



# Online education

*- A study about students motivations and  
personalization*

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## **Abstract**

Because of the pandemic Coronavirus and proposals from the Swedish Public Health Agency, schools in Sweden had to adjust their teaching to distance education. The purpose of this study is to study students' motivation, understand what is inspiring for students, many students lack inspiration. Personalization in education, what kind of support could we give the students. Understand personalization from the students perspective different students need different help, make the students feel like they get personalized help. Hands on, how do we apply things that are theoretical to the practical. Through semi-structured interviews, this study has analyzed how students have experienced distance education, difficulties, barriers, opportunities among others have been looked at. The teaching followed essentially the same pattern. The teachers and students followed the same schedule as the pre-transfer, and had contact through a video call. From that point forward, the teacher had some type of show of new material, through a live video call. At that point the student generally followed up with working on their own, where they had the chance to contact the teacher to pose questions. The results of this study showed that online education had a negative effect on the quality of teaching. The students felt a lack of motivation and a greater personal responsibility. There were also some positive aspects of online education as it could be more adaptable and suit more students. Travel time could be reduced and the time could be spent on something else. The idea of having an online education platform was a positive idea for most of the students. As working with a real company and gaining real life experience where school sometimes can lack was seen as a positive aspect.

Keywords: Distance education, Pandemic, Students' motivation, Personalization, Barriers, Opportunities

## **Table of Contents**

<b>1. Introduction</b>	<b>1</b>
<b>2. Research questions and purpose</b>	<b>2</b>
<b>3. Previous research and background</b>	<b>3</b>
<b>3.1 Distance education from the students perspective</b>	<b>3</b>
<b>3.2 Theories for learning</b>	<b>6</b>
<b>Burrhus F.Skinner</b>	<b>6</b>
<b>Jean Piaget</b>	<b>6</b>
<b>John Dewey</b>	<b>7</b>
<b>3.3 Interest and motivation</b>	<b>8</b>
<b>4. Method</b>	<b>9</b>
<b>4.1 Semi-structured interviews</b>	<b>9</b>
<b>4.2 Execution of method</b>	<b>10</b>
<b>4.3 Method discussion</b>	<b>10</b>
<b>4.4 Advantages and disadvantages         of online based interviews</b>	<b>11</b>
<b>5. Results and analysis</b>	<b>13</b>
<b>5.1 Results of semi-structured interviews</b>	<b>13</b>
<b>6. Discussion</b>	<b>20</b>
<b>7. Conclusion</b>	<b>22</b>
<b>8. References</b>	<b>24</b>
<b>Appendix</b>	<b>26</b>

# 1. Introduction

It has now been a year since the public health authority issued recommendations that all higher education institutions and upper secondary schools should conduct education on distance[1]. For about three semesters, students around Sweden have now studied at a distance. The news pointed out that the form of teaching will change from classroom teaching to remote teaching or distance education, which means that school activities can continue, in a different form. Distance education was not defined by the National Agency for Education until the first of August 2020 [2]. Today the National Agency for Education defines distance education as interactive education that is directed with data and communication technology, where students and educators are isolated in both space and time. Remote teaching was already defined by the National Agency for Education as interactive education that is directed with data and communication technology, where students and educators are isolated in space but not time. As suggestions from the Swedish Public Health Agency involved a change to distance and remote education, this implied that the universities were given the opportunity to direct education, where students and educators were separated mostly in time and space.

Distance and remote teaching are methods that have existed and been used before, but the Covid-19 pandemic has made it more popular with the intention to minimize the virus from spreading even further [3]. There are already some studies that bring up the good and bad sides of online education, for example the study of Vimbi Petrus Mahlangu [4]. In any case, the circumstance that emerged in the spring of 2020 was one of a kind. This is due to the fact that the decision to move to remote or distance education was not voluntary, and it happened in theory overnight. It is therefore a situation distinct from those previously investigated, where students themselves had chosen to study at a distance and teachers were initially aware of the design of the course. To assume that everything is normal and that the only difference is that it is online and not physically in a room is naive. Hence, it is interesting to investigate what it looked like for the students and teachers. How you can improve the user experience of online education. Teaching must be adapted to each student's abilities and needs according to the primary school curriculum [5].

When it comes to individualisation or individualized teaching, how one views the function of teaching in general is crucial. Individualized teaching may be implemented with the expectation that it can lead to more successful ways for students to learn different school subjects if the school's main task is seen as working for personality growth or for the students to gain skills in different school subjects.

## **2. Research questions and purpose**

The purpose of this study is to study students' motivation, understand what is inspiring for students, many students lack inspiration. Personalization in education, what kind of support could we give the students. Understand personalization from the students perspective different students need different help, make the students feel like they get personalized help. Hands on how to apply things that are theoretical to the practical. What does it mean to have an online platform instead of a physical? What kind of barriers are there and can we find the opportunities instead? Instead of having the students to only present their barriers the students can also try to create opportunities.

RQ1: What are the attitudes, motivations and expectations from students?

RQ2: What are the barriers with online education encountered by the students?

RQ3: What are the student experiences with an online education platform?

### **3. Previous research and background**

Fejes [6] has studied how distance education in adult education is prepared in Sweden. The researcher believes that there is a contradictory improvement where there will be an increase of students starting to study at a distance and at the same time a growing percentage of students who will be in need of support are added. This is contradictory due to the fact that the college students for whom distance schooling has confirmed to be appropriate are independent, skilled and disciplined students. For some adults, distance schooling can additionally be a condition for being in a position to fulfill the education. Distance education can also additionally be a condition for being in a position to provide a flexible education. However, this is typically no longer the case, since education is rather standardized. The individual adaptation is as a result low and is supposed to go well with the student who is used to studies and is not in the same need of support from the teacher or peer support. Most communication takes place through writing and in these cases takes place between a student and a teacher.

#### **3.1 Distance education from the students perspective**

A US research report [7] on explicit distance learning at the University of Alabama showed that most students, for marginally various reasons, felt unmotivated by online education. Purposes behind this were, in addition to other things, that the association among teacher and student was lost, yet additionally that the collaboration between students worked ineffectively. 80% of the members imagined that online education made it more hard to pose inquiries to the teacher and they likewise felt that they got less consideration from the teacher contrasted to more traditional classroom teaching. The educator himself appeared to be the biggest source of interest and motivation. 84 percent of the attendants felt that the association with different students was troublesome. Overall, connection with teachers and different students, just as computer skills, are the components that comprise benefits. The attendants all agreed that characteristics, for example, independent learning and self-inspiration are useful for progress with distance education. They all had the idea that distance education set them up for life after school by taking more personal responsibility.

Jutta Balldin [8] has directed a research study along with the National Agency for Education where she inspected secondary school students at five unique schools about their encounters of distance education. In her meetings with students, the school was portrayed from the students' point of view as a foundation with certain fixed norms and rules. Learning occurred essentially through collaboration with students and teachers and through listening prior to reading. A fellowship was shaped in the classrooms and there were qualities and standards that the students needed to submit to. The last additionally caused a few students to feel upset in the school climate as they may experience issues adjusting to prevailing standards. Different students considered the school as a protected climate since they have rules they can follow and adjust to. Conversations and direct exchanges were likewise something that the students experienced as an important part of the school and something that was both positive and negative. Positive when they were permitted to verbally process and test their insight and get an immediate reaction to this from the teachers and classmates. Negative as it restricted a few students who didn't have a sense of security in direct exchanges. This examination showed that the students during the distance schooling all felt an opportunity, yet for various things. A few students felt an opportunity that they needed to choose throughout their own time while others felt a social opportunity, to stay away from the social settings they are constrained into by the school climate. The writer concludes that most students experience a social test in distance education. This was particularly valid for students who didn't willfully pick distance education, where this type of showing frequently left the students with a sensation of loneliness and of being at a distance both physically and mentally. It was especially the physical confirmation and monitoring that the students missed. The teacher was given the troublesome errand of attempting to get the remote teaching coordinated in such a way that makes it interesting but above all gives attention to the individual student. The students' apparent characteristics like adaptability, the ability to be separated from everyone else, the ability to construct and plan for their studies and independence are significant to being able to pass distance education. The students agreed that the absence of schoolmates and teachers is a test that they have to deal with. The writer likewise fancy that subjects like, for example, social examinations are appropriate for distance education as mostly no practical examples are required.



Anna Åkerfeldt and Karin Hermansson [9] write in their examination about students' opinion on distance education during Covid-19. The outcomes show that most students thought that there was a bigger possibility to connect with the teacher and get support from their teacher to a larger degree. Then again, it turned out that it is five times more normal for students not to be able to come in contact with their teacher in distance education in comparison to the traditional teaching. There were likewise a lot more students who felt that the teacher didn't have as great authority over the conversations during classes. The students felt that they all more frequently felt both alone and less alone when learning. It has to do with, in addition to other things, how dynamic social interaction the student had already from the beginning. It is additionally possible to recognize the individuals who thought it was ideal to stay away from the attention on the social, and rather concentrate on the assignments. The students addressed that they twice as much have an absence of cooperation when they work at a distance in comparison with in a physical classroom. There are likewise more students who imagine that they don't complete anything when they work remotely compared to working in the ordinary classroom.

56% of the students in the investigation wished to get back to the traditional classroom education, 20% wanted to proceed with distance education and for the rest it didn't make any difference [9]. The motivation behind why the students wanted to get back to the classroom is on the grounds that they have a superior concentration there, somewhat in light of the fact that the teaching is less repetitive. They needed to get back to meet their schoolmates, since they needed to move more and because they experienced higher demands and stress at a distance. It was likewise more hard to keep up with schedules, they encountered less contrast between educational time and spare time. A few students expressed that the motivation suffers when studying at a distance. The issue with motivation is mainly connected to the social collaboration with others and the absence of routines. Numerous students additionally got unmotivated by an absence of help. Among these students are as yet the individuals who communicated advantages of distance schooling, for example, that it is ideal to keep away from traveling time. The students who wanted to proceed with distance schooling wanted to do so because they thought it was easier to concentrate, however it isn't as clear in the outcomes why. Some additionally preferred distance because of social perspectives, for example, not considering appearance. A few students thought that it was less distressing to stay away

from travel time, for instance. For those students for whom it didn't make any difference, it featured both the upsides and downsides of distance schooling contrasted with traditional classroom education. Many expressed that they think it is acceptable or better to learn at home, however that they do not have their companions and social connection. Some expressed that it is more organized in the school yet that it is hard to get to school or that it is troublesome with social communication. It turned out that it is acceptable with group work at school while it is ideal to cooperate together at a distance. Subsequently, the authors track down that a complex picture emerges where there are both opportunities and challenges for distance education.

## **3.2 Theories for learning**

### **BURRHUS F. SKINNER**

During the 1960s, Burrhus F. Skinner, presented a hypothesis as a reason for learning, inspired by classic behaviorism [10]. As per this principle, human ability to take in information can be controlled from an external perspective through outer inspiration. A desirable behavior is reinforced if it is "rewarded" by the environment. Alternatively, an external stimulation, for example punishment, can weaken an undesirable behavior. According to behaviorism, we are upon entering the world, as though on various natural reflexes, nearly to be viewed as an unwritten leaf. Our behavior is fundamentally the consequence of learning. This assumption prompts a hopeful perspective on learning: Theoretically, anybody can learn anything through a positive influence and incitement, but with individual variations in terms of for example learning style and learning speed.

### **Jean Piaget**

Piaget is the scholar who underlines the kid's own conditions for learning and improvement [10]. He accepts that learning is controlled by the person's degree of advancement. His perspective on learning is designated "constructivist" and implies that all types of mental movement are seen as cycles that thus make something: thoughts, ideas, memories, and so on [10]. In insight tests done on the youngsters, Piaget didn't get keen on what botches the kids made in their reasoning. He was rather intrigued by how

they thought and how they, with this intuition as a beginning stage, changed their reasoning [11]. At the point when youngsters reason mistakenly from the grown-up's perspectives, they react accurately or sensibly from their own perspective. It is entrancing to comprehend and portray the essentials on which the kid himself is based. Piaget accepts that all the information that an individual has results from the dynamic development measure. Moreover, Piaget clarifies that it is simply the person who makes his insight, in collaboration with others and the rest of the world. At the point when the youngster utilizes the reasoning that has been created to comprehend the circumstance, it is called that the kid assimilates. The kid's reasoning doesn't change when it assimilates. Then again, there is a development in thinking that the perspective that as of now exists in the youngster acquires new encounters and consequently turns out to be better. At the point when the youngster obliges, totally new timetables and thought structures develop, for example changing his perspective and adding new encounters to his reasoning. A totally new development happens, therefore accommodation is an engine for knowledge development in a person.

## **JOHN DEWEY**

Dewey was one of the premier educators of the twentieth century. He needed to build up a teaching method that, in light of the individual and logical information, could add to forming a popularity based society [11]. In his works he criticizes the traditional school system. He accepts that people have a characteristic worth and a capacity to frame their own path in life. He further clarifies that the school's task will be both to add to the individual's development and add to shaping great individuals in a bigger community. The individual student's necessities and interests ought to be a beginning stage for all learning, on the off chance that one needs to make academic progress.

Concerning the development of society, Dewey requests another instructional method. He accepts that adjustments of society make new conditions for society and accordingly place various requests on the school. He brings up that the school should change to profit by getting ready for productive work for active participation in society [11]. In the expression learning by doing. He accepts that the individual develops through an interaction with his reality, figures out how to name this world, and figures out how to get

a setting. In education, the student should then be offered freedoms to effectively experiment and test. It's anything but a free and honest education Dewey advocates, however an education where the person's activity and interests is the beginning stage for an goal-oriented work where the educators effectively animate, widen and extend the students development. Dewey places incredible requests on the educator's educational information.

### **3.3 Interest and motivation**

The idea of interest is firmly identified with the ideas of motivation and attitude. What you are interested in, you are motivated for or have a positive attitude towards [12]. In the instructive sense, interest is portrayed by attention, decision, persistence and memory. Interest is shown in attention. What is seen by an individual relies partly upon the idea of what is seen, somewhat on individual encounters and current necessities. Students in a classroom vary in terms of experiences and needs. What occurs in the classroom, what is seen and not seen, changes from one student to another. Interests are shown in decisions between various alternatives. What you like over something different is a proportion of interest. Singular interests that relate to taking care of students' interests. Situational interests that react to stimulating students to develop various interests. Students who work with errands that are picked dependent on individual interest are very well motivated, mindful, concentrated, persistent and widen their insight and qualities [12]. On the off chance that students are allowed the chance to pick assignments, they are more motivated than when the errand is forced.

Gärdenfors says that feelings and motivations are the main thrust for learning [13]. He says that in numerous academic hypotheses the part of feelings for learning has been subordinate. At the same time, all useful experience says that committed and motivated students and students with great self-confidence learn much better and quicker. If you want to create an education on human terms, you should strive to strengthen the students' self-confidence and their motivation [13]. He says that the internal inspiration comes from the interests and driving forces that the student himself has. At the point when you are driven by inward inspiration, you accomplish something so the actual action gives satisfaction. The inner motivation increments when you understand what you are learning. Experiences of understanding can in itself drive continued learning. However, the reverse

is even more significant. It is frustrating and disappointing not to understand. Numerous students have lost their motivation for studies because of the fact that they don't understand. Subsequently, understanding should be the main objective of a school system.

## **4. Method**

This section will clarify what the process has been like when gathering material and how the analysis will function in the study. The methods that have been completed are semi-structured interviews . This section will also explain the benefits and weaknesses of the decision of method and which moral standards are significant for the examination.

### **4.1 Semi-structured interviews**

Semi-structured interviews are an oral type of interview with an individual where the interviewer asks predefined questions to the person getting interviewed [14]. All candidates get similar questions where the candidates have the chance to read the introductory letter and the questions before the interview starts. In the event that the individual no longer wants to take part, the individual reserves the privilege to end the interview. It is up to the individual if the interview will be anonymous. With semi-structured interviews, the person getting interviewed usually has a sense of safety and it is experienced more as a one-on-one meeting as opposed to an interview. What's more, structured interviews give a decent assessment as it is not difficult to break down the appropriate responses from the candidates since all the candidates have answered the same primary questions. Semi-structured interviews are appropriate for this examination since it is adaptable yet gives the chance to see a pattern between the various candidates' perspectives on issues. In order to get as much data as possible from the candidates, it is significant that the interviewer is not settled with the candidates first responses to the questions and keep adding follow-up questions. The follow-up questions the interviewer pick are obviously subject to what the interviewer needs the candidate to develop, for instance "do you feel that there is a person or thing who, for instance, impacts/motivates/needs?" This makes the respondent reflect extra long to have the option to build up the respondents answer and add something the respondent has forgotten [14].

## **4.2 Execution of method**

The material gathered from the interviews are taken care of privately and erased when the examination is finished. The gathered material will only be utilized in the examination and will be deleted once finished. All the interviews are recorded for the purpose of the study and later deleted once finished. The upside of audio recording is that they help to improve our memory by permitting the interviewer to go through the appropriate responses a short time later. All interviews were directed through the online based tools of Zoom and Discord. A total of 10 persons, all students at Malmö University, were interviewed. All 10 of them study their third and last year of their education. The reason to interview these 10 persons at Malmö University is because all students in their third year have been through some kind of online education. To make sure that the contestants have been through the pandemic and have had some kind of experience with online education. The primary questions of the interviews are all the same and can be found below at the appendix part of this study. A good principle for interviews is to introduce oneself and adopt a neutral attitude before the interview itself begins [15]. Subsequently, the interview begins with a presentation of the author and a brief summary of the purpose of the study.

## **4.3 Method discussion**

The advantages of interviews are that they add in-depth and detailed data, the individual being interviewed gets the opportunity to build up their thoughts and ideas and have the option to clarify their opinions. In open or semi-structured interviews, the questioner can likewise change and shift the course of the interview if something interesting is experienced. As interviews take place eye to eye, the interviewer can check both accuracy and significance during the actual interview, which might be hard to do in an online based interview, as the interviewer and the candidate are in separate rooms. Drawbacks of interviews are that it may very well be both costly and time consuming, face-to-face interviews can lead to a lot of travel if the geographical spread is large. Data processing for interviews is likewise a hefty thing in the actual work as the data needs to be

deciphered, coded and interpreted [15]. As recently referenced, there are the two advantages and disadvantages with each interview format, however in the midst of a pandemic it is significant that the interviews will be online based.

All together for the interviews to be utilized as a basis and to have the option to make great dissections, certain quality models have been created. For semi-structured interviews, these are the degree of long answers according to short interview questions, the degree of spontaneous, significant, concrete and full answers as well as the degree to which the interviewer explains uncertainties during the interview [16]. With regards to the quality of the answers, it varies depending on the answer, yet generally the answers were both very well motivated and relevant. Any uncertainties were addressed during the interviews, but on some occasions the respondents answer could not be interpreted. The parts that could not be interpreted, were not utilized to stay away from a deceptive and unfair interpretation.

#### **4.4 Advantages and disadvantages of online based interviews**

All interviews were directed through the online based tools of Zoom and Discord. As indicated by Denscombe [15], the upsides of leading Internet-based interviews are that the only tools needed to conduct an interview are a computer/phone and an Internet connection. Another benefit is that it is possible to talk with individuals who are somewhere else, for example in another city. This meeting strategy was the only one the study could utilize as social distancing should be kept in mind because of the Coronavirus. The upsides of the study were, like what Denscombe portrays, that it was not restricted by the respondent's situation. In comparison to an actual meeting it saves the person conducting the interview time, time that may have been spent arranging a gathering place, arriving and genuinely planning.

However, there might be a few limitations to just having interviews through computerized instruments, which might be that the direct visual contact with the respondent disintegrates, which is generally eye to eye [15]. This is something that Denscombe

clarifies can be a conclusive factor, as it turns out to be more personal if the interview takes place physically and the interviewee can open up more without any problem. During the interviews toward the start of the interviews it was hard to pursue the respondent and that a few respondents were somewhat withdrawn. This passed after some time when attempts to momentarily talk about the study caused the respondents to feel more comfortable, talking about the set up of the interview and that the respondents are allowed to ask questions if something was not clear. It might likewise have existed limitation by the way the results were deciphered. When talking through a screen in comparison to talking in person, there might be a feeling of some kind of connection being lost between the two individuals. As in person two individuals have constant eye contact and when being separated in physical places gives more freedom. If an individual feels uncomfortable the eye contact is easier to break as the two individuals are not face to face physically.

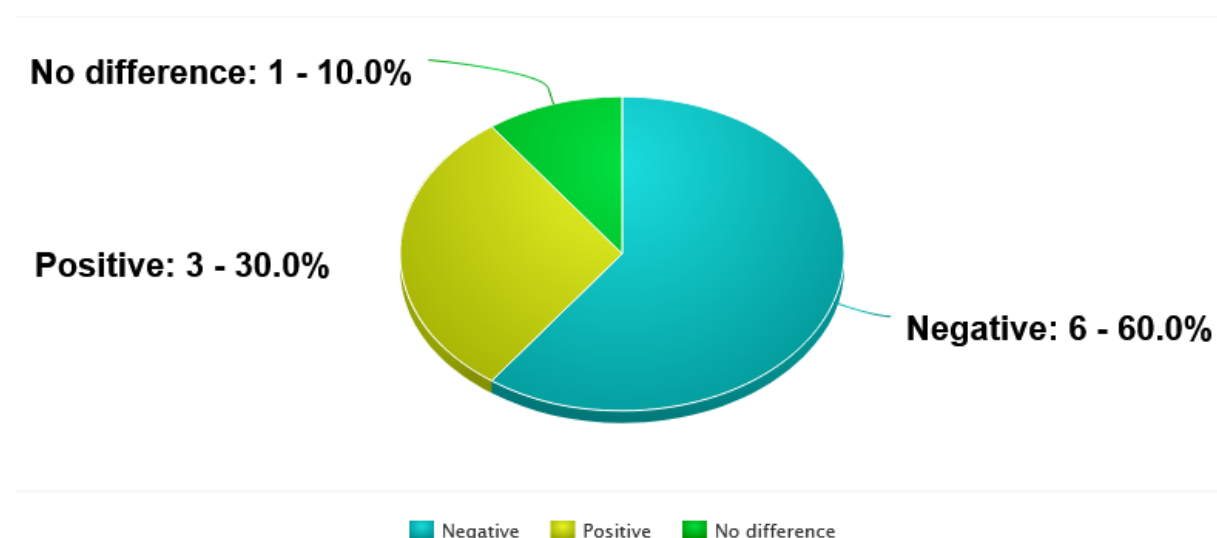


## 5. Results and analysis

### 5.1 Results of semi-structured interviews

The majority of the interviewed candidates agreed that the change to online education from traditional physical education had an effect on them.

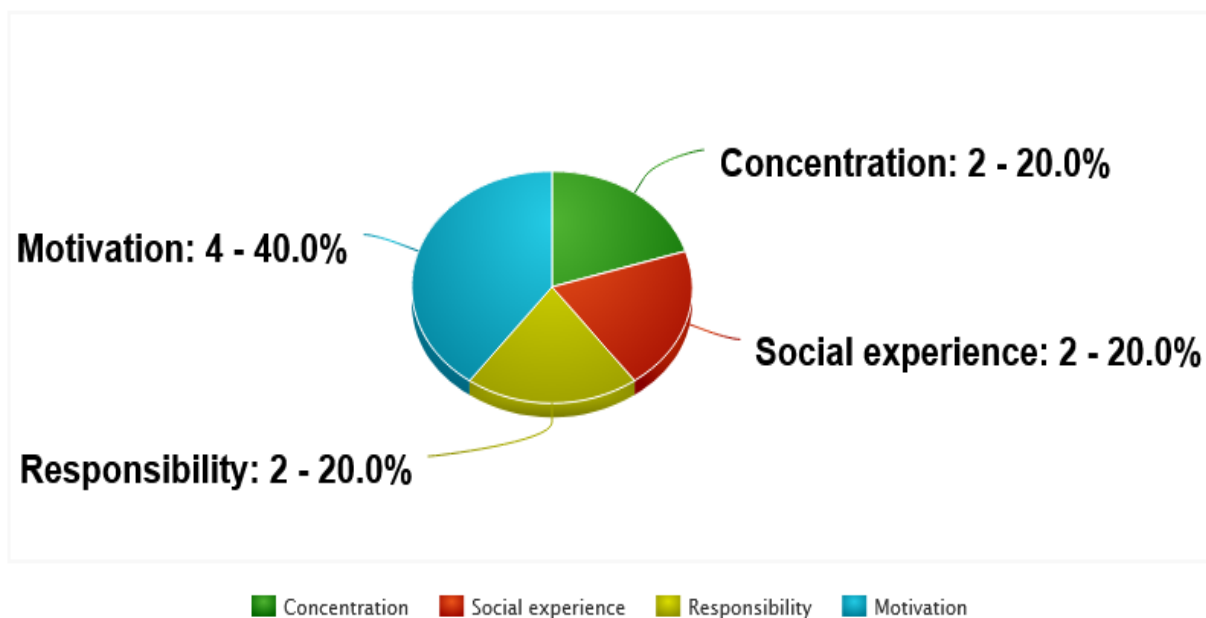
Figure 1: How do you feel that the quality of teaching is affected when it takes place digitally instead of physically?



More than 50 % felt that the change had a negative effect on the quality of teaching. Reasons mentioned were that the changes made it so daily routines were lost. The students did not need to wake up early everyday and physically go to school. The students could instead just wake up five minutes before the lecture and turn their computer on and join the zoom call. The daily routines being lost made the students lazy. Not all had negative experiences with the change from physical to digital education. A small portion of students liked the aspect of not needing to go to school physically. The students sharing this opinion mainly lived an hour or more away from school. As for the students that thought it was positive with education that takes place digitally, mainly felt that it was easier to concentrate at home. This was a big factor during presentations as there is not a physical crowd present and when presenting the individuals are mainly looking at a computer screen. Trying to understand why it was like that, the answers given were: “It

*feels more comfortable doing it from home, no one is around me watching and if i accidentally screw up, most people are muted so if they laugh I cannot hear it. It feels like I am just presenting to my teacher*". As for the one individual that experienced no difference said: *"I don't feel that the quality of teaching changed, just the way we work/learn changed but as an individual I have been a little more independent, studying by myself in my spare time, so for me not much has changed"*. As a whole, the majority agreed that the quality of teaching was affected in a negative way.

**Figure 2: What challenges do you encounter with online education?**

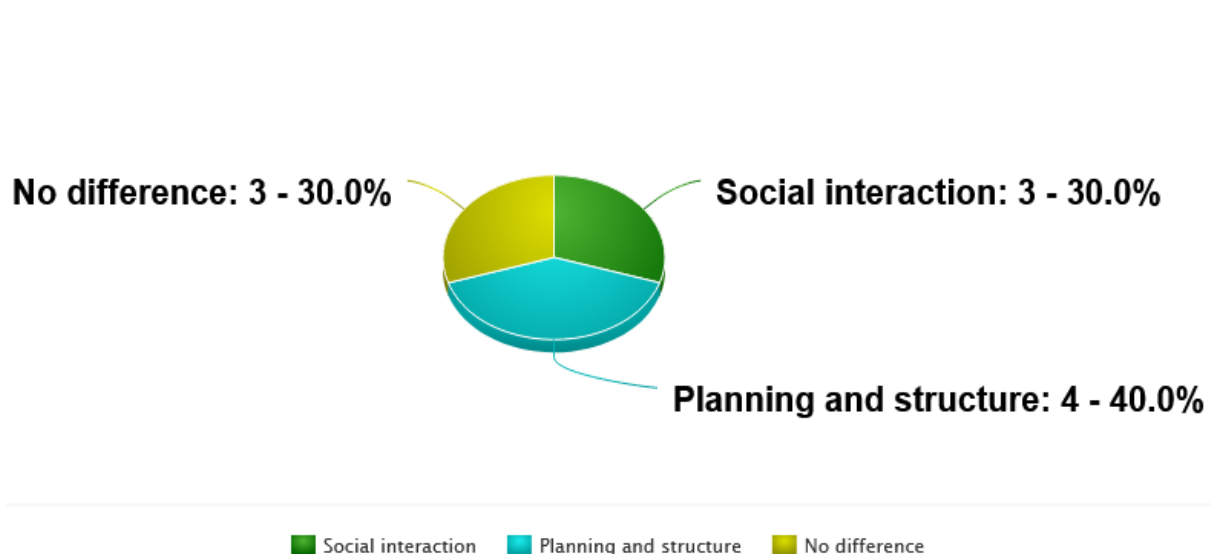


The students' encounters are somewhat different, some of what some consider as benefits, others see as burdens and the other way around. In any case, there are comments from students with understanding troubles and/or concentration issues that the expanded reading time has turned out negatively for them. One individual states: *"Regardless of whether we have more opportunity to study, there is no inspiration to do so."* Another one states: *"During a lecture it feels like all the students would sit like this and just stare at the teacher. It feels like the teacher is just going through text on a Powerpoint"*. The student followed up by stating: *"It's about walking around the classroom, it's about using student examples, it's about engaging the students in what the*

*teacher goes through in some way. Draw examples .. Let them think about questions and so on.”*

Another individual describes that with all the free time the individual chose to work rather than study. The individual felt that with so much free time, the study was less prioritized. Instead of studying all day the individual could work at the start of the day and study when the individual came home from work. That was at least the thought process, but in reality the studies were pushed forward because coming home from work the individual was tired. Some students felt that it was a combination of things, because the social experience was not there, there was a lack of motivation and because there was a lack of motivation it was also a lack of concentration. It was like a snowball effect. A reoccurring opinion was that online lectures were harder to concentrate on in comparison to classroom teaching, an idea was to make the lectures shorter. Most of the participants in the interview encountered that the attention on classes decayed, and that motivation and interest for the studies decreased. This could be seen by the amount of students attending lectures. Maybe there are 70 students in the course but only 30 students attend the lectures.

**Figure 3: What is the biggest difference between physical and digital teaching in terms of communication between teachers and students?**

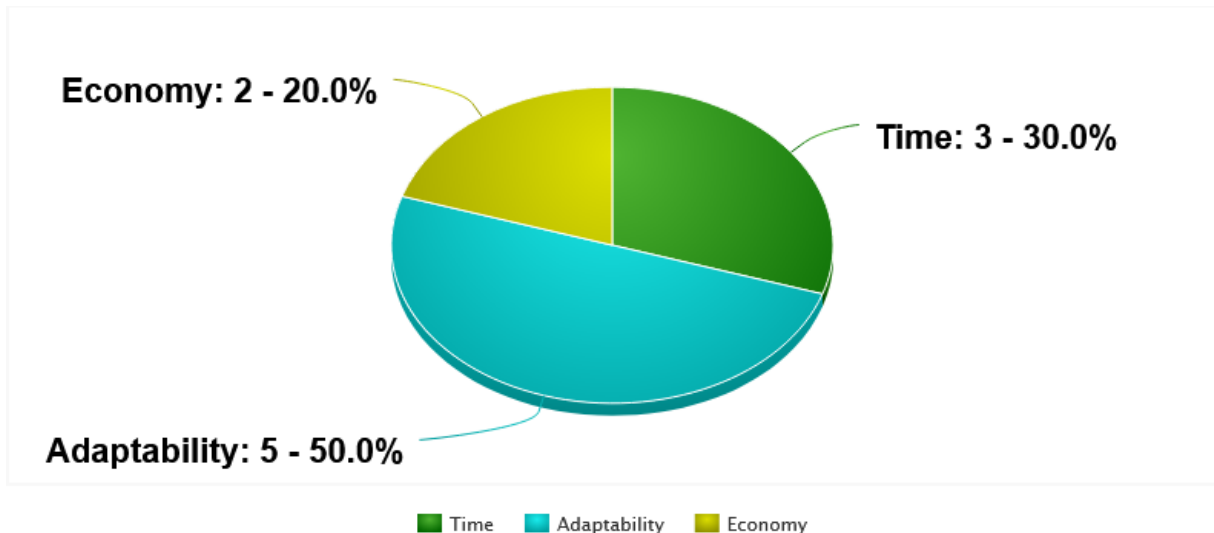


The students experienced that the social interaction between teachers and students were worse during distance education, however to various degrees and for various reasons.

One student said: *“The social interaction is, all things considered much worse. I do not think it is possible to compare with the physical presence in the classroom or sit down with teachers compared to sitting via a zoom link. And just seeing the teacher in person, like when you meet a teacher and say hello and you know you have a test coming, or just chatting about the lectures. Which is also very important for good learning, this relationship building with the teacher. It is also easier to express your thoughts in words rather than text.”*

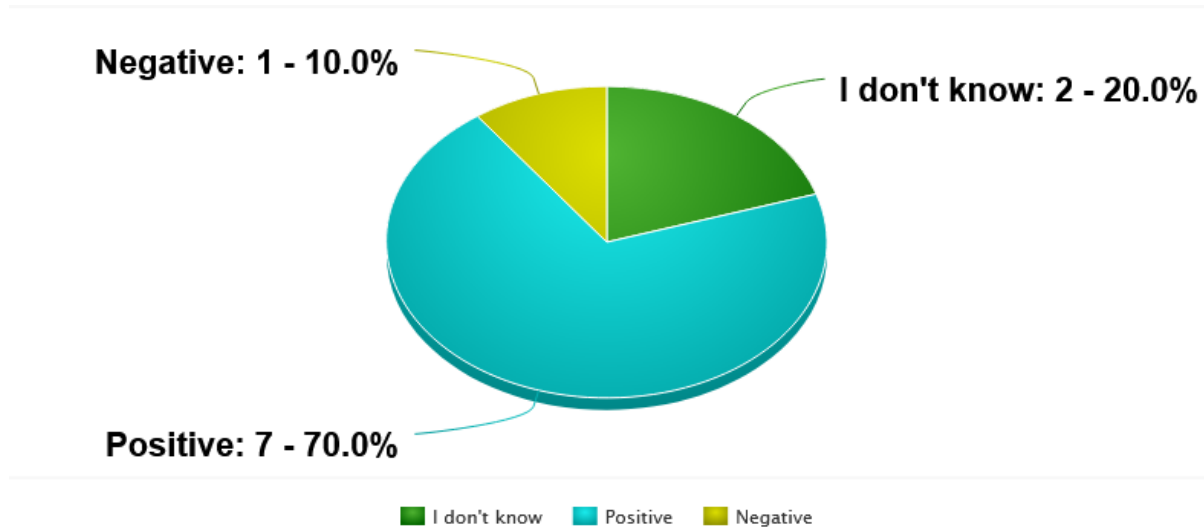
Some demanded that the teachers should be more involved and available, and that it is desirable that the teachers act consistently and give clear information to the students about the circumstances. One student mentions that it has been a great deal of "week to week" and that it would have been better for the teachers to structure planning to minimize the pressure for the students. The students felt that the chemistry between student and teacher was lost. It felt more like the teacher presented the lecture and after that there was no more interaction. One comment from a student was that it was clear that some of the teachers are not very familiar with online lectures and it is chaotic and hard for everybody to understand. Some wish that all lectures should be recorded and uploaded to Canvas, currently there are some courses that do this but not all. *“Sometimes it is hard to find the link to the zoom meeting as the teachers do not have a strict system they follow”*, a proposal to make every teacher send out an invitation link to the lecture 15 minutes before every lecture.

Figure 4: What are the advantages with online education?



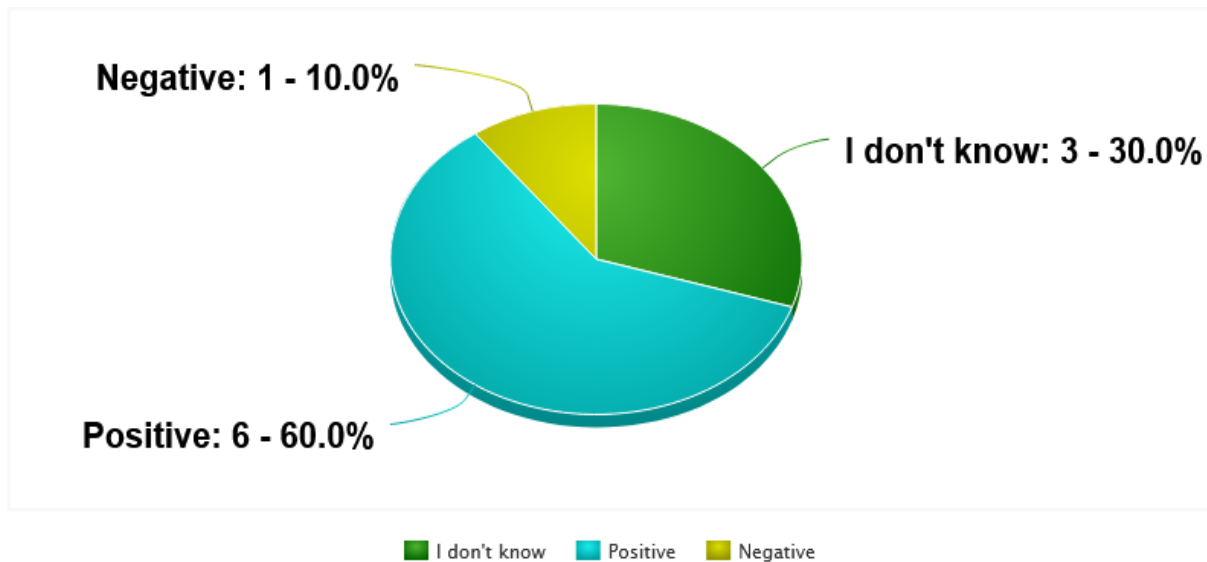
Among the benefits, adaptability was a recurring word. The students' chances to plan and study by themselves were positive. One student implied: *“Students who are shy to talk in front of the class can interact more. Writing their question instead of saying it out loud.”* A few students mentioned travel time as a benefit, the energy used during the travel time could be used for studies instead. A few students notice the economical advantages of distance education, for example, setting aside cash by not eating out or having to buy tickets for the bus/train. Distance education has a high degree of flexibility that allows the individual to work while studying. Another advantage with distance education is that it can be a positive aspect for students who have kids. The student can invest more energy and time at home. Instead of going back and forth to school the student can spend more time with their child.

Figure 5: What is your perspective on gaining real world experinces by working for company projects while studying?



The thought process of an online education platform was explained, a majority of the respondents felt that it sounded like a cool and reasonable idea. Most felt that there were potential advantages with an online education platform. Working with a real company and gaining experience where it sometimes can feel like school can lack in that department. One student's response was: *"I know people that work after they graduated university and they tell me school and work are two different things"*. Most students had this mindset that work and school were two different things. This does not mean that everything from school is completely worthless. When working you learn so much more, in comparison to just studying. This as the students got to work with a real client in their examination project.

Figure 6: What do you think of students having an experience profile online?



Most students saw the potential in having an experience profile online as some kind of CV. Where the listed work experiences are and feedback from companies as a positive aspect. See it as a review the companies write, how the company experienced the students working for them . Meaning other companies can see the different profiles and to have experience from working with big companies with good reputation, the interests of the other companies will increase. The rewards could be more job offers and in that way the individual can have higher demands.

## 6. Discussion

During the spring of last year, students have, as noted, undergone a rapid transition to distance education. It is possible to note quite large similarities in the answers given by the different interviewees. The results show that distance education has involved some type of difficulty compared to the type of education the respondents are used to. Common in the result is that the students experience that certain parts do not work as well in distance education as in teaching in school. The interaction aspect is the aspect that concerns communication opportunities, where most students felt a change. The interaction with classmates and teachers. The problems that are highlighted in the interaction aspect were that contact with the teacher occurred more by text. It is more difficult to express feelings and thoughts through text compared to talking in person. Students miss the social interaction with the teacher during lectures, making it unmotivated to attend lectures. The fact that the teachers have partly lost control over the students and the classroom means that their leadership role is reduced. This may be the contributing factor in this case to the fact that these teachers have seen reduced interest from most students during distance education. Concerning the social interaction between students, the results are consistent with previous research. Hermansson and Åkerfeldt [9] write in their study that students both feel more lonely or less lonely depending on the social starting point the student had before the distance education took over, which is also the case in this study.

The students' learning experience also became different when studying at a distance in comparison with the physical classroom. The biggest difference is that a greater personal responsibility is placed on the individual student during distance education, which is also in accordance with previous research of Jutta Balldin [8]. Another difference is that it is difficult for many students to distinguish between home and work environment. This leads to distractions in learning, which were brought up in Hermansson and Åkerfeldt's study [9].

The results of the interviews thus show that there are some students who are sensitive to the transactional distance created by shortcomings in interaction and flexibility. Fejes [6] believes that the students who benefit from distance education are those who are independent and disciplined. This is due to the fact that it becomes a greater responsibility for the students when they study at a distance. The discipline is not there for most



students. Instead of studying there is more time to do other stuff like working as shown in this study.

When talking about students' individual needs, one can ask oneself the question of the need for what. The fact that the teacher investigates this can form the basis for understanding how individualisation can be shaped. It can be about students' need for knowledge and that the teaching should be fun and stimulating. It can also be about things the student can benefit from in a future perspective, such as opportunities for further education and work. One student states: *“It's about engaging the students in what the teacher goes through”*. The results show that students want a personalized teaching that contributes to a better understanding of the subjects. A personalized teaching has major effects on the student's knowledge if it takes its individual interests as a starting point. When students get to work with tasks that are selected based on individual interest, the students become well-motivated, attentive, concentrated, persistent and broaden their knowledge.

In the expression learning by doing, Dewey reflects a view of man as active towards his surroundings. Students should be given opportunities to actively try and experiment where their interest and activity is the starting point for a goal-oriented work. By giving students the opportunity to try and experiment. When the child accommodates, completely new schedules and thought structures develop, i.e. it changes the way of thinking and adds new experiences to the thinking. A completely new development takes place because accommodation is an engine for knowledge development in an individual.

Gärdenfors says that emotions and motivation are the driving force for learning. All practical experience says that committed and motivated students with good self-confidence learn much better and faster. Brain research shows that what is important for the development of abilities such as reading and writing are students' emotions and their motivation. Many times the learning fails due to lack of self-confidence and poor motivation. To create an education on human individual terms, the goal should be to strengthen students' self-confidence and their motivation. The school must also understand and respect the student's experiences and ideas. Based on them, find appropriate steps that lead to a scientific understanding in accordance with the set goals.

## **7. Conclusion**

In conclusion, the results show that students to a high degree prefer traditional teaching, as several difficulties have risen with the digitalized distance education. Aspects such as worse communication between teachers and students as well as an increased responsibility have affected the learning experience, underlying factors to learning such as motivation and concentration. However, there are also positive aspects and opportunities linked to the use of digital tools and systems, as teaching can be adapted to suit more people. Measures that provide individual schools with increased resources to cope with the strain of a rapid shift. In addition, provide students with more concrete tools for self-learning and guidelines on how students should try to handle a distance learning situation in the best way. Lack of response rate and a relatively low proportion of responding students with low backgrounds lead to a sample that cannot be said to fully represent the total student population. In addition, it should be mentioned that the study shows students' experiences of their learning rather than their actual learning. It can give an indication of their actual learning, but in order to draw more concrete conclusions, a study is required that compares students' actual study results over time, before and after the distance education. In order for more concrete conclusions to be reached, a more comprehensive study is required where increased variation succeeds in being included.

### **RQ1: What are the attitudes, motivations and expectations from students?**

The attitudes from the students are that online education has a negative effect on the teaching. Students experience that certain parts do not work as well in distance education as in teaching in school. Motivation for the students is the social interaction with classmates. The social interaction between students makes the studying process more enjoyable and motivating. Not all attitudes and expectations were negative there were also some positive aspects.

Adaptability, the students' chances to plan and study by themselves were positive for some. Not having to get back and forth to school, being able to spend that time on something else.

### **RQ2: What are the barriers with online education encountered by the students?**

The barriers are the personal responsibility, the self discipline required with online education. The discipline to be active during lectures, not just join and barely listen to the teacher. Using

the free time to actually study. Social interaction is another barrier, social interaction with teachers and friends. The lack of social interaction with the teacher makes the communication with the teacher worse. It is harder to express thoughts and feelings through text compared to expressing them in person. The lack of social interaction with classmates makes it less motivated to study, it is no longer as fun to study compared to traditional classroom education. Problem with concentration during lectures is another occurring opinion.

### **RQ3: What are the student experiences with an online education platform?**

Most students felt that there were potential advantages with an online education platform. Working with a real company and gaining experience where it sometimes can feel like school can lack in that department. The students felt that, when working you learn so much more, in comparison to just studying. This as the students got to work with a real client in their examination project. Most students saw the potential in having an experience profile online as some kind of CV. Where the listed work experiences are and feedback from companies as a positive aspect.

For future research, more related areas would have been interesting. Potential research areas could be studies that more concretely compare study results before and after distance education and research with a clearer focus on students' mood in connection with distance education.

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# Appendix

## 5.1 Interview Questions

How do you feel that the quality of teaching is affected when it takes place digitally instead of physically?

What are the disadvantages with online education?

What challenges do you encounter with online education?

What efforts are made by the administrators and faculty to resolve the challenges?

What efforts would you like to be made by administrators and faculty?

Which is the biggest difference between physical and digital teaching in terms of communication between teachers and students?

How do you see the examination part of online education?

What are the advantages with online education?

How do you perceive flexibility in education?

How do you perceive personalisation in education?

What is your perspective on gaining real world experiences by working for company projects while studying?

How can we connect students with companies?

How do you perceive student-company communications via a digital platform?

What type of company projects would be of interest to you?

What do you think of students having an experience profile online?

What would you like such a profile to contain?

How can we make your education personalised and tailored to your needs?

What are your thoughts on using AI in providing education?

How can AI help you gain better education? Provide examples.

How do you see the existing digital education interfaces? What works well?

What would you be able to do using digital education interfaces?