	Zsuzsanna Tarr	tarr.zsuzsanna@szie.hu
6	University of Zagreb (UNIZG)	Darko Vončina	dvoncina@agr.hr
7	University of Sarajevo (UNSA)	Muhamed Brka	m.brka@ppf.unsa.ba
8	State Agrarian University of Moldova (SAUM)	Elena Scripnic	e.scripnic@uasm.md
9	University of Ljubljana (UNI-LJ)	Anton Poje	anton.poje@bf.uni-lj.si

Slika 1. Upravni odbor projekta

Pandemija COVID-19 značajno je uticala na obrazovanje širom svijeta. To je također, slučaj tercijarnog obrazovanja. Dovedene su u pitanje ustaljene prakse u obrazovanju i izmijenjene su na mnogo načina. Zabrane međunarodnih putovanja i interna ograničenja pandemije značajno su uticali na međunarodnu mobilnost studenata i internacionalizaciju općenito. U takvim okolnostima, COVID-19 je, međutim, otvorio „prozor mogućnosti“ za inovacije (novosti) u praksi visokog obrazovanja. Ipak, svakoj novosti je potreban određen vremenski period da postane ustaljena praksa, ako se to uopće dogodi. Da bi postale dio “business as usual”, inovacije zahtijevaju ne samo odgovarajuće tehnologije, već i društveno prihvaćanje. Posljednje znači ne stvarati nove barijere. Ovaj projekat koristi takav "prozor prilika". Njegov je glavni cilj uspostavljanje foruma surađujućih univerziteta za korištenje sinergija takve mreže radi odražavanja tranzicije prema novim oblicima on-line učenja među osobljem i studentima.

Projekat također, ima za cilj korištenje takvog foruma za podršku uključivanja studenata i univerzitetskog osoblja kako bi se uspješno nosili s prijelazom na on-line obrazovanje i bili spremni za buduću situaciju koja zahtijeva intenzivnu upotrebu on-line obrazovnih i on-line suportivnih aktivnosti. Takav cilj uključuje i pitanje virtualne mobilnosti studenata i osoblja unutar

međunarodnog prostora. To u konačnici znači da projekat ima za cilj testiranje raznih elemenata virtualne mobilnosti u okviru stvarnog međunarodnog zajedničkog programa univerziteta sudionika. Saradnja univerziteta koji djeluju u različitim nacionalnim kontekstima olakšava takav prijelaz.

Projekat podržava studente i osoblje s 9 univerziteta u srednjoj i istočnoj Europi (uključujući zemlje izvan EU, ali sa značajnim doprinosom zadatku projekta zbog svojih specifičnosti) s fokusom na prirodne nauke i srodne discipline (uključujući društvene nauke) za korištenje on-line obrazovanja i virtualne mobilnosti u situaciji kada je to prikladno i potrebno (kada aktivnosti u kampusu moraju biti zamijenjene on-line aktivnostima). Projekat koristi desktop istraživanje reakcija visokog obrazovanja na pandemiju u smislu njihovog obrazovanja. Na temelju takvog istraživanja, pripremiti će se niz različitih scenarija koji se provode u različitim nacionalnim kontekstima. Ovi će scenariji biti neka vrsta menija koji pokazuje koje mjere i aktivnosti može provesti univerzitet u različitim kontekstima uzrokovanim ograničenjima zbog pandemije (ali to se može dogoditi i kada se suoči s drugim dalekosežnim prirodnim katastrofama koje onemogućuju fizičko prisustvo obrazovanju „licem u lice"). Slično scenarijima koji pokazuju kako bi univerziteti trebali djelovati u različitim okolnostima koje onemogućavaju njihove normalne aktivnosti (neka vrsta scenarija upravljanja krizama), pripremiti će se priručnik najboljih praksi prijelaza na on-line obrazovanje tokom pandemije COVID-19 u sektoru tercijarnog obrazovanja.

Country	University	Project Management and implementation	
Czech Republic	CZU	Lukáš Pospíšil	pospisill@rektorat.czu.cz
		Mikuláš Josek	josek@rektorat.czu.cz
		Dana Výlupková	vylupkova@rektorat.czu.cz
Austria	BOKU	Margarita Calderón-Peter	margarita.calderon-peter@boku.ac.at
Poland	SGGW	Katarzyna Specjalska	Katarzyna_specjalska@sggw.edu.pl
		Konrad Frączak	krystian_fraczak@sggw.edu.pl
Slovakia	SUA	-	-
Hungary	MATE	Zsuzsanna Heltai	Heltai.Zsuzsanna@uni-mate.hu
		Szilvia Papp	Papp.Szilvia@uni-mate.hu
Croatia	UNIZG	-	-
Bosna and Hercegovina	UNSA	Prof. Dr. Irzada Taljić	i.taljic@ppf.unsa.ba
Moldova	SAUM	Svetlana Petrascu	s.sasu@uasm.md
		Aurelia Litvin	aurelia.litvin@gmail.com
		Elena SIMCIUC	simciuc.elena@gmail. Com
		Irina BLINDU	i.blindu@uasm.md
Slovenia	UNI-LJ	Vasja Leban	Vasja.Leban@bf.uni-lj.si

Slika 2. Kontakt osoblje univerziteta sudionika

Zasnovano na meniju scenarija i zborniku najboljih praksi univerziteta će se izraditi materijali za učenje i obuku osoblja i studenata olakšavajući njihovo uključivanje u on-line obrazovanje. Sve ove aktivnosti (scenariji, zbornik i obuka) rezultirat će pripremom alata za virtualnu mobilnost (koristeći virtualnu mobilnost) za korištenje na univerzitetima, sudionicima u projektu, ali i izvan njih jer mreža univerziteta uključenih u ovaj projekat upravlja zajedničkim studijskim programom (Master program DanubeAgriFood /DAFM/ ugrađen je u CASEE /Srednja i Jugoistočna Europa/ mreža univerziteta prirodnih nauka). Ovaj studijski program bit će svojevrsni laboratorij za testiranje virtualne mobilnosti i obuke.

Kao takav će predstavljati koncept živih laboratorija koje je skovala EU. Takav rezultat će se postići kroz desktop istraživanje i istraživanje inventara (scenariji, priručnik); primjere dobre (i loše) prakse (scenariji, priručnik); razvijanje materijala za učenje i obuku poštujući metodološka načela on-line materijala, osposobljavanje osoblja i studenata za bolje prihvatanje on-line obrazovanja bez narušavanja zahtjeva prema znanjima, vještinama i kompetencijama u visokom obrazovanju, te testiranje novih praksi on-line obrazovanja kroz virtualnu mobilnost implementiranu u virtualnoj stvarnosti, uključujući dokumentaciju o njihovim uticajima na osoblje i studente.

Projekat će proizvesti materijale koji će biti od koristi kad god se univerziteti suoče sa sličnim ograničenjima kao u slučaju pandemije COVID-19. Kao takvi, oni ne samo da odražavaju iskustvo, već pružaju i određene smjernice u budućnosti, posebno u smislu prirodnih nauka sa tradicionalno velikim fokusom na fizičko prisustvo edukaciji (nastavi).

Projekat se sastoji iz 4 intelektualna outputa (ishoda):

Intelektualni output 1 (IO1) – Alati virtualne mobilnosti;

Intelektualni output 2 (IO2) – Internacionalno uputstvo o primjeni dobrih praksi korištenja virtualnih alata u učenju i podučavanju;

Intelektualni output 3 (IO3) – Scenario odgovora visokoškolskih institucija;

Intelektualni output 4 (IO4) – Edukativni materijali koji olakšavaju uključivanje u on-line sistem obrazovanja.

Project Timeline

	March 2021	4	5	6	7	8	September 2021	10	11	12	1	2	March 2022	4	5	6	7	8	September 2022	10	11	12	January 2023	February 2023	3	4
Transnational Project Meetings	ONLINE, CZU, Kick-off meeting						ONLINE, SGGW, Manual of good practices						ONLINE, MATE, Scenarios of transitions						ONLINE, CZU, Learning materials				ONLINE, BOKU, Virtual mobility tools	SUA Nitra, Final conference		
IO2: Manual of good practices (SGGW)	03_2021 - 08_2021						09_2021 - 06_2022																			
IO3: Scenarios of transitions (MATE)	03_2021 - 02_2022												03_2022 - 09_2022													
IO4: Learning materials (CZU)							05_2021 - 08_2022												09_2022 - 12_2022							
IO1: Virtual mobility tools (BOKU)	03_2021 - 12_2022																									
													Interim Report													
																								Final Report		

Slika 3. Vremenski okvir projekta

University of Sarajevo (UNSA)
Faculty of Agriculture and Food Sciences
Zmaja od Bosne 8
71 000 Sarajevo
Bosnia and Herzegovina

Czech University of Life Sciences Prague (CZU)
Kamýcká 129,165 00, Prague – Suchdol, Czech Republic

SUBJECT: Proof of engagement of UNSA members in delivering Intelectual Outputs for project „**COVID-19 pandemic as an "opportunity window" for the transition towards new and more inclusive internationalisation through virtual mobility**“, Erasmus+ Programme: KA2 - Cooperation for innovation and the exchange of good practices, KA226 - Partnerships for Digital Education Readiness, Project number: **2020-1-CZ01-KA226-HE-094453**

To whom it may concern,

With this letter, we would like to confirm that University of Sarajevo staff, prof. dr. Muhamed Brka, prof. dr. Irzada Taljić and doc. dr. Alen Mujčinović worked on preparing, producing and disseminating following intellectual outputs during first 12 months of project implementation:

- Intellectual output 1 – Virtual mobility tools;
- Intellectual output 2 – International manual of examples of transferable good practices;
- Intellectual output 3 – Scenarios of reactions in higher education;
- Intellectual output 4 – Learning materials facilitating inclusion into on-line education;

So far, aforementioned members produced several intelectual outputs, such as:

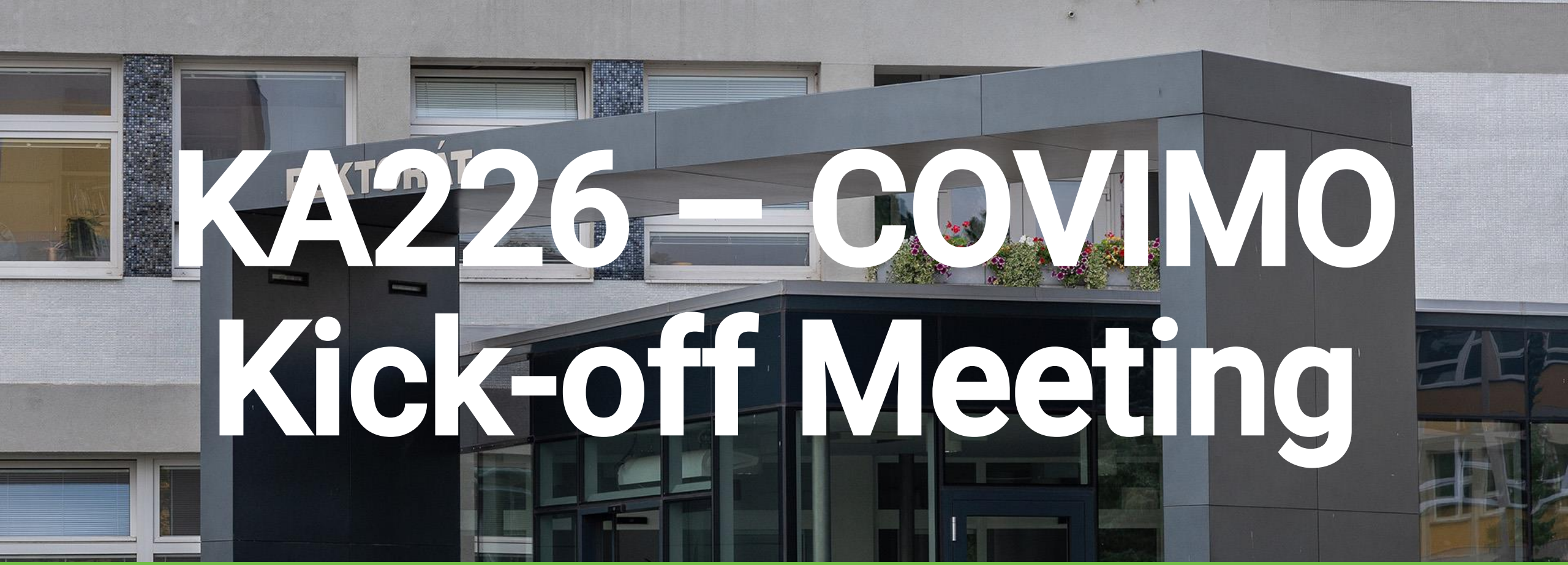
- work plan,
- questionnaire for assessing students and teachers attitudes towards the use of digital tools in education,
- questionnaire for in-depth focus group interview to assess good and bad practices in online teaching methods during COVID-19 pandemic,
- reports on analysed subjects,
- questionnaire COVIMO Project Questionnaire - only for HEI management and international offices which is being conducted (no results yet).

Feel free to contact me in case of any questions.

Sincerely,

Mikuláš Josek, Ph.D.
International Relations Office CZU

e-mail: josek@rektorat.czu.cz
phone: +420 224 382 072
phone: +420 704 870 174
Kamýcká 129, 165 00 Prague Suchdol



KA226 – COVIMO
Kick-off Meeting

Czech University
of Life Sciences Prague

Monday, 29 March 2021

COVIMO Kick-off Meeting Agenda

- Foreword from the coordinating university
- Overview of the aims of the project, the key activities and the planned outcomes
- Overview of the terms and financial conditions
- Fixing the dates of the planned meetings and regular project meetings
- Setting up the Steering Committee, Working Groups and their leaders for each of the project Intellectual Output

COVIMO

COVID-19 pandemic as an “opportunity window” for the transition towards new and more inclusive internationalisation through virtual mobility

General information

- **24 months project (01.03.2021 – 28.02.2023)**
- **9 universities in Central and Eastern Europe focusing on life sciences and related disciplines**
- Reaction to the COVID-19 crisis → “opportunity window” for innovations (novelties) in higher education practices.
- How to cope with the transition to online education?
- The established cooperation of the CASEE network allows to analyze the reactions of each university in its national context, develop scenarios, share best practices, produce learning and training materials and test the various elements of online learning and virtual mobility within the real international joint programme of the participating universities.

Partner Organisations

1	**Czech University of Life Sciences Prague (CZU)**	**Czech Republic**
2	University of Natural Resources and Life Sciences (BOKU)	Austria
3	Warsaw University of Life Sciences (SGGW)	Poland
4	Slovak University of Agriculture in Nitra (SUA Nitra)	Slovakia
5	Hungarian University of Agriculture and Life Sciences (MATE)	Hungary
6	University of Zagreb (UNIZG)	Croatia
7	University of Sarajevo (UNSA)	Bosnia and Herzegovina
8	State Agrarian University of Moldova (SAUM)	Moldova (Republic of)
9	University of Ljubljana (UNI-LJ)	Slovenia

Key obligations

- By **31.03.2022,** the coordinator must prepare a partial **interim report** on the implementation of the project covering the reporting period from the beginning of the project implementation.
- Collect documents proving the financing of the activities of the project (timesheets, invoices, etc.).
- The coordinator must prepare a **final report** on the implementation of the project **within 60 days of the end** date of the project and **upload all project results** to the Erasmus + Dissemination Platform.

Expected results and outcomes

a) manual of good practices,

b) scenarios of transitions,

c) learning materials facilitating an inclusive transition to virtual mobilities,

d) tested virtual mobility in the frame of Danube Agri-Food master programme

a) Manual of good practices

- **Coordinated by SGGW**
- Based on own experience of each partner university with transition to virtual mobilities.
  - What were the innovations involved in the process?
  - How inclusive were they?
  - What were the reactions of students and staff?
  - Did anything go wrong?

→ International manual of examples of transferable good practices (50 good/bad practices related to the transition to the online environment).

b) Scenarios of transitions

- **Coordinated by MATE**
- Based on an analysis of regulations in different national contexts.
  - How did universities react in the time of the pandemic?
  - What regulations were used to minimize the impact on higher education?

→ A list of possible reactions under various scenarios (enables stakeholders to select appropriate ways how to cope with the disruption to higher education).

c) Learning materials

- **Coordinated by CZU**
- Based on the manual of best practices, scenarios of transitions and further analysis.
  - What are/were the main obstacles in the transition to virtual mobilities?
  - How to facilitate virtual mobilities through virtual reality?

→ Learning materials for students and staff facilitating inclusion into online education for anyone.

d) Tested virtual mobility

- **Coordinated by BOKU**
- Testing the learning materials in virtual mobilities done in the Danube Agri-Food master programme.
  - How many students/staff used them?
  - How do they evalaute them?
  - What should be changed?

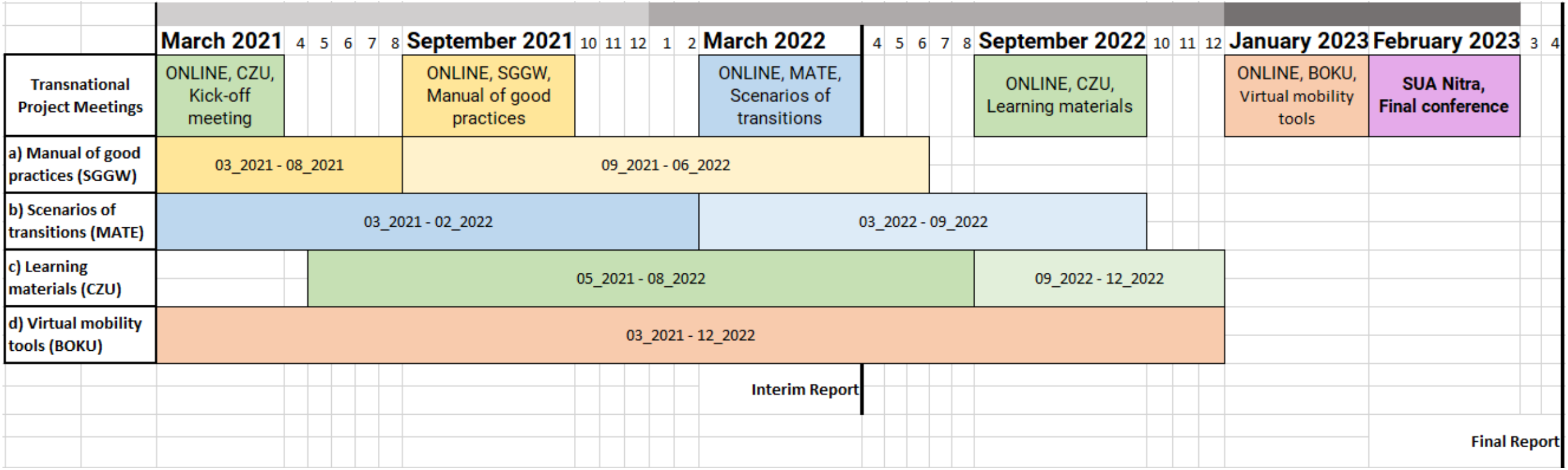
  \+ What are the benefits and barriers of virtual mobility in general?

  → Tested virtual mobility tools (results from focus groups)

Transnational Project Meetings

1. Kick-off meeting (ONLINE, CZU) – **March 2021**
2. Presenting good and bad practices of transition to on-line education during the COVID-19 pandemic (ONLINE, SGGW) – **September 2021**
3. Presenting the scenarios of reactions to COVID-19 pandemic in higher education landscape (ONLINE, MATE) – **March 2022**
4. Working with training materials supporting the inclusiveness of on-line education (ONLINE, CZU) – **September 2022**
5. Webinar on virtual mobility tools (ONLINE, BOKU) – **January 2023**
6. The final conference at SUA Nitra (Slovakia) – **February 2023**

Project Timeline



Budget Summary

Budget Items	Grant
Project Management and Implementation	60.000,00 EUR
Transnational Project Meetings	9.200,00 EUR
Intellectual Outputs	214.871,00 EUR
Exceptional Costs	15.000,00 EUR
Total Grant	299.071,00 EUR

Budget terms

- **80%** of the total grant will arrive within 30 days. The remaining **20%** will come only after submitting the final report and uploading the Intellectual Outcomes to the EC system.
- Transfers between categories - Up to 20% can be moved from one category to another (except for transfers to the category - Project Management and Implementation, in general other categories can be increased by a maximum of 20%).
- The coordinator is obliged to make all payments in EUR to other beneficiaries by bank transfer and to keep appropriate documents on the amounts transferred to each beneficiary.

Budget overview per university

1	**Czech University of Life Sciences Prague (CZU)**	**42.225,00 EUR**
2	University of Natural Resources and Life Sciences (BOKU)	75.470,00 EUR
3	Warsaw University of Life Sciences (SGGW)	30.486,00 EUR
4	Slovak University of Agriculture in Nitra (SPU Nitra)	21.700,00 EUR
5	Hungarian University of Agriculture and Life Sciences (MATE)	24.415,00 EUR
6	University of Zagreb (UNIZG)	22.850,00 EUR
7	University of Sarajevo (UNSA)	22.850,00 EUR
8	State Agrarian University of Moldova (SAUM)	22.850,00 EUR
9	University of Ljubljana (UNI-LJ)	36.225,00 EUR

Budget distribution

- CZU will prepare a partnership agreement with each partner and then transfer **50%** of the grant (within 60 days from now).
- Additional **30%** of the grant will be transferred after the obligations of each partner are fulfilled and the interim report is submitted.
- The remaining **20%** will be transferred at the end of the project after uploading the outcomes to the EC system.

→ Pre-financing from own sources is necessary

→ Costs must not be incurred before or after the projet period

Steering Committee

	University	Contact person	Email
1	Czech University of Life Sciences Prague (CZU)	Michal Lošťák	lostak@pef.czu.cz
2	University of Natural Resources and Life Sciences (BOKU)	Andreas Zitek	Andreas.zitek@boku.ac.at
3	Warsaw University of Life Sciences (SGGW)	Katarzyna Specjalska	Katarzyna_specjalska@sggw.edu.pl
4	Slovak University of Agriculture in Nitra (SUA Nitra)	Adriana Kolesárová	adriana.kolesarova@uniag.sk
5	Hungarian University of Agriculture and Life Sciences (MATE)	Zsuzsanna Tarr	tarr.zsuzsanna@szie.hu
6	University of Zagreb (UNIZG)	Darko Vončina	dvoncina@agr.hr
7	University of Sarajevo (UNSA)	Muhamed Brka	m.brka@ppf.unsa.ba
8	State Agrarian University of Moldova (SAUM)	Elena Scripnic	e.scripnic@uasm.md
9	University of Ljubljana (UNI-LJ)	Anton Poje	anton.poje@bf.uni-lj.si

Communication

- MS Teams and Sharepoint
- Working Groups and their leaders for each of the project Intellectual Output
- Videoconferences will be held regularly – once per month/two months/ three months?
- Use of visual identity of EU – link

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of the European Union

Thank you for your attention,
Mikuláš Josek (josek@rektorat.czu.cz)

Česká zemědělská univerzita v Praze

WARSAW
UNIVERSITY
OF LIFE SCIENCES

Warsaw, 07/07/2021

Dear Partner Universities,

In these difficult times, we hope you are in good health and safe.

We are contacting you as a coordinator of one of the tasks within the European Erasmus+ Strategic Partnership project "COVID 19 pandemic as an "opportunity window" for the transition towards new and more inclusive internationalization through virtual mobility".

The COVID-19 pandemic significantly influenced education all around the world. The bans on international travel and internal pandemic restriction significantly influenced the international mobility of students and internationalization in general. Under such circumstances, COVID-19, however, opened the "opportunity window" for innovations in higher education practices and this project uses such possibility. Universities being partners in the project will use the synergy of international cooperation and develop supportive measures for the acceptance of innovative online forms of education among students and the staff, who both are considered as the main target groups of this project.

As a direct result of this survey, we plan to organize in-depth interviews - vivid dialogue with different target groups – university representatives, teachers, students and IT solution/tools providers. Based on the results of the questionnaire and in-depth interviews a set of various educational scenarios implemented in different national contexts will be prepared. These scenarios will be a sort of menu indicating what measures and activities might be implemented by universities under various contexts caused by restrictions. Results going to be incorporated into the digital case-base roadmap.

We would be very pleased with your kind support for the questionnaire aimed at spotting the best practices and identifying difficulties of virtual teaching and studying.
This survey should take no longer than 10 minutes to complete.

LINK to survey

If you don't have any knowledge about this topic, we kindly ask you to forward it to the right person at your Institution.

The survey will be available until July 15, 2021.

Answers are gathered by the Warsaw University of Life Sciences -SGGW and will be analyzed by the consortium of universities involved in the project. In case of any questions do not hesitate to contact the project coordinator Professor Arkadiusz Orłowski (arkadiusz_orlowski@sggw.edu.pl), we will dispel your doubts with pleasure.

Sincerely yours,

Marta Mendel
Vice-Rector for International Cooperation
Warsaw University of Life Sciences -SGGW

/signed with a qualified electronic signature/

Warsaw University of Life Sciences - SGGW

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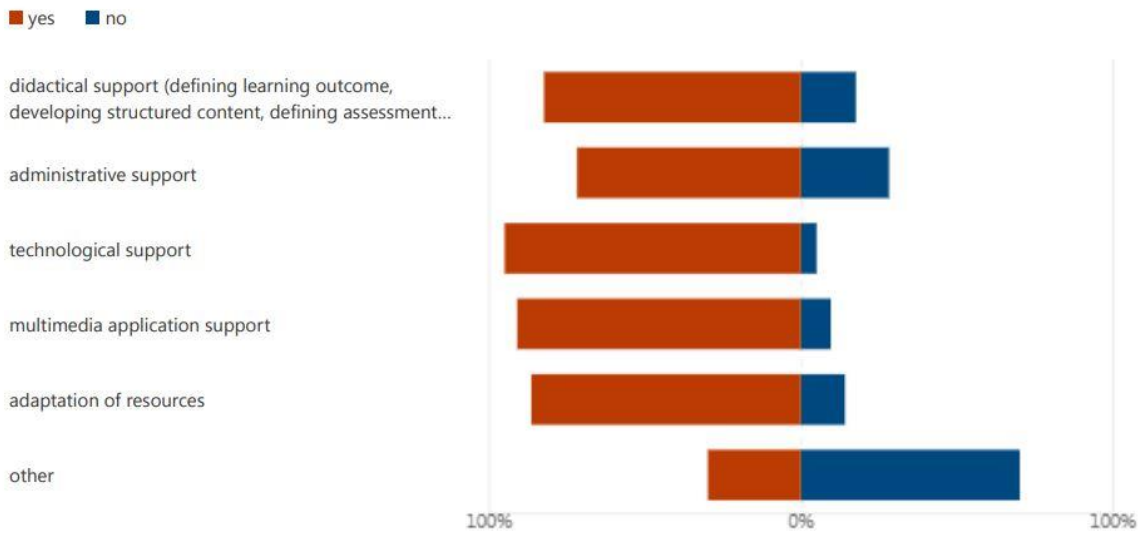
COVIMO REPORT EMPLOYEE – DETAILED ANSWERS

9. What kind of support is needed for preparation of the virtual learning course?



10. If other, please specify:

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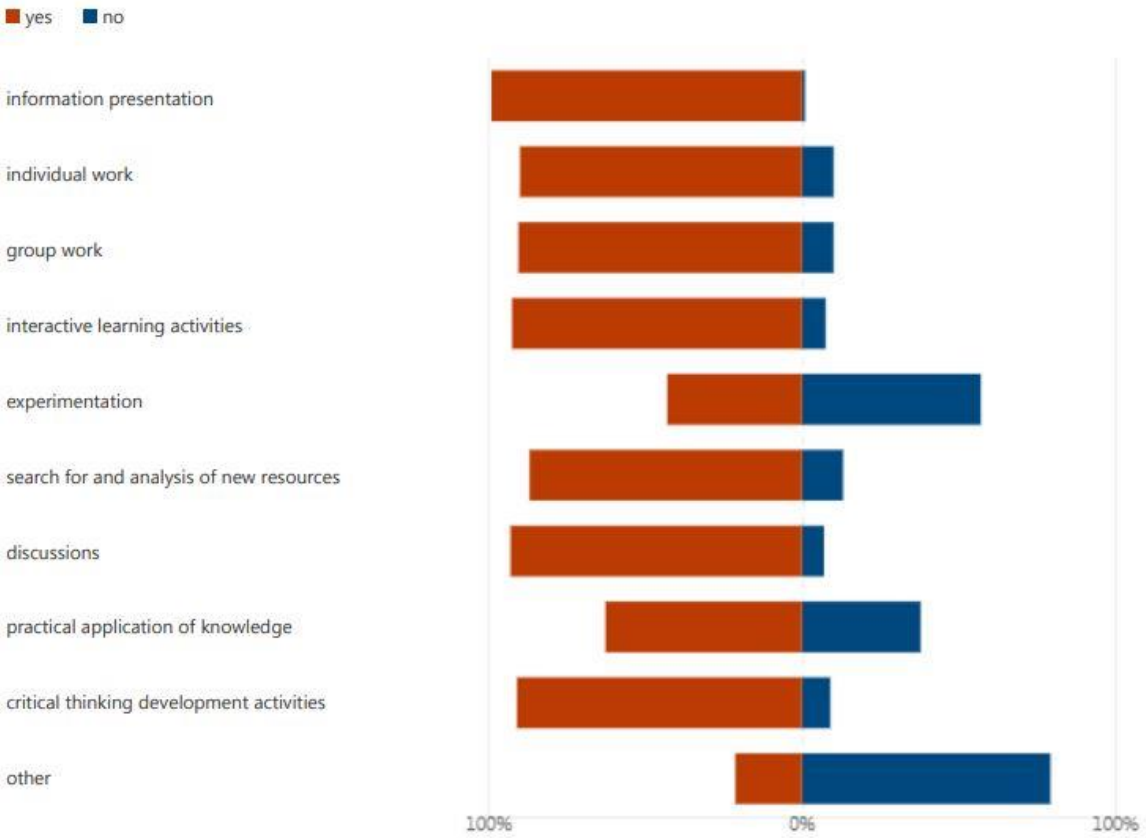
Responses

1	Training
2	student support
3	Coherence between all the elements
4	Examination app support
5	infrastructure
6	new contents
7	Virtual learning course can not adequatelly replace live version. The only support needed is to keep schools working.
8	knowledge about virtual tools
9	motivation
10	new/better hardware
11	I'm not quite sure if I got it right: By definition in this survey do you mean by "virtual learning course" just "online taught/offered courses" or "Collaborative Online International Learning (COIL) courses"? From my perspective such a distinction is cructial when it comes to the internationalisation aspect/outcome of this survey.

12	just for addition: videos, pwp presentation, games, etc.
13	Access to a Learning Management System with means for simple and fast communication with students, tools for development and use of teaching materials and means for knowledge assessment.of
14	defining assessment strategy
15	Technical support
16	Psyhological, more involvig of students, more effort of teachers
17	ADJUST SIMULATOR FOR SUCH TASK
18	appropriate teaching skills
19	The methodology of teaching is different. It is difficult to specify what is needed exactly, but definitely, you need to redesign some content, timing of semester, and so on...
20	optional, it is not strictly necessary, however, it would complement the course - access - licences to certain sites or programs
21	financial support for cost of internet, electricity and cost of equipment
22	Staff training
23	Mikrofoni, tableti, računalo
24	Time management of the lecture. If it is experimental it takes longer.
25	more flexibility, redefining of lecture
26	Fitting the sports hall to deliver good sports video
27	access to open scholarly resources (papers and other materials to share with students having no access to libraries)
28	Way of thinking - it is the most important.
29	support to enhance teacher's knowledge
30	self-education about the process and its implementation
31	good internet connection
32	Time
33	psychological support
34	Hard Work
35	Defining student attendance and participation assessment
36	concept for adressing target groups, i.e. international students (virtual/blended mobility; Internationalization at Home)
37	Support of Univeristy and Faculty

38	policy support
39	Salary, time.
40	psycological, pedagogical
41	Additional amount of time
42	---
43	technical support
44	Support for students' training and preparation for virtual courses
45	time
46	special training
47	Tablet and xpen, smart blackboard

12. Which learning organization methods can be used in the virtual learning course?



13. If other, please specify:

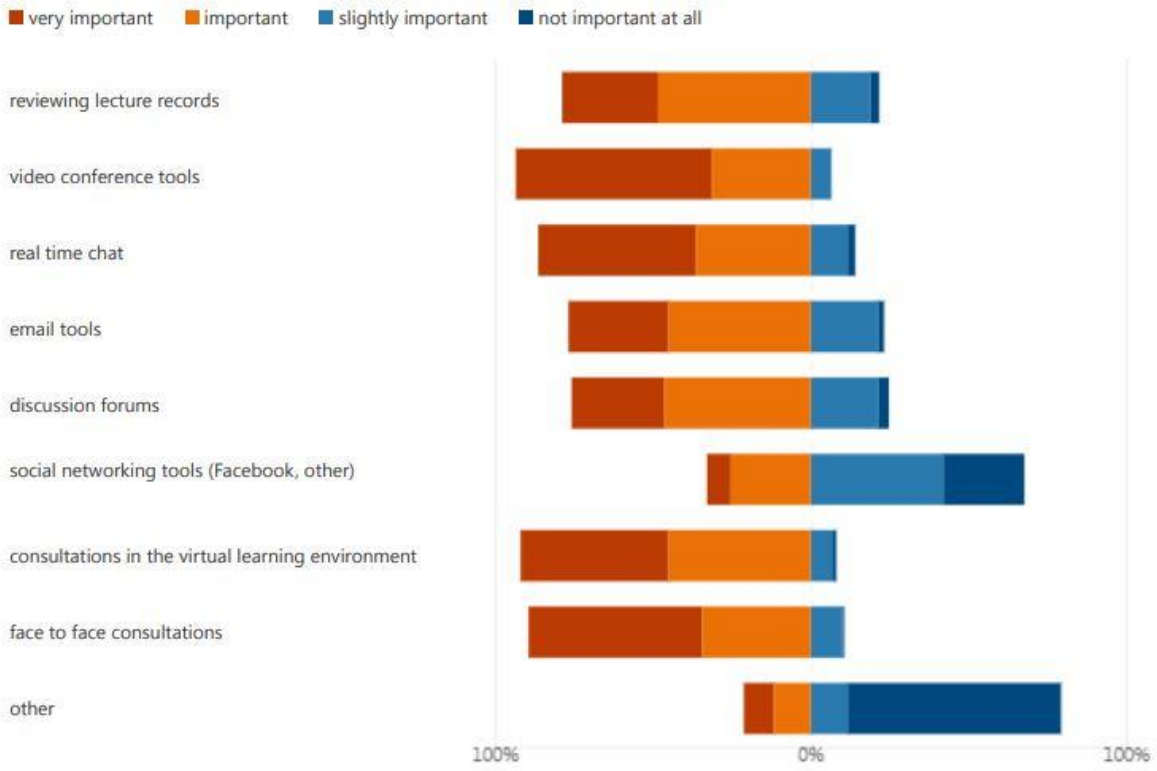
22
Responses

Latest Responses

1	deverlopment of skills like systems thinking
2	All methods that Moodle offers
3	debates
4	Virtual discussions can not replace live ones. The same is truth also for experimentation.
5	a lot of novel ways of boosting self-organising skills for students, and presentations of work
6	experimentation and practical application - only a very limited part
7	Are you analysing learning outcomes as well or is this survey based on methods and tools? If yes, than I would like to add under others: International learning; Intercultural learning; Language aquisition

8	everything that can be adapted for online teaching, depends on the topic
9	Experimentation and practical application is limited but not impossible if teacher knows how to adapt his/her teaching methods to new circumstances.
10	they can be used, but the outcome is worse if this is not just occasional thing and you have large groups in courses that really require interaction
11	Consultations
12	A lot of usual methods can be transferred to the virtual environment, however, I think it is more limited. For example, when you try to facilitate discussion, you usually get participation from only a few students (sometimes you just talk to one student). Less active (more introverted) students are even less active online. And it is hard to include them because you can't even see all of them on your computer screen (we usually have groups over 25 students so they don't "fit on one screen").
13	Sports training
14	self-assessment by students, assessment by teacher
15	project based learning; problem based learning; research based learning
16	self-assessments, feedback, peer-Assessments, ...
17	Inividual work
18	---
19	project learning, asynchronous team work
20	information presentation
21	students demonstrating their individual work in front of others
22	quiz

14. How important are the methods and tools of communication described below in the learning process?



15. If other, please specify:

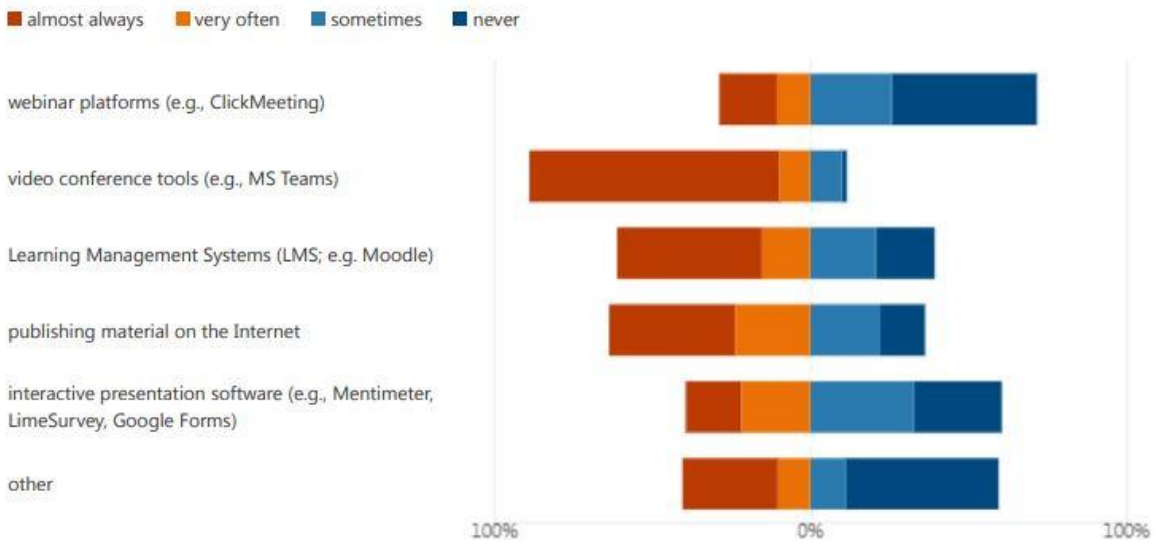
15
Responses

Latest Responses

1	Phone calls, materials like books,
2	virtual and remote labs
3	Experimental practices and continuous auto-evaluation
4	use of simulators/simulations
5	virtual methods and tools should be limited, it is extremely important that students actively interact with each other, group, professor live, not in virtual environment
6	Suitable and carefully elected tools for testing
7	collaboration tools (contributing to shared documents, databases, co-writing reports)
8	written real time and just written chat

9	self study
10	knowledge assessment tools
11	Live teaching and learning
12	---
13	interactive tools like whiteboard
14	real time chat
15	Technical/software tools for performing virtual lectures

16. What tools did you use to conduct classes during the pandemic isolation?



17. If other, please specify:

45
Responses

Latest Responses

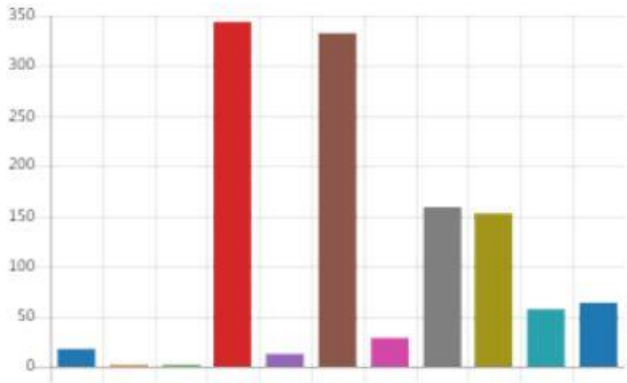
1	Answergarden, Jamboard, Polleverywhere webpage plugin for power point, 3D rooms, Spatial chat
2	Skype
3	Software develop by our University, e.g. UPCT-Evalua
4	zoom

5	Zoom
6	Viber, whatapp, ect
7	Miro
8	Zoom
9	YouTube direct streaming of live lectures
10	Qiuzlet, Big Blue button
11	vimeo
12	Zoom
13	videos on youtube - visualizing methods used in molecular biology
14	Tools for recording lectures.
15	Mural
16	simulations
17	Cisco Webex, GoTo Meeting
18	Google drive, videoconferencing - breakout rooms
19	my own personal blog with materials
20	Zoom
21	PowerPoint, White Board
22	sending a recorded lectures or written material directly (via We transfer) to my students
23	videos of sports activities
24	solid presentations and self-developed trainings
25	zoom (generally, I try to avoid on-line teaching, it's a joke)
26	GoogleMeet
27	Zoom
28	Prezi
29	Study Information System
30	Wikis and Blogs
31	eduwiki, usos
32	Zoom (we have to use it)

33	Viber
34	zoom, viber, skype, whatsapp
35	Big Blue Button
36	---
37	Padlet
38	clouds (e.g. Dropbox), e-mail
39	Demonstrative experiments
40	Different platforms as CiscoWebex, Zoom
41	Google Meet, Classrooms
42	MS Teams
43	Databases, Accessible video presentations (work on laboratory equipment) and simulations
44	LiveBoard, Google Chat
45	Tablet with xpen

18. If you have used webinar platforms or video conference tools, which ones (you can give more than 1 answer)?

ClickMeeting	18
MyOwnConference	2
eTutorium	1
Zoom	343
Blackboard Collaborate	12
MS Teams	332
Hangouts	28
Google Meet	159
Skype	153
Messenger	58
other	63



19. If other, please specify:

76

Responses

Latest Responses

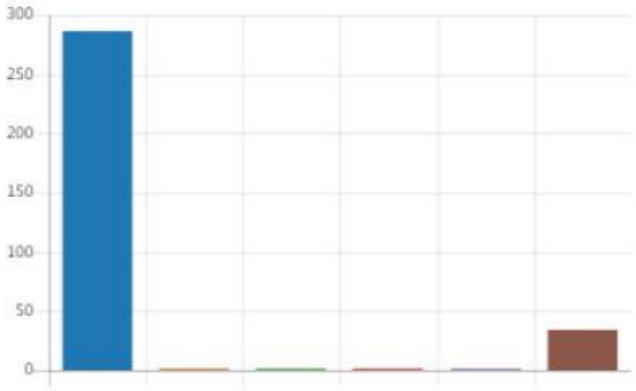
1	Cisco Webex
2	Big Blue Button
3	big blue button
4	Webex, Jitsi, BigBlueButton
5	google classroom
6	Facebook
7	whapsapp viber
8	BigBlueButton
9	BBB
10	Webex, GotoMeeting
11	Webex
12	Webex
13	BigBlueButton
14	Cisco Webex
15	Cisco Webex
16	BigBlueButton
17	BBB
18	Cisco Webex
19	Webex
20	webex
21	Cisco Webex
22	Webex meetings
23	webex
24	Cisco Webex

25	Big blue buttom
26	VooV meeting
27	Webex
28	Cisco Webex
29	Cisco webex
30	Moodle, Webex, video recording applications, SafeExamBrowser
31	Webex
32	Webex
33	big blue buttom
34	GoToMeeting, Cisco Webex
35	ciosco webex
36	GoToMeeting, Webex
37	Webex
38	Cisco Webex, Adobe Connect
39	Cisco Webex
40	Cisco Webex
41	CiscoWebex
42	Webex
43	Jitsi Meet
44	Webex
45	my own personal blog
46	LMS, Moodle
47	Big Blue Button
48	Cisco Webex
49	Jitsi; TeamViewer (non-commercial and giving all users feeling of safety)
50	Cisco Webex
51	Big Blue Button
52	Wonder (for more social activities)

53	Cisco webex
54	Big Blue Button
55	Whatsapp
56	BigBlueButton
57	Webex
58	Big Blue Buttom
59	Cisco Webex Meeting; Cisco Webex Teams; Vbrick Rev
60	Jitsi
61	FB, Jeans etc. I have to download more than 12 apps
62	BigBlueButton
63	MiTeam, Cisco, BBB
64	Bongo
65	Viber
66	viber, whatsapp for small groups
67	Big Blue Button
68	---
69	Moodle
70	+ One Note for Windows 10
71	Face Time, Viber
72	Ciscowebex
73	Cisco Webex
74	go to webinar
75	BigBlueButton
76	Webex

20. If you have used Learning Management System, which ones (you can give more than 1 answer)?

Moodle	287
Chamilo	1
Claroline	1
eFront	2
ATutor	2
other	34



21. If other, please specify:

35
Responses

Latest Responses

1	Open EDX
2	Google Meet
3	Microsoft Teams
4	Google Classroom
5	Ilias
6	Canvas
7	Canvas
8	I am not a student.
9	VIS
10	Miro
11	Edpuzzle, Exam.net
12	Canvas
13	Canvas
14	Canvas

15	Moodle, MoD
16	my own personal blog on wordpress
17	The LMS that our school is using
18	those offered by Teams
19	MSTeams
20	ILIAS and openILIAS
21	Merlin
22	Blackboard
23	Blackboard Learn
24	Face to face / live and using ICT
25	Canvas
26	Own system
27	Slido, Kahoot, Mentimeter
28	---
29	Our own Information System
30	didnt use these systems
31	G-Suite
32	Google Forms
33	BlackBoard
34	MS Teams
35	Canvas

24. How was the problem of laboratory classes solved?

have been canceled	41
students were divided into sm...	123
videos on the topic have been...	86
live videos were broadcast	33
other	74

25. If other, please specify:

72
Responses

Latest Responses

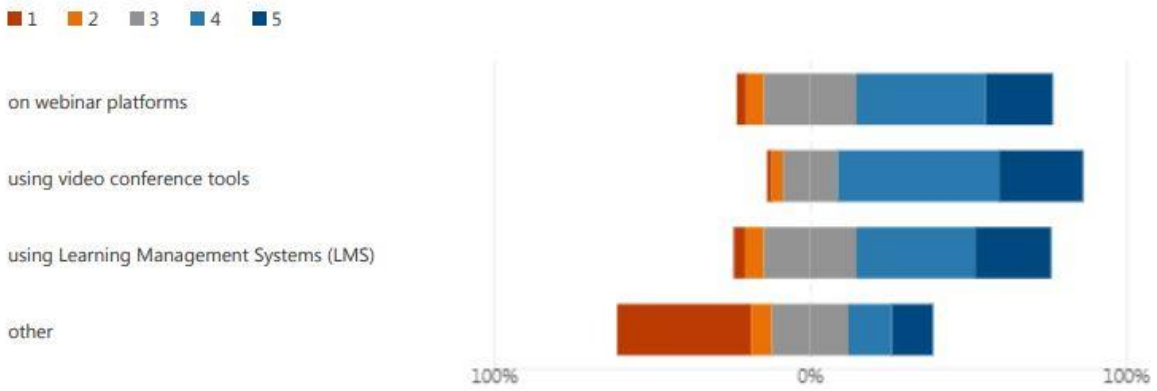
1	Agribusiness students could perform exercises via online tools.
2	Don't have it in my syllabuses
3	remote and virtual labs
4	I have no experience in this topic
5	Not applicable to law studies.
6	within the corona-regulations labs participation was for very small groups possible.
7	... and videos on the topic have been recorded and shared
8	they have to do some work with on line tools
9	I wouldn't know. I didn't carry out any laboratory classes.
10	i did not have laboratory classes
11	they were carried out when the epidemiologyial situation allowed it
12	canceled , video or sometimes smaller groups
13	combination, pre-preparation of data and instructions, individual student work on virtual classroom computers and live chat or additional instructions if necessary
14	I didn’t have lab classes.
15	Some work was done using Zoom rooms, and some postponed untill it was possible to go to the lab.
16	We do not have them
17	I am not a student.

18	do not know
19	combination of different approaches
20	Done after the lock-down
21	did not conduct laboratory work
22	combination of postponed classes and classes with smaller groups
23	Combination of the above
24	hands-on activities were replaced by virtual alternatives
25	NA
26	Did not have laboratory classes
27	
28	depending on the subject - chamical lab cancelled or partially supplemented by recorded materials. Computer lab completely done online via Zoom or Teams.
29	Zoom
30	over videoconference, sharing screens, breakout rooms, more interaction
31	Simulations/simulators on line (special tool)
32	Since I work at a language department, our practical (laboratory) classes were organized via Zoom. The goal of our practical classes is to promote discussion, which can be done online as well.
33	Since I am teaching the computer-based topics all laboratory work was done via videoconferencing and with LMS, doing real-time demonstrations and surveillance of students' work.
34	Own inovation to pass simulator to students
35	i didn't conduct any laboratory classes
36	video conference was used and excercises demonstrated by assistant
37	We don't hold laboratory classes
38	Not applicable
39	I teach in the art studio. We moved with students into a virtual "design thinking environment. We used platform miro.com But the problem was prototyping. We canceled the necessity to prototype the designs. Students had only prototypes in scale from 3D printers or some replaced materials mockups...
40	the group was initially small enough
41	presentations, videos, animations from MS temas meetings were shared after classes as dydactic materials in the MOOdle or MS Teams
42	not applicable
43	i don't teach laboratory classes

44	videos on the topic have been recorded and shared and live videos were broadcast
45	Not applicable
46	I use only computer laboratory for my classes and I have no problem with it
47	I don't have laboratory classes
48	I have practical exercises (not laboratory) and use live video with live audio in both directions
49	live performance and recordings
50	That is the case for the last academic year. During this academic year laboratory exercises were held face-to-face.
51	I don't teach lab classes
52	I don't hold laboratory classes. Fieldwork was postponed during lockdown and carried out live as soon as possible.
53	There were several solutions: cancellations, smaller groups and videos
54	Not important or necessary in my domain of teaching
55	i don't have these classes
56	the course doesn't have laboratory classes
57	in the different phases during the pandemiaone or a combination of the options above
58	I do not have laboratory classes
59	Students carried out certain exercises in their home themselves (under the guidance of teacher)
60	smaller groups in presence; videos provided accompanying the lab; hybrid scenarios (online + prescence synchronous)
61	Zoom
62	some of them cancelled, some of them adapted to the Covid measures (remote, in the laboratories are only the support, pre-prepare the exercise, follow the work of students, intervene, discuss using online tools)
63	A mixture of the described approaches
64	---
65	videos of experiments were shown and students were provided with data they would normally measure themselves and on the basis of this made standard lab reports
66	Replaced with practical assignments that require individual and group activities.
67	The students of th Law do not have laboratory classes, e.g. only in broader sense. There were classes dedicated to the case studies. The student were divided into smoller groups.
68	We have done multiple things: divided students into smaller groups, recorded and shared videos as well as provided live videos.

69	Live broadcast from the lab, video simulations of work on equipment
70	students were presented the practical methodology and given a set of data to evaluate and discuss
71	I do not teach laboratory.
72	No laboratory classes
73	A mix between smaller groups, recordings and live streams

26. Please, evaluate the technical quality of the classes conducted (1 - very bad, 5 - very good)?



27. If other, please specify:

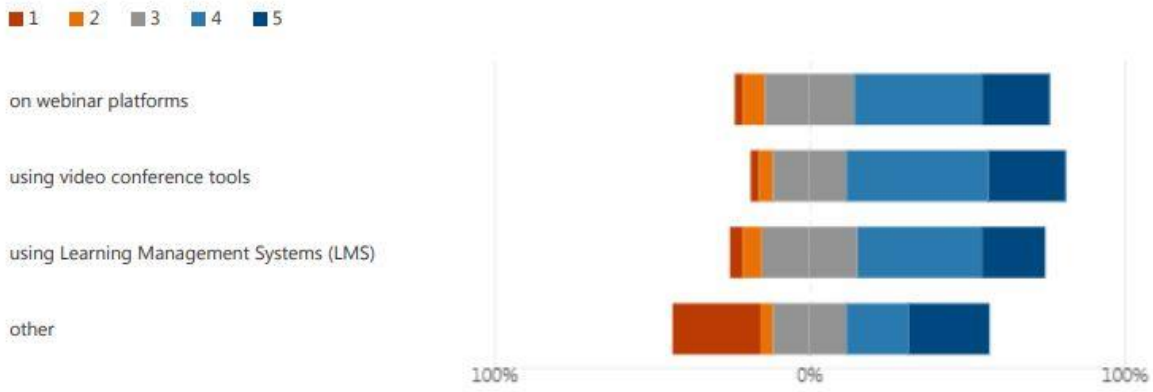
10
Responses

Latest Responses

1	Microsoft Teams - very good technical quality
2	Although ok, it cannot compare to live teaching
3	I am not a student.
4	Simulations/simulators on line (special tool)
5	Simulators
6	Direct connections to the computers used by students during computer laboratory
7	additional tools if necessary
8	very bad internet connection, poor sound, poor video, too expensive PC, scanner, printer, two PC's, slow internet connection -- too expensive
9	---

10	Tablet with xpen

28. Please, evaluate the academic quality of the classes conducted (1 - very bad, 5 - very good)?



29. If other, please specify:

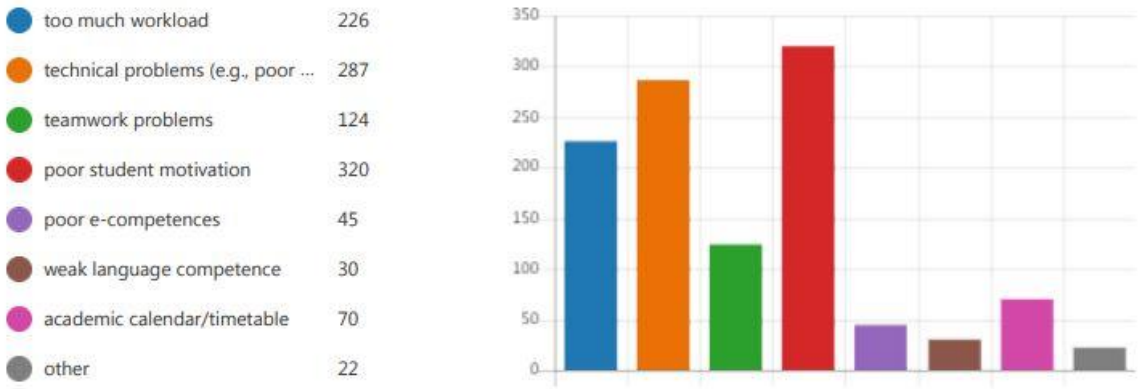
14
Responses

Latest Responses

1	On Microsoft Teams - very good academic quality
2	e-mail, FB etc
3	na
4	I am not a student.
5	Simulations/simulators on line (special tool)
6	Just a remark: VC and LMS tools *can* offer very good and dynamic teaching environment, while webinars serve more as a one-way communication.
7	simulators
8	MS teams
9	Direct connections to the computers used by students during computer laboratory
10	other channels and tools including Messenger to quickly share materials even when classes were colliding (e.g., for students studying several faculties)
11	Students are demotivated, no-dress-code, intrusion into privacy space, time and person
12	---
13	It is hard to make a general statement for the whole university.

14	Tablet with xpen

30. What difficulties have you faced while delivering the virtual course (you can give more than 1 answer)?



31. If other, please specify:

27
Responses

Latest Responses

1	Especially poor student motivation.
2	lack of discussion, weak response to presenter
3	I am not a student.
4	no personal contact
5	none of the above, all items listed are part of preparations
6	hard to discusse
7	no eye contact, not feeling the audience, no proper feedback
8	Again the definition of the survey is not clear to me. Do you address this survey to online taught courses or courses e.g. in a team teaching format with the ambition of international learning outcomes?on
9	laboratory exercises cannot be educated online.
10	lack of communication
11	no personal contact, no eye contact, no interaction - a group cannot discuss online, overlapping, confusion, time lapse, poor to no motivation to have cameras on and actively participate of students
12	health problems (too much screen time)

13	There was much workload but I also learned a lot!
14	Not seeing the students. No real personal contact. Have never seen them in "real life"
15	virtual courses are a joke, it's just faking the university courses
16	technical problems on the students side
17	Too exspensive
18	it was a lot of things about ICT that I needed to learn
19	PSYCHOLOGICALLY DIFFICULT
20	Technical problems happen rarely, usually everything went well, but when such problems had actually happened, they were a huge pornblem; other difficulties - how to make up for the actual lab work that the Students would do nnormally but couldn't do online
21	---
22	I work with summer schools, and for that the largest problem was internet problems, or unexpected glitches. However I believe the other problems were seen for normal classes.
23	Lack of visual and auditory ques as to the comprehensibility of the topic.
24	due to covid 19 symptoms
25	too much workload
26	I had to restructure the classes to fit the needs in a virtual environment. Additional, too much administrative tasks.
27	little direct contact with students

37. What do you think worked very well in virtual education during the pandemic? Please specify:

281
Responses

Latest Responses

1	Participation of students, active
2	web platforms
3	possibility to use internet to search for the links or literature with students, to show them how to use internet in that way
4	international seminars and conferences from abroad
5	Meeting students that were in other cities.

6	Developing tech skills
7	The possibility of continuing the education, inspite of the pandemic
8	Improving technical skills of students and their visualisation.
9	timing
10	time management
11	Video meetings
12	IN the first lockdown the students motivation was exeptional good, in the second one not anymore.
13	Quite fast adaptation of teaching and learning methods from both professors and students
14	Online meeting
15	presentations we are able to present
16	Possibility sometimes to choose the lectures schedule
17	Flipped Classroom
18	strict timetable
19	attendance
20	activities in my classes that involve individual work with internet ools
21	Time management
22	I don't think anything worked better than it did/would in traditional face-to-face education.
23	nothing worked well
24	Cozy working environment, flexibility
25	Recorded lectures
26	Time management of the class, more interactivity to promote student motivation
27	Lectures, presentations, discussions
28	Use of multimedia technologies.
29	I was happy with the virtual platforms used at the university
30	gallery visits, meeting with guests from abroad, learning time options
31	replay of lectures, post lecture quesitions can be asked later
32	audience was mainly larger, bit it is doubtful how many of them really actively followed lectures
33	More options are available than in face-to-face lectures.

34	Recorded lectures
35	Working in groups for seminar classes
36	Hihger student participation in exercises
37	personal communication at any time of the day
38	Internet.
39	lectures
40	students were present
41	Students that usually travel for larger amount of time had more free time because they could listen to online lectures (no traveling needed). Becuse of the same reason sometimes more students attended lectures, as they would alive.
42	sticking to the schedule
43	I am not a student.
44	online games
45	Dont need to travel to other places for lectures
46	keeping contact with students
47	Working in small groups (breakout rooms), presentation of students, activities in Moodle.
48	recording of courses and more material
49	some forms of virtual elements of the teaching process should remain virtual: group presentations; one-on-one consultations; seminars in conference mode, for example
50	Studying materials from internet and discussion.
51	Available recordings that students were able to look at their preferences
52	internet connections
53	presence of students
54	finding information online, participation in quizzes, chatting online
55	"formally" (yes/no ?) higher attendance of students on classes
56	The knowledge of the use of ICT in education has increesed, for both students and teachers.
57	Accesibility of lectures.
58	comunication for the mors necesery things, instructions, questions
59	Tech and tech support
60	Administration.

61	meetings
62	time spend for work and not for other activities like driving to work
63	the presentations were prepared in advance and placed into the e-classroom, structured handouts prepared.
64	refreshment quizes
65	Virtual classrooms, examinations.
66	More students participating, almost always present during lectures (no need to travel)
67	Different approach
68	group work, no time pressure (physically rushing and being in a hurry to the next lecture / meeting)
69	More students were present.
70	higher % of attendance, more interaction for introverts, higher % of active students through chat
71	remote lecture with Zoom
72	Group work in break out rooms, it was easier to follow students work on line than in a classroom
73	Phonetic exercises
74	Office hourse, personal consultation
75	that sessions were recorded, materials delivered and returned online for each student
76	just maybe...easily connecting people from all around The World - at the conferences, not teaching virtually.
77	ex-cathedra lectures
78	Timetable
79	better than stay at home and do nothing
80	Lectures are OK in virtual education. Usually in face to face many of them don't listen - so there was no big difference
81	Organization of the schedule.
82	Exams
83	More students attended the lectures
84	Pre prepared classes
85	Fast and efficient transition from face-to-face to virtual education.
86	Some students were present which in traditional setting they would not be
87	recorded material, extra notes offered to students

88	Some lectures
89	Lectures
90	Communication between students and professors
91	Talking about students feelings ant taking care about their wellbeing
92	Teoretical courses
93	Becuase of less time being present at the university the students had more time for studying.
94	preparation of teaching material
95	I
96	Individual work with students
97	Not lo9s8ng time for comuting to work place
98	instructions and basic information, some activities (but they should only supplement traditional classes and not replace them), watching videos, clips, being able to do it also outside of the classroom
99	Individual work of students, -every assignment must be completed
100	Transition to use ZOOM for video lectures
101	lectures were better prepared (more structured), learning material was made available online
102	working in groups, video tutorials for some mathematical models
103	internet connection at the student´s side
104	Nothing.
105	Students presentations (they prepared ppt material and explained, everybody could follow closely drawings and other maerial)
106	communication with students, instant feedback, study material sharing and organization
107	No discipline problems
108	kahoot learning games
109	tehnical apliaction
110	seminar -group work
111	Ex-cathedra lectures.
112	Possibility of more frequent teaching activities and reduced loss of students travel time
113	face to face interaction, interactive activities, small groups ...
114	availability of videolectures, more course material available

115	Better access to recorded lectures and to lecturers also to students.
116	transperancy on knowledge
117	Possibility of comunication with students, their education and examination at all.
118	higher attendance
119	punctuallity
120	I developed with a small group of my students in studio and classes very well working routine and professional relationship because I worked with them in small virtual groups and they were very focused on the problem... The paradox is that this virtual environment enables me to communicate more openly with students at a personal level and I was more open as a person during lectures and exercises. I missed social contact so maybe this is the reason :-D
121	lectures and seminars to the degree allowed by the way of conducted them
122	team work in breakout sessions
123	adding some extra materials, work with really good students
124	Recording lectures was a good idea. Some students had an opportunity to take part in the course even if they had another lecture in the same time. Students informed me that recorded lectures were a big help for them also in the learning process.
125	face to face meetings and consultation of MA BA thesis
126	getting in touch with students was very easy via MS Teams, posting materials was quick and less efficient than before
127	nothing
128	online lectures in passive mode
129	communication wit students' groups
130	standard presentation of information
131	Lectures back up, material disseminating
132	Perfect communication and great concentration of all participants.
133	lectures shedule
134	Nothing
135	The presence of the students (it was much easier for them to attend all the classes from home).
136	continuous teaching
137	Presentation the lectures
138	Flexibility
139	Better control of the students work during computer laboratories

140	Involving students through surveysa and discussions.
141	students attendance
142	Communication improved. Students contacted me more often.
143	Higher participation in lectures.
144	Nothing
145	contact to the students
146	I think that what worked very well is an improvement of wirting the essays.
147	accessibility of teachers, recordings of sessions
148	Team-work; project and research based learning (highly effective and efficient)
149	Accessibility of teaching stuff; LMS within the organization and control of the Faculty
150	Indyvidual consultations. I used this way before pandemic, and it worked and still works
151	People had to learn how to use a computer
152	Webinar
153	Student can watch (recorded) lectures with his own speed
154	Time organization
155	lectures
156	improvisation
157	IKT oriented activities
158	nothing
159	Time saving due to home-Institute journey
160	Availability and ability to attend all sessions.
161	Attendance was higher than in live classes. Tasks and excercises in Moodle worked very well, students were responsive and managed everything on time.
162	Attendace at classes.
163	Attendance, new experience,
164	Despite the lockdown, I realized all the lectures
165	Pushed digitalisation at the university
166	Opportunity to deliver courses in spite of the pandemic; opportunity to save time for travelling to and from the campus.

167	Participation (often more people would attend the classes)
168	the lectures
169	It is easier to motivate yourself, it is easier to plan the acctivities
170	Self-motivation, self-organising
171	MS Teams were very supportive
172	the possibility to continue the started activities.
173	Students and teachers have more time to read
174	if activities were adjusted, things were fine; testing students through diverse activities; online discussions; short lectures; focused activities
175	Better (less routine) preparation to the classes.
176	Teaching
177	Timetable, data presentation
178	Good planning
179	Good technical possibilities, consultation when needed
180	The timing of the lecturing process.
181	organization of classes
182	Cohesion of teams
183	I had more time in parallel with the lectures
184	communication
185	more discussion—than lecture-based
186	Posibility to study being far from te university
187	on line consultations with students
188	Interesting of students, Safe time, precisious information abot topics
189	organizational support
190	Clasic lectures
191	live communication to individual students, more questions during the sessions, more possiblities to combine methods and tools
192	Lessons and theory
193	-

194	Delivering lectures
195	Working with small groups of students
196	Nothing
197	Knowledge testing
198	Updating digital skills of students.
199	Lectures
200	Students are on time, they are listening with attention
201	The desire to provide information to students
202	Students and teachers were understanding and supportive for each other
203	Possibility to communicate with students/ video conferences
204	more time for students work
205	self conducted teaching and learning
206	nothing
207	lecturing, new on-line educational tools
208	Lecturing worked fine, in terms of presenting ppt, the same as in the classroom. Maybe the students were more relaxed, having the lecture in their home or outside in the nature.
209	My motivation after a month of shock (after/due to earthquake).
210	Misunderstandings, errors, poor internet connection, buying ICT ...
211	flexibility
212	students' attendance was better
213	Students wasn't stressed, because they were sleeping.
214	timing
215	peer support, communications
216	Students attended classes more regularely
217	All aspects were ok
218	Nothing worked very well
219	high participation in online class; flexibilty
220	Lectures

221	Students adapted to new circumstances quickly.
222	individual student talk hours
223	interaction
224	Kahoot knowledge competition.
225	Communication with students.
226	Stay at home, Courses from everywhere
227	New skills for teaching and new methods
228	Accurate time
229	lectures, discussions, excersises involving searching for information, selecting them, interpreting them; group work and collaboration between students;
230	---
231	real time chat in interactive exercises, peer-reviewing in Moodle workshops
232	usage of virtual board (such as Microsoft Whiteboard)
233	Utilizing the ability to have quizzes at the beginning of the class to ensure students did the reading - and made it possible for the classes to be discussion based.
234	We managed to put in place virtual courses very quickly.
235	the timetable
236	consulting sessions with interested, individual students
237	Spontaneous communication
238	individual work
239	Change to virtual teaching.
240	High quality presentation of the teacher, high motivation and attracting students by friendly approach
241	Silence and peace
242	lecture
243	Simulations of certain abstract phenomena
244	lectures
245	Working with small groups of students worked well. Virtual lectures worked well.
246	Personal contact is better.
247	MS teams

248	-
249	easier availability, higher attendance at lectures
250	New environment
251	The use of digital content in education
252	It was possible to share different documents, to visit different web sites, to switch between different sources. At my Faculty I do not have all this possibilities in the class room.. faculty I did not all these possibilities in the
253	Time shedule
254	virtual education does not replace real teaching of students
255	Videos of laboratory analysis, Kahoot tests, Work in small groups, Tests in the form of exit game, Possibility of recording
256	Excellent alternative for lecturing
257	Ms platform
258	Continuation of lectures despite of lockdown.
259	Everything that did not required hands-on work
260	Students were able to attend lectures from the comfort of home.
261	Better organization
262	We could use voting and other interactive approaches to learn more efficiently
263	nothing
264	nothing
265	Restructuring of classes - delivering only key concepts, and cutting down the lecture time. Combination of lecture and student work.
266	Accesibility of presentations
267	Flexibility of the schedule
268	the contact with the student. We give them hope
269	nothing
270	possibility of communication
271	Better use of time. As a teaching assistant, I was able to fit more information and useful exercises into my lectures than before. Most of my students praise the fact that everything is recorded now so that they can afford to doze off or lose concentration during classes and then go back and replay everything, or watch the video multiple times if something is confusing.
272	No possibility to work very well
273	MS Teams

274	I learned how to use MS Teams. The University Information Center was very helpful
275	lectures
276	individual work
277	time table
278	meeting deadlines and the possibility of change in case of need for lectures and exams, the possibility of better planning of exams, quick control of tests, the possibility of quick agreement with students for final theses, the possibility of consultation with colleagues on projects, publications
279	presentations of the student seminar texts, consultations about final thesis
280	The possibility to go over the study material
281	Possibility of recording the lectures; lecturing for a big audience

38. What do you think didn't work in virtual education during the pandemic? Please specify:

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Responses

Latest Responses

1	Personal contact
2	students response, poor students motivation, distraction (by phone, and all other possible distractions, such as Television, friends, family members and so).
3	interaction with students
4	students educations
5	interaction with students
6	Experiments, practice

7	For medical students - lack of real patients didnt give the possibility of practical training
8	Discussion due to unusuall circumstance; the typical social loafing was visible more clearly
9	Face-to-face teaching.
10	student motivation
11	Interactivity and motivation
12	practical courses were nearly not possible to offer online cause the material which was needed was not avaliable at home
13	The practical courses were not of the same quality than the f2f ones.
14	Methodologies to evaluate specific technological competences correctly
15	personal meeting
16	practical lesson only few
17	Student interest
18	students felt lonely
19	technical trouble
20	concentration
21	discussion
22	Connection
23	The students were a lot less motivated, some refused to participate, gave almost no energy back to the lecturer...
24	everything was bad
25	Performing labs, super poor student motivation, no face-to-face interaction
26	Practical experiments, interactive sessions
27	Some students did not turn on camera, did not actively participate
28	group work and workshops were very limited
29	Students. In particular student engagement/participation/attention.
30	It is hard to show parctical skills online
31	too much workload as we were unprepared for the pandemics
32	lack of social interractions, personal life during education/lecturesn can casue stress
33	the lecturer can't get the adequate response of the students without eye contact, body language, live conversation and commenting

34	Student’s involvment and motivation could be better. But also, some of my colleagues did not adopt to a new situation. To often only the material (handouts) were given no real lecturing.
35	Interaction with students, their feedback during the lectures was weak
36	Laboratory classes - where physical presence in contact is needed
37	Group discussions among and with students
38	laboratory practice, individual contact
39	Coworking
40	team work, pair work
41	practical lab exercises
42	no feedback from students, general apathy
43	Laboratory work, some things have to be thought face-to-face and with all equipment we have in laboratories (you can not do that online, at least not that effective).
44	motivation
45	We interacted ok, had no technical issues, gave a lot of additional efforts, classes,But it just is not the same
46	I am not a student.
47	quizes in groups - real time competitions
48	F2F contact and socialization
49	in virtual environment is lack of visual contact
50	Wor of less motivated students, poor qulity of internet, digital literacy of students, technological issues, present of other people in student room, exams (a lot of cheatings).
51	personal contact
52	virtual medium can cause lapses in memory as the real contact obviously comes with mental "time tags"; but one gets used to it
53	Communication with students was not optimal. I could not recognize their reactions, feelings...
54	Hands-on experience with real equipment
55	human interaction
56	motivation and concentration of students
57	online presentations, brainstorm session, discussions, working on mathematical equations, tasks for negotiations
58	sufficial interaction with students
59	The responses of the students were weak, the stress grew, students were hiding, they didn't want to participate fully, they didn't want to show themselves on camera and some were just logged into the sesion but

	weren't really there or weren't following the tasks
60	Laboratories/experimental work.
61	technical help if something went wrong
62	Communication and motivation
63	Government.
64	discussions
65	laboratory practical work
66	When you cannot see and hear and feel the people around you, you cannot know whether they are following or not. The end-results were worse than in previous years.
67	students cooperation due to their mind absence
68	Laboratory exercises. Absolutely no hands-on.
69	Practicals that needed very specific laboratory equipment and instruments (no hands-on activities were possible).
70	Too slow adaptation
71	problems with network conection (specialy during exams)
72	The discussion is not so expanded.
73	breakout rooms without instructions what to do in limited time
74	Group work, socialization
75	experimental work, it was not possible to assist properly students in laboratory exercise, just show them the procedure in video
76	Writing exams,tests
77	Lectures for big classes, seminars that require discussion and student's engagement
78	motivation, human interaction, socialisation,
79	to motivate students during online classes - it was hard for them to have 5-6 hours of online classes daily
80	interaction with students
81	Motivation
82	experimental work
83	student motivation
84	Practical work, students should see and touch things to learn (particularly in biology)
85	Psychological and technical support for students was lacking.

86	Exercises
87	two-way communication with the students
88	Discussion with students
89	Student motivation and lonelyness
90	Practical team work,
91	Not good for training of specific counselling and therapeuticskills
92	interaction with students, ability to motivate them, ability to see their response and react accordingly
93	Laboratorij exercises
94	Exercises
95	Students preparation for exams
96	Student motivation
97	Hands on courses
98	Contact with patients
99	almost all, especially at initial
100	Students activity during lectures
101	No real contact with students
102	interaction, discussions, critical thinking development, social skills of communicating and working with collegues, socializing that is essential for networking, passivity and zoom burn out
103	students involvement
104	difficult with lab work
105	interaction with students (a lot of them did not even turn on their microphones and video cameras)
106	presentations solutions of a real case study, online writing exams
107	personal contact
108	everything
109	Some practical presentations and skills that are usually delivered in a studio through hand drawings, model making and similar.
110	proper students' grading
111	slideshow presentations
112	knowledge

113	exams
114	Student-involved discussions, group work at exsercises.
115	Often heavy workloads of teachers and students due to frequent online educational activities, lack of interest of students, non-participation of students in the implementation of educational activities, lack of social contact
116	interpersonal communication (students-students, students-professors), interaction between peers, less questions
117	Control of students presence, feedback of knowledge gained
118	Practical part of teaching.
119	motivation of students
120	discussions
121	problematic student motivation, very low contact with students
122	Hands-on experiences and effective hands-on collaboration during team projects in students groups.
123	attention and concentration of some students
124	laboratory exercises
125	relation, direct contact with students
126	Exams and any forms of checking the result of education.
127	lectures, workshops, conderence
128	it was hard to motivate the students to be the part of a sdecent discussion
129	virtual practicals in veterinary medicine are not an option
130	maybe lectures
131	personal contact and activities
132	individual support for students
133	problem solving, discussions etc
134	Student motivation was low.
135	nothing
136	Nothing
137	The lack of feedback from students during classes (something that happens naturally in face-to-face classes); the lack of face-to-face interaction, necessary to better understand the student's situation; among many others.
138	physical contact. laboratory exercises.
139	Not organise the examinations

140	Interaction
141	Interaction with all, not only interested, students during my lectures
142	It was more difficult to assess the students' understanding of the material delivered.
143	sve
144	students engagement in the lectures/exercises
145	Transfer of some skills, mostly practical ones.
146	Students engagement
147	Poor interaction with students.
148	Many programs, some platforms were not tested yet.
149	sports classes
150	It was generaly a collapse of the evaluation of students' knowledge.
151	students' participation decreased during pandemic, being increassingly "anemic" and passive
152	special trainings which must be conducted life because some socialization types and social relations were missing
153	Students motivation
154	students. They can't mobilize themselves, btw. me too :(
155	Communication. There is no real face to face talk.
156	Technical supporting smotemies
157	Student were NOT motivated!!!!
158	some student's motivation
159	mathematic excercise
160	everything else
161	communication students, colleagues
162	everything, it's a joke
163	Contact with Students and coworkers is realy poor
164	No social interaction, human contact.
165	Online discussions in larger groups. During virtual lectures, many students would not connect with their cameras which can be very frustrating for the lecturer.
166	Interaction and motivation of students.

167	Interactive teaching
168	the conntact (conversation) with the students
169	Only few lively discussions, lack of feedback from students
170	Student motivation started to decrease, we've missed the university vibe, sense of community and face-to-face contacts
171	Motivation and involvement (sometimes participants were present but not really involved actively)
172	experimental laboratories - chemistry
173	The lack of conversation and communication and practical training
174	Keep attention of students
175	Students were not acive enough
176	the possibility to see in front the students' reaction to the taught material.
177	all was great
178	long lectures; 'traditional' testing; non-interactive activities
179	Technical quality of the connection.
180	Exercises, discussions
181	Active student participation, feedback
182	Individual work
183	Motivating students for authentic results
184	Motivation and professionality.
185	i could not motivate students who didn't care for learning. They had laptops on but were not in front of them.
186	Contact with students
187	Student evaluation
188	SERIOUS PERFORMANCE OF TASKS
189	team work
190	Laboratory practice were impossible to do
191	it is difficult to teach laboratory classes in such a way as to impart manual skills
192	Sometimes we had tehnical problems
193	all students don't have the same technical opportunities

194	Practical exercises
195	practice courses
196	Practical and field work
197	-
198	Delivering exercises
199	Practical musical activities (singing, playing instruments)
200	Interaction
201	Active participation of students in lectures
202	Student's motivation was much lower.
203	Laboratory work
204	Collaborative projects are almost impossible to conduct, it is difficult to encourage them to discuss
205	Knowing the students' condition
206	Some times IT support was missing and there was not alternatives
207	Practical inidividual work due to the lack of technical support
208	everything was ok
209	motivation for non-motivated students
210	student attention, technical problems, not being able to control
211	Sometimes due to many students present (30-70-more) it was not possible to communicate very well (through quick questions during the lecture, for example) and see their reaction, especially when they all turn off their camera, even when you ask them several time to turn it on. Also, some exercises could not be conducted virtually because they required the physical work of students (we managed by adapting them to virtual ones but still it is important that the student does the exercise physically).
212	Some of my colleagues didn't work with students at all so students were left without lectures.
213	Humanism
214	technical problems
215	in language course it was more difficult to make students speak to each other and to participate actively in the classes
216	Interaction with students.
217	work overload
218	Student motivation and activity during the lectures
219	the virtual exercises, for math is the worst part in virtual education

220	students self motivation: not enough communications with others; social isolation
221	Practical work
222	Lack of social contact with students.
223	practice
224	Practical lab work as the students didn't get practical experience.
225	Practical, laboratory work.
226	Individual work of the students
227	Student Enrolment
228	Everythnig. Inability to follow process with students, their motivation rapidly decreased and they were exhausted by to many online assignments
229	Personal relationship, exams, concentration, the way of studying
230	laboratory classes (gave the understanding of the issues, but can never give the practise in the lab work, microscope use ect.)
231	---
232	not all the students enjoyed break-out rooms, it also when the technical difficulties made it difficult for some of the students to participate smoothly
233	involvement of students
234	It is more difficult to have spontaneous conversations.
235	Interaction with students was somewhat difficult. Many would keep their cameras off, citing a bad Internet connection as a reason.
236	students activity
237	engagement of the entire class and integrity of the examination process
238	Interaction, the students were not motivated at all.
239	student's interaction
240	personal contact
241	At the beginning - discussion was very poor. After some time of the virtual learning/ meetings discussion started being quite productive.
242	Everything worked
243	Working in the laboratory with students
244	live communication and feedback with all attendants
245	acquisition of practical skills

246	Students could not acquire practical skills in laboratory work.
247	Relatively working....
248	connection
249	-
250	students are less active in class
251	Less concentration
252	There are, however, challenges to overcome. Some students without reliable internet access and/or technology struggle to participate in digital learning.
253	Sometime the internet connection was a problem, not all students have laptops and it was not possible to implement new teaching methods when the students use only cell phone. I was surprised that I had better IT skills (age 60+) then some students.
254	Practicals, laboratory work
255	Virtual education was much worse than real, personal contact with students was lacking.
256	Lectures (with monolog only), practice teaching, Social contacts between students and teacher was almost missing, Higher risk of cheating at the online exams
257	Old-school professors cant adjust
258	Interest of student is questionable.
259	Internet connection
260	Motivation of students to regularly follow lectures.
261	Some laboratory work
262	Poor interaction with students during lectures.
263	Student attention
264	Involv students in discussion
265	It was hard to determine if all students are really involved, especially in groups bigger than 150 students
266	everything
267	everything
268	laboratory work, field work, not enough time to restructure topics, too much administration
269	student attendance; it's not hard to log on and pretend you are there while you're not
270	Keep students focused
271	Experiencing emotions

272	The distance, socializing
273	bad connections, demotivated students, a lot of extra work to prepare the course, deficit of students concentration, lack of human contact
274	greater student interest
275	A very bad thing is not being familiar with the people I'm teaching. I cannot be sure whether they really understand me or are just afraid of saying they're confused. The students are far less acquainted with each other so it is harder to divide them into groups. At the beginning of the pandemic, the interaction with students during classes was at a very low level, but now they have grown accustomed to this system so they decide to interact a lot more freely, so I hope it is a problem of the past.
276	In pandemic virtual lerning is ok
277	students weare not interested in the lectures
278	Practical laboratory exercises and direct contact between the student and the teacher cannot be fully replaced by virtual methods
279	practical seminars
280	social contacts
281	bonding with students
282	opportunity to work experimentally, students lacked practical exercises in the laboratory
283	communication exercises, spontaneous questions, heuristic methods of thinking in context teacher - students
284	Interaction of the students
285	Cheating testing during exams (tools for measuring possible cheating); efficient examination for a big number of students

39. What do you like about virtual classes? Please specify:

293

Responses

Latest Responses

1	Interactivity
2	You can participate more easier, focused, social
3	Opportunities to enhance transparency
4	you can be where ever you want to be (by the seaside), you can travel for work and still do the lectures

5	work from home
6	connecting with all students, some that were in other countries
7	Availability and possibility of scheduling classes more flexibly
8	New methods of learning
9	New tools (Mentimeter; Padlet)
10	Nothing specific.
11	concentration on lesson
12	achieve more in less time due to technology involved
13	Saving time travelling
14	The flexibility and the fact of having all my tools and materials at hand.
15	Classes can be structured more efficient
16	Students can re-consume recorded lectures and if you distribute recorded lectures before the course you can use the time for discussion (n small groups).
17	Easy access and the energy saving involved
18	work through ms teams
19	no think
20	Freedom in choosing the time of classes
21	nothing
22	the possibility of holding them from home
23	being at home
24	giving the students the materials they can use (video, texts ...)
25	You save time you'd spend having to get ready and commuting to work. You can open up your computer and start working immediately.
26	nothing
27	In combination with face-tp-face it can add value (e.g. some courses are online, some, especially labs, seminars etc., are off line.
28	Convenience
29	Much more options how to present contents, knowing students better - their names, more students are able to come to class
30	they are safe in pandemic

31	Use of modern communications tech.
32	Multiple groups could have the class at the same time
33	You can be anywhere in the world in an instant
34	to be that close to a lecturer, can ask questions directly (am not just part of a crowd)
35	in specific cases lecturing on the distance, but this could be the case for some specific lectures only
36	I recorded the lectures which is real +. I can get back to my lectures and see what was explained well and what needs improvement.
37	Seminar classes - working in goups
38	Can be held anywhere
39	better timing, more time for preparation of lectures, easy to give lectures to different students and to more students at a time
40	Students can be wherever.
41	independence
42	They can be performed from home.
43	the less -> the better
44	That you can be wherever and attend the class.
45	frindliness
46	Flexibility to mesto students before the exam whenever they nekdo.
47	I am not a student.
48	diversity
49	it takes exactly the time you have for lecture
50	might be used as way of work in case of emergency situacions
51	Flexibillity, use of Mentimeter, Kahoot, Moodle
52	Don't like them at all.
53	not going to the office
54	there is a huge difference between small group virtual class which is great, and huge group which is a problem as one cannot engage more than 20 or so people at a time
55	Nothing
56	Students could stay at home.
57	Less burden on lecturers' schedule. Available recordings that students were able to look at their preferences

58	nothing
59	having all (even additional) materials for presenting always ready
60	the use of internet for quick search some infromations, participation in quizzes
61	work from home
62	That it can be done when the teacher or students cannot be on-site. It is a suitable alternative to on-site teaching for a short period of time, but not for the whole year or all the classes.
63	No need to travel; no difficulties hearing and seeing the table/screen/lecturer/experiment.
64	no need to drive to work
65	Convenience of not commuting
66	Nothing special.
67	no travel time
68	better adaptation, listening anywhere (for example in a car) if you were in a hurry
69	The teacher was not upset when the students were talking or eating or doing anything else during the session because he could not watch them.
70	for those who were present, or at least replay the recording when concentrated, improved their insight
71	Both, professors and students could give/follow lectures from the comfort of their own home.
72	More students participating, almost always present during lectures (no need to travel)
73	Different approach
74	They are more relaxed and you can be more focusted and productive
75	Best exploration of time and preparation for classes.
76	more activities in less time, taking notes, recording, sharing, asking questions in various forms
77	accessable from everywhere
78	possibility to work with students from different European countries
79	Beeing at home, using documents,the blackboard...
80	Convinience, teaching from home
81	can be better organized, no need to commute
82	theoretical virtual classes/lectures may be a great addition to normal ones (ex. when some researcher from abroad will attend a class) but practical exercises cannot be efficiently educated online.
83	can work from home (no need to come to the faculty on time)
84	Timetable

85	less driving
86	no waste travel time from home to work
87	Lecture can be given at any place with good connection
88	Better time-management
89	They provide you with a variety of options how to present a topic or prepare an activity.
90	Easier to plug in, record
91	Nothing
92	nothing
93	You can do it whenever and from everywhere
94	They are great
95	You can record them and put into a LMS.
96	nothing really
97	Posibility to have more tools
98	I saw names of students, economical/easy division into rooms, waiting room -- start without delay, individual communication with students (chat)
99	Life class is still better.
100	I was sure that student have all that they need to prepare the exam.
101	Variety of methods and tools
102	If there is no real stuff ...
103	Better organisation of my working day
104	No answer
105	Time flexibility
106	Feel modern
107	close to nothing - if they were a supplement, an addition to traditional classes - as I did before - some things function, individual analysis of videos, speeches, films .. but the real discussion in the class, confrontation of ideas was missing so even the virtual elements/tools that I liked before, failed to work in totally virtual year and a half of teaching
108	group works
109	Easy to see all participants
110	using different learning devices (e.g. graphical tablet)

111	working in groups, using different teaching methods, innovative tools
112	possibilities of education
113	from home
114	Nothing.
115	I can concentrate better on topic in details and follow other forms of support (notes etc.)
116	it can be recorded and shared for later viewing
117	The frredom to teach and to attend classes anywhere
118	transferring lectures as well as student work to the application,
119	adaptive timetable
120	Everyone is "in the first row".
121	That you can hop in and hop off from meeting to meeting without traveling and wasting time
122	preparing e-materials (questionaires), giving more quizzes
123	The time was used more efficiently, the lectures covered more themes.
124	saving time
125	There are many different contents teachers can use during virtual education
126	can be conducted from home
127	clearity of presentations
128	new methods, flexible shedule
129	I specified it in answer 37
130	during exercises and seminars students seemed to be more relaxed comparable to classic method
131	student activity was better - not always, it took great effort from the teacher's side
132	asynhronic model
133	individual consultations
134	chat and possibility of multichannel influence
135	one class have all materials in one place on MS Teams, we keep a track of all classes and materials
136	different interaction with students
137	I do not like at all
138	possibility of giving lectures from remote locations

139	the possibility to work from distance, e.g.during the research stay outside of home university
140	no need to travel
141	Sick student can follow the course.
142	Everything was perfect.
143	comfortable
144	Nothing
145	Resultados de traducción It is a possibility to teach during extreme situations such as a pandemic.
146	Nothing
147	I don't like the virtual classes anymore!
148	Flexibility of schedule
149	Better control of the students work during computer laboratories
150	Some students are more likely to participate in asking questions because they are not ashamed of other students in the classroom.
151	izazov
152	saved time and helped to better organize the work (no time waiting traveling to work)
153	If recorded you can return, listen to explanation again.
154	Possibility to work from home
155	Higher participation in lectures.
156	Nothing
157	time efficiency
158	It is a challenge for all of us to rise our technical competences.
159	opportunity for good self-paced and self-assessed learning; but this opportunity is not realised very often
160	Concentration and students' interest to learn stuff they are really interested in (they enjoyed 'student-choice' methods and I enjoyed their authentic interests)
161	It is a great tool to enrich face-to-face classes (in sense of preparation and additional materials) and to use it in cases of unavailability.
162	I can provide it from my main job.
163	You can easily connect to the class wherever you are.
164	offering some new tools about teaching
165	I can stay at home

166	time organization
167	fastness of communication
168	accessibility, attendance, being able to work from home
169	sharing the documents, working simultaneously on the project
170	it's just faking the university teaching. Nobody learns anything.
171	Possibility to participate in lactures in different Universities and Erasmus student from variable places at the same days.
172	/
173	Ongoing availability of video lectures and other materials, flexible time management, various communication channels.
174	--
175	Teaching from home
176	Education in virtual classes is a good oportunity to realized the lectures despite lockdown.
177	Possibility to attend from all over the world
178	It saves some time and allows to connect participants from all over the world (either in synchronous and asynchronous mode of teaching/learning).
179	Easier access (e.g. participants do not need to be in the same place, it is possible to have class after class because you don't have to move)
180	I do not waste time on: looking for the key to the lecture hall, setting the equipment in the room, covering / revealing windows. Fewer questions from students about organizational matters. Better concentration on the classes themselves.
181	It is possible to involve a large number of people in the same activity at once
182	Virtual classes are the future of teaching
183	Possibility to do classes no matter where you are - at home or at office, or abroad
184	Immediate contact to the whole group of students, questions or remarks from good students reach all studnets
185	the fact that you can do more activities in a very short time
186	they are very convenient
187	more focused; more flexible; lower lewel of formality
188	I can give them from anywhere.
189	More student are present
190	Coul be done from outside classroom, more flxibility
191	good planning of timetable

192	Possibility to work simultaneously with a large number of students
193	Inventivity.
194	possibility of working from home
195	You can do it from every where
196	I think we all feel better about exposing yourself in the virtual classroom. Lack of emotions
197	I LIKE THE CONCEPT OF ONLINE EDUCATION
198	Liberal teaching style, based on more communication
199	Posibility to study being far from te university
200	ability to conduct classes from different locations
201	Safe time
202	I prefer face-to-face classes
203	can be done practically anytime - students didn't complain it the lectures were late in the evening
204	very well accepted by students
205	It is easier to give a lecture
206	-
207	Office comfort while lecturing
208	developing ICT competences, researching didactical use of ITC in education
209	Flexibility
210	Quick test evaluation
211	I can get everyone the same amount of my attention.
212	I spent less time on lectures, I am not getting tired so fast
213	Some students feel better when they are "invisible" and answer more willingly
214	Using technical communication possibilities
215	You have to think like a student, to make classes intresting
216	Can't specify
217	I have much more time for me - no time lost for transport to university
218	experimental; innovative; flexibel
219	nothink

220	mobility (being able to lecture from home or any other location)
221	Depending on a topic, they can be performed just as well as traditional ones (and I can teach in house slippers!).
222	Almost nothing.
223	Mogućnost rada od kuće.
224	I like 1/4 of using ICT / movie / ads ... in virual classes.
225	openess
226	I don't need to travel to work
227	Nothing.
228	A variety of online tools for working in groups and getting feedback
229	Beginning to like them
230	Academic calendar/activities
231	Students react very good to virtual classes.
232	flexibility
233	I quite like them.
234	Possibility for students to participate actively.
235	The fact that they could be conducted from home
236	Homework can be done when student want
237	Only sometimes consultations are more efficient
238	Nothing
239	it's easier to set tasks involving computer, no need to use too much paper for printing; easy to prepare interactive tasks/working sheeths; the Students are more willing to ask individual questions online; nice tools for team work
240	They save time - no need to move among buildings etc.
241	students have the option to use either their mike or the chat to contribute, which helps get less confident students involved
242	can be given from any place with internet connection
243	For summer schools its easier to have a wide variety of students from all over the world.
244	Flexibility.
245	no need to move to different classes, buildings

246	availability of different virtual tools that can enrich the learning process
247	All the documentation in one place, traceability
248	quick knowledge tests
249	availability
250	Time efficiency, no neccesity to use transport to be present face-to-face
251	Silence and peace
252	Students do not disturb
253	the possibility to run certain simulations, to record and to share some demonstrations
254	possibility of quick testing
255	Virtual education can be well used in the distance form of education.
256	NA
257	MS teams
258	-
259	Using new tools
260	Students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.
261	To find out new possibilities how to present, to implement new tools
262	Possibility to work from home, less time consumption
263	From the teacher's point of view, contact teaching is a more effective method.
264	Possibility of teaching almost from everywhere.
265	Sometimes could be excellent alternative
266	Class videos are always available
267	It should be good in combination with face to face classes, and good solution for restrictive conditions such pandemic.
268	Their efficacy
269	Nothing
270	More option with lectures, visual materials
271	Can use online simulations tools and educational videos
272	It is hard to motivate students, but when you succeed and have very active group it is great to have virtual classes

273	nothing
274	nothing
275	If structured well, it can deliver the key concepts of a lecture very effectively. Also, it opens the possibilities for a creative lecture (videos, quizzes, interaction)
276	I don't have to go to university
277	Everyone can participate from everythwhere
278	Flexibility
279	Is the only way to have comntact with the students
280	real chat
281	not optimal
282	Being able to record videos ahead of class, re-record something I don't like or record an additional video if I see fit. I also love seeing the same students attend different groups (they attend the same class multiple times). More students want to attend consultations and are less frightened about wanting to know more and beyond what is the bare minimum. If I am not feeling well, I can reroute some of my students to the next class and they can all attend it (no physical barriers to how many people can attend a class). I believe that, if my students wanted to turn on their cameras more, the experience would in every sense be better than before, because nowadays (with the exception of the beginning of the pandemic) I feel like I am teaching people who want to learn, whereas live classes often left me feeling disappointed. Whether it is a consequence of better materials or because studying online seems more fit and appropriate, or perhaps the students are bored and decide to be active during classes to pass time more quickly, I am not sure, but my overall experience is becoming more and more positive as more and more semesters pass (I have successfully completed three semesters online so far and each one has brought me more and more joy).
283	I do not like it
284	almost nothing
285	I was able to teach classes for students from home
286	very interesting
287	entusiazmus work in kitchen laboratory at home
288	time comfort
289	the possibility of direct communication between teacher and student, between students
290	the possibility lead lectures from the other places, not necesserily to be the University, possiility to be in the countryside (or other places); students can attend lectures, despite they are cold or they can listen recorded lectures.
291	flexibility, accessibility to the students
292	The many possibilites for new ventures
293	Possibility of recording the lectures; lecturing for a big audience

40. What do you dislike about virtual classes? Please specify:

297
Responses

Latest Responses

1	Unpersonality
2	no direct personal contact,e.g. after lecture, no change of working place
3	I believe this digital savoy generation miss physical presence and therefore their motivation drop significanlty.
4	students are not motivated, no interaction
5	cant see interactions with other people (students) and less communication
6	the lack of "reading faces", some interaction to calibrate discourse
7	Physical presence
8	Lack of face-to-face meetings with the lecturers and other students
9	During presentation mode no interaction with the students/audience
10	Nothing specific.
11	no interaction
12	the lack of human emotions, the face-to-face communication which are critical for teaching success
13	Lack of contact
14	The fact that I can't see my students. Their faces tell so much when it comes to understanding content being thought, and give me the possibility to adjust as much as possible so most of them if not all can leave the class with new knowledge. With virtual classes that guarantee is almost impossible.
15	the concentration disappears faster
16	Students are easily distructed and you watch only avatar-pictures than real persons in your class.
17	Dehumanisation of teaching, lose the contact face to face with the student and unable to teach correct experimental practices
18	all
19	Face to face discussions don't exist
20	few feedback from students, students without camera -> speaking with computer

21	poor interaction between participants
22	poor contact with students
23	/
24	The students were a lot less motivated, some refused to participate, gave almost no energy back to the lecturer...
25	everything
26	That there is no face-to-face interaction
27	Less interaction
28	Technical problems - bad connection etc
29	I miss personal, real teaching experience and dynamic
30	Students' behaviour.
31	No human contact
32	No community of the other faculty
33	sometimes i would like to attend few at the same time
34	too week personal and social contact
35	Not enough communication between professor and students.
36	noise if somebody forgot to to mute mic
37	There is no personal contact.
38	Lack of personal contact, zoom-fatigue
39	no personal contact
40	Gaist.
41	no interaction
42	The majority of students did not want to turn on the camera during the lectures.
43	not being able to communicate face-to-face
44	Less personal contact and student responsiveness.
45	silence and black boxes instead of faces
46	No direct human contact.
47	No feedback from body language.in class you simply know/see in their eyes if they understand

48	I am not a student.
49	sometimes teacher needs to much different files and everything ist getting slower and more confused
50	No F2F contact
51	bad face to face communication
52	Lack of nonverbal communiation with students, I do not know them in real life, It its easy for them just to hang on and not to be active. They also were at work and at the same time at Zoom, this did not work well. They could recording and share clips on social media
53	Everything.
54	personal contact to students
55	working with large classes
56	You can't make eye contact etc.
57	Lack of normal personal contacts.
58	No physical and eye contact with students. No practical work during laboratory courses.
59	less communication with students
60	lack of eye-contact, lack of communication with students
61	students did have camera on and they hardly evers spoke - thus it felt like speaking to myself
62	poor interaction (all kinds of) with students
63	The alienation of students, lack of personal contact, lack of feedback to the lecturer, lack of motivation of students and consequently the lecturers as well
64	Lack of eye contact and non-verbal feedback, hidden/distracted students, uncertain connections, tehnical problems.
65	it is more difficult to understand
66	Absence of interactive ad-hoc discussion
67	Almost everything, especiall working at/from home.
68	discussions, interactions
69	no personal approach, less conversation between student and profesor, fewer questions asked
70	Being separated from the audience.
71	absence of passion, audience waiting too often that the lecture passes
72	Having discussions with the monitor.
73	Lack of eye contact

74	No interaction
75	physical distance / feedback, you dont get the feeling if someone is bored or excited about the lecture.
76	I miss the real contact with students.
77	no inside into body language
78	lack of face 2 face
79	lack of direct contact with students
80	Technical problema of some students
81	lack of authentic contact with students, passivity of students, lack of intellectual motivation on both sides
82	you get bored and lonely without personal interaction with curious young minds and stubborn viewpoints
83	poor student´s motivation, poor student´s feedback, more time spent by preparing a class and teaching, missing face to face contact,...
84	quality
85	Lack of motivation
86	less communication with students
87	boring to stay at hope for weeks/months.
88	Sometimes feel like talk to myself - because can't guess how many of them really listen to me
89	When students don't swich on their cameras
90	The fact that some students who are more introvert and silent even in a face-to-face conversation tend to become even more invisible in online classes (they turn off their microphone and camera).
91	No real social contact, lower motivation on all sides, smaller learning outcome
92	Lack of interaction
93	lack of eye/ personal contact
94	No contact with students who are less motivated
95	Nothing
96	Sometimes it is difficult to assess students' motivation, and difficult to achieve the equal level of knowledge gained.
97	lack of interaction with students and all of the above, extra effort spent on preparation that yields poorer results than regular classes
98	No DirectX contact
99	sitting, impossible performance some individual/group activity, eye contact, personal contact

100	No social connection.
101	Communication face to face and less of practical work which is in sport and teaching professions are very importantt.
102	Looking at the screen
103	Motivation, involvement, communication
104	No immediate feedback from the students
105	many thinks, but I haven't other options
106	Poor feedback from students
107	no eye contact with students
108	everything - I specified above
109	Lack of contact with audience
110	can be a bit lonely
111	no feedback from students
112	motivation of students was sometimes low
113	low student´s assertivity
114	bad conection sometimes
115	everything
116	There is no eye contact, can't read a body language - I can't get a non-verbal response of the auditorium
117	no direct contact with students
118	The lack of socialization
119	students not interest and not motivated for education
120	level of students interes is low
121	Supports student passivity, no eye contact, unable to assess student group mood.
122	Students lack motivation
123	Everything I already mention in question 38
124	too much screen time, physical distance, unadjusted for students with special needs
125	no interaction with students, speaking to the screen full of squares with names (almost no student had the camera on)
126	No personal touch to lectures as there was no visual feedback from students.

127	bad quality
128	I missed direct contact and interactivity.
129	talking to a screen of too many students, or students with their videos turned off
130	very difficult interaction with students
131	no exchange of opinions, collaboration
132	tiring, low feedback from students
133	I had much more work in general
134	never knew if students were really with me
135	classical lectures delivered via videoconference did not work well
136	lack of direct contact
137	no feedbeck
138	demotivation of students, lack of social interactions
139	students were not willing to activate their webcams; I was not sure who is there on the other side of the computer
140	no tete-a-tete contact
141	Laco of contact with the students
142	lack of direct contact with students
143	no contact with students (face-to-face)
144	less capacity for building the relationships
145	lack of individuality, a feeling of mass-production instead of education
146	To much time needed to prepare course material.
147	Nothing. I like virtual classes very much!
148	i miss personal comtact with students
149	Everything
150	I need to see my students, their presence in class for a real and more human interaction and with greater empathy.
151	Aall
152	It is not so good not to see the students face to face!
153	Often missing involvement of students

154	No direct contact with students during my classes
155	Students who easily lose interest are completely excluded and not active.
156	sve
157	lack of contact with students and discussions in classes, they were very much anonymous
158	Not seeing peoples faces.
159	More stressful work.
160	Lack of personal contact.
161	the students participation
162	I am afraid that virtual classes made students more lazy and less honest.
163	missing close social contact
164	Missing some life meetings with the entire group and organizing special trainings to foster some competences
165	For an engineering study a full virtual classes are not appropriate; they can be quite useful, but cannot fully replace face-to-face classes.
166	Students avatars.
167	No personal contact, no real communication.no interaction between the students.
168	The students are not motivated somtemies
169	No feedback
170	Nothing
171	lack of control
172	working from home, as it extends and intensifies work time and consumes time for other academic activities
173	communication (cameras, sound)
174	It is just something bureaucrats like. For them everything works, they don't care that the students haven't learned anything.
175	High difficulties in seminar group tasks and often difficulties to trigger discusion and poor coincentration of students which are mentally absent on classes. Thats the biggest troubles.
176	The distance, no face-to-face communication.
177	Lack of face to face real life interaction, lack of motivation, students who refuse to interact can easily evade communication due to real or fake technical issues.
178	Lack of face to face discussions. Direct interactions with less good students resulted in very poor learning outcomes.
179	No face to face contact

180	You dont have the contact with students, impersonal relationship, lack of opportunity to build a relationship with the student
181	Lack of contact to the students and lack of contact between students
182	It requires more effort to prepare the course materials, organize and monitor practical assignments.
183	It is less personal and more difficult to build relationships (student-teacher, students-students)
184	In the case of virtual experimental classes, which are a total misunderstanding, I spend 3 times as much time just preparing these classes compared to those carried out in real life.
185	Do not have an answer yet
186	Lack of connection with students (cameras were off, we can not understand if they are listening, thier reactions...
187	Students can almost disappear if they wish
188	the possibility of face-to-face communication. It's very tiring to sit in front of the computer for a long time
189	I like all about them
190	lot of time is needed to adjust the activities to a new media
191	Sometimes technical problems turned out very painful.
192	You do not see all students
193	Very little feedback, can’t see how students react/follow the course
194	stressed
195	Low motivation of students for authentic results
196	Poor motivation.
197	lack of control on ignorant students
198	You lose connection
199	Poor interaction with students
200	TEST DEVELOPMENT PROCESS
201	lack of a curriculum for digital lessons
202	turn off camera of few students
203	Trehe were no posibility to work at 100 %
204	difficulty in keeping students active throughout the classes/laboratory; lack of response from students (hiding behind a disabled camera)
205	Sometimes I feel lonely

206	Low feed back from students
207	Hard to motivate students - usually turn off cameras and not present at all
208	missing face-to-face interaction
209	No or poor interaction with the students
210	-
211	Unable to see student response
212	real contact with students
213	Poor interaction
214	Nothing can replace face-to-face teaching
215	I don't see what students are doing.
216	Interaction is diffucult to achieve, I can not monitor students all the time, if they are present all the time
217	I cannot see students reaction on the topics
218	Lack of live communication with students
219	It takes a lot of time to preapare virtual classes
220	Not being able to see all students and communicate with them
221	I prefer eye contact with my students!
222	nothing
223	all
224	not having a face-to-face contact with students
225	Lack of that level of communication during lectures that I normally have with students.
226	Students don't want to discuss nor they want to turn on their cameras. I feel stressed about recording of my lectures.
227	Nedostatak interakcije.
228	dehumanisation of humanism, universities, facultries ... desensibilisation of students / humanst
229	technical problems
230	I really don't like the situations where most students don't want to have their cameras on and I have to speak to letters or tiny pictures on the screens. It's very frustrating. I also don't like not knowing what else students do during the class, when they don;t pay attention.
231	Everything
232	When students don"t turn on the cameras

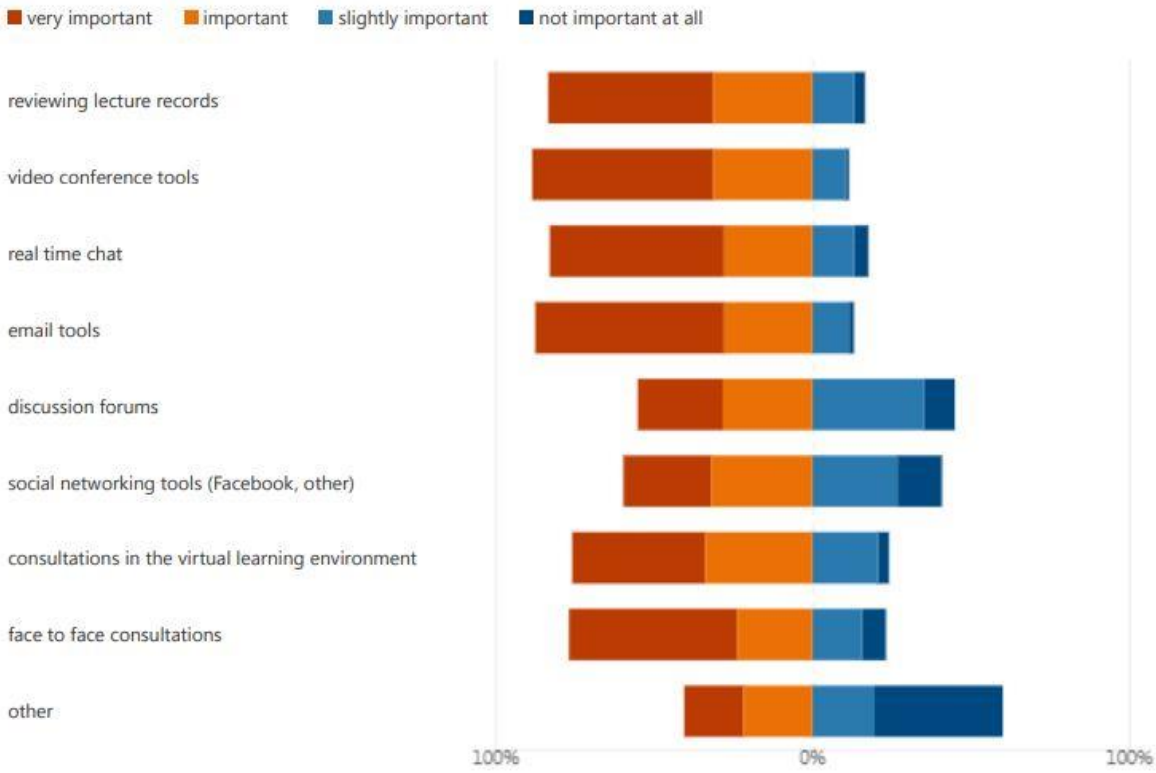
233	Hard to motivate students to be active during the class
234	Interactions with students
235	It is not possible to see all class, to involve every student in learning activities during the class, to SEE/Feel their feedback
236	Lack of social contact.
237	there is no possibility for real social contacts and development of social competence and there is no possibility for gaining practical experience
238	The lack of face to face time. The screens tire you,
239	Lack of non-verbal communication with students.
240	Lack of face to face contact
241	Working from same place, and avability 24 hours
242	A lot of things
243	Impersonal, sressful, not god for health
244	I cannot see well the reaction of the students, by which in typical classes I immediately know if they understand me well or not, or if the energy is going down, or any other emotions of the group; I need to spend much more time to know such things in the virtual; then, no practise in the lab, or with the microscopes; actually, the beginning was difficult, we were overflooded with e-mails concerning online teatching sent by the university, which were not really helpful, it took a lot of time to carefully read them, and no real help came from them; it took ages to transform a standard course into a virtual one (from deciding how to achieve the aims, through learning the virtual tools, to the preparation of all the necessary materials)
245	They require slightly more technicalities than face-to-face classes.
246	student cameras mostly off (understandably saving huge amounts of data) - the lack of eye/personal contact, i.e. also the lack of continuous feedback
247	lack of personal contact with the audience
248	Not being able to rely on internet, and unannounced updates that changes the software.
249	Interaction with students is just not the same as with in-person classses.
250	lack of contact face to face
251	not being able to conclude if the lack of engagement of students during class was truly caused by technical difficulties on their part
252	Lack of nonverbal communication.
253	I don't know the students personally
254	personal contact
255	Missing human factor
256	Nothing

257	Missing face-to-face discussion
258	poor interactivity
259	impersonal approach
260	It is not possible to work virtually with large groups of students.
261	No personal contact.
262	there is no contact with students and it is not possible to acquire laboratory and practical skills
263	-
264	some things cannot be imagined to the student
265	Lack of human contact; lack of face-to-face contact with people
266	Sometime poor involving of the students. There were two group of the students - one was very active and motivated (smaller group), the other group was only pro forma present. Within traditional courses it is easier to achieve balance
267	Inpersonal relations
268	The teacher needs direct contact with students for his work.
269	Sterile environment and much more time needed to preparation the lectures. I kad to prepare almost completely new design of lectures to motivate students.
270	Interaction with student is sometimes reduced
271	Students are less active
272	It threatens the beauty of traditional academic friendship and integrity.
273	Technical issues
274	Not sama as real classes
275	No feedback
276	Can not see student's face expressions during classes
277	It is not possible to have communication with all students
278	everything
279	everything
280	Students were unmotivated (too many virtual classes in one day), technical issues came up every once in a while, possibilities for interactions are limited, and... Health issues
281	not so much direct interaction with the students, which doesn't benefit them
282	Lack of involvement from students

283	Technical problems
284	bad interaction
285	they were exhausting and difficult
286	lack of face-to-face conversation, communication
287	Losing sense of physical interaction. In my previous comment I have dared to say that if the cameras were one, it would be hard to argue why live classes were better - technically speaking, since the grades are better, the students now have a lot more knowledge and they really aim high with their aspirations. I am afraid that I will become too comfortable at my own home, talking into a laptop camera every day, and that going back to the real world with real students, a real blackboard and real practical exercises will seem like a nuisance to me. Before the pandemic, I've always looked forward to my classes, memorizing all the students' names, doing exercises at the blackboard together with them, seeing the expressions on their faces and judging whether they need an additional explanation or not by that. That's what makes me uncomfortable - becoming so used to this abnormal regime that it becomes the new normal. Other than that, I'd once again mention the terrifying silence of students that magically disappeared during this year's summer semester. Usually they weren't ready for any kind of discussion, even if I simply asked "Do you understand?" it would take some time before someone wrote "Yes" on the conference call chat. Nowadays they've freed themselves from their fears so they turn on their microphones and ask questions very often so I hope the silence after every attempt to interact with my students won't ever come back!
288	nearly 50 % out of all
289	that students asked very rarely
290	I didn't really know my students. I would not even recognize them.There are always some specific technical problems with the Internet and that is stressful. I didn't have full control of the class
291	connection
292	too much work with PC
293	overloading with information which should be given to students
294	reducing students' attention, sometimes their passive approach if they are not directly under control,their attention must be checked more often, the answers to the questions are insufficient
295	there is a limited space for improvisation, short talks, for building relationship with students and among students themselves
296	Not seeing all the participants
297	Technical support for executing exams should be amplified

COVIMO REPORT STUDENTS – DETAILED ANSWERS

53. How important are the methods and tools of communication described below in the learning process?



54. If other, please specify:

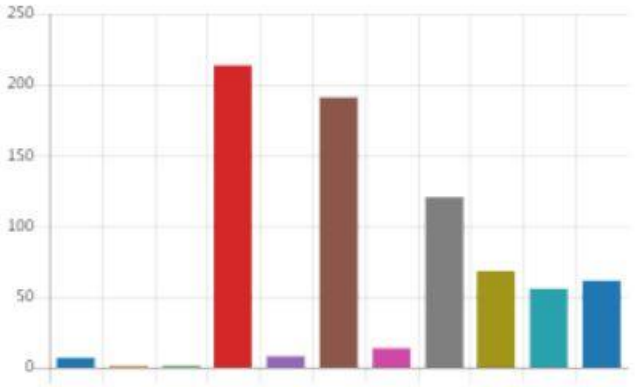
15
Responses

1	Efficient means of alerting and notifying students about activities and deadlines.
2	Feedback loops
3	Online test tool
4	Face to face connection with the professors and other colleagues
5	Virtual literature to learn from

6	Bilješke profesora, dodatni zadaci za rješavanje
7	consultations via MS Teams
8	Interface Simplicity
9	online materials which are available at all times.
10	Information about schedule
11	Neither of the aforementioned methods can even hope to substitute or supplement live lectures of which we have had none in the past 1,5 yrs
12	ppt presentations available for all students
13	Materials used in lecture
14	Online accessible literature.
15	lecture materials available online

55. If you have used webinar platforms or video conference tools, which ones (you can give more than 1 answer)?

ClickMeeting	7
MyOwnConference	1
eTutorium	1
Zoom	214
Blackboard Collaborate	8
MS Teams	191
Hangouts	14
Google Meet	120
Skype	68
Messenger	56
other	61



56. If other, please specify:

66
Responses

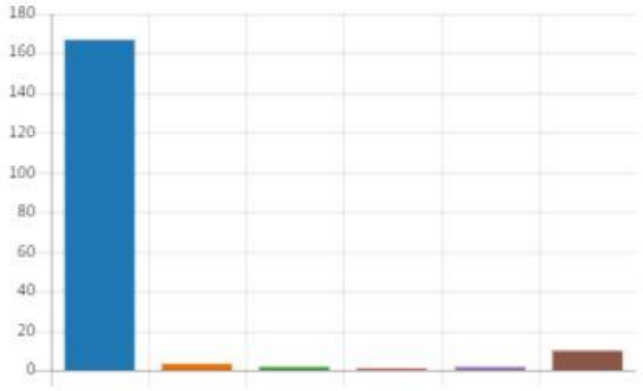
1	jitsi
2	Cisco Webex
3	Webex
4	BigBlueButton
5	Big blue button
6	Discord
7	Webex
8	Gotomeeting
9	Webex
10	Cisco Webex
11	Jitsi Meet
12	Webex
13	Webex
14	Cisco
15	Cisco Webex
16	Cisco Webex
17	Discord
18	Cisco Webex, GoToMeeting
19	Cisco Weebex
20	Cisco Webex meeting
21	Cisco Webex
22	CiscoWebex
23	Cisco Webex
24	Cisco Webex
25	Cisco Webex
26	Cisco Webex
27	Cisco Webex
28	WebEx

29	Whats app
30	BBB
31	BigBlueButton
32	Cisco webex meetings
33	BigBlueButton
34	Webex meeting
35	Big blue button
36	Webex (for 99% of our online classes during the pandemic)
37	Cisco Webex
38	Cisco, BBB
39	Cisco Webex
40	Big Blue Button
41	BigBlueButton
42	webex
43	Big Blue button and discord
44	BigBlueButton
45	BigBlueButton
46	Cisco Webex
47	Webex
48	CiscoWebex
49	Facebook
50	bbb
51	Discord
52	Webex
53	Cisco webex
54	Merlin
55	webex
56	Merlin

57	Webex
58	Merlin
59	BBB
60	BigBlueButton
61	Ciscowebbex
62	Big Blue Button
63	Google classroom
64	Cisco Webex
65	Webex, Discord
66	Webex

57. If you have used Learning Management System, which ones (you can give more than 1 answer)?

Moodle	167
Chamilo	3
Claroline	2
eFront	1
ATutor	2
other	10

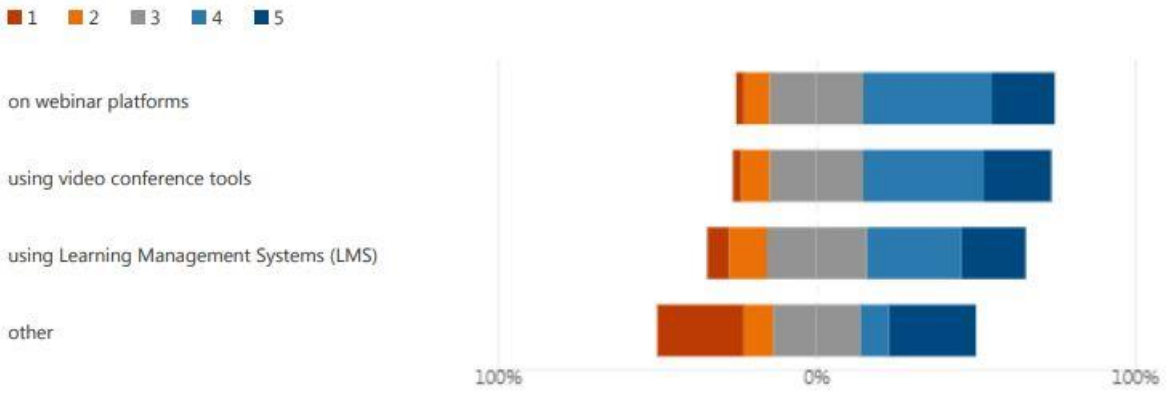


58. If other, please specify:

10
Responses

1	E-learning
2	Google Classroom
3	MS Teams
4	Merlin
5	Merlin
6	Merlin
7	Merlin
8	Merlin
9	Loomen
10	Teachcenter which is a platform of the TU Graz which is powered via Moodle

61. Please, evaluate the technical quality of classes, which you attended during the pandemic (1 - very bad, 5 - very good):

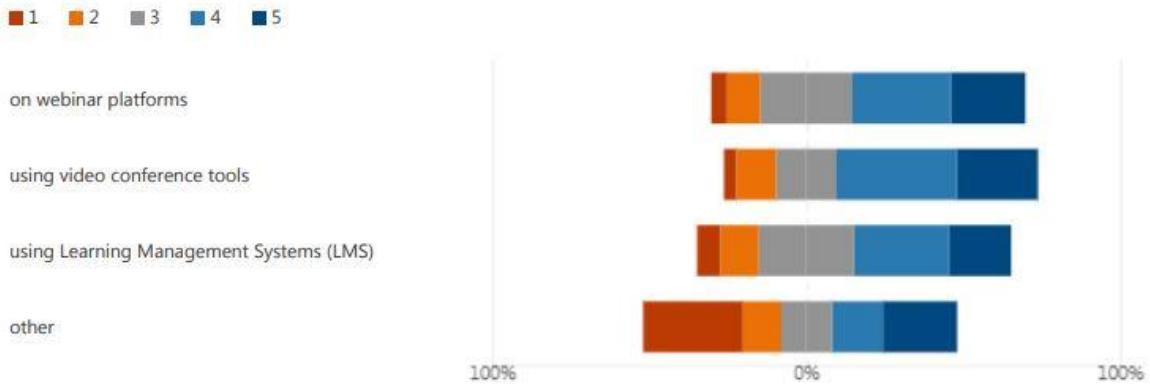


62. If other, please specify:

1
Responses

1	I didn't listen to any of the usual lectures, that I usually would because of the lack of technical ability from the side of the faculty. Most lectures just led me to be less interested in the subject.

63. Please, evaluate the academic quality of classes, which you attended during the pandemic (1 - very bad, 5 - very good):



64. If other, please specify:

3

Responses

1	Online substitute for laboratory work
2	I didn't listen to any of the usual lectures, that I usually would because of the lack of technical ability from the side of the faculty. Most lectures just led me to be less interested in the subject, but the ability to have them recorded is exceptional. Our university does not record their lectures live like a lot of other colleges do so the students only have books and other materials to go on and have to listen then and there, which with a regular students lifestyle isn't always possible. In that regard it is very good.
3	Assignments

67. What technical problems did you encounter during the virtual classes?

a lack of devices	59
poor internet quality	184
data transmission delays	120
difficulties submitting work	74
other	24

68. If other, please specify:

20

Responses

1	Professors inability to properly use the software and hardware.
2	There was a confusion with the amount of links sent for zoom-we did not know which one is the right one and it caused a bit of a havoc sometimes.
3	MS Teams design interface was especially difficult to manage and navigate
4	no technical difficulties
5	no
6	Poor equipment
7	Microfone or camera didn't work
8	poor knowledge of professors (when it came to using webinar tools)
9	Primary technical difficulties like lack of bandwith and lack of technical skill from the side of our faculty
10	Atention span staring at a monitor
11	Bad quality microphones, resulting into troubles to understand what the speaker was speaking
12	I had no technical problems
13	Phone overheating during exams, when we had to use it as a camera to record ourselves in order to prevent cheating
14	A lack of technical literacy in some professors' classes
15	Professors lack of engagement
16	devices not working properly
17	Lack of information on how to use the platforms.
18	none
19	Power disappearing
20	Sometimes rooms where to full and the stream of the lectures weren't available to everyone. These didn't happen much and most of the time at the beginning of the semester.

74. What do you think worked very well in virtual education during the pandemic? Please specify:

145

Responses

1	Cheating on tests
2	presentations worked well, if internet connection was stable for all participants
3	Communication
4	recording of lectures, students was more relaxed when they were home...
5	the possibility of see the recorded lectures again, discussion, easy accessibility
6	Nothing
7	Comunication
8	-
9	The knowledge-sharing and the learning process was flowing well without a pause and the full credits can be bestowed to the existence of virtual education. In that way, Virtual education was nothing less than an academic savior tool.
10	quizzes
11	Classes went on
12	Availability of study material, ease of joining lectures.
13	/
14	Classes
15	The travel costs went down, becouse we were always home. Also we could sleep in longer so we were better rested.
16	Comunication chanels between the students and profesors
17	Sleeping during class
18	Being able to attend classes all the time, less pressure being on the other side of the screen
19	Available recorded lectures
20	Time managment, I didn't have to waste time driving to lectures an back.
21	Time limits (we started and ended on time)
22	Everything in online study is better

23	Having reading materials online instead of buying books
24	Communicating via e-mail, the pre-recorded lectures.
25	I dont know if anything worked very well
26	Teacher was always close
27	less time consuming and less traffinc jams
28	It was quiet, peaceful, there were no others, I don’t have to deal with colleges
29	accessibility of lectures also to those at work and sick students
30	nothing
31	Online task submission.
32	Lectures were fine, access to recordings was a high point
33	The work of university assistants. Clear and understandable.
34	Presentations
35	Lectures
36	I think that the best thing in all this chaos was, that you could listen to lectures from the comfort of home and you didn’t have to drive to college.
37	There were a loto f exercises in a form of a quiz and u can repeat the quiz several time it was great for revision
38	There were no delays in meetings.
39	E-classrooms
40	Use of various tools online
41	Not much to be honest
42	Lectures
43	Recorded seminars
44	schedule, organization
45	Lecture recordings, group or individual presentations
46	More free time (due to not having to drive to school and back home), more presentations instead of just learning theories…
47	Not having to loose time to go to uni and back home.
48	Nothing
49	All professors had good quality microphone

50	We could reschedule classes when our schedules were 8+ hours long (per day)
51	Email answers on students questions.
52	Recording of meetings.
53	Theoretical online exams
54	Lectures in real time (live not recorded)
55	Presenting and leading a class that doesn't have practical work
56	Cooperation
57	Lectures
58	We could record the sessions by ourselves and relisten parts which weren't clear
59	Teachers worked very well
60	It saved me time that I would otherwise spend on transportation.
61	Breakout rooms when done correctly. Its an easy way to seperate big groups into smaller ones and stimulator participants, get more people to participate.
62	Sharing information.
63	Recordings of lectures are great because you get more flexibility and also can review when learning for exam
64	Many things were streamlined; unnecessary material was eliminated, which proves that it was not even necessary in the first place.
65	Lectures with powerpoints.
66	The ability to record your own screen so you can rewatch the lecture.
67	Communication
68	The constant availability of lecture material.
69	Everybody was always ready to help
70	Preparation for exercises, exercises on computers.
71	Organisation of the classes
72	education on the distance
73	in case the class was recorded you could rewatch it as many times as you like until you write down/understand everythimg
74	At least some classes had recordings of lectures
75	Recorded classes, quizzes that allow you to check your knwoledge.
76	Having both the pdf of the lecture and ms teams open at the same time and putting comments of the professor

	on the pdfs
77	Time mangement
78	Nothing I can think of
79	Oral examinations
80	Organizing personal time and other activities
81	Nothing
82	Taking oral exams
83	Recorded class
84	We were more relaxed
85	There were not delays in classes
86	Nothing
87	Everything
88	Time management
89	Materials were online.
90	Almost nothing
91	Lectures
92	Presentations and other materials were available at any time and professors were more available via email.
93	We were at home and we could spend more tome with them, we had much more time learning
94	attendance was easier to accomplish
95	Exams and courses
96	Ease of access
97	Didnt have to always waste time on commuting, more time for studying
98	Interakcija sa studentima. Svidjelo mi se sto su bili dostupni materijali za nastavu koje nam inace gotovo nikad ne zele dati.
99	that lectures was online and you could join anywhere where was internet. And if it was even saved much better because you could listen it whenever it fits you. And teachers had to updated their 100years old presentations.
100	classes were held as scheduled, we had more materials for learning available
101	Classes and exams
102	Flexibility of lectures

103	Lectures in general
104	Cheating
105	Nothing
106	Nothing
107	i think a lot of professors made the best of what they were given to do
108	Almost everything worked very well
109	Communication
110	Oral examination
111	Nothing.
112	Exams were well planned
113	I think that everything was really bad for all aspects of our lifes: our phisical and nental health, hapiness, knowledgde...
114	Students were more attentive and active in the discussions.
115	Exams
116	Possibility to listen in comfort of your home
117	Asking a lot of questions during lectures and cameras being turned on.
118	It didn't work for me
119	for most- cheating
120	Examination
121	The time it took for the professors to assign the materials as well as to grade them was much shorter.
122	Acessibility.
123	Very few professors recorded classes and made (only some of thle lectures) available to students, before that tapes of lectures were strictly forbidden among students, and professors never did that. So, although it was just a minority of professors who made that recordings available, it's still positive thing for students. The other major thing that was positive is the fact that virtual education forced professors in some way to be more professional than in real time classes. By that, I mean that on our faculty, students often experience injustice on oral exams because most professors are subjective in grading, and not objective. Often unjust. By being aware that students can record classes and exams without them knowing, professors became more careful about those things.
124	smanjeni troškovi
125	Learning in relaxed surroundings
126	exams
127	Using interactive tools

128	More students were inclined to ask questions, especially if the teacher took those through chat.
129	Some classes were recorded, so that you could look back at them if you missed or didn't understand something during the class, I felt less stressed because we didn't have to use cameras during classes, it is more comfortable to listen to a class in your own room in comfortable clothes compared to sitting in a classroom in jeans and shoes, I was able to eat lunch during breaks between classes, and not starve for half a day as I wpuld if I was attending classes at the uni
130	Kahoot quizzes
131	If you couldn't attend in class, they could be recorded so you didn't miss anything important.
132	Nothing
133	Cheating
134	Team work
135	I think it was good because people and students that aren't as wealthy as some didn't have to spend as much money on rent in Zagreb and such
136	Work in groups,
137	Sharing informations among students
138	The abillity to watch the recorded lecture at my own pace (free time)
139	Presenting seminars, theoretical lectures, analytical lectures
140	Time managment, my learning process has been improved, faster understanding of topic, following the lectures was easier and more comfortable
141	Depression
142	I think that going online and trying something new in our country was a plus, and I think that this brought the students more time.
143	Access to learning materials was online and always available.
144	brak rozpraszaczy w domu, cichsza atmosfera
145	Time management. Because there was no need to ride to university, you could spend more time with Hobbys etc. and could watch the lectures whenever you had time.

75. What do you think didn't work in virtual education during the pandemic? Please specify:

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Responses

1	Exchange with students
2	discussions in bigger groups had not the same outcome because some people didnt even participate because of the online format
3	Lab work
4	reaserch, work in laboratory
5	practical learning
6	practical work
7	Everything
8	Practical exercises
9	-
10	Complete satisfaction of the learning process is deprived and lacking for the majority of the student and that can be considered as a demerit or downside of the virtual education.
11	graphs
12	Tenchology sometimes...
13	Some professors not being computer proficient and missing out on a lot of opportunities.
14	/
15	Exam with lockdown browser
16	Well trying to learn to do acrobatics and such in your small room in dangerous and well, quite hard. Also i dont know how people expect me to learn to swim…in my house.
17	Very hard to concetrate on lectures, negative health effects (sitting in front of computer for 10+ hours), almost no activities, very hard to do team work, lack of social interactions.
18	Practical work
19	Knowing more people
20	More work compared to live classes, hard to concentrate, to many classes per day, bad for physical and mental healt, less time to eat and go out
21	Experimentational and practical work
22	Experiments it's just not the same as doing it yourself.
23	Lab work
24	Collage in general
25	One class almost didn't exist although we have to pass it, language exercises (especially writing), no real

	contact with professors and other students (no real university experience).
26	Practical stuff, like swimming lessons, we did not get knowledge we should
27	Internet instability
28	The quality of lessons was not as good as in class
29	group work, less concentration!!!, worse energy
30	Less opportunities of connection
31	Internet quality
32	everything
33	Teachers ability to lecture online.
34	Any and every sort of practical work substitute
35	Work and explanation of some professors.
36	Practical work, group activities
37	Excerises
38	Most things - decreased concetration, students lost a sense of connection with the faculty and with each other, socialization was threatened, we often got a feeling from professors as if they were condemning us for the situation and a lot of negative emotions prevailed among us (fear, anger, despair, stress…). This year, we students were able to see how realistically little our opinions mean at our faculty.
39	When the profesor asked us something noone wanted to answer and there was silence
40	The least time was devoted to learning
41	Practical lessons
42	Using special programs that need licences on our computers
43	The whole education system practically collapsed
44	Accessibility to porfesors
45	Comunication
46	except of presence in lab it was sometimes internet connection
47	Communication, debate. Students were not answering, asking..
48	non-recorded lectures (because of technical problems we (students) encountered),
49	Communication with the professors was sometimes bad (or there was not any)
50	Programs, no hands on work, lots of misunderstandings about work etc.
51	Communication

52	Students only talk when they are asked to
53	Exercises were nearly impossible to understand.
54	That depends from professor to professor. Few of them made good, interesting presentations, most of them were just reading from a script and it was more boring than usual.
55	Practical classes
56	Practical knowledge because professors didn't try at all.
57	We had less free time
58	Practical classes
59	Exercises and practice
60	Lab work that was presented via video (in my opinion this was not real laboratory work for students)
61	Some lecturers needed technical help but didn’t receive one more sooner
62	Nothing
63	We were scared for our lives so we couldn't focus
64	Sometimes Internet
65	It was dull and less interesting. No socialising with peers.
66	Prerecorded lectures. They were hard to watch, I felt a lack of connection (to the lecturer, material, classmates)
67	Experiments.
68	Practices are not as good as live.
69	Exams and debates during lectures.
70	A lack of connection between the professor and student.
71	Internet
72	when the class ends, there is no sharing of thoughts/comments between students; there is no teacher-student bond, since most of people do not want to ask their questions during class (publicly) and prefer one-on-one contact and you don't have it, since both you and your teacher have to go to other class/meeting
73	The lack of technical knowledge among the older part of our faculty, and lectures don't work in general in my opinion not just online.(Almost all professors and lecturers)
74	Some classes were very poorly organised
75	Doing exercises online that should be done in a laboratory
76	For us in the science field the planed practice was missing (in labs).
77	quality of practical lectures

78	everything, 10h daily on the computer is hust draining, I had no concentration left about an hour into the day
79	good comunication between students and teachers
80	Nobody having their cameras turned on
81	"Laboratory work" was abysmally handled and virtually nonexistent
82	Communication
83	Anything... Have a feeling I haven't learned a thing since we moved are classes online.
84	Everything
85	Tests (due to a lot of students cheating), student-professor interaction, interactions between fellow students, keeping up the concentration and focus is very difficult
86	Motivation to watch a screen for hours on end was quite hard to find
87	Looking at online classes for 4 hours is difficult because your eyes hurt and you cant be as concentrated as you can be live
88	Meeting colleagues
89	I missed human interaction
90	Classes, tests, asking questions, discussing
91	Everything works just fine
92	Exams
93	Lack of concentration.
94	Interaction with other students and difficulties with tehnical stuff
95	Connection quality
96	Almost everything else, communication during classes, interaction with professors and other peers..
97	That that we can’t spend time with our friends and colleges on the university
98	student's work, concentration was really low and it's hard to focus looking into a screen
99	Consultations
100	/
101	Loss of concentration, motivation, social contacts...
102	Profesori su s vremena na vrijeme zaboravljali javiti kad je predavanje.
103	student's aren't that concentrated
104	Written exams due to very little time

105	Yes
106	Internet connections
107	Group work
108	Education
109	Lectures were almost never interactive
110	lack of personal contact
111	The lack of personal contact
112	Almost everything
113	Same things as in classic education.
114	Mostly internet problems
115	Technically, everything was ok
116	Group work
117	Oral exems
118	Individual assignments - not useful. Also, group assignments turned out to be individual assignments and not cooperation.
119	organisational and technical skills of faculty staff
120	The relation and empathy between students and professors.
121	everything else
122	Communication between professor and students
123	The lectures and disscusinons were quite uninteresting.
124	Motivation.
125	Virtual education on our faculty and in general does not activate all necessary senses as the activities in real time teaching. So, it's hard to be fully concentrated if certain professor doesn't have the skill to keep the students' attention. Those professors represent a very small minority. So, overall virtual education is much worse than traditional. I'm aware that depends on the institution. Maybe that's just a problem of our institution, but I got a feeling that is a problem globally. Also, I think virtual teaching is much worse for younger students on lower years than older, more experienced students on senior years. New students must have the feeling that they are actually students. I think that the young student can get that feeling of being a part of a community only if he is in it in a physical way. And the last major problem is cheating on online exams and lowering criteria on online exams. That can't be good for future professionals.
126	Working in groups
127	exercises
128	Laboratory work

129	Examinations were poorly concieved, switched to open book examinations as an excuse to make the conditions of the examination more difficult.
130	Internet connection was somethimes bad, some profesors were not that organised, so they had some problem with writting and recording themselves in front of the board
131	Discussions were delayed and didn’t flow like in person
132	You cannot control students and that's why they used to cheat during the exams.
133	Learning anything
134	Almost everything.
135	Tecahers only reaiding PDFs or presentations
136	I think that many students could pass by that they couldn't speak during the lesson because the microphone didn't work and nobody could prove them lying. Test were lacking. Any technical problem students had were our mistakes. Meetings were sometimes hard to access. We had older professors who are not so good with technology so that always created problems...
137	Disscusion
138	Classes that required concentration and Group projects
139	Lectures, exams, exercises
140	no cameras, less effective learning
141	The overall understanding of the lecture (spent extra time learning from the internet)
142	Experimental classes, discussions
143	Some exercises have to be done in real life in order to have an effect.
144	Education...
145	Most of the students lost their will for learning and development because of how long we were locked in and how long we have been in front of our computers etc.
146	Communication in course.
147	wszystko działało ok
148	Meeting other people which especially sucked because I started university last year.
149	Institution were not adequately prepared for this.

76. What do you like about virtual classes? Please specify:

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Responses

Latest Responses

1	I can join everywhere I want, I just need a laptop
2	flexibility to work from home
3	I can be anywhere
4	I can be on lecture from every place in the world
5	possibility to be on the lecture from home
6	i dont have to move from my home
7	Waking up a little later
8	Recorded lessons
9	Not having to commute
10	Possibility to keep learning.
11	listening at home
12	Can be attended almost anywhere through mobile
13	Greatly decreased time and money spent on transport and waiting during free periods and breaks. When properly executed, good access to material and relevant deadlines.
14	/
15	Having a lot more free time
16	No need to drive to faculty, more time,...
17	I don’t have to be as present as in person.
18	Nothing
19	No early wake up
20	Attending them at home which is way easier.
21	Recorded class
22	Everything, I can hear better, I can see better, and everything is usually done on a tablet so it's written down and prof. can always scroll back up if you ask. Also it's recorded so I can listen to it again.

23	Backgrounds of teacher and other students
24	That I' m not in the faculty and I cab work in my hometown.
25	That they can be recorded
26	Pre-recorded lectures where it's just about communicating certain knowledge (no questions).
27	You can better organise time
28	can attend the class anywhere, get the study resources easily
29	I could always attend them
30	You can have them where ever you are at the moment
31	easier to be a part of regarding coming to the class (physically)
32	It’s less stressful
33	Everything
34	nothing
35	No need to commute to school.
36	The ability of attending them from home.
37	Recordings of lectures
38	Saves time, possibility of staying in sleep gown
39	Saving time because of lack of transport
40	Simple to follow, more comfortable since you can stay at home
41	The only positive feature I can point out is that you are not tied to transportation to college and that you can also listen to lectures from bed, for example.
42	School became more private as in noome new who was the best student on the class we were all equal
43	Nothing
44	If recorded, I can listen them again and therefore better understand what was said
45	That I can cook my coffee anytime, I can be in comfortable clothes, nobody can see me if i don't want to - more relaxed courses. Recorded lessons which you can watch anytime.
46	Nothing
47	So you can be home
48	They are more flexible in the meaning of our time, we can listen to them even if we are occupied
49	comfort, recorded presentation, ability to use technologies

50	That i can save a lot of time, becouse i do not have to go to college every day and drive with bus.
51	flexibility,
52	Not having to drive to school, having more time to sleep, didnt have to pay for meals (have food at home)
53	Not having to loose time to go to uni and back home.
54	Easy to not pay attention
55	You can attend it from your home
56	Not having to leave my house
57	You don't have to get up so early.
58	Adjustments of school timetable
59	Less travel time.
60	You don’t have troubles with mobility.
61	I can hear what profesor is saying
62	No need to commute to the faculty
63	Our timetables are more relaxed ablnd we don't have to get up as early as usually
64	The ability to control your schedule and the time not spent on driving, the money not spent outside the home
65	I was able to make notes in all my classes
66	Recordings
67	Virtual classes are more comfortable
68	Their flexibility and possibility to rewatch lectures.
69	They should not become a common practise, but are a great way of ensuring sicer availability, inclusion.
70	The fact that the courses were recorded and you could watch them again if needed.
71	I liked them, very well organised. Also recordings allowed watching at different time than scheduled .
72	The ability to plan things on my own, not having to commute to the faculty.
73	You don't have to commute to your school, therefore it takes less time.
74	I can sleep more.
75	It gave us opportunity to check in moment on internet ifbprofesor did not explain some things
76	You don't waste your time comuting; you spend less money, since you are cooking your own meals/making your own coffee during the breaks; you can relax easier during breaks

77	That if they are mandatory I can just turn them on and ignore them and study for the subject myself in parallel plus ask question if I have them. For stuff like that I would usually get in trouble.
78	Some of them were available for rewatching
79	Not neading to wake up early and using public transportation for more than 2 hours per day. Going to class in pijama. No disturbance during class, eating during class, going to the toilet without disturbing others
80	The possibility to record the classes and rewatch them later (also in case of missed notes). It is also possible on some online classes to multitask.
81	the fact that i can attend lectures from anywhere
82	communications
83	see abpve
84	i can watch lecturesa again later
85	I don't have to spend time going to and from university.
86	Watching lectures from the comfort of my home
87	Staying home, more free time
88	Being at home, not wasting time on travelling to classes.
89	Less time spent on commuting
90	Being at home
91	They seemed interesting in march 2020 when it all started but the novelty soon faded because they are worse than live lectures in every single way
92	Nothing
93	Recorded casses
94	I don't need to spend time and money on transportation, I can losten to lessons and still be at home with my husband and my child, I can combine work from home and online lessons and exams. I really love online classes.
95	Less stress and saving of time
96	Nothing
97	I do not need to travel and I feel less stressed
98	You can attend anywhere, Listen to again
99	I can turn off web cam when it becomes boring.
100	I often had more free time for myself and for hobbies
101	I have more free time, as well as the time to learn, commuting to real classes took up a lot of time, no class obstructions

102	The fact that you can leave wheneveer you want without being noticed.
103	not having to travel to attend classes
104	Everything
105	Ease of access
106	I can be present at a class anywhere, no need to waste time going to college
107	Ne moram nigdje putovati, manje stresa pred ispite jer nema lomentara kolega koji stvaraju paniku. Opustenije.
108	that you can join them from wherever is internet.
109	i can do everything from comfort of my home
110	Its more relaxed, easier, comfortable
111	Great
112	Fast, no transport issues
113	Better time management and accessibility of materials
114	No need to wake up early
115	The fact that I can do it from anywhere in the world
116	Nothing
117	i dont have to go somewhere on a cold rainy morning, i can just watch it at home
118	Saving time which I never have enough
119	I dont have to physically go to the college
120	Not having to travel
121	Lying in the bed and listening classes.
122	I learned a lot regarding computers and how to use a lot of programms
123	Nothing
124	Possibility to listen in comfort of your home
125	Accessability and saving time on computing.
126	not having to attend if I can't
127	the fact that a lot of people take lectures, hence checking attendance is time consuming, so only a few professors do it
128	Accessibility

129	I like to freedom to not attend or to do other things while listening.
130	Acessibility whenever and wherever. <3
131	You can stay at your house
132	netreba svaki dan putovati do faxa
133	Being at home
134	flexibility, work from home, we didn't waste time in traffic jams on our way to university
135	They are acessible wherever you are, you save time and money, more sustainable
136	They feel more comfortable and promote creative thinking.
137	Everything that I said for the question N. 33. (recorded classes, less stressed, cameras turned off, lunch break, comfortable environtment)
138	Not having to go out
139	Saved time for traveling.
140	Nothing
141	Possibility to do them at home at any time...
142	Waking up a few minutes before the class
143	The fact that I didn't have to get out of bed
144	I cant specify
145	Waking up 10 minutes before classes
146	Less commuting
147	that you can have it from your home
148	Saving time (don't have to walk and take public transport to the faculy)
149	It is more comfortable when you are attending from home, you can screenshot slides, it is easier to answer questions and present seminars
150	Accessibility, no need for expensive and time-consuming transport, easier to take notes, I can understand things faster, I can hear everything, asking questions is easier, getting feedback is easier,...
151	Time I dont have to spend on a way to my classes.
152	Personally, nothing.
153	Time management works better. Less stress.
154	podoba mi się możliwość lepszego gospodarowania czasem, więcej swobody i prywatności, spokój większy,
155	That you can re-watch the lectures if needed.

156	No distractions like in the lecture room.

77. What do you dislike about virtual classes? Please specify:

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Responses

1	Not making friends with students
2	every hour the whole week in front of the laptop
3	Less interaction
4	nothing
5	lack of face-to-face communication
6	lack of motivation. no socialazing
7	Everything
8	Lack of personal contact
9	The feel of privacy invsion ("you are letting everione in your house")
10	The environment of the virtual classes is not quite appealing and the flow of the learning and the teaching process is not occuring at its fullest peak. Virtual education can be considered as the best alternative, rather it is not advisable to adopt as the only mode of education indeed.
11	/
12	Everything else. Staring at the screen for hours, lack of concentracion, small screen, no classmates
13	Lack of professors who know how to fully utilize the online platform.
14	/
15	It is harder to ask questions, interact with each other and comunicate in general. I would say it is much harder for teachers to get awnsera out of us.
16	Almost everything
17	Interrupted Internet connection
18	To much happening in one day, lack of practical experience

19	Almost everything
20	Again experiments it's not the same as doing it yourself.
21	Being stuck at home
22	Everything
23	Difficult to keep the motivation, lack of in-person interaction, hard to stay focused, to keep a healthy bio-rythm ...
24	We cant get as much knowledge as we would if we were listening face to face
25	monotonous and less interactive
26	The loneliness
27	less personal, harder to focuse
28	Isolation
29	Nothing
30	everything
31	To much time infront of computer.
32	Not being able to interract (as much) with other students.
33	They do not feel like real lectures, difficulties concentrating, no connection to peers or the academic enviroment, abysmal quality of laboratory skills gained
34	Internet connection quality, bad quality of pc
35	Group activities, discussions, asking questions
36	Sometimes too fast
37	They have their positive and negative qualities, but in my opinion there are more negative qualities, because there is no contact with professors and other students. The subject is also often lectured less interestingly.
38	There is no contact
39	Everything, classroom classes are the best for learning and studying.
40	Noone of participants wants to actively participate in discussions
41	Less contact with classmates and professors.
42	The lack of information I absorbed from the classes
43	Be on your computer too long
44	Talking
45	loneliness

46	I do not like having my camera and microphone on, and being asked a question.
47	technical problems, problems with communication, annonimity
48	Bad internet connection, disturbances (noises etc.)
49	Programs, no hands on work, lots of misunderstandings about work etc.
50	No structure and interaction
51	Time spent on the computer
52	No human contact, sometimes technical issues.
53	Classes were boring for the most time
54	Long and never ending classes (8+ hours per day). We didn't have time for lunch (max. 30 min). Physical activity was something that didn't exist anymore.
55	Almost everything.
56	They often become monotone.
57	Almost everything
58	No personal connection
59	Lack of interest from other students usually led to me and the professor discussing the study topic
60	Nothing.
61	Nothing
62	Some professors don't respect the time limit
63	Sometimes is difficult to concentrate
64	Lack of contact with lecturers.
65	They demand a lot more work from everyone involved. If one of the parties fails to do the extra work the experience is really bad for everyone involved
66	Lack of concentration.
67	No real connection with teachers and other srudents. Online exams are also too stressful (much more than in person). There were almost no debates because everyone was so shy online.
68	Poor internet connection can ruin the entire experience.
69	Some profesors were very unmotivated and did not know how to use the computer
70	loneliness; lack of informal communication after the classes; feeling of belonging to a group; the fact that it is much harder to concentrate, since other people expect you to be available on e-mail/skype/ms teams immediately, even if you already have class/other meeting
71	Lack of pen support, something like a Wacom tablet would immensely improve the experience of online lectures. Currently most teachers when they try to draw diagrams or mathematical symbols it just becomes a

	mess.
72	lack of concentration and learning atmosphere
73	Less participations, people don't know how to operate their devices and disturb the class because they have the microphone on
74	The social aspect is on a much lower level in online classes compared to physical attendance
75	bad communication
76	see above
77	bad comunication, easier to get distracted, lagging
78	It's hard to concentrate on the subject, professors talk too fast, there is little discussion, my attention span worsened
79	Almost no interactions with classmates
80	Bad quality, not interactive
81	Lack of communication.
82	Professors beeing more tougher
83	All under question 34
84	Not being surrounded by other students, lack of direct interaction with the professors and the aforementioned students, the inability of the "virtual environment" to provide any interest in the subject (I'd much rather play my instrument or exercise)
85	Listening online classes, not meeting new collegues, not knowing what being a student really is
86	Nothing
87	Nothing in particular
88	Everything. Lack of professors engagemant, very unfair testing, lack of technical skills of professors
89	I like everything
90	Lack of sociability
91	No socialization.
92	Almost everything
93	Sometimes it was difficult to participate in the classes because of the bad internet connection
94	After 2 years of of virtual classes, everything.
95	Most of the day i spend on the laptop and don’t have free time
96	no face-to-face communication, lack of socializing

97	Nothing
98	/
99	Its isloating you from your colleagues
100	Osjecaj nedostatka svrhe, stalno u stanu, ne moram se spremiti da bih negdje otisla.
101	it can be boring and sometimes is hard to stay concentrated
102	i like everything
103	Lack of concetration
104	Lack of human contact
105	Everything
106	lack of personal contact
107	Feeling alone in the virtual world
108	Its just isnt it
109	Everything exept the lack of travel
110	Spending too much time on the computer.
111	The lack of contact and often delayed information
112	Swe were remoted from each other, from proffesors, faculty. Clases were held but were not usefull because there was no social contact, it is impossible to be invilved in clases and to have the concentration. After classes we doc not have the will and ambission for learning. Tjera is too little communication with others and it is not natural and is too difficult, takes too much time and even then is not usefull. nobody is happy and nobody can give their best.
113	That they are not recorded. Also, they tend to last longer because it is presumed that we have more time since we do not have to come to the University.
114	Less communication
115	How easy it is to lose focus, do something else and even skip the entire lecture.
116	Not being able to learn properly
117	all of it
118	It's hard to concentrate on classes
119	Their is no interaction between the students as well as a lack of interaction between the professor and the students in a more organic and natural way.
120	No personal connection.
121	It's temporary
122	lac of face to face communication

123	Lack if interactions with other students
124	Teachers of the "old guard" reluctantly used new tools, mostly sped through traditional ppt presentations.
125	Some profesors are disorganized
126	Isolation and not being able to meet your colleagues
127	I missed the real connection and discussion during the class.
128	That i didn't learn anything
129	Lost of the contact with people.
130	No interaction with classmates
131	The fact that I can stay in my bed which often leads to not paying as much attention
132	I feel like i haven't learned anything
133	Stress, isolation, unclear standards and expectations
134	less interaction
135	Poor qualitiy of presentations (needed more general information about the given lecture)
136	You can lose focus easier, it can be difficult seating in front of the computer screen all day, there is less social contact
137	Some softwares have a poorly designed UI
138	Lack of contact with teachers and students
139	Lack of interest on both sides, professors and students, poorly done presentations and exercises, most of the students didn't even attend and it looked like they were in a meeting, etc.
140	Very dry lessons.
141	nic, wszystko mi odpowiada
142	I couldn't keep watching for a long time, because I always wanted to do something else.
143	Most teachers are unprepared of doing only courses/could do more interactive activities.

COVIMO Project Questionnaire

This survey is conducted to collect and assess information about the use of online learning during the COVID-9 pandemic period, part of COVIMO Project: “COVID-19 pandemic as an “opportunity window” for the transition towards new and more inclusive internationalization through virtual mobility” in the frame of the Erasmus+ Program.

Thank you for your cooperation in completing the questionnaire. All personal data provided in this report will be treated in accordance with the Regulation of the European Commission with regard to the processing of personal data by the institutions, Union institutions, bodies, offices and agencies and on the free movement of such data.

*Required

Institutional data

1.(a) Name of your institution *

_____

1.(b) Region *

Mark only one.

- Europe
- Middle East Asia
- Far East Asia
- South East Asia
- North America
- South America
- Central America
- Sub-Saharan Africa
- Northern Africa

1.(c) Country *Mark only one. (drop-down)

1.(d) City/Town *

_____

1.(e) Type of your institution *

Mark only one.

- Public
- Private
- Other please specify:

1.(f) Please chose (tick only one) what best describes your institution: *

Tick all that apply.

- It's a research university, granting doctoral degree, having schools/faculties in several fields of sciences
- It's a research university, granting doctoral degree, specialized in 1-2 fields of science

- It's a university, offering undergraduate and Master's courses in several fields of sciences
- It's a university, offering undergraduate and Master's courses in 1-2 fields of sciences
- It's an applied sciences university
- It's a college (tertiary level)
- It's a research institute involved in higher education
- Other please specify:

1.(g) Profile of your institution (example: Life Sciences, Health Sciences) *

Tick all that apply.

- Arts and Humanities
- Social Sciences, Journalism, Information
- Economics
- Natural Sciences (Life and Physical Sciences, Mathematics, Statistics, Computing)
- Information and Communication Technologies (ICTs)
- Agriculture and related sciences , Environmental Science, Fisheries, Forestry, Veterinary)
- Business
- Engineering and Technology (Manufacturing, Architecture, Construction)
- Education, teacher training
- Law
- Library and Museum studies
- Medicine and Health Sciences, Health and Welfare
- Services (Military Science, Sports Science, Personal Services, Transport)
- Public Administration
- Interdisciplinary studies

1.(h) What is the population of your institution (number of students) *

Mark only one.

- Up to 5000
- Between 5000 - 10000
- Between 10000 - 20000
- Between 20000 - 30000
- Between 30000 - 40000
- Between 40000 - 50000
- Between 0000 - 100000
- Over 100000

Country measures

2. What were the COVID-19 Control Measures initiated in the country? *

Tick all that apply.

- Restriction of movements
- Maintenance of social distance
- Suspension of gatherings
- Introduction of hand washing facilities in areas that they were not available before

- Suspension of physical classes for schools
- Shifting from physical classes to online classes
- Suspension of learning for specific period of time
- Wearing of face masks
- Introduction of Lockdown
- Introduction of curfew
- Other please specify:

Institutional information

3.(a) My institution implemented the following Control Measures to reduce the spread of COVID-19 *

Tick all that apply.

- Wearing of face masks
- Maintenance of social distance
- Suspension of gatherings
- Introduction of hand washing facilities in areas that they were not available before
- Suspension of physical classes
- Shifting from physical classes to online classes
- Suspension of learning for specific period of time
- Other, please specify:

3.(b) Please indicate under each category of factors what you think influenced online learning in your institution. Please consider the first online education period that was caused by Covid-19 in your country. Circle only ONE option for each question below.

You are given 5 choices answers ranging from 1(Strongly Disagree) to 5(Strongly Agree).

Preparation and the introduction of online learning in the institution *

Mark only one oval per row.

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
Our institution had already installed online learning platform and online classes could start immediately in every programme					
Our institution had already installed online learning platform and online classes could start immediately in about half of the programmes					
Our institution did not have online learning platform installed in place, so no classes were conducted immediately					
Our institution utilized online meeting tools (e.g.Zoom Google Meet etc) to conduct online learning					
Our institution conducted a short training sessions for the course instructors on how to use the online learning platforms to deliver course content					
The students were trained/provided with the guidelines on how to use the online learning platforms					

The online learning processes during COVID-19 outbreak was seamless with minimal flaws					
Shifting to online learning was the best substitute for physical/traditional learning methods during COVID-19 outbreak, and there was no need to have hybrid or physical classes during this period					

3.(c) Accessibility of the online learning resources *

Mark only one oval per row.

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
There is easy access of fast and reliable internet connection in our country					
There is easy access of fast and reliable internet connection in our institution					
There is easy access of affordable, fast and reliable internet connection for all the students in our institution from their homes					
There is easy access of affordable, fast and reliable internet connection for all the course instructors in our institution from their homes					
All students have the required devices for online learning (such as laptops, tablets)					
All course instructors have the required devices for online learning (such as laptops, tablets)					
All students have easy access to required software and applications needed for online classes					
All course instructors have easy access to required software and applications needed for online classes					

3.(d) Evaluation of online learning: Do you find important the following elements of online learning as a mode of teaching? Please choose from the following list based on your personal perception (with 1- as not important at all, 2- as slightly important, 3- as important, 4 - as fairly important factor and 5 - as a very important factor). *

Mark only one oval per row.

	1 - Not Important At All	2 - Slightly Important	3 - Important	4 - Fairly Important	5 - Very Important
Leads to better time management	◯	◯	◯	◯	◯
Improves flexibility and self-paced learning	◯	◯	◯	◯	◯
Promotes new technical skills	◯	◯	◯	◯	◯
Improves virtual communication and collaboration	◯	◯	◯	◯	◯
Enhances demonstration of self-motivation	◯	◯	◯	◯	◯
Effective way of learning due to recorded sessions	◯	◯	◯	◯	◯
Improves Instructor-student interaction	◯	◯	◯	◯	◯
Enhances accelerated graduation	◯	◯	◯	◯	◯

Online learning

4.(a) Please state how long it took your institution to transit to online learning *

Mark only one.

- Instantly when lockdown started
- Within a month
- Within 2 to 5 months
- Within 6 to 8 months
- More than 8 months
- Other, please specify:

4.(b) What problems did your institution face during online learning? *

Mark only one oval per row.

	Never	Seldom	Sometimes	Frequently	Always
Inaccessibility to fast and reliable internet connection					
Shortage of gadgets used for online learning					
Unreliable and crashing systems					
Lack of properly trained instructors on how to use online learning systems					
Lack of properly trained students on how to use online learning systems					
Adjusting of online learning to the disabled students					
Data Privacy					
Distractions in students'/instructors' home environments					
Lack of enough motivation among students					
Diminished social aspects					

4.(c) Please rank the following perceived challenges facing online learning as a mode of teaching. Please choose from the following list based on your personal perception (with 1- as not important at all, 2- as slightly important, 3- as important, 4 - as fairly important factor and 5 - as a very important factor). *

Mark only one oval per row.

	1 - Not Important At All	2 - Slightly Important	3 - Important	4 - Fairly Important	5 - Very Important
Inaccessibility to fast and uninterrupted internet connection					
Shortage of gadgets used for online learning					
Unreliable and crashing systems					
Lack of properly trained instructors on how to use online learning systems					
Lack of properly trained students on how to use online learning systems					
Adjusting of online learning to the disabled students					
Data Privacy					
Distractions in students'/instructors' home environments					
Lack of enough motivation among students					
Diminished social aspects					

4.(d) Did your institution conduct survey as a way of getting feedback from the students regarding the impacts of online learning? * Mark only one.

- Yes
- No
- Don’t know

4.(e) If your answer in 4.(d) is Yes, how was this analysis carried out (tick as appropriate): *

Tick all that apply.

- Via a survey (online questionnaire)
- Via webinars
- Via debates
- Other, please specify

4.(f) Did your country, your country’s ministries, national agencies, rectors’ conferences, student associations or similar ask the students for feedback on the impacts of online learning?* Mark only one.

- Yes
- No
- Don’t know

4.(g) If your answer in 4.(f) is Yes, how was this analysis carried out (tick as appropriate): *

Tick all that apply.

- Via a survey (online questionnaire)
- Via webinars
- Via debates
- Other, please specify

4.(h) What are the tools for online learning that your institution kept after online classes/hybrid form of learning? *

- applications
- online lectures
- online exams
- virtual labs
- other, please specify

4.(j) What is your personal opinion about online learning? *

Mark only one oval.

- I was happy with this form of learning
- It is okay, but it could be better
- I was not happy with this form of learning
- Other, please specify:

4.(j) Please specify your response in 4(i)*

_____

Good and bad practices of transition to online education during COVID-19 pandemia

657
Responses

33:59
Average time to complete

Active
Status

1. Are you an employee or a student?

University employee (inc. Aca...	413
Student	244

2. Country:

413
Responses

Latest Responses
"*czech rep*"

3. University:

413
Responses

Latest Responses
"*mendel university*"

4. Faculty/Unit:

413
Responses

Latest Responses
"*rectorate*"

5. Please, select a gender*:

male	160
female	249

6. Your age is*:

up to 30	37
31-40	91
41-50	137
over 50	143

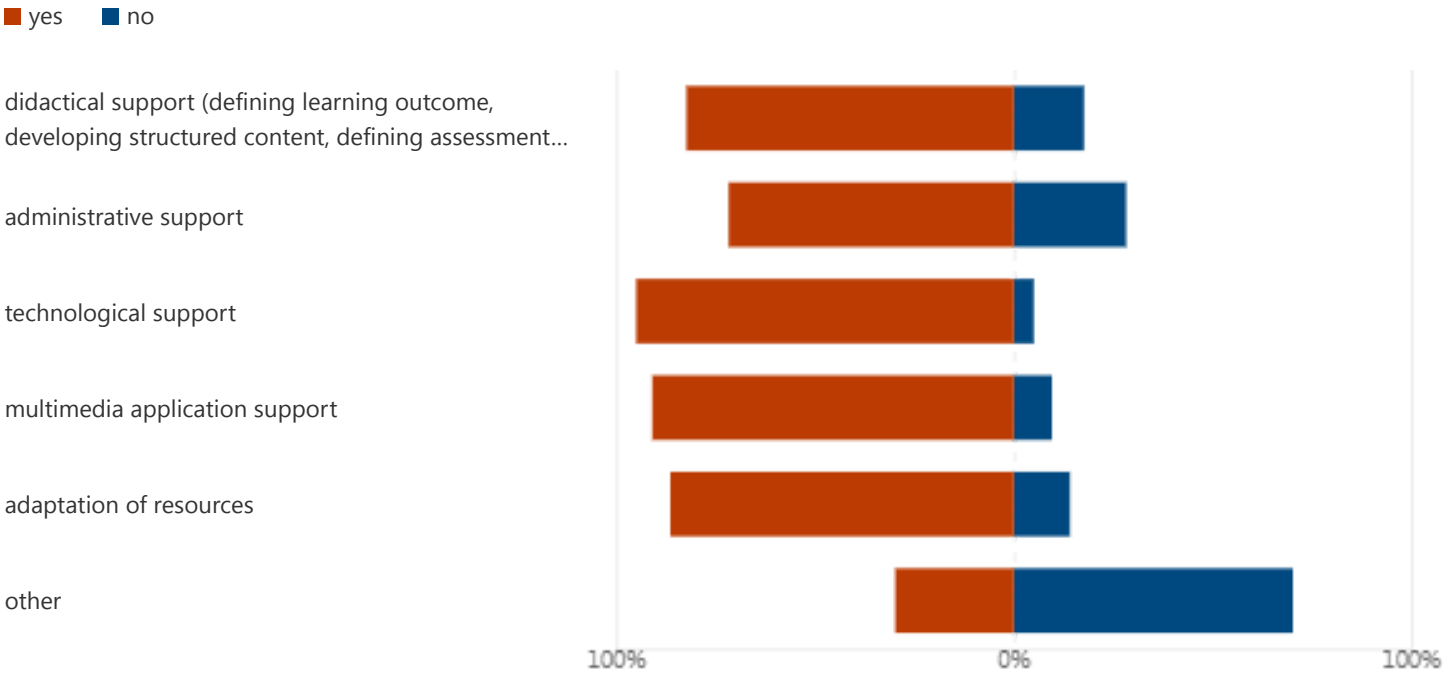
7. Have you ever (your University) delivered a virtual learning course before the pandemic?

Yes	155
No	251

8. If you have ever (your University) delivered a virtual learning course before a pandemic, how many times?

once	37
2 to 5 times	73
6 to 10 times	17
11 or more times	54

9. What kind of support is needed for preparation of the virtual learning course?

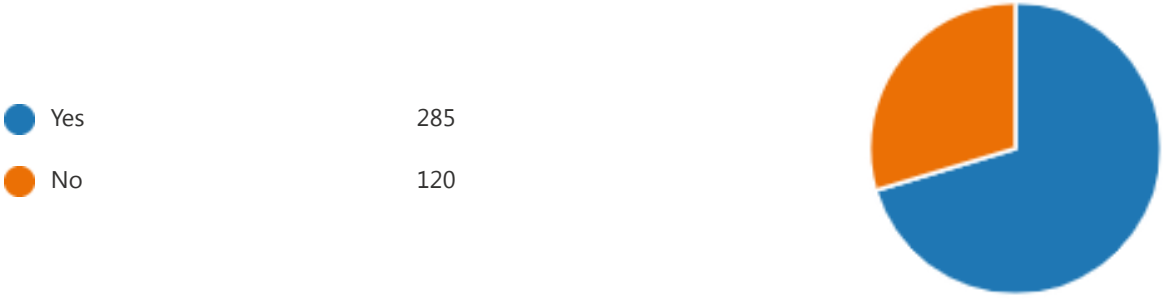


10. If other, please specify:

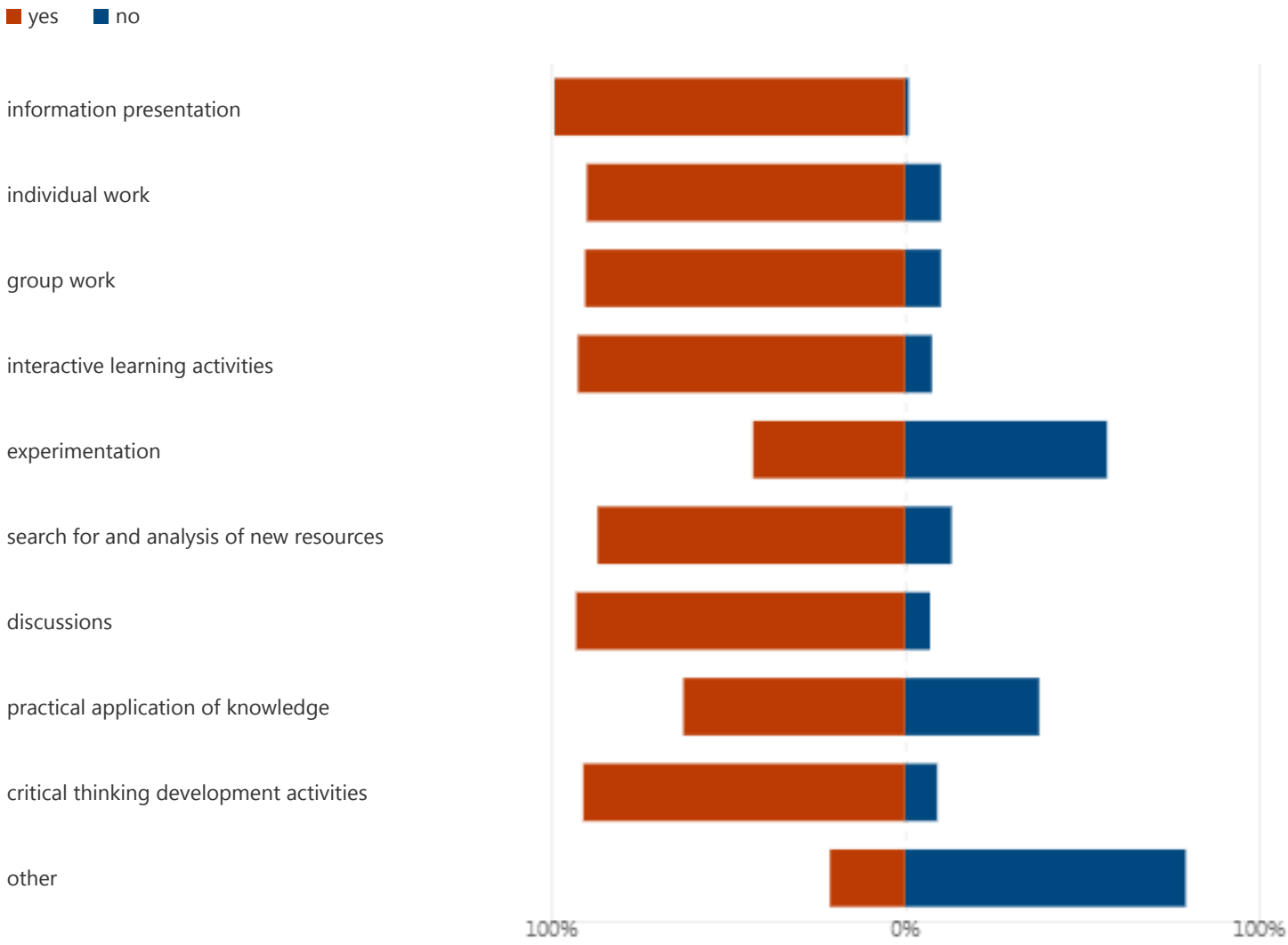
47
Responses

Latest Responses

11. Is there a unit supporting virtual education at your university?



12. Which learning organization methods can be used in the virtual learning course?



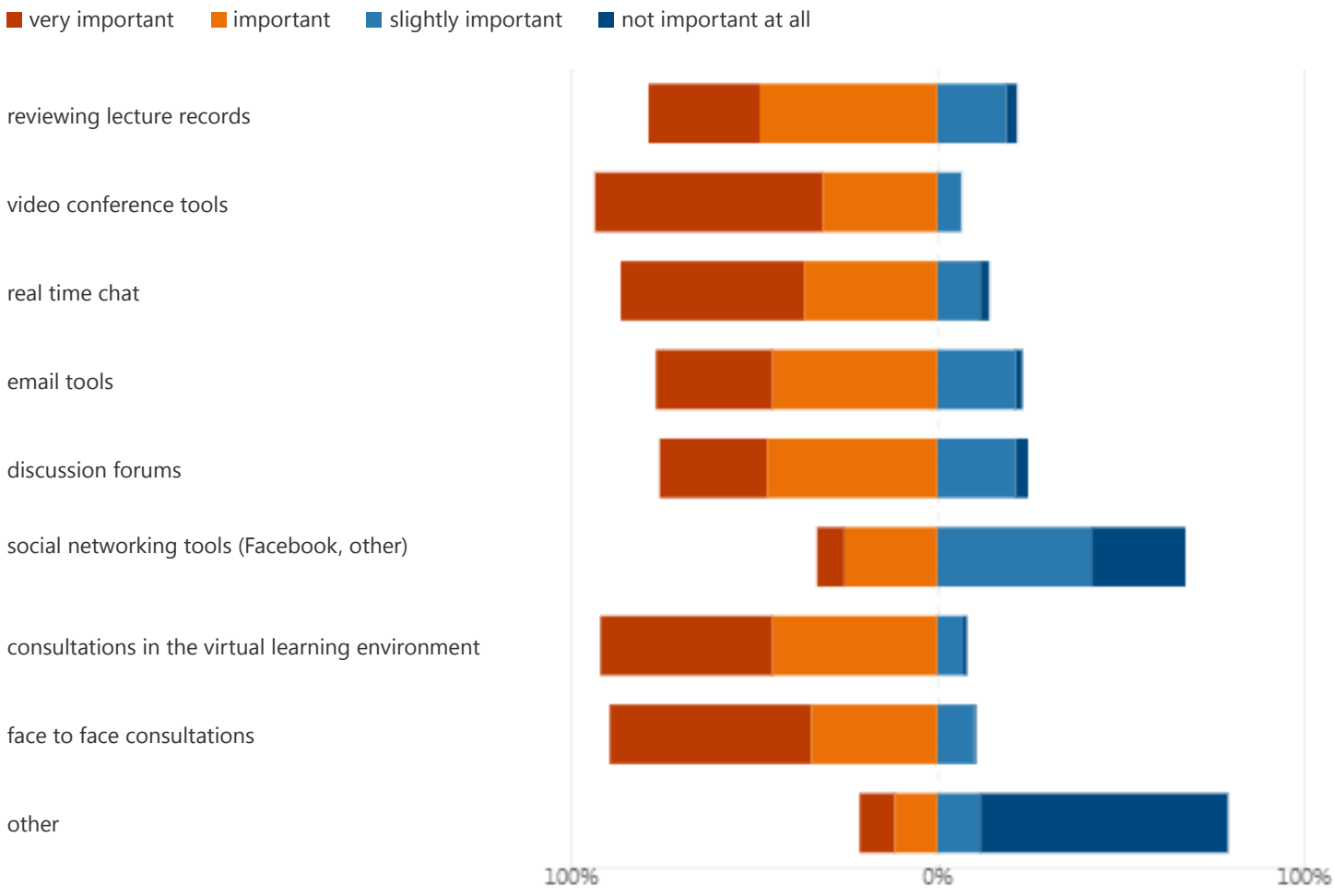
13. If other, please specify:

22

Responses

Latest Responses

14. How important are the methods and tools of communication described below in the learning process?

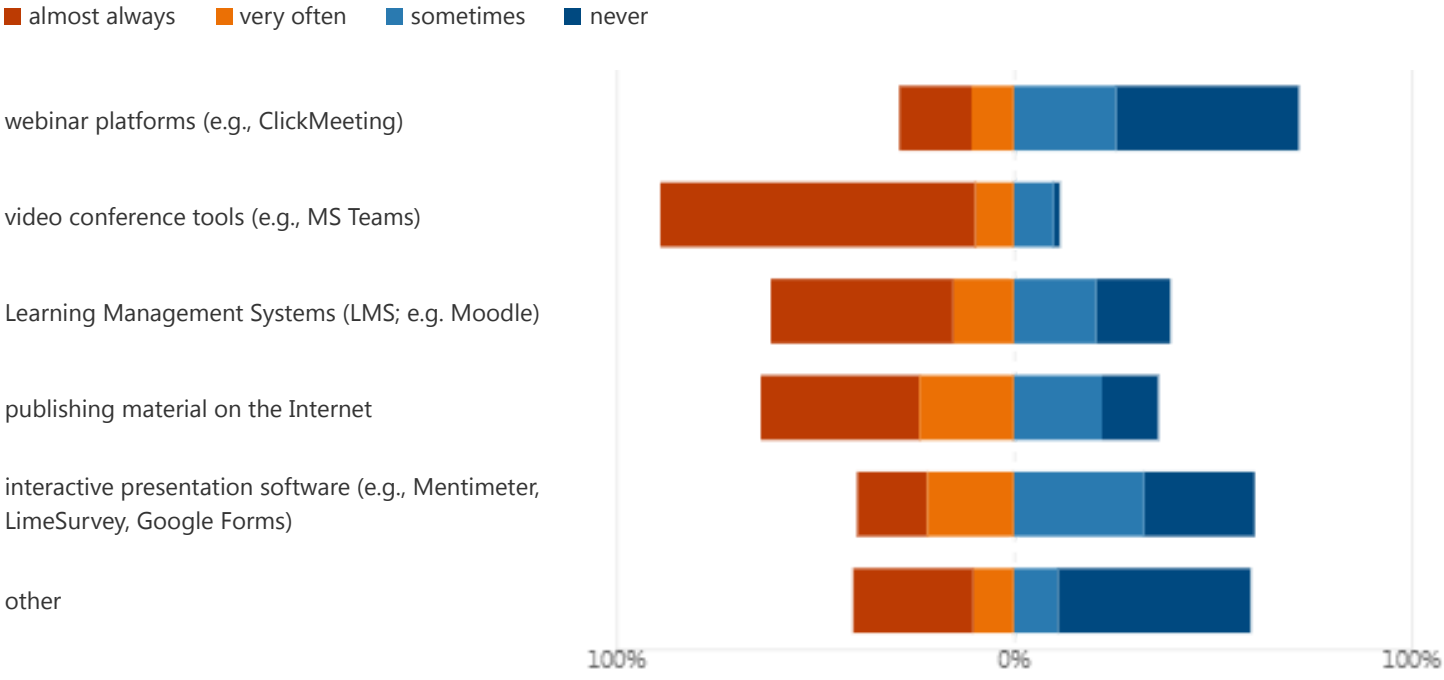


15. If other, please specify:

15
Responses

Latest Responses

16. What tools did you use to conduct classes during the pandemic isolation?

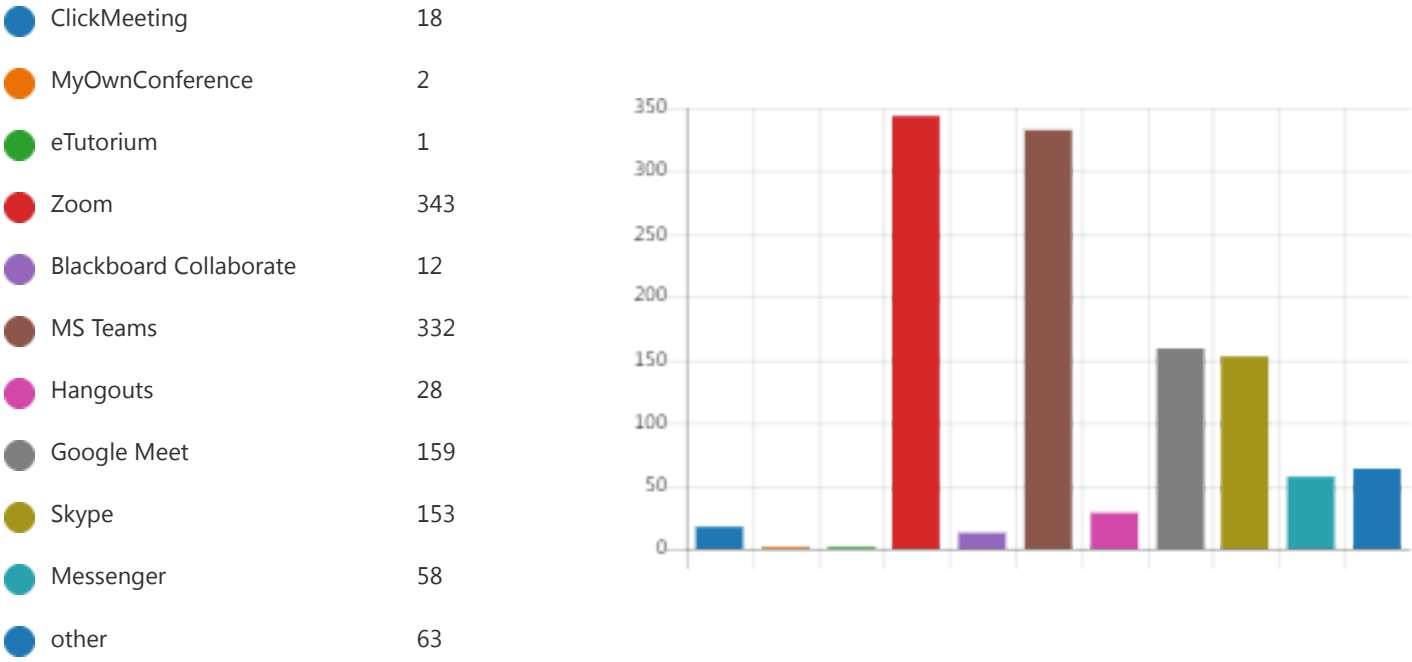


17. If other, please specify:

45
Responses

Latest Responses

18. If you have used webinar platforms or video conference tools, which ones (you can give more than 1 answer)?



19. If other, please specify:

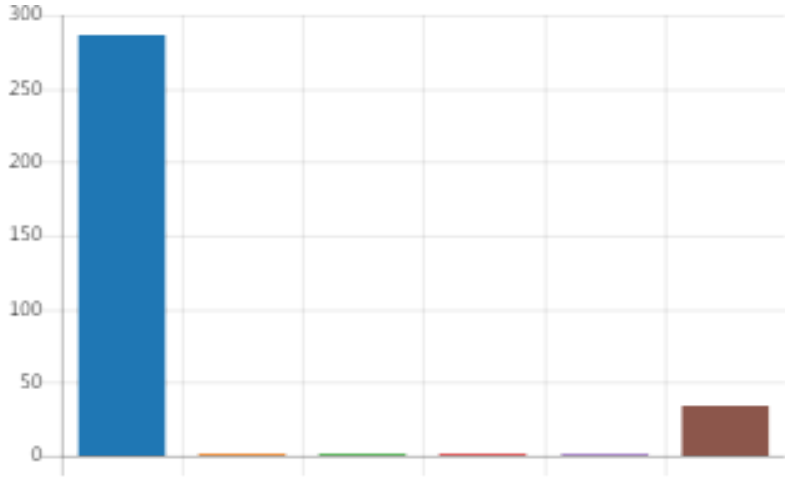
76

Responses

Latest Responses

20. If you have used Learning Management System, which ones (you can give more than 1 answer)?

Moodle	287
Chamilo	1
Claroline	1
eFront	2
ATutor	2
other	34



21. If other, please specify:

35

Responses

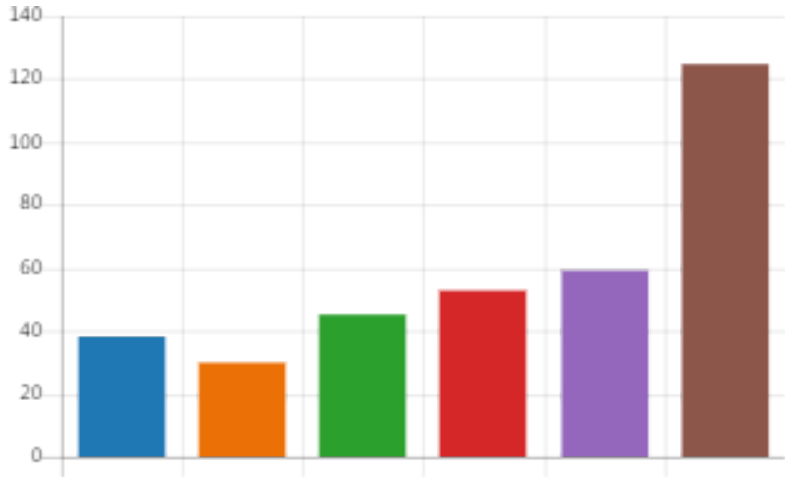
Latest Responses

22. How many classes did you record?

all	73
about 75%	38
about 50%	50
about 25%	103
none	143

23. How long have the films and other material been available on the Internet?

up to 1 month	38
2-4 months	30
4-6 months	45
6-12 months	53
more than 1 year	59
they are available privately only	125



24. How was the problem of laboratory classes solved?

have been canceled	41
students were divided into sm...	123
videos on the topic have been...	86
live videos were broadcast	33
other	74

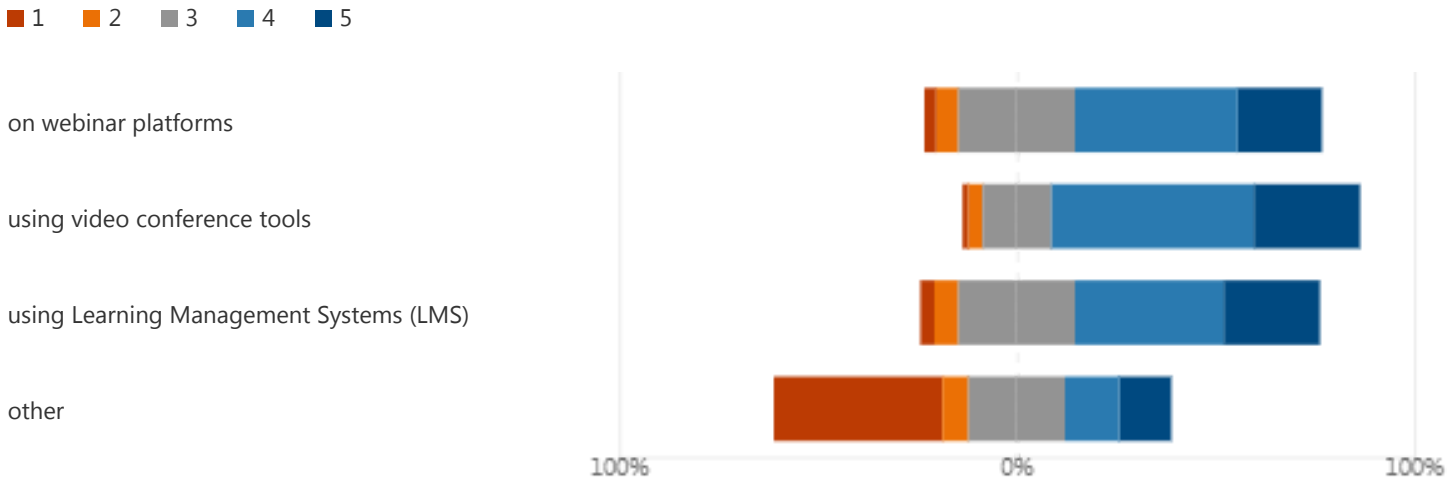
25. If other, please specify:

72

Responses

Latest Responses

26. Please, evaluate the technical quality of the classes conducted (1 - very bad, 5 - very good)?

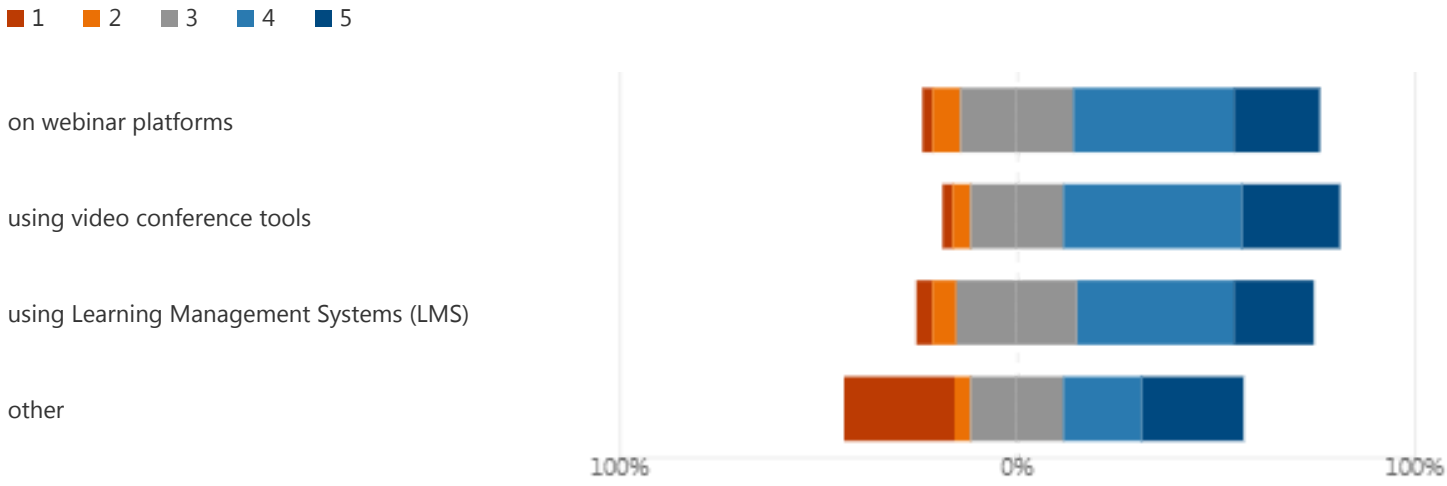


27. If other, please specify:

10
Responses

Latest Responses

28. Please, evaluate the academic quality of the classes conducted (1 - very bad, 5 - very good)?



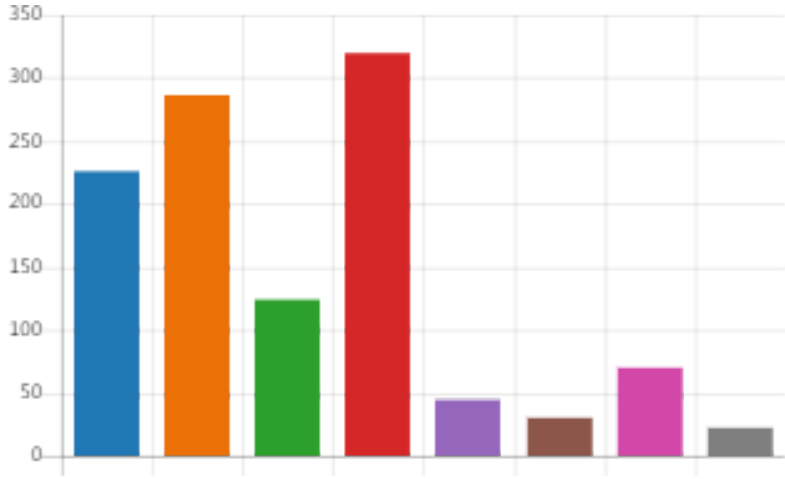
29. If other, please specify:

14
Responses

Latest Responses

30. What difficulties have you faced while delivering the virtual course (you can give more than 1 answer)?

too much workload	226
technical problems (e.g., poor ...	287
teamwork problems	124
poor student motivation	320
poor e-competences	45
weak language competence	30
academic calendar/timetable	70
other	22



31. If other, please specify:

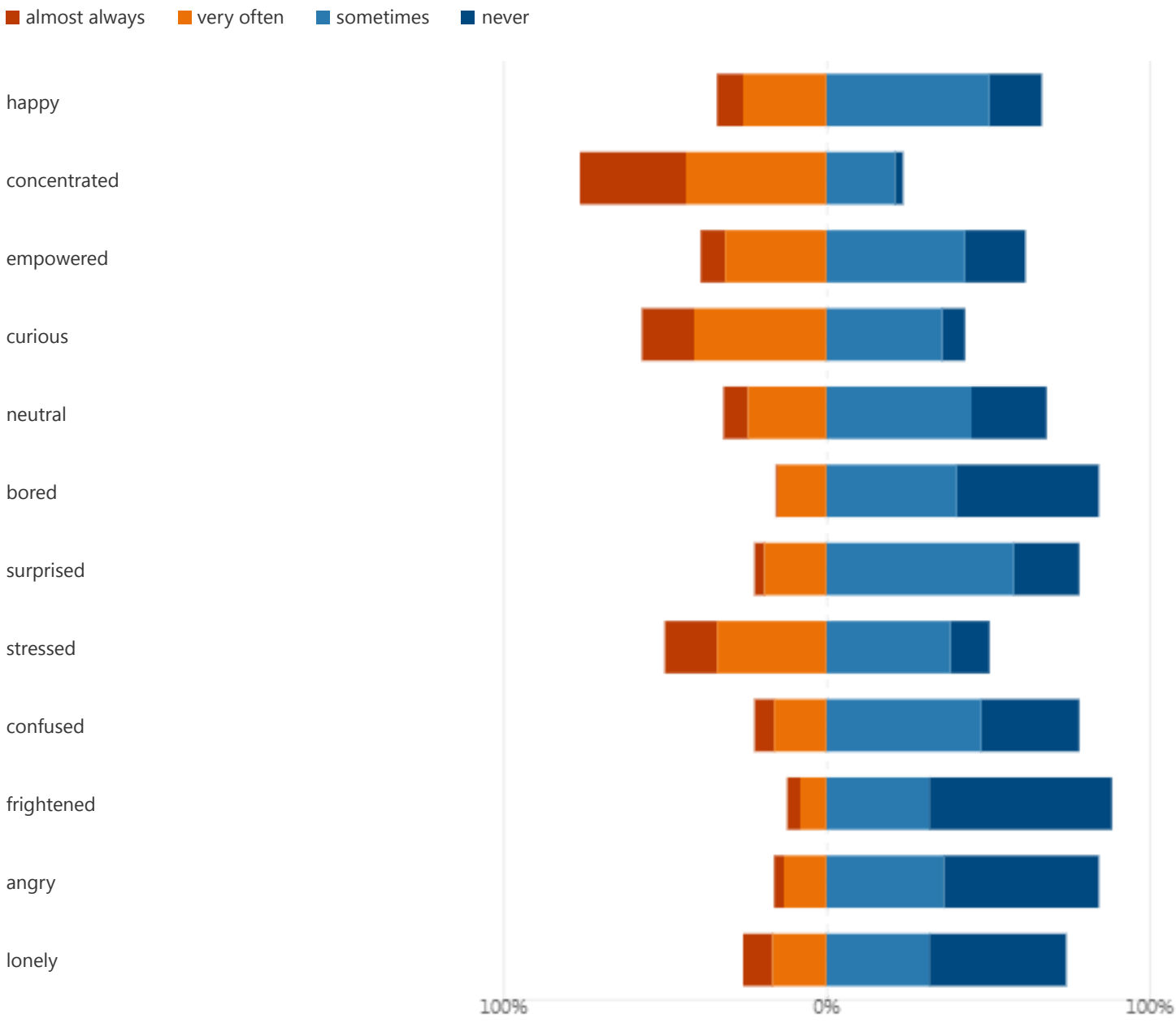
27
Responses

Latest Responses

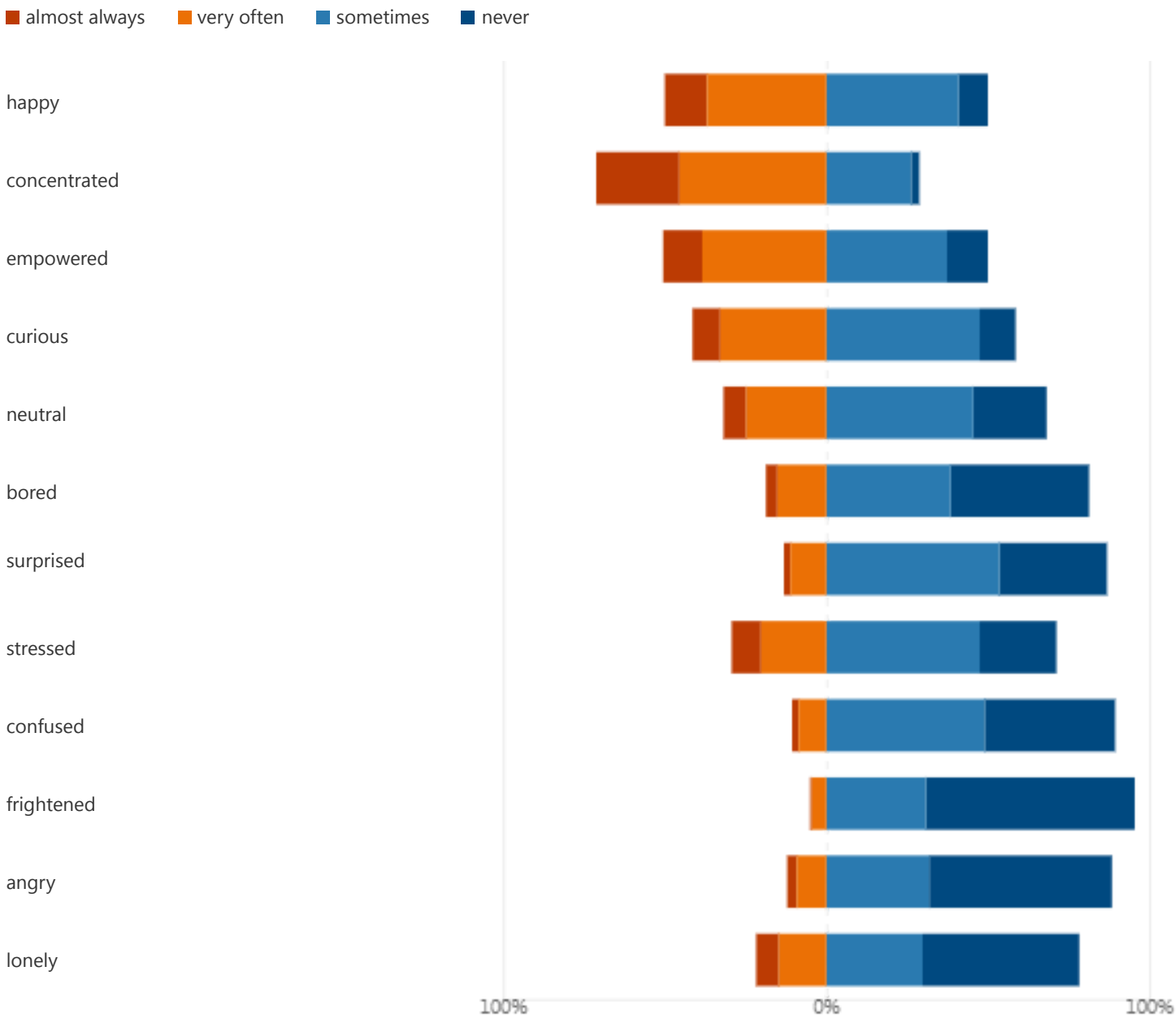
32. How effective was the teaching work compared to the time spent on educational activities in comparison with the classic face-to-face educational model?

more efficient (spending less ...	34
the same	119
less efficient (spending more ...	252

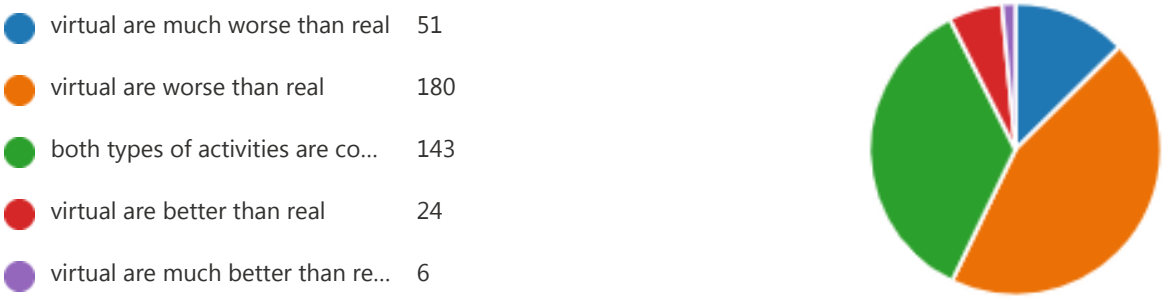
33. Please indicate how you felt most often about virtual mobility sessions at the beginning of the lockdown:



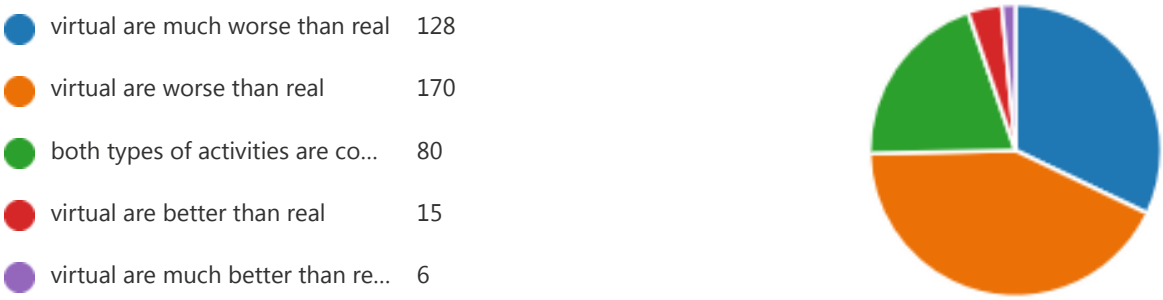
34. Please indicate how you felt most often about virtual mobility sessions at the end of the lockdown:



35. How do you rate the quality of virtual lectures compared to traditional lectures (select the answer which is most appropriate for the majority of courses you offered)?



36. How do you rate the quality of virtual exercises compared to traditional exercises (select the answer which is most appropriate for the majority of courses you offered)?



37. What do you think worked very well in virtual education during the pandemic? Please specify:

281
Responses

Latest Responses

38. What do you think didn't work in virtual education during the pandemic? Please specify:

285
Responses

Latest Responses

39. What do you like about virtual classes? Please specify:

293
Responses

Latest Responses

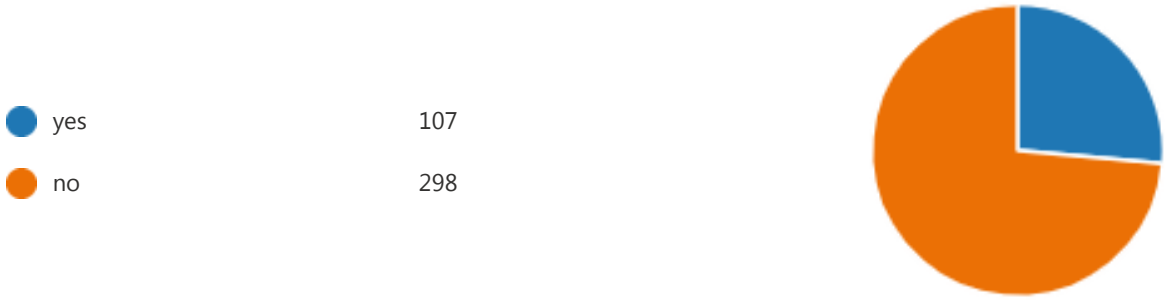
40. What do you dislike about virtual classes? Please specify:

297
Responses

Latest Responses

41. Overall, were you satisfied or dissatisfied with your virtual education experience during the pandemic?

42. Do you agree to participate in an in-depth interview?



43. Country:

244
Responses

Latest Responses
"*Austria*"
"*Austria*"

44. University:

244
Responses

Latest Responses
"*TU Graz*"
"*Graz University of Technology* "

45. Faculty:

244
Responses

Latest Responses
"*Architektur*"
"*Electrical Engineering*"

46. Which group do you belong to?

bachelor student	139
master student	82
doctoral student	23

47. Please, select a gender*:

male	76
female	168

48. Your age is*:

18-24	181
25-30	53
30-35	7
over 35	3

49. Have you ever participated in virtual mobility activities (virtual learning course, virtual placement or other) before the pandemic?

Yes	82
No	162

50. If you have ever participated in virtual mobility activities before a pandemic, how many times?

once	49
2 or 3 times	35
4 to 7 times	11
8 or more times	8

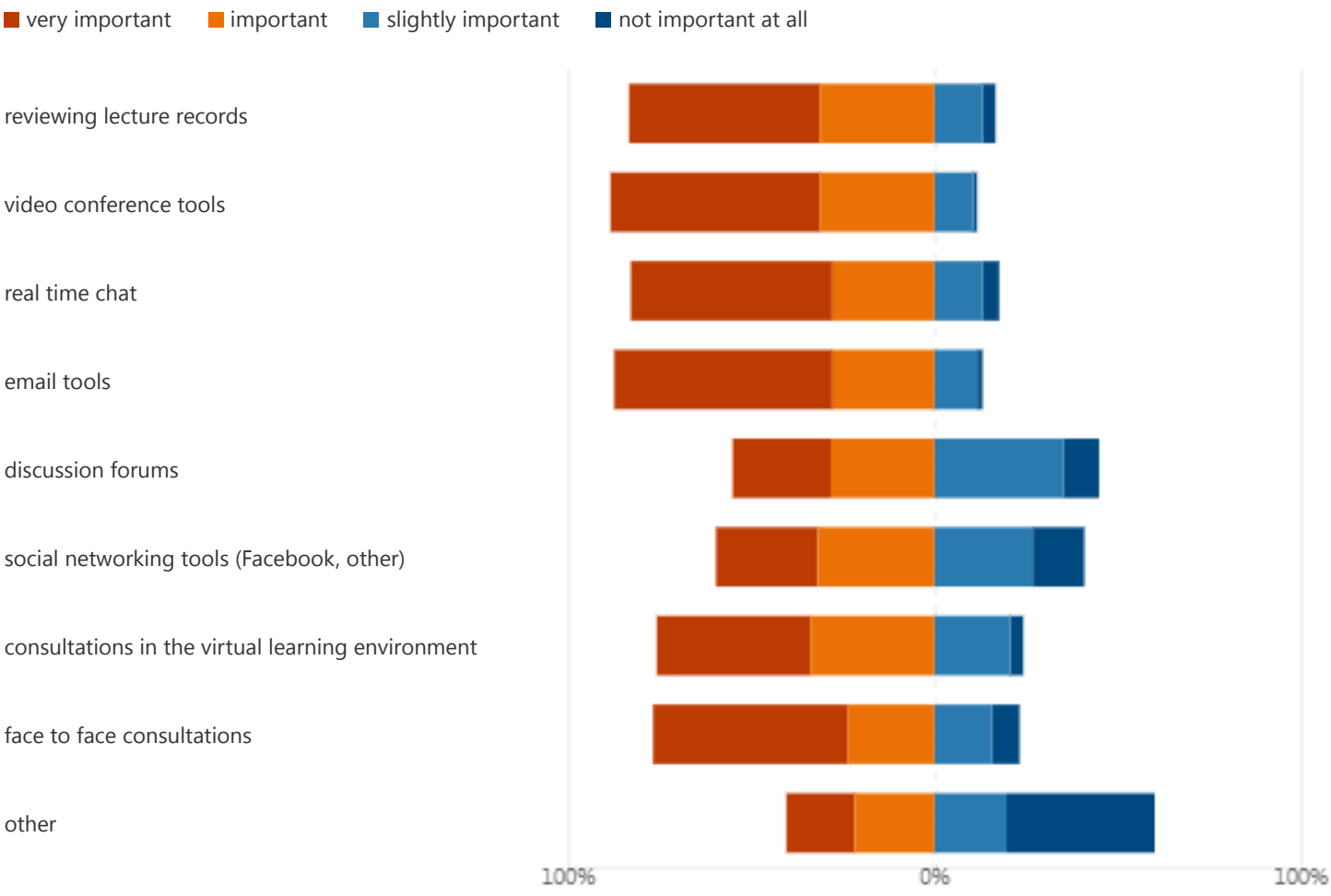
51. Have you participated in physical mobility programme before (e.g., Erasmus + exchange programme, DAAD, Fulbright, etc.)?

Yes	48
No	194

52. Were there enough tools used to communicate and collaborate in virtual learning classes during the pandemic?

Yes	169
No	50
I did not participate in virtual l...	20

53. How important are the methods and tools of communication described below in the learning process?



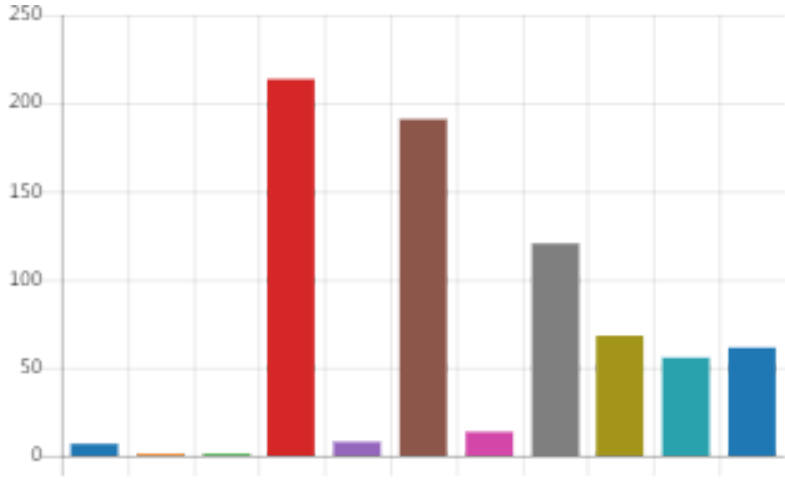
54. If other, please specify:

15
Responses

Latest Responses

55. If you have used webinar platforms or video conference tools, which ones (you can give more than 1 answer)?

ClickMeeting	7
MyOwnConference	1
eTutorium	1
Zoom	214
Blackboard Collaborate	8
MS Teams	191
Hangouts	14
Google Meet	120
Skype	68
Messenger	56
other	61



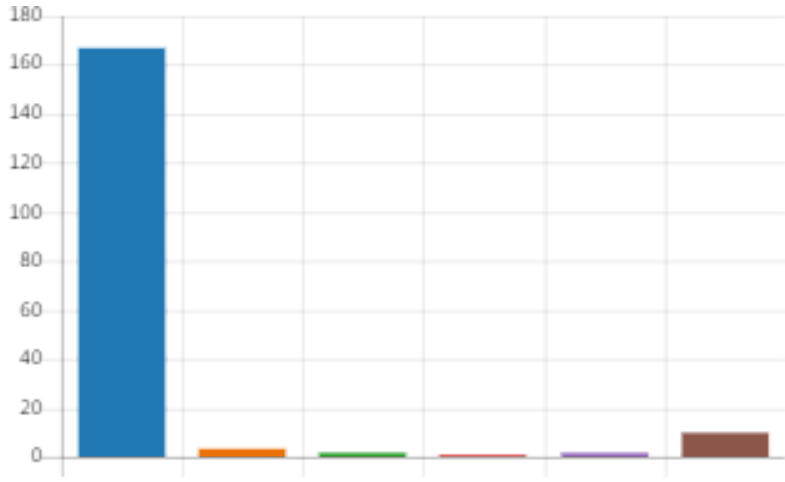
56. If other, please specify:

66
Responses

Latest Responses
"*Webex*"

57. If you have used Learning Management System, which ones (you can give more than 1 answer)?

Moodle	167
Chamilo	3
Claroline	2
eFront	1
ATutor	2
other	10

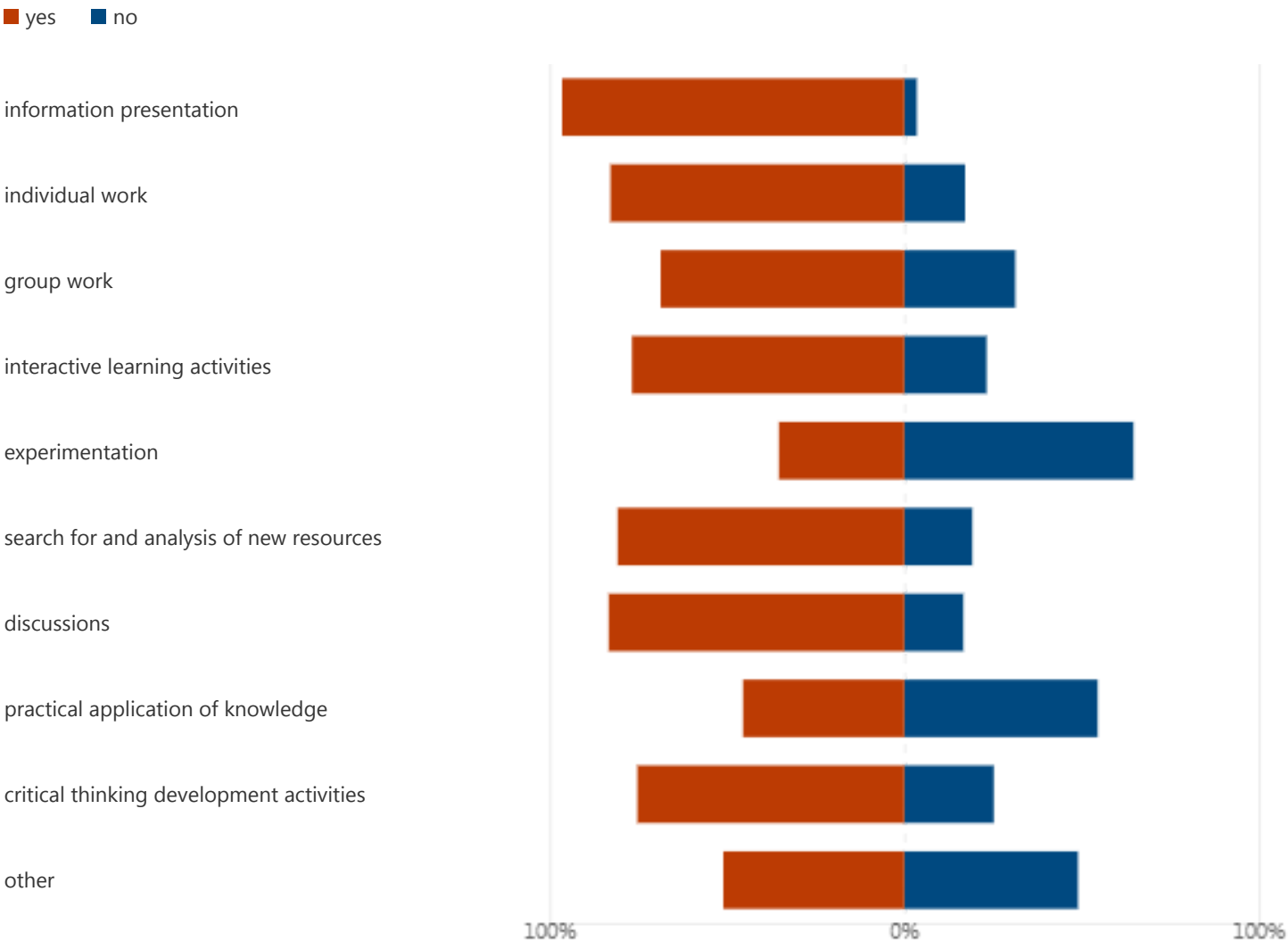


58. If other, please specify:

10
Responses

Latest Responses

59. In your opinion, which learning organization methods can be used in the virtual learning course?

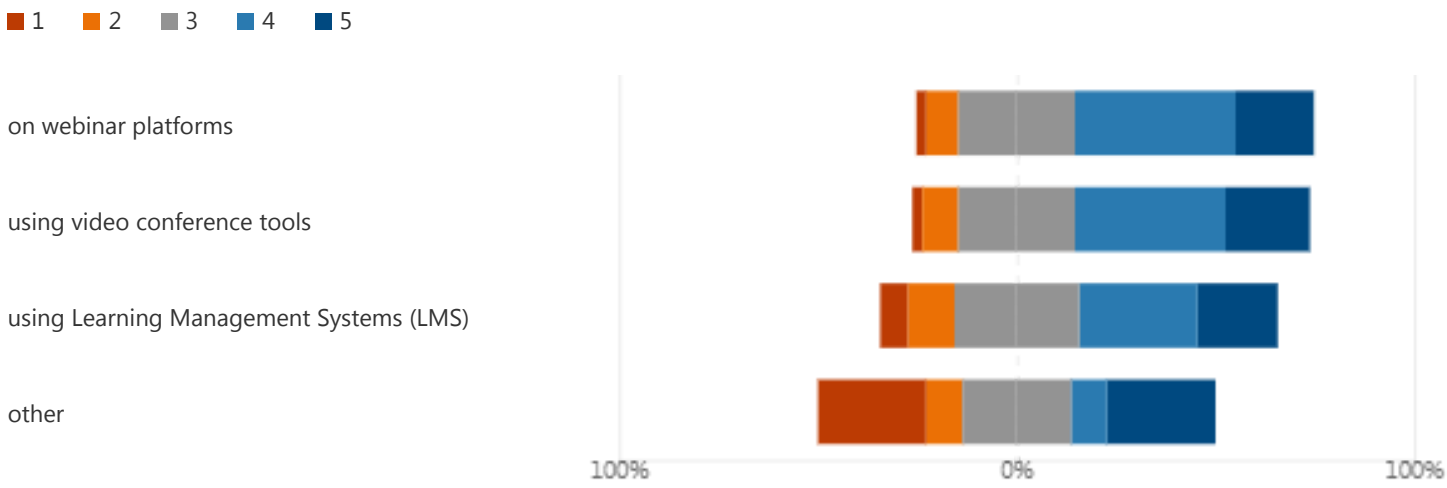


60. If other, please specify:

6
Responses

Latest Responses

61. Please, evaluate the technical quality of classes, which you attended during the pandemic (1 - very bad, 5 - very good):



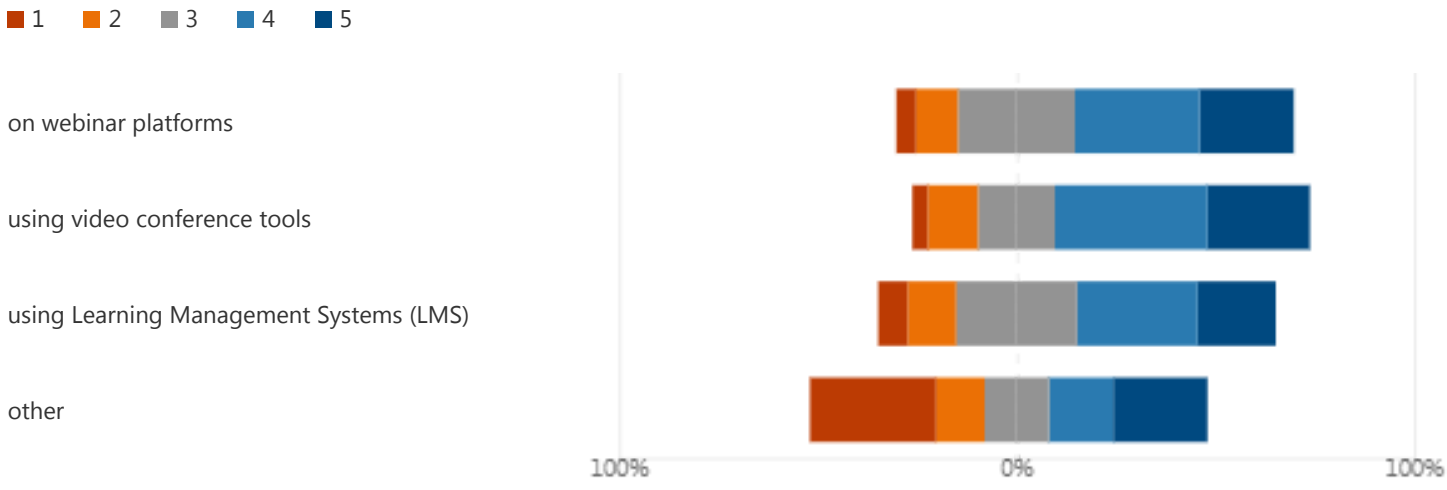
62. If other, please specify:

1

Responses

Latest Responses

63. Please, evaluate the academic quality of classes, which you attended during the pandemic (1 - very bad, 5 - very good):



64. If other, please specify:

3

Responses

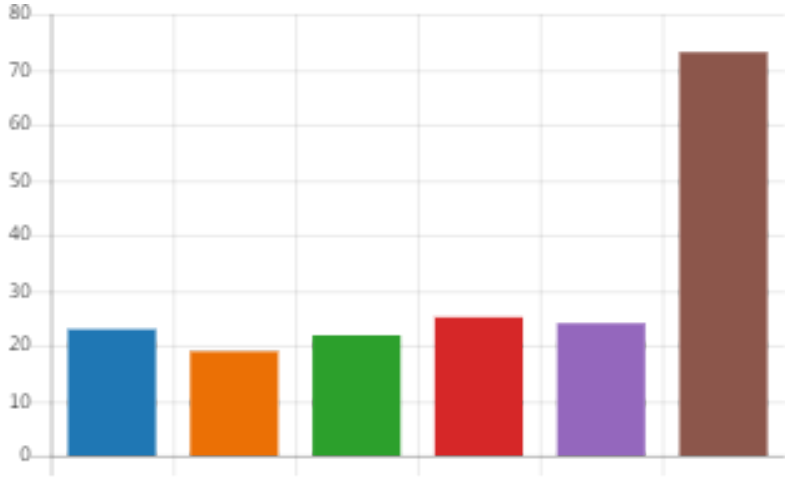
Latest Responses

65. Were the classes recorded?

Yes	97
No	143

66. How long have the films and other material been available on the Internet?

up to 1 month	23
2-4 months	19
4-6 months	22
6-12 months	25
more than 1 year	24
they are available privately only	73



67. What technical problems did you encounter during the virtual classes?

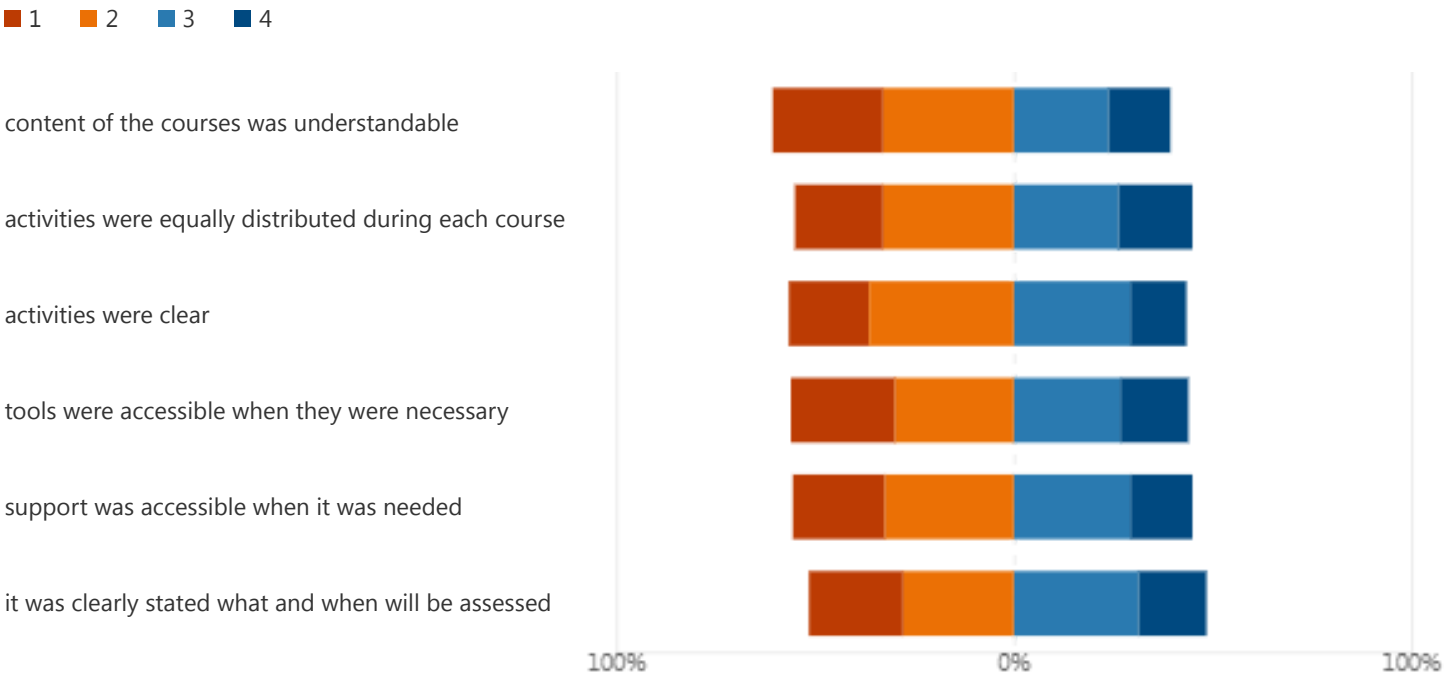
a lack of devices	59
poor internet quality	184
data transmission delays	120
difficulties submitting work	74
other	24

68. If other, please specify:

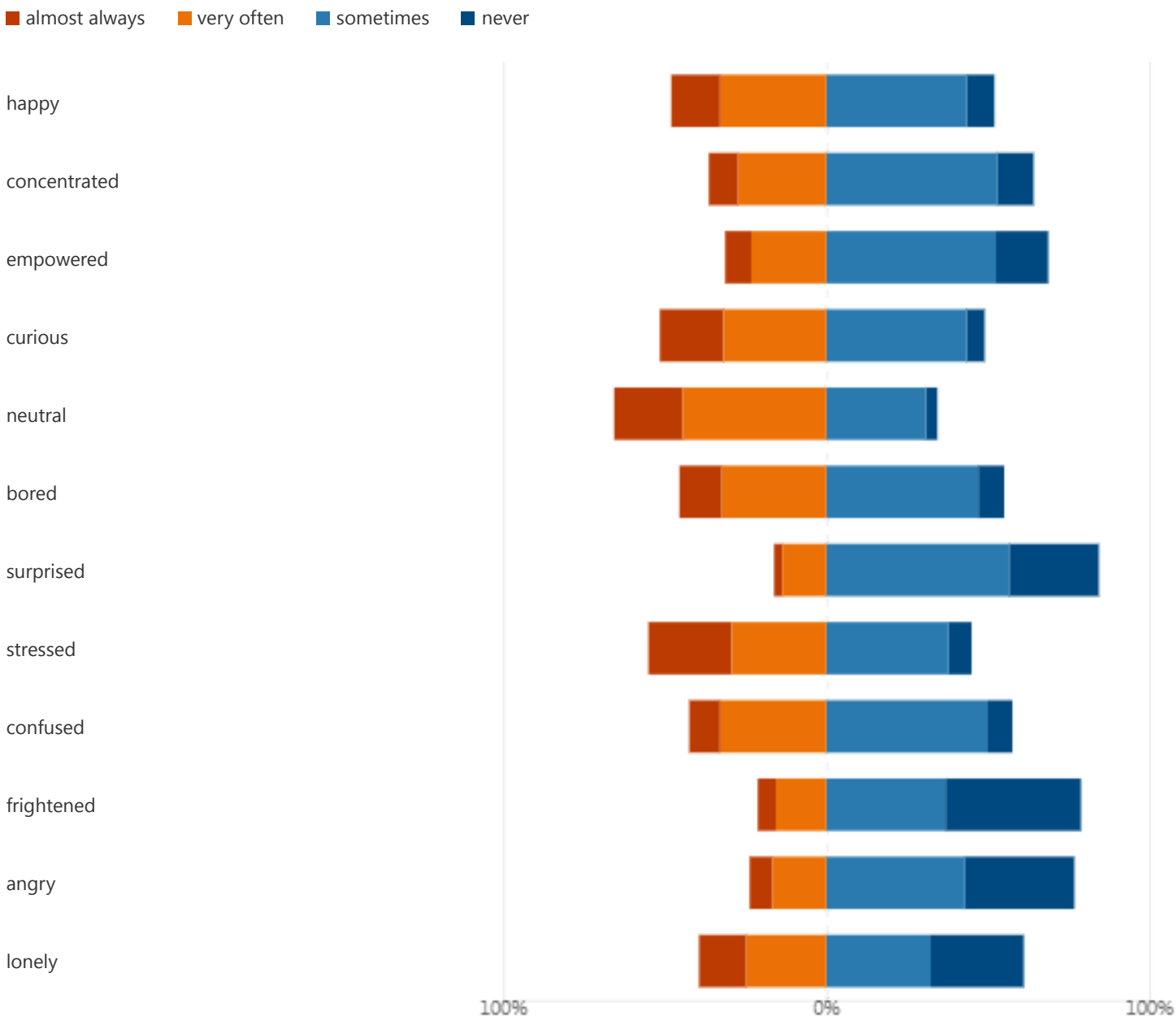
20
Responses

Latest Responses

69. Were the virtual learning courses consistent and coherent during the Covid-19 pandemic (1-strongly agree and 4-totally disagree)?



70. Pytanie



71. How you felt most often when expressing your opinions to the questions asked by the teacher in the online environment compared to classic face-to-face education (you can give more than 1 answer)?

more stressed	102
less stressed	89
more relaxed	80
less relaxed	55

72. How do you rate the quality of virtual lectures compared to traditional lectures (select the answer which is most appropriate for the majority of courses)?

- virtual are much worse than real 60
- virtual are worse than real 82
- both types of activities are co... 53
- virtual are better than real 20
- virtual are much better than re... 23

73. How do you rate the quality of virtual exercises compared to traditional exercises (select the answer which is most appropriate for the majority of courses)?

- virtual are much worse than real 82
- virtual are worse than real 80
- both types of activities are co... 45
- virtual are better than real 15
- virtual are much better than re... 16

74. What do you think worked very well in virtual education during the pandemic? Please specify:

145
Responses

Latest Responses

75. What do you think didn't work in virtual education during the pandemic? Please specify:

149
Responses

Latest Responses

76. What do you like about virtual classes? Please specify:

156
Responses

Latest Responses

77. What do you dislike about virtual classes? Please specify:

143

Responses

Latest Responses

78. Pytanie

79. In your opinion, virtual learning should be used in regular teaching?

never	22
seldom	56
occasionally	91
frequently	38
nearly always	31

80. Do you agree to participate in an in-depth interview?

Yes	59
No	177

FOCUS on teachers:

1. Do you think the pandemic has helped teachers modify routine practice and add innovative and qualitative elements to their courses?
2. Has the pandemic forced you to adapt and change your pedagogical models to make them more suitable for e-learning?
3. How important are good organizational, communication or social skills and IT competences for an on-line teacher?
4. What is your opinion on the level of organization and planning required by distance learning?
5. How much work did it take to adapt the structure, the content and the assignments of a traditional course to make it suitable for virtual learning activities?
6. How important is continuous communication with students (via e-mail, chats, conference systems) and quick feedback from the teacher during virtual learning?
7. What methods of feedback used in the courses do you consider the most effective?
8. How did you deal with differences in communication styles between students (there are students who are very active in the sessions and also more withdrawn) during the virtual classes?
9. During the pandemic, have you noticed a decrease in student motivation in the virtual courses you conducted?
10. How did you try to help students directly affected by the pandemic during distance learning?
11. Do you think that the assessment and feedback from the teacher during the educational activities (and not only during the final examination) increases the motivation of the students?
12. Has your university allowed online assessment?
13. Have you had difficulties with assessment in a virtual environment, e.g. problems with authentication (has the student really written his paper?) or with checking attendance?
14. Do you think that adequate training in the use of ICTs before using e-learning tools during the pandemic would be helpful to you?

15. What kind of training and support should be provided to solve the possible lack of technical knowledge during the pandemic (e.g. guidelines, manuals and handbooks)? Which training and support activities are available at your institution?
16. Does your institution's digital platform provide a full range of technologies to support all necessary pedagogical functions, such as videoconferencing tools, forums, email, chat, document and application sharing?
17. Is the technological infrastructure sufficient in your institution, and the implemented pedagogical activities adjusted to the level of IT skills of students and teachers?
18. Should communication with students during the pandemic be synchronous (videoconferences), asynchronous (discussion forums) or both?
19. Did the virtual courses you created contained such modules as forums, course descriptions (objectives and learning outcomes, prerequisites, hours, credits, etc.), technical help, video conferences (recorded), or time planning in the calendar? How important are these elements for the courses?
20. How would you rate the importance of communication and collaboration methods and tools used in the virtual course (e.g. email tools, discussion forums, consultations in the virtual learning environment, reviewing lecture records, videoconferencing tools)?
21. Has virtual learning during the pandemic changed your daily routine? If yes, how?

FOCUS on students:

1. From your point of view, was the virtual educational offer widened and improved during the pandemic?
2. Have you acquired the skills necessary in your professional life thanks to virtual learning? Have you been able to practically prepare for new ways of working in which the use of tools such as videoconferencing will be common?
3. Have you been encouraged to use the Internet effectively as a source of knowledge and information in addition to other traditional sources such as libraries?
4. Don't you think students require more guidance and communication from and with their teachers in virtual learning?
5. Do you think that the assessment and feedback from the teacher during the educational activities (and not only during the final examination) increases the motivation of the students?
6. Do you think that adequate training in the use of ICTs before using e-learning tools during the pandemic would be helpful to you?
7. What kind of training and support should be provided to solve the possible lack of technical knowledge during the pandemic (e.g. guidelines, manuals and handbooks)? Which training and support activities are available at your institution?
8. Does your institution's digital platform provide a full range of technologies to support all necessary pedagogical functions, such as videoconferencing tools, forums, email, chat, document and application sharing?
9. Should communication with teachers during the pandemic be synchronous (videoconferences), asynchronous (discussion forums) or both?
10. Have you ever talked about colleagues directly affected by the pandemic in virtual classes? Did you feel any support during such group discussions?

PROJECT TITLE: COVID-19 PANDEMIC AS AN "OPPORTUNITY WINDOW" FOR THE TRANSITION TOWARDS NEW AND MORE INCLUSIVE INTERNATIONALISATION THROUGH VIRTUAL MOBILITY

Task: Presenting good and bad practices of transition to online education during COVID-19 pandemics

University of Sarajevo, Contact person: Alen Mujčinović (a.mujcinovic@ppf.unsa.ba).

Date, 21.2.2022. Sarajevo

Feedback from University of Sarajevo representatives towards the use of digital tools in teaching and general perception towards „good" and „bad" practices. A common conclusion is that ongoing pandemics „push"teachers to modernise and adapt the way of teaching as well as teaching materials, etc., teachers who had prior experience from national and international projects easier adjust and the overall process were „less painful". General feedback also points out a big gap between what is seen as a basic level of digital competencies of students but also teachers, therefore requirements and use of digital tools are very diverse making life difficult for all actors. Guidelines for online teaching should be established, where special attention should be on how to motivate students to become active participants, as this is seen as a major obstacle during the online teaching process. A combination of online and in-person teaching is seen as a best practice example, allowing to utilize best practice examples from both and mitigate negative or bad practices from both.

A more detailed overview of identified good practices or strengths and bad practices or weaknesses of using digital tools in teaching is presented in the next table.

Good practices/Strengths	Bad practices/Weaknesses
Providing licenses for different simulation software for virtual laboratories.	Laboratory work/exercises are difficult to replace in an online environment. Some soft, „manual" skills to work in a laboratory are missing with work in a virtual environment.
Guidelines for online teaching. (international organisation in some cases provide a framework i.e. on how to motivate students during a pandemic).	Low interaction and in the general culture of behavior („online etiquette") (students and teachers sometimes do not have sense virtual room are like „real room", no greetings, camera off, etc., in general low level of interaction between participants.).
Motivation to engage in virtual laboratories and in general modern equipment that assures better access to information.	Limited access to „private" space at home.
Motivation to adapt and upgrade teaching subjects.	Limited access to the software for virtual laboratories.
Encourage students to communicate with teachers and other students, assure their communication is safe and private.	Difficulties with an assessment of students' understandings.
Preparing video material in advance, helps students understand the teaching unit, as well as to achieve interaction with students (to prepare questions in advance if they did not understand a	Communication 24 hours and expectations to be online all the time – both for teachers and students. The late organisation of lectures

specific part of the lecture). - the inverted classroom.	
Additional task for students to increase motivation – i.g case scenario Possibility to further stimulate the development of students' knowledge and skills (student-centric learning process).	Intellectual property rights are not respected, secretly students films teachers, took screenshots, etc.
Availability of different tools to engage students (Jamboard, Asmath, Matcad prime, Google colab, Doodle, BioCAm, Exam.net, Sokrat, Biser, Padlet, MS forms)	Paying less attention to students' needs and interaction with them. Not achieving active participation, therefore students become passive learners. Additionally, students lack trust, not only between teacher and student but also between students. Strongly influence their ability to work in teams. Diminish their ability to become active participants (lack of courage, afraid to publicly speak, etc.)
Availability of different platforms for teaching (each have some advantages and some disadvantages but in general positive response), i.e. Zoom, Google meet, TIMS, Moodle,	Difficult to organize exams, students tend to cheat, and on contrary, teachers tend to give harder exams, more materials, stronger criteria of evaluation, less time for the exam, etc.
Possibility to participate in conferences, training all around the globe.	Sending materials to students to learn by themself. No video or audio material.
Possibility to organize virtual summer schools.	Different teaching platforms could be an obstacle in reaching the basic level of digital skills of different actors (students, teachers, management, etc.). A single platform would increase the overall effort of teachers who already possess significant knowledge in using different online learning tools. It would be easier to transfer such things to other colleagues.
Learning through interaction, games, quizzes, etc.	Teaching without feedback from students. That should not be an option, instead, feedback from students should be used as a measure of understanding and evaluation measure of prepared online material.
Prior experience in using different tools provides a significant „boost“ to modify and adapt teaching subjects to online teaching.	A low level of digital skills creates problems in the adaptation and implementation of teaching units. Workload significantly increases in case teacher/student has a low level of digital skills, therefore specific attention should be focused on increasing the digital competencies of all stakeholders.
Possibility to organize „free meetings“ with students, „virtual cafe“, to show compassion in	

difficult times, that in generally lead to stronger bonds and increase in student trust and dedication to learn.	
The organisation of courses that would provide information on online teaching platform possibilities – guidelines. Training to encourage people to change.	
Training to increase digital competencies and to reach a basic level for all stakeholders. Teachers and students who tend to use some of the digital tools before the pandemic allows them easier to adapt to the new learning environment.	