

Digital education during the pandemic: student experience

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Digital
infrastructure
at the
University of
Warsaw
during the
pandemic



KAMPUS - University Virtual Learning Environment (ie. Moodle platform) with e-courses



USOS - student learning management system integrated with KAMPUS educational platform (enrolment, marks)



Student e-mail accounts within university domain under Gmail + online access to MS 365

KAMPUS



March 2020

- 40 000 users
- 1200 e-courses
- 900 e-teachers

March 2021

- 68 000 users
- 7800 e-courses
- 2231 e-teachers



Kampus egzaminy



Kampus



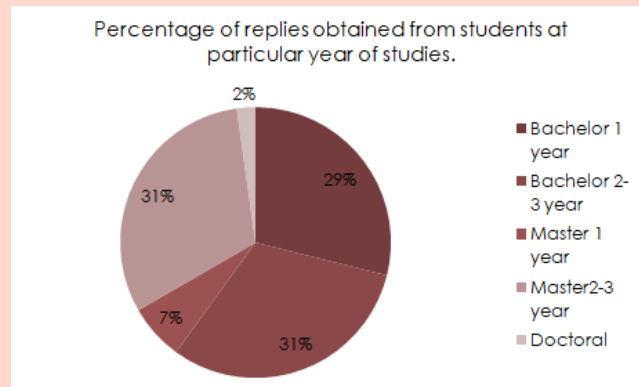
Kampus Student 2



Kampus Pracownik

Additionally: faculties' own solutions and recommendations.

Qualitative survey on digital experiences of students



Opinions on:

- what digital tools were most commonly used at their courses
- their usefulness in the education process
- advantages and disadvantages of digital education
- its potentials and barriers

N=45

Most common digital tools

Lectures:

- Zoom (95%)
- Google Meet (88%)
- BigBlueButton (46%)
- MS Teams (39%)

80% of students rated them from good to very good.

Materials:

- Kampus (e-courses)
- Google Classroom
- Teams

Comms:

- e-mailing
- forums
- chat

Assessment:

- Kampus
- Kampus-exams
- Google forms
- VC



Challenges and concerns

socio-economics

- lack of private space for studying
- lack of own computer

tech

- poor internet connection

university organisation (especially for freshmen)

- too many e-learning environments (difficult navigation)

psychological

- isolation, lack of sense of belonging to student community



What proved successful



LECTURES BY VCS,
RECORDINGS



E-COURSES AT KAMPUS
(WITH ALL MATERIALS IN
ONE SPACE)



COLLABORATIVE TOOLS
(GOOGLE CLASSROOM,
ZOOM ROOMS)



WHITEBOARDS (MIRO,
JAMBORAD)



ON-LINE APPLICATIONS
FOR THE IN-CLASS
ACTIVITY, SIMULATIONS
AND GAMING



ASSESSMENT AT
KAMPUS-EXAMS



E-LIBRARY



ACCESS TO MS OFFICE
365

Recommendations from students:

„One e-learning environment”

"Make course materials available **on-line.**"

„Activate us!"

„Make the **lecture recordings available** from afterwards to let us learn at own pace."

„Access to **e-books** and on-line literature. **E-library.**"

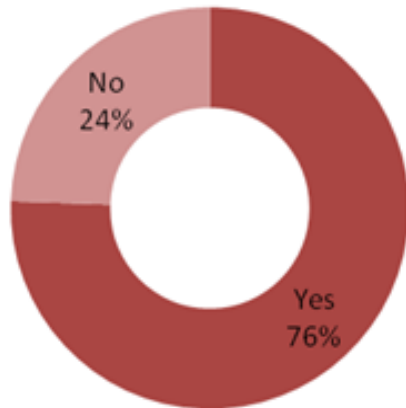
„**Short video tutorials** are better than long recordings."

„More **simulations & gaming** to let us understand the processes better."

„**Free licenses** for dedicated **software!**"

Should hybrid/blended learning be continued in post pandemic education?

Should hybrid/blended-learning be continued in post pandemic education?



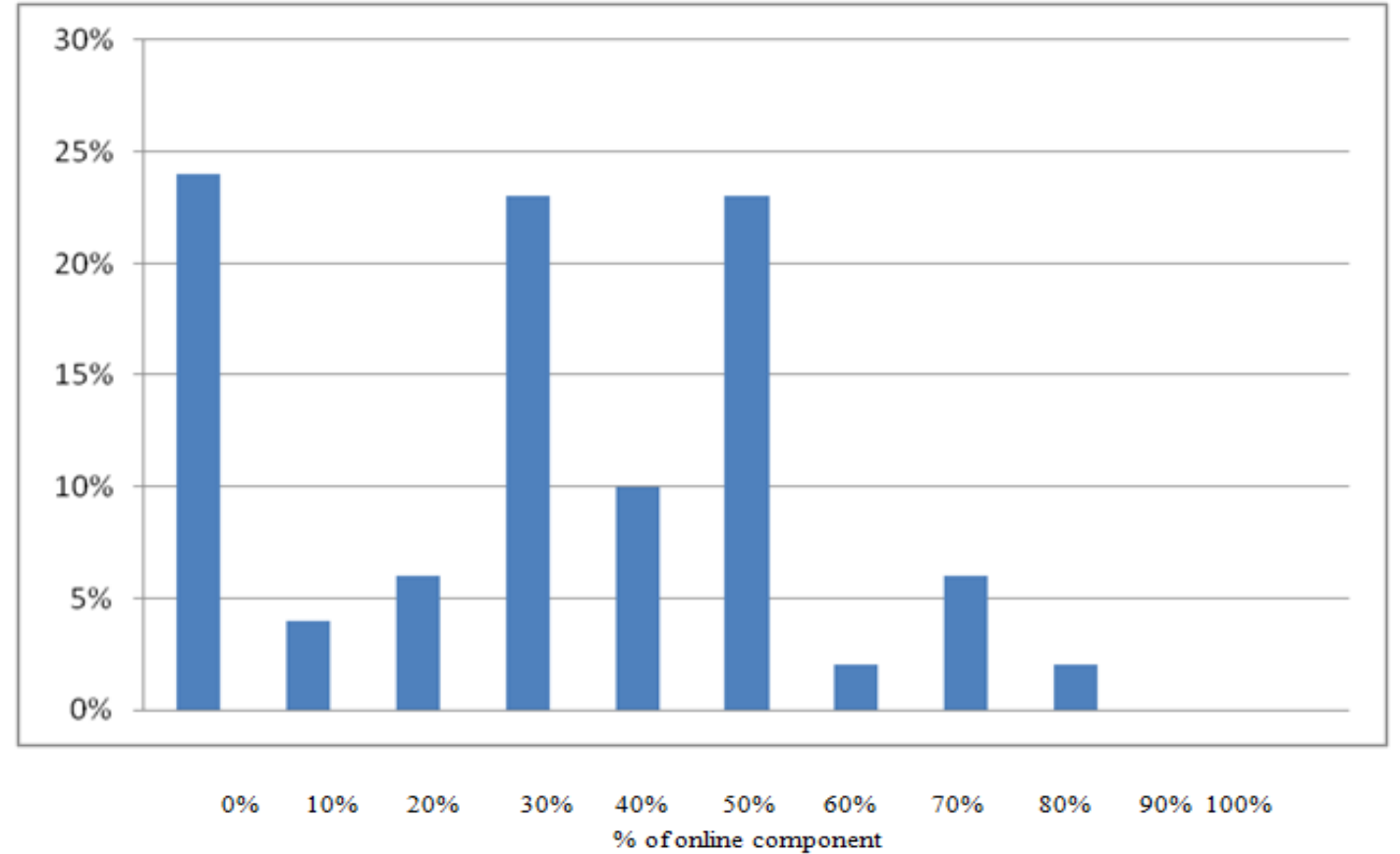
Theoretical lectures could still be run online.

Classes including practical element, in smaller groups, should be definitely carried out face-to-face.

Percentage of students' replies indicating the proportion (from 0% to 100%) of online component that could be applied the entire learning process in a future.

What should be the proportion of online component within the entire educational process?

% of students' replies



Why?

0%



„I have 4 siblings and thus no private area at home for online learning. I wish to be back to university as soon as possible.“

30-50%



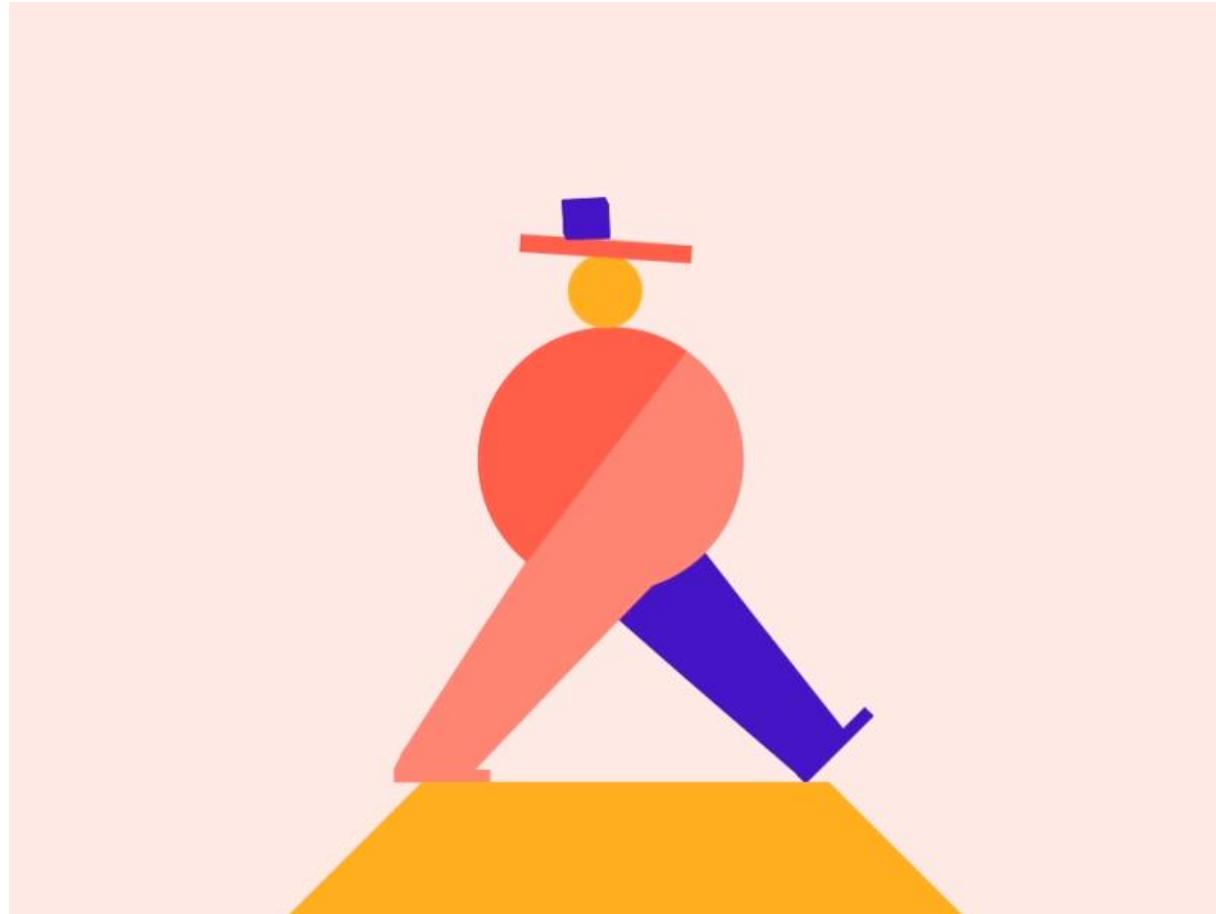
„It saves my time and gives flexibility to acquire knowledge at own pace. It's easier to combine it with other duties. I don't waste time for commuting everyday.“

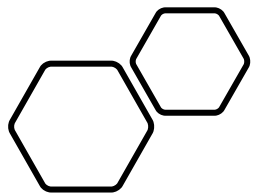
80%



„I'm diagnosed with autism spectrum and feel distracted in a crowd. On-line classes are perfect for me.“

Combine f2f and digital components in a
balanced and flexible way...





Thank you for
your attention!

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