

Students' Perspectives on Teaching and Learning in an Online Environment during the Pandemic

Lidija Zlatić

University of Kragujevac

lzlati@ptt.rs

Jelena Stamatović

University of Kragujevac

Jelena.stamatovic22@gmail.com

Mirjana Stakić

University of Kragujevac

mirjanastakico73@gmail.com

The outbreak of the COVID-19 pandemic affected the education system. Such a situation required a quick reorganization of the teaching process in all educational institutions. The Republic of Serbia was no exception to these measures, so that higher education institutions switched to online teaching from the second half of March 2020. Students' experiences and observations on this are different, and that motivated us to deal with this issue in our work. The aim of the study was to analyse the opinions of students of the Faculty of Education in Užice about the conditions and circumstances of learning that were present during distance learning in the pandemic. The study used a flexible protocol that focused on discussion through focus groups, and contained seven topics directed to factors and conditions of online teaching. The research sample included final year students of the Faculty of Education in Užice, and the study programme class teacher. The analysis of the product of the discussion in focus groups showed that there existed difficulties in all the mentioned learning conditions, along with challenges in overcoming them. In the end, we listed pedagogical implications which resulted from the review and analysis of students' answers.

Keywords: online teaching, learning, students, factors and conditions of online teaching

Introduction

In the circumstances of the outbreak of the pandemic caused by COVID-19, many social and life circumstances were changed. This influence was certainly reflected in the educational system, which required a rapid reorgani-

zation of the teaching process in all educational institutions. Due to its characteristics, the educational system posed a great health risk, considering the direct contacts of a large number of teaching and non-teaching staff, pupils and students.

In the first months of the pandemic crisis, from March 2020, unique solutions were adopted in different countries in the field of education, and those included online teaching. These measures were implemented in all higher education institutions. The data show that about 90% of all pupils and students in the world were affected by the closure of educational institutions in order to prevent further spread of the virus (Börk-Huffer et al. 2021; de Boer 2021). The Republic of Serbia was not exempted from these measures. Higher education institutions in our country switched to online teaching from the second half of March 2020, and in the summer semester of the academic year 2021/2022, they gradually (depending on the faculty) returned to direct teaching in the classroom.

However, the degrees and ways of adapting university teaching to the new situation were uneven, not only among different countries, but also at the level of the same country and the same university. At one end of the continuum, there are higher education institutions for which the use of digital platforms and tools has been a regular practice, and at the other end of the continuum, there are institutions for which the implementation of online teaching was completely unknown. Although there are obvious differences in the adaptation of different higher education institutions to online teaching, what they have in common is that universities mostly worked under a regime of urgent transformation of the educational process to an online environment. Rapid adaptation to this way of work has left no room for the systematic promotion, preparation and introduction of such online education in pandemic conditions. Sometimes the transition was not easy, since it required designing and preparing learning materials, as well as the skill of interaction between teacher-student and student-student (Gomez Recio and Colella 2020). Both teachers and students had to learn to use a range of digital tools without prior training.

Adapting higher education institutions to the current pandemic involved three different models: teaching at the faculty with increased epidemiological measures (e.g. physical distancing), creating hybrid models (blended learning, limited number of students), or switching to online teaching (de Boer 2021).

Therefore, it is important to examine the advantages, disadvantages and limitations of online teaching and learning in pandemic conditions. Bearing

in mind that the target group of our study consisted of future teachers and educators, who are still facing additional requirements for better didactic and pedagogical skills in the online environment, research of this type will be useful.

Theoretical framework

Recent researches indicate a number of shortcomings and some mitigating circumstances in the implementation of online teaching. In the presentation that follows, we will address the most common difficulties faced by students during online teaching under pandemic conditions. Many university teachers faced new circumstances that required additional knowledge and skills, but also a lot of time spent on the preparation and realization of teaching.

One of the problems or challenges for university teachers was insufficient training, i.e. the feeling of incompetence in using online platforms and learning tools (Gomez Recio and Colella 2020). The results of a Russian study that analysed the response of university teachers in Russia highlighted the main challenges teachers faced during the pandemic: low computer literacy, inadequate electronic environment and support, and unwillingness of academic staff and students to learn online (Almazova et al. 2020). The same study shows that the last two stand out as the most important for the implementation of effective distance education. Teachers' experience shows that their methodological work in the digital environment differs significantly from conventional teaching methods and that the preparation of online classes required much more time (Almazova et al. 2020). Under external pressure, many teachers quickly but unsystematically developed their digital competencies in order to organize communication with students, without adequate training in their use.

The biggest challenge for all teachers (not only university ones) was the lack of adequate pedagogical and methodological knowledge that is necessary for the implementation of online teaching. In addition to good command of appropriate platforms and tools, such knowledge also includes the expertise in the pedagogical foundations and principles needed to design and enable meaningful online learning. Mere replication of classroom teaching is often not possible online and may even result in inadequate learning outcomes. The qualitative analysis of individual studies' indicators has shown that, from the perception of teachers, the obstructing factors for the successful implementation of online teaching include the following: their lack of experience in online teaching, separation from students (lack of contact with them) and unsatisfactory results for students (Đorić 2021). Also, the social di-

mension, i.e. the interaction between teachers and students, contributes to their satisfaction with online teaching (Đorić 2021). It is evident that student-teacher interaction is one of the key factors in increasing satisfaction with an online course (Sher 2009).

One of the most common conceptual models for effective online learning is the research community model where the 'teacher's presence' in the teaching process implies the unity of teaching, social and cognitive presence (Horzum 2015; Rivera Munoz, Baik, and Lodge 2020; Carrillo and Flores 2020). This includes the content and the climate for learning developed by the teacher, constructing interpersonal relationships and trust during the process, and the teacher's facilitative skills as well as building understanding of content through teacher-student dialogue and reflection.

Communication and interaction in teaching is also very important among students themselves. However, during the pandemic, the manner of communication among students was significantly changed, since socializing and belonging to a group were limited in virtual classrooms. Students with less ability to regulate their own learning did not have direct support from teachers, and videos, digital content, and discussion forums often did not provide them with the expected learning outcomes (Rashid and Yadav 2020). Another study shows that students find that online teaching offers fewer opportunities to interact with others compared to regular classroom teaching (Bali and Liu 2018). Student-teacher and student-student interaction are important factors in the teaching process and have a positive impact on learning outcomes. Interaction with the teacher is associated with increasing the level of students' engagement in the learning process as well as their motivation. Interaction with other students and strong interpersonal relationships increase students' sense of belonging to the group and affect their perseverance in studies (Rivera Munoz, Baik, and Lodge 2020).

Another challenge of online teaching during the pandemic was the evaluation of teaching work, as well as the learning processes and students' results. Some research findings (Gomez Recio and Colella 2020; Salmi 2020) show that in online teaching there can be a problem with students' assessments and the way exams were taken. It was also an additional challenge for teachers in terms of finding ways to overcome cheating and plagiarism by students in exams (Sahu 2020). Many teachers faced a lack of student self-discipline and appropriate attitudes toward learning during online teaching. Dissatisfaction with the assessment procedures was also seen in the students' responses. The results of the qualitative study showed that students were not satisfied with online teaching, and they had more difficulties in preparing for exams;

they felt especially worried when taking such exams and whether they would achieve budget funding for further studies (Stojanović and Vukov 2020).

Numerous studies have tried to answer the question of whether online teaching is better and more effective than regular teaching in the classroom. In his review, Mseleku (2020) cites results confirming the fact that despite the growing popularity of online teaching, traditional classroom teaching is the choice for most students, because working in a classroom is closer to reality, providing students with the opportunities to reflect, discuss and debate with their colleagues and teachers. However, we find different results in a Spanish study (Iglesias-Pradas et al. 2021) showing that the surveyed students achieved better academic results in online teaching compared to the previous two academic years when teaching was conducted regularly. This research also shows the impact of the study year on the academic achievements of students due to the greater experience of older students in the use of learning management systems, as well as better organizational skills and communication with teachers (Iglesias-Pradas et al. 2021). A study examining students' expectations of online teaching during the pandemic in Poland found that the most important factors in the effectiveness of online teaching were students' satisfaction with this form of teaching and their sense of self-efficacy (Cicha et al. 2021).

In the context of online teaching, due to the pandemic, in universities, it was evident that individual characteristics of students such as personality traits, demographic characteristics, learning style, cognitive characteristics, characteristics of previous learning and previous experience, motivation, independence in learning, adequate time management, structuring time for task development, goal setting, self-regulation and personal responsibility, time management, metacognition, perseverance and critical thinking contribute to success when attending online lectures (Broadbent and Poon 2015; Money and Dean 2019; Wang et al. 2019). Students with higher emotional intelligence also showed a higher level of emotional attachment – better peer relationships, not only in the traditional classroom, but also in online learning. Students' social connections are related to their social interactions (Han and Johnson 2012). In the survey of students' satisfaction with online teaching, the results show that they generally prefer live teaching, as well as the fact that they have a problem in adapting to distance learning. Students' attitudes, motivation, self-efficacy and use of technology play an important role in their cognitive engagement and academic achievement. Those who gladly accepted online teaching were more cognitively engaged and better motivated to learn in these conditions (Aguilera-Hermida 2020).

Certain researches show some difficulties in online teaching from the position of students, such as loss of attention, mismatch of learning pace with the speed of the teacher's exposition, and lack of discipline when learning from home due to inadequate supervision by teachers (Bączek et al. 2021; Mishra, Gupta, and Shree 2020; Mukhtar et al. 2020).

The socio-economic status of students can be a significant individual variable, primarily through the existence or non-existence of technical and spatial conditions for attending lectures from home (Edmunds et al. 2021). Online learning in higher education often costs less for students' families compared to the situation when they are studying away from their home places, especially when it comes to travel costs and their living separately (Kenzig 2015).

Technical factors are very important for the implementation of online learning and teaching. In other words, if teachers and students have good technical support, if they are equipped with e-learning tools and positively evaluate e-learning tools, they are likely to be more motivated and cognitively engaged. The results of the Polish study show that students who have never encountered this form of teaching report technical problems as the biggest problem (Bączek et al. 2021). Better training in digital technologies can mean less cognitive load, and therefore greater efficiency and motivation. In such situations, greater willingness of both teachers and students to use technology is expected, as well as their faster adaptation to most aspects of online teaching.

Researches show overlaps when it comes to the limiting circumstances of online teaching, and advantages to a certain extent. Therefore, we decided to examine more deeply the observations and experiences of students, namely future class teachers, with online teaching during the COVID-19 pandemic.

Organization and implementation of online teaching at the Faculty of Education in Užice in the pandemic situation lasted one semester. The class schedule was flexible, and based on the agreement between students and course teachers. Teaching was implemented in the form of online lectures, using the following digital tools: Google classroom, Zoom and Teams. Students received individual or group feedback from the teacher, depending on the tasks and previous agreement with the teacher. Exams were not held online, but organized in a direct way.

Methodology

The aim of the study was to examine how students and future class teachers perceived online teaching and what experience they gained in relation to the learning conditions and factors that were present during the COVID-19

pandemic, i.e. their attitudes towards changed working conditions in relation to direct teaching. Such student observations are important since they can be the basis for further improvement of online teaching, but also a possibility for new strategies for developing their competencies as future teachers who could be in a position to implement online teaching.

In relation to the importance and need for digital education of future teachers, as well as their readiness to adequately and timely respond to online teaching conditions, the aim of our study was to examine students' opinions and experiences related to various factors and conditions in which teaching took place, i.e. in an online environment during the pandemic.

The study sample involved students in the final year at the Faculty of Education in Užice, who presented opinions and personal experiences through interviews in focus groups. The justification for such an approach lies in the fact that focus group interviews require a qualitative methodology that can contribute to the acquisition of a large amount of information from students, information that is related to the research subject and is the result of their perspective and personal experience. We were guided by the fact that *focus group interviews* allow more in-depth data, insights and experiences of respondents (Cohen, Manion, and Morrison 2007). In relation to the goal of the study, we applied a flexible protocol on which the discussion was conducted. The discussion included topics focused on factors and conditions of online teaching, as follows: (1) previous experience with online teaching before the COVID-19 pandemic, (2) technical conditions under which students worked in the online environment, (3) possessing and adapting the necessary digital skills to work in online teaching, (4) communication and interaction with teachers and colleagues, (5) self-efficiency, motivation, attention and concentration in learning in the online environment, (6) assessment during online teaching and assessment of knowledge after online teaching, and (7) assessment of one's own training for the implementation of digital teaching in future professional work.

The interviews were conducted through two focus groups equalized by the age of the students (fourth year students of the undergraduate academic studies of the study programme class teacher). The first group consisted of 11 students and the second group consisted of 12 students.

Research data processing. The products of the interviews were recorded as raw data and then transcribed. After that, a thematic analysis was performed, in which the products of the discussion were classified within the topics and repetitive and higher frequency sub-topics were identified. Coding units stood out as sentences or group of sentences students used to de-

scribe or explain specific segments of learning conditions in online teaching during the pandemic. After that, further analysis was performed in the identified thematic statements of the students, connecting and merging the determined categories with subcategories that explained the phenomena more clearly. Finally, the findings were linked to the results of some previous research on similar phenomena and the theoretical framework.

Results and Discussion

The thematic analysis of the discussion content highlighted several topics indicating the factors and conditions of online teaching.

Previous Experience with Online Teaching before the COVID-19 Pandemic

Students generally had no experience with online teaching before the pandemic.

We encountered online teaching for the first time during the pandemic.

Several students stated they had of experience with this type of teaching through the elective module of the IT group of subjects.

We encountered online teaching within IT elective subjects.

Some findings show that the scope of distance learning in university teaching in the Republic of Serbia is rather small. Namely, only about twenty faculties have had accredited distance learning study programmes in the previous four years (Marković 2021). The fact is that the trend of online teaching exists; however, its implementation is slow.

Technical Conditions in Which Students Worked in an Online Environment

Based on the analysis of the discussion products, we identified several sub-topics that described more clearly the technical conditions in which online teaching took place. The first sub-topic referred to the accessibility of networks and the Internet to students at home. A number of students faced problems related to the accessibility of the Internet.

I had a problem with the Internet network overloading in the dormitory, because a large number of us used the available network at the same time.

Among technical conditions, we can single out the sub-topic of adequacy of learning space at home during online teaching. According to the students, the distraction factor was often the presence of several people in the room where the lectures were followed, causing a hindrance to their concentration.

During the online classes, in the dormitory room, several students were not following the same lectures, so they distracted me and I lost concentration.

Possessing and Adapting to the Necessary Digital Skills during Online Teaching

One of the key challenges students faced in online teaching was the need for rapid adaptation to new online platforms, with insufficient competence for using them (Gomez Recio and Colella 2020). Students of the Faculty of Education had similar experiences, although they stated that this transformation had a motivating effect for quickly mastering the use of digital tools. It also empowered them to quickly adapt to some new situations.

No, we did not know much about working on online platforms and tools and we were forced to learn quickly.

Since we learned this quickly, I believe we will also be able to learn to use some other tools quickly, as soon as we need it.

Mastering new platforms and tools was not systematically organized for students, so they acquired additional skills individually or with the help and support of colleagues.

Using too many different platforms and tools in online teaching can be an aggravating circumstance for students (Aristovnik et al. 2020). The surveyed students in our sample also encountered similar problems. They stated there were too many different platforms and tools used by individual professors during online lectures, which further burdened them and hindered their pace of learning.

At some point, there were too many different applications within different subjects, so we suggested to the professors to unify the applications they used for teaching.

However, students took advantage of the experience with individual platforms and continued to work in them even after online teaching was over, in the situations of joint student projects.

Communication and Interaction with Teachers and Colleagues

Within this topic, we singled out two sub-topics important for the successful implementation of online teaching: the first was related to communication and interaction between students and teachers, and the second to communication and interaction among students. The separation of teachers from students has been observed as a disruptive factor in some studies by both teachers and students (Đorić 2021). From the position of students, in our research, they cited as a problem the lack of two-way communication with teachers, where lecturers taught without interaction with students. Also, sporadically, teachers only delivered learning materials without instructions, explanations or any communication. In such situations, there occurred plagiarism of students' assignments and seminar papers because they did not expect any feedback.

It was very monotonous when the teacher was just talking.

We did not have much time for additional explanations and discussion, even in situations when we could see and hear teachers, because there was a lot of noise, as well as delays in image and sound.

When working on the material we received, there was no opportunity for accompanying explanations and questions.

In some cases, we sent our assignments, which we took over from our colleagues and just copy-pasted them.

The surveyed students shared positive experiences related to individual consultations with teachers using various online forms (Zoom, Skype, Google Meet, etc.). In these cases, the communication was effective for the students because it was organized 'face-to-face,' so they had the opportunity to ask questions and get additional explanations.

The consultations were good and meaningful because they took place directly in a student-teacher manner, so we had the opportunity to ask questions and get feedback.

Research findings show that online teaching provides fewer opportunities for teacher-student interaction than classroom teaching. The teacher in the classroom has more opportunities to create a stimulating climate for learning and interaction compared to what online teaching can offer (Bali and Liu 2018; Rashid and Yadav 2020).

Interaction and communication among students is a significant factor in the teaching and learning process. The observations of students in our research have shown that communication with colleagues was present, but mainly through mobile phone applications (Viber, WhatsApp, etc.). They missed direct interaction in the learning process in the classroom, as well as socializing with each other.

During the distance learning, there was no spontaneous communication, which is always accompanied by immediate emotions, there was no joy.

I missed direct contact with colleagues.

Mutual interaction and communication of students develops a sense of belonging to the group and creates favourable interpersonal relationships. Research by a group of authors shows that positive interaction among students has an impact on their perseverance in studying (Rivera Munoz, Baik, and Lodge 2020).

Several students who participated in our research commented that they were considering dropping out of their studies, among other things, due to the pandemic circumstances.

Self-Efficacy in Learning in an Online Environment

Personal experiences of the surveyed students have shown that there were problems related to motivation, concentration, attention and interest in learning during online teaching. Researches conducted in the previous two years during the pandemic have also indicated results that highlight these problems (Aguilera-Hermida 2020; Cicha et al. 2021; Mishra, Gupta, and Shree 2020; Money and Dean 2019; Wang et al. 2019).

The circumstances that influenced self-efficacy of students in our research are the following: organization of time, high concentration of tasks and requirements in a short time interval and with short deadlines, organization of teaching that was not in line with the schedule in regular circumstances, flexible structured time for working at home, impossibility of quick selection of information priorities, and difficulties in understanding the materials and preparation of assignments when it came to practical skills within individual subjects.

It was difficult to organize learning, there used to be a lot of information and tasks we had to do in a short time.

The absence of the obligation to go to the faculty slowed me down and gave me a sense of leisure.

We spent a lot of time at the computer and it was very tiring at times.

Researches identify difficulties for students during online teaching, such as loss of attention, mismatch of learning pace with the speed of lecturer exposition, as well as lack of self-discipline when learning from home (Bączek et al. 2021; Mishra, Gupta, and Shree 2020; Mukhtar et al. 2020). When it comes to attention, the students in our research also mentioned problems with this and with concentration. Different situations caused the loss of attention and concentration. They included working under pressure, short deadlines, many tasks that were to be performed at the same time, lack of live communication and monotony of exposure without feedback. Thinking about the pandemic and the illness of others also distracted students.

Exams and Assessment of Knowledge after Online Lectures

One of the important aspects of teaching in general is assessment as part of that process. Quality online teaching implies good planning of the form and manner of monitoring and evaluating students. Having in mind the duration of online classes at the Faculty of Education, whose students were in the sample, we decided to look at this aspect from the perspective of students in the period after online teaching that did not last long, more precisely, less than one semester. In the interviews, the students stated they had difficulties in the exams, which were reflected in the following: students' expectations for the reduction of exam requirements, which was not present, and the harmonization of exam requirements with what was provided during online classes. The following students' statements can illustrate this:

We had difficulties during the exam, a lot more information was requested than we received.

Our expectation was that the professors would reduce the content and we were guided by that while learning, so the expected achievements were not reached, we got lower grades or failed the exams.

Similar results were shown by a qualitative study where students were not satisfied with their assessment in online teaching. It was more difficult for them to prepare for exams. They felt fear in exams and were worried whether they would attain budget funding for the next year's studies (Stojanović and Vukov 2020).

Assessment of One's Own Training for the Implementation of Online Teaching in Future Professional Work

Having in mind the fact that the research sample consisted of students who are future class teachers, we were interested in how they evaluate their training for independent online teaching and the implementation of certain digital tools in teaching. Most students believe they are not sufficiently trained to conduct online classes. Their insecurity is manifested in the preparation of materials for online teaching (adaptation of materials to the needs of students) and in the assessment of students in online teaching (monitoring and objectivity of assessment). Some of the students' statements illustrating their opinions are:

We have to pay attention to many elements while preparing the lessons and during their implementation.

We are not trained to adapt learning materials in electronic form, especially if we have to fit them to individual needs.

When evaluating students, many elements have to be observed and that is hard, and I don't even know how objective I would be in grading (maybe someone at home helps the children, etc.)

Finally, the students presented key shortcomings related to the conditions of online learning during the pandemic. They all agreed that the biggest shortcoming was the lack of contact, i.e. the lack of interaction with teachers and with each other (in learning as well as in the spontaneous interactions and socializing they have under regular conditions). According to them, these shortcomings were some of the factors that contributed to the limited sense of satisfaction and motivation.

As an advantage, the students pointed out that this specific situation forced them to learn how to use new digital tools. In their opinion, it is the greatest benefit they gained during learning in an online environment.

Conclusion

Educational experience of online teaching during the pandemic has shown that digital tools and distance learning platforms offer a wide range of learning opportunities, from the acquisition of conceptual knowledge, to basic skills for teacher feedback, following the teaching content by students, and above all, providing basic conditions for the implementation of teaching in changed social circumstances.

However, it turned out that the main shortcoming of online teaching, according to students, is the lack of interaction between students and teachers, as well as mutual communication and spontaneous mutual activities in the faculty environment.

As a disadvantage of online teaching, the students also mentioned that there was a lot of work on textual materials they received from teachers, which made teaching monotonous, and that there was just one-way teacher-student communication, without much opportunity for feedback, additional explanations and questions. The lack of organized and clearly planned classes, especially a flexible class schedule, made it difficult to concentrate, so that students had more problems in self-organization of learning. Difficulties with the use of e-learning tools, primarily related to technical problems (lack of Internet, accompanying technical issues), as well as teachers' inability to monitor students' activities, made it difficult to verify achievement where plagiarism was present to a certain extent. The students singled out the acquisition of new digital skills as the only benefit of distance learning they gained in the conditions of the pandemic. The complexity of these factors indicated a large number of roles and challenges that teachers and future teachers who were the target group of our research faced, as well as numerous skills they needed to acquire in order to adapt classical teaching to distance learning (König, Jäger-Biela, and Glutsch 2020). Some of these skills are methodological skills of adapting teaching content for distance learning, skills for using new web tools in creating assignments for students, and skills for creating an electronic portfolio of students.

From all the above, certain pedagogical implications can be singled out, which we observe both from the point of view of teachers and the perspective of students as future class teachers.

Teachers should focus more on positive experiences related to learning in an online context and devise strategies for self-regulated learning of students, as this has proven to be a significant variable in online learning. This includes the use of new learning platforms that support learning at deeper levels, including choice by students, interactivity, adaptability, differentiated feedback, and various teaching techniques that encourage reasoning and self-regulation in learning. Learning activities should be based on the implementation of different methods and approaches (synchronous, asynchronous learning, online, offline), to be precisely described, explained and related to the real contexts of life and learning of students (Littenberg-Tobias and Reich 2020; Rivera Munoz, Baik, and Lodge 2020).

Interaction among participants in online classes is considered an impor-

tant aspect (Fish and Wickersham 2009) that contributes to meeting the basic psychological needs of students (for socializing, acceptance, closeness, etc.). Teachers have a key role to play here, and are expected to structure and enable quality discussions. Of course, it is necessary to pre-train students for the use of digital tools for successful online interaction, but again, their social connection is required as a condition (Marković 2021). Collaborative learning has great potential in the field of higher education because it encourages the common construction of knowledge, as well as the development of interaction skills, resulting in important educational outcomes. Peer learning (cooperation with other colleagues) also gives positive individual effects. Therefore, fostering a peer environment in the context of online teaching can be a very useful strategy (Broadbent and Poon 2015).

Important prerequisites for quality teaching include preparation and institutional support through the availability of necessary technology, reducing the burden on teachers of other jobs, and enabling quality interaction with colleagues in terms of exchanging experiences related to online teaching. It is certainly necessary to provide training for teachers in order to encourage them to apply technologies, be more efficient in preparing online materials and more ready for online communication (Crawford Ferre and West 2012). The quality of online teaching also depends on continuous evaluation, which is the basis of its improvement and planning.

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Pogledi študentov na poučevanje v spletnem okolju v času pandemije

Izbruh pandemije covida-19 je prizadel tudi izobraževalni sistem. Takšno stanje je zahtevalo hitro reorganizacijo učnega procesa v vseh izobraževalnih ustanovah. Rezultati različnih raziskav pri nas in v svetu so pokazali, da je zaprtje izobraževalnih ustanov zaradi preprečevanja širjenja virusa prizadelo 90 % vseh dijakov in študentov na svetu. Republika Srbija pri teh ukrepih ni bila izjema, tako da so visokošolski zavodi od druge polovice marca 2020 prešli na spletno poučevanje. Izkušnje in opažanja študentov o tem so različna in to je bil motiv, ki smo mu posvetili našo raziskavo. Cilj je bil od študentov Pedagoške fakultete v Užicu izvedeti, kaj menijo o razmerah in učnih dejavnikih, ki so bili prisotni med spletnim poukom v času pandemije. Raziskava temelji na razpravah v fokusnih skupinah, v katerih so obdelali sedem tem, osredotočenih na dejavnike in pogoje spletnega poučevanja. V raziskovalni vzorec so bili vključeni študenti zaključnega letnika študijskega programa Razredni pouk Pedagoške fakultete Učice. Analiza dela v fokusnih skupinah je pokazala, da so se v vseh omenjenih učnih pogojih pojavljale težave in hkrati izzivi pri njihovem premagovanju. Študenti menijo, da je največja korist, da so se sorazmerno hitro naučili dela z nekaterimi novimi spletnimi orodji, največja pomanjkljivost, ki so jo izpostavili, pa je pomanjkanje žive komunikacije z učiteljem in med seboj.

Ključne besede: spletno poučevanje, učenje, študentje, dejavniki in pogoji spletnega poučevanja